

Relationship between Emotional Intelligence and Organizational Citizenship Behavior among the Secondary School Teachers - A Study of Telangana State

Dr. Akula Srinivas¹, Jogu Ramya Krishna², Prof. Dr. Ramana Naik Banoth³

¹Assistant Professor (GF), Kakatiya University, Hanamkonda- Telangana

²Junior Lecturer, A V V Junior College, Hanamkonda – Telangana

³Chairman of The Institution of Engineers (India), Khirathabad. Hyderabad

Abstract-- Effective emotional management among teachers plays a crucial role in reducing occupational stress and enabling them to handle complex and challenging classroom situations without adversely affecting students. Emotional Intelligence (EI) equips teachers with the ability to cope with stressful circumstances, regulate their emotions, and respond constructively, thereby positively influencing students' learning outcomes and overall well-being. This aspect is particularly significant for secondary school teachers, who are expected to demonstrate a high level of professional commitment, often reflected through Organizational Citizenship Behavior (OCB).

In this context, the present study examines the relationship between Emotional Intelligence and Organizational Citizenship Behavior among secondary school teachers. The sample comprised 120 teachers selected from government and private secondary schools in Warangal District of Telangana State. Data were collected using the Emotional Intelligence Scale developed by Schutte et al. (1998) and the Organizational Citizenship Behavior Scale developed by Podsakoff, MacKenzie, Moorman, and Fetter (1990). The collected data were analyzed using appropriate statistical techniques.

The findings of the study reveal a significant and positive relationship between Emotional Intelligence and Organizational Citizenship Behavior, indicating that teachers with higher levels of emotional intelligence are more likely to exhibit voluntary, cooperative, and pro-social behaviors that contribute to enhanced school effectiveness and a positive organizational climate.

Keywords-- Emotional Intelligence, Organizational Citizenship Behavior and Relationship between EI and OCB.

I. INTRODUCTION

Education plays a vital role in the development and functioning of society. It is a social institution that helps individuals acquire knowledge, skills, values and attitudes necessary for personal growth and social progress.

In the process of education the teaching profession occupies a significant role in society, as it plays a critical role in shaping future generations through the transmission of knowledge, the cultivation of critical thinking, the development of essential life skills, and the promotion of harmonious social relationships. Teachers function not only as instructors but also as mentors and role models who contribute to students' holistic development and to the creation of an informed, cohesive, and progressive society. By equipping learners with intellectual, emotional, and social competencies, teachers lay the foundation for individual growth as well as collective advancement.

In contemporary educational contexts, school effectiveness is increasingly influenced not only by teachers' pedagogical expertise but also by their emotional and interpersonal competencies. Emotional Intelligence (EI), defined as the ability to perceive, understand, regulate, and utilize emotions constructively, has emerged as a critical psychological attribute contributing to teachers' professional effectiveness and well-being. Secondary school teachers, in particular, operate within emotionally demanding environments that require them to manage classroom dynamics, respond to diverse student needs, collaborate with colleagues, and maintain constructive relationships with parents and administrators. These complex demands underscore the importance of emotional intelligence in facilitating adaptive behavior, effective communication, and stress management within school settings.

Parallel to this development, Organizational Citizenship Behavior (OCB) has gained considerable attention in educational research as an important determinant of institutional effectiveness. OCB refers to discretionary, extra-role behaviors that are not formally prescribed or directly rewarded but contribute significantly to organizational functioning.

In schools, such behaviors include assisting colleagues, demonstrating conscientiousness, actively participating in institutional activities, and maintaining a positive orientation toward organizational goals. Teachers who exhibit high levels of OCB contribute to a supportive organizational climate, enhance collegial cooperation, and ultimately improve student learning outcomes.

A growing body of empirical evidence suggests that emotional intelligence serves as a psychological foundation for organizational citizenship behavior. Teachers with higher levels of emotional intelligence are better equipped to manage interpersonal relationships, empathize with others, and cultivate supportive professional networks. These emotional competencies naturally translate into voluntary behaviors that strengthen organizational cohesion, enhance school morale, and promote overall institutional effectiveness. In this context, examining the relationship between emotional intelligence and organizational citizenship behavior among secondary school teachers becomes both theoretically significant and practically relevant.

