

PalArch's Journal of Archaeology
of Egypt / Egyptology

**EXPLORING SECONDARY SCHOOL TEACHERS' ORGANIZATIONAL
CITIZENSHIP BEHAVIOR IN PAKISTANI CONTEXT**

Naveed Ahmad Taseer¹, Ahsaan Siddique², Amira Sattar³, Muhammad Imran⁴

^{1,3}Research scholar at Institute of Education and Research, University of the Punjab,
Lahore.

²Ph.D scholar at Institute of Education and Research, University of the Punjab, Lahore.

⁴Assistant Professor Education, PMAS Arid Agriculture University, Rawalpindi, Pakistan.

**Naveed Ahmad Taseer , Ahsaan Siddique , Amira Sattar , Muhammad Imran ,
Exploring Secondary School Teachers' Organizational Citizenship Behavior In Pakistani
Context , Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(12). ISSN 1567-
214x.**

Keywords: Teachers' organizational citizenship behavior, secondary school teachers

Abstract:

This study was aimed to explore teachers' organizational citizenship behavior at secondary school level in division Sahiwal, Punjab, Pakistan. Nature of the study was descriptive and quantitative. A cross-sectional survey was conducted to conduct this study. Two-stage random sampling technique was adopted for sample selection process. The sample was comprised of 298 male and female teachers of secondary schools. A close-ended questionnaire was adopted to collect data. Research instrument was pilot tested to ensure validity and reliability. Descriptive (mean and standard deviations) and inferential statistical analysis techniques (independent sample t-test, and one-way analysis of variance) were applied to analyze the data. The results revealed that teachers had high level of organizational citizenship behavior at secondary school level in division Sahiwal. On the basis of major findings, it was recommended that teachers should develop their citizenship behavior in order to achieve educational goals in school settings.

Introduction:

Teachers' organizational citizenship behavior has been considered as the most crucial factor in development of education system. Teachers are role model for their students. They have

positive and idealistic effects on their students' advancement. They provide guidance to students in recognizing aims of life. Parents have also global-based expectations from teachers for their children for effective citizen development. Teachers play a fundamental role in improving students' leaning styles, competencies and their quality of learning. According to this discourse, teachers' citizenship behavior has constructive impact on school success (Askafi, Chandrarin, Assih, & Respati, 2017). Organizational citizenship behaviors (OCB) are discretionary, beyond behaviors that are not explicitly recognized by the formal compensate system but are considered imperative in advancing organizational effectiveness (Organ, 2018; Somech & Oplatka, 2015). Contextually well recognized and valued, these behaviors keep up and upgrade the social and psychological settings that contribute effective performance within the organization (Pickford & Joy, 2016). They offer assistance to increase proficiency, efficiency, and success of the organization (Mallick, Pradhan, Tewari, & Jena, 2014; Wei, 2014).

Organizational citizenship behavior has been considered as a crucial factor in teaching profession. Schools' success might be achieved through teachers' commitment because they play a fundamental role in accomplishment of educational goals (Somech & Ron, 2007; Somech & Oplatka, 2014). Teachers are considered as a change agent. Teachers' citizenship behaviors influence directly the schools' success. These behaviors are helpful in advancement of educational system. Teachers' willingness to "go above and beyond the call of duty to contribute to successful change," and schools "cannot anticipate through formally stated in-role job descriptions the entire array of behaviors needed for achieving (their) goals" (Belogolovsky & Somech, 2010, p. 914).

Organizational citizenship is a behavior that teachers play in school settings in order to achieve educational ends. They perform extra-role behaviors which are beyond their assigned duties for school success. Organizational citizenship behavior is significantly in enhancing job performance and increasing outputs of organization (Khazaei, Khalkhali, & Eslami, 2011). Performing OCB voluntarily outside responsibilities put a great impact on organization output which improves performance (Sadeghi, Ahmadi, & Yazdi, 2018).

OCB has distinctive categories and sub-factors. These include altruism which encompasses behaviors that workers help others at working place voluntarily. The conscientiousness behaviors of employees are impersonal that may play a