II. REVIEW OF RELATED LITERATURE

Emotional Intelligence and Organizational Citizenship Behavior

Emotional Intelligence has been widely recognized as a critical psychological resource influencing employees' discretionary and pro-social behaviors in organizational settings. Early empirical support for the relationship between EI and OCB was provided by Wong and Law (2002), who examined employees across various industries in Hong Kong and reported a significant positive association between emotional intelligence and organizational citizenship behavior.

Carmeli (2003), in a study of senior managers in Israeli public organizations, found that higher levels of emotional intelligence were positively associated with engagement in organizational citizenship behaviors, particularly helping behavior and civic virtue. This study emphasized emotional intelligence as a key managerial competence that facilitates cooperation and citizenship behavior within complex organizational environments.

Tram and O'Hara (2006), using a dyadic design involving employees and supervisors, demonstrated that leaders' emotional intelligence significantly predicted subordinates' organizational citizenship behavior, with job satisfaction acting as an important mediating variable. Their findings highlighted the indirect yet powerful influence of emotional competencies on extra-role behaviors through enhanced affective experiences at work.

A comprehensive meta-analysis conducted by **Miao, Humphrey, and Qian (2017)**, encompassing more than 100 studies across diverse occupational and cultural contexts, confirmed a robust and consistent positive relationship between emotional intelligence and organizational citizenship behavior. The analysis revealed that EI influences OCB both directly and indirectly through mediators such as job satisfaction and affective commitment, establishing emotional intelligence as a reliable and universal predictor of citizenship behavior.

Recent research has extended the EI–OCB framework to contemporary and technology-mediated work environments. **Pradhan et al. (2021)**, in a study of remote employees in the Indian IT and service sectors, reported that emotional intelligence significantly predicted digital forms of organizational citizenship behavior, including virtual helping and proactive online engagement. Empathy emerged as a particularly influential dimension of EI. Similarly, **Younas et al. (2023)** found that emotional intelligence positively influenced OCB while simultaneously reducing service sabotage, with emotional labor mediating the relationship. These findings suggest that emotionally intelligent employees are better equipped to manage emotional demands and sustain constructive workplace behaviors.

The concept of Organizational Citizenship Behavior was originally articulated by **Organ (1988)**, who defined it as discretionary behavior not explicitly recognized by formal reward systems but which contributes to organizational effectiveness. Organ identified five core dimensions of OCB—altruism, conscientiousness, courtesy, sportsmanship, and civic virtue—which continue to serve as the dominant framework in OCB research.

Podsakoff, MacKenzie, Moorman, and Fetter (1990) empirically examined antecedents of OCB and demonstrated that transformational leadership behaviors significantly predicted employees' citizenship behaviors, emphasizing the role of leadership and organizational context in fostering extra-role performance. Further, **Podsakoff et al. (2009)**, through a meta-analysis, established that OCB positively contributes to organizational performance, team productivity, employee retention, and customer satisfaction, positioning OCB as a strategic organizational resource.

In the educational context, **Jacob et al. (2022)** examined school teachers in Kerala and found that job satisfaction significantly predicted all five dimensions of organizational citizenship behavior. Their findings suggest that satisfied teachers are more likely to engage in altruistic, conscientious, and participatory behaviors that extend beyond formal teaching responsibilities.



Complementing this evidence, **Azzahra et al. (2024)** reported that organizational culture and job satisfaction positively influenced OCB among tourism sector employees, with loyalty acting as a mediating factor. Similarly, **Ernawati et al. (2024)** demonstrated that leadership function and job satisfaction significantly predicted OCB among healthcare professionals, with readiness to change emerging as a key intervening variable.

III. THEORETICAL FRAMEWORK

The concept of Emotional Intelligence was first systematically introduced by **Mayer and Salovey (1990)**, who defined it as the ability to perceive, understand, regulate, and utilize emotional information in one self and others to guide thinking and behavior. Their model emphasizes the integration of emotion and cognition as a foundation for adaptive functioning.

Goleman (1995) expanded this conceptualization by identifying five core components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. Subsequently, **Goleman (2001)** refined this framework into four broad competencies, self-awareness, self-management, social awareness, and relationship management are highlighting their relevance in organizational contexts such as schools. According to this model, emotionally intelligent individuals are capable of reflecting on their emotions, understanding others' feelings, regulating emotional responses, and cultivating effective interpersonal relationships.

The distinction between emotions and feelings has also been addressed by scholars such as **Wierzbicka (1999)** and **Caruso (2008)**. While feelings often refer to bodily or physiological sensations, emotions involve cognitive appraisal combined with affective experience. Emotional intelligence theory is grounded in the assumption that emotions, like cognitive abilities, can be assessed, developed, and managed. This perspective underscores the importance of emotional regulation and management in both personal and professional life.

Within this framework, emotional intelligence is conceptualized through five major dimensions: self-awareness, self-regulation, motivation, empathy, and social skills. These dimensions collectively enable individuals to navigate social interactions effectively and respond constructively to emotional challenges.

Organizational Citizenship Behavior, in contrast, refers to voluntary and discretionary actions performed by employees that are not part of formal job requirements but significantly enhance organizational effectiveness.

In educational settings, teachers who demonstrate OCB voluntarily support colleagues, contribute to institutional development, adapt positively to change, and maintain constructive attitudes during challenging situations. Such behaviors foster a positive school climate, strengthen professional relationships, and improve teaching-learning outcomes.

In the present study, Organizational Citizenship Behavior is examined through five dimensions—altruism, conscientiousness, sportsmanship, courtesy, and civic virtue—which together represent teachers' willingness to go beyond prescribed roles for the benefit of the institution. By integrating emotional intelligence theory with organizational citizenship behavior, the study seeks to explain how teachers' emotional competencies contribute to voluntary, pro-social behaviors that enhance school effectiveness.

IV. MATERIAL AND METHODS

Population

The present study is 'Relationship between Emotional Intelligence and Organizational Citizenship Behavior among the Secondary School Teachers. Therefore, the population of the present study is many fold with Government and Private and rural and urban secondary school teachers. The present study consisted with overall secondary school teachers of Warangal district as population.

Sample of the study

The researcher has selected the sample area within Warangal district and the main sample are Secondary school teachers from various schools which are belongs to private and government institutions and Rural and Urban areas.

Sampling Method and Sample size:

The researcher has chosen the simple random sampling method for selection of the sample for this study.

The researcher has selected 120 secondary school teachers as sample size, out of 120 samples distributed based on Gender (male and female), Management (Government and private) and locality (rural and urban).

Research Design

The study adopted a descriptive and correlation research design

Techniques

Emotional Intelligence Scale developed by Schutte et al. (1998)

Organizational Citizenship Behavior Scale developed by Podsakoff et al. (1990)

V. ANALYSIS OF THE STUDY

The data were analyzed using percentage analysis and Pearson's product-moment correlation coefficient to test the stated hypotheses.

Table 1: Emotional Intelligence levels among the secondary school teachers

S. No	Levels	Frequency	Percent
1	Low level	45	37.5
2	Moderate level	36	30.0
3	High level	39	32.5
	Total	120	100.0

The above table presents the distribution of Emotional Intelligence (EI) levels among secondary school teachers. The results indicate that 37.5% of teachers fall under the low EI category, followed by 32.5% with high EI and 30.0% with moderate EI.

This finding suggests that although nearly one-third of the teachers demonstrate high emotional intelligence, a larger proportion exhibit low EI, highlighting variability in teachers' emotional competencies.

Table 2: Organizational Citizenship Behavior levels among the secondary school teachers given below

S.No	Levels	Frequency	Percent
1	Low	41	34.2
2	Moderate	40	33.3
3	High	39	32.5
	Total	120	100.0

The above table shows the levels of Organizational Citizenship Behavior (OCB) among secondary school teachers. The results reveal that 34.2% of teachers demonstrate low OCB, 33.3% moderate OCB, and 32.5% high OCB.

The distribution across levels is relatively even, though a slightly higher proportion of teachers fall in the low OCB category, indicating that extra-role and voluntary behaviors are not consistently exhibited.

Table 3: Correlation between Emotional Intelligence and Organizational Citizenship Behavior among the secondary school teachers

Variables	N	Mean Value	Standard Deviation	Pearson (r) Value	Significant level
Emotional Intelligence	120	129.77	11.83	0.52**	P<0.01
Organizational Citizenship Behaviour	120	93.89	9.74		

The above table presents the correlation between EI and overall OCB. The correlation coefficient ($r = .52, p < .01$) indicates a moderate and positive relationship between emotional intelligence and organizational citizenship behavior.

This suggests that teachers with higher emotional intelligence are more likely to engage in voluntary, cooperative, and supportive behaviors within their schools.

Tables 4 to 8 Represents the relationships between EI and the five domains of OCB.

Table 4: Relationship between Emotional Intelligence and Altruism is one of the dimensions of organizational citizenship behavior given below

Variable	Number of Respondents	Mean Value	Standard Deviation	Pearson(r) Value	Significant level
Emotional Intelligence	120	129.77	11.83	0.46	P<0.01
Altruism	120	18.25	3.03		

The above table reveals a significant positive correlation between EI and altruism ($r = .46, p < .01$), indicating that emotionally intelligent teachers are more inclined to voluntarily assist colleagues.

Table 5: Reveals that the relationship between Emotional Intelligence and conscientiousness is one of the dimensions of organizational citizenship behavior.

Variable	Number of Respondents	Mean Value	Standard Deviation	Pearson r Value	Significant level
Emotional Intelligence	120	129.77	11.83	0.34	P<0.01
conscientiousness	120	21.06	2.46		

The above table indicates a positive and significant correlation between EI and conscientiousness ($r = .34, p < .01$), suggesting that teachers with higher EI tend to be more responsible, disciplined and committed to their duties.

Table 6: Shows that the relationship between Emotional Intelligence and sportsmanship is one of the dimensions of OCB.

Variable	Number of Respondents	Mean Value	Standard Deviation	Pearson (r) Value	Significant level
Emotional Intelligence	120	129.77	11.83	0.20	P<0.05
Sportsman ship	120	19.59	4.08		

The above table shows a weak but significant positive relationship between EI and sportsmanship ($r = .20, p < .05$), indicating that emotional intelligence slightly contributes to teachers' ability to tolerate inconveniences and maintain a positive attitude.

Table 7: Indicates that the relationship between Emotional Intelligence and courtesy is one of the dimensions of Organizational Citizenship Behavior.

Variable	Number of Respondents	Mean Value	Standard Deviation	Pearson (r) Value	Significant level
Emotional Intelligence	120	129.77	11.83	0.25	P<0.01
Courtesy	120	19.53	3.45		

The above table reports a positive and significant correlation between EI and courtesy ($r = .25$, $p < .01$), demonstrating that emotionally intelligent teachers show greater consideration and cooperation toward colleagues.

Table 8: Refers the relationship between Emotional Intelligence and civic virtue is one of the dimensions of Organizational Citizenship Behavior.

Variable	Number of Respondents	Mean Value	Standard Deviation	Pearson (r) Value	Significant level
Emotional Intelligence	120	129.77	11.83	0.42	P<0.01
Civic virtue	120	15.46	2.64		

The above table reveals a moderate positive correlation between EI and civic virtue ($r = .42$, $p < .01$), suggesting that teachers with higher EI are more actively involved in school governance and institutional affairs.

Tables 9 to 13 Represents the relationships between OCB and the five dimensions of emotional intelligence.

Table 9: Shows that the relationship between organizational citizenship behavior and self-awareness is one of the dimensions of emotional intelligence.

Variable	Number of Respondents	Mean Value	Standard Deviation	Pearson (r) Value	Significant level
Organizational Citizenship Behavior	120	93.89	9.74	0.39	P<0.01
Self-awareness	120	27.33	3.29		

The above table indicates a positive and significant relationship between OCB and self-awareness ($r = .39$, $p < .01$), showing that teachers who understand their own emotions better tend to demonstrate stronger organizational citizenship behaviors.

Table 10: Indicates that the relationship between organizational citizenship behavior and self-regulation is one of the dimensions of EI

Variable	Number of Respondents	Mean Value	Standard Deviation	Pearson (r) Value	Significant level
Organizational Citizenship Behavior	120	93.89	9.74	0.25	P<0.01
Self-regulation	120	31.25	3.62		

The above table reveals a positive correlation between OCB and self-regulation ($r = .25, p < .01$), indicating that teachers who effectively manage their emotions are more likely to engage in constructive organizational behaviors.

Table 11: Shows that the relationship between organizational citizenship behavior and motivation is one of the dimension of EI

Variable	Number of Respondents	Mean Value	Standard Deviation	Pearson (r)Value	Significant level
Organizational Citizenship Behavior	120	93.89	9.74	0.25	P<0.01
Motivation	120	24.44	2.91		

The above table shows a significant positive relationship between OCB and motivation ($r = .25, p < .01$), suggesting that intrinsically motivated teachers exhibit higher levels of citizenship behavior.

Table 12: Indicates that the relationship between organizational citizenship behavior and empathy is one of the dimension of EI

Variable	Number of Respondents	Mean Value	Standard Deviation	Pearson (r)Value	Significant level
Organizational Citizenship Behavior	120	93.89	9.74	0.20	P<0.05
Empathy	120	18.53	2.21		

The above table reports a weak but significant positive relationship between OCB and empathy ($r = .20, p < .05$), indicating that empathic understanding modestly contributes to extra-role behaviors.

Table 13: Refers that the relationship between organizational citizenship behavior and social skills are one of the dimension of EI

Variable	Number of Respondents	Mean Value	Standard Deviation	Pearson (r) Value	Significant level
Organizational Citizenship Behavior	120	93.89	9.74	0.58	P<0.01
Social Skill	120	23.83	3.11		

The above table reveals a strong positive correlation between OCB and social skills ($r = .58, p < .01$), suggesting that interpersonal competence plays a crucial role in fostering organizational citizenship behavior among teachers.

VI. DISCUSSION

The present study examined the relationship between Emotional Intelligence (EI) and Organizational Citizenship Behavior (OCB) among secondary school teachers.

The findings provide strong empirical support for the hypothesized association between these constructs and are consistent with earlier research highlighting the significance of emotional competencies in organizational settings.

Results from Tables 1 and 2 reveals that a substantial proportion of teachers exhibit low levels of both emotional intelligence and organizational citizenship behavior. Although some teachers demonstrate high emotional and organizational competencies, a notable segment lacks the emotional resources required to consistently engage in extra-role behaviors.

This imbalance underscores the need for targeted professional development programs focused on enhancing teachers' emotional skills.

The significant positive relationship between emotional intelligence and organizational citizenship behavior (Table 3) indicates that emotionally intelligent teachers are more likely to contribute beyond formal job requirements. Teachers who are capable of recognizing, understanding, and regulating emotions appear better equipped to manage interpersonal demands and organizational challenges, thereby promoting cooperative and supportive school environments.

Dimension-wise analyses further substantiate this relationship. Moderate correlations between EI and altruism (Table 4) as well as civic virtue (Table 8) suggest that emotional intelligence plays an important role in fostering helping behaviors and active involvement in institutional life. Similarly, the positive associations between EI and conscientiousness (Table 5) and courtesy (Table 7) indicate that emotional awareness and regulation enhance responsibility, cooperation, and mutual respect among teachers.

Although the relationship between EI and sportsmanship (Table 6) was relatively weak, its statistical significance suggests that emotional intelligence still contributes to teachers' tolerance, patience, and ability to maintain a positive outlook in challenging situations.

The reverse analysis examining the relationship between OCB and the dimensions of emotional intelligence (Tables 9–13) highlights the prominence of self-awareness and social skills. The strong correlation between OCB and social skills (Table 13) emphasizes the critical role of interpersonal competence in encouraging collaborative and voluntary behaviors within schools. Likewise, the positive associations of OCB with self-awareness, self-regulation, motivation, and empathy indicate that emotionally competent teachers are more inclined to engage in behaviors that support organizational effectiveness.

Overall, the findings point to a reciprocal and reinforcing relationship between emotional intelligence and organizational citizenship behavior. Enhancing teachers' emotional competencies may not only improve their personal well-being but also strengthen their commitment, cooperation, and voluntary contributions to the overall effectiveness of schools.

VII. FINDINGS OF THE STUDY

- A large percentage of teachers show that low level of emotional intelligence and low level of organizational citizenship behavior which indicates that there is need to improvement in emotional and organizational domains.
- Emotional Intelligence is significantly and positively correlated with Organizational Citizenship Behavior ($r = 0.52$), showing that emotionally intelligent teachers engage more in constructive school behaviors.
- Among the Organizational Citizenship Behavior dimensions, Altruism and Civic Virtue show moderate correlations with Emotional Intelligence.
- Among the emotional intelligence dimensions, Social Skills show the strongest relationship with Organizational Citizenship Behavior.
- All correlations between EI and Organizational Citizenship Behavior (including sub-dimensions) are significant, meaning Emotional Intelligence is a reliable predictor of teacher citizenship behaviors.

Educational Implications

- ✓ Teacher training programs should include emotional intelligence development modules to enhance interpersonal awareness, empathy, and self-regulation.
- ✓ Provide counseling and emotional support systems for teachers experiencing stress or emotional exhaustion.
- ✓ Promote collaborative culture and improve Emotional Intelligence among teachers can significantly increase, teamwork, and positive school culture.
- ✓ Organize emotional Intelligence workshops focusing on self-awareness, empathy, stress management, and social skills.
- ✓ School administrators should encourage open communication, supportive leadership, and trust, which can improve both Emotional Intelligence and Organizational Citizenship Behavior.
- ✓ Teachers with higher Emotional Intelligence may become mentors or role models, helping others develop emotional and professional competencies.

VIII. CONCLUSION

The findings of study clearly demonstrate that Emotional Intelligence plays a critical role in shaping the Organizational Citizenship Behavior of secondary school teachers.

Although a considerable proportion of teachers shows that low Emotional Intelligence and Organizational Citizenship Behavior, the significant positive correlations across all domains indicate that strengthening emotional competencies can greatly enhance teachers' altruism, responsibility, cooperation, civic involvement, and overall contribution to the school environment.

The present study examined the relationship between Emotional Intelligence and Organizational Citizenship Behavior among secondary school teachers in Warangal District, Telangana State. The findings clearly indicate that Emotional Intelligence is positively and significantly related to Organizational Citizenship Behavior and serves as a meaningful predictor of teachers' voluntary and extra-role behaviors.

Teachers with higher levels of Emotional Intelligence were found to demonstrate greater altruism, conscientiousness, courtesy, sportsmanship, and civic virtue. These behaviors contribute substantially to a supportive school environment, effective collaboration, and improved organizational performance. The study highlights the importance of emotional competencies in promoting not only individual teacher well-being but also institutional effectiveness.

The results underscore the need for integrating Emotional Intelligence training into teacher education and professional development programs. Enhancing teachers' emotional awareness, regulation, empathy, and social skills can foster a culture of cooperation, commitment, and shared responsibility within schools.

Despite its contributions, the study is limited by its sample size and geographic scope. Future research may expand the sample across different regions and educational levels, employ longitudinal designs, and explore the mediating or moderating roles of variables such as job satisfaction, organizational commitment, and leadership styles.

In conclusion, Emotional Intelligence emerges as a critical psychological resource that strengthens Organizational Citizenship Behavior among secondary school teachers, ultimately contributing to improved school effectiveness and educational quality.

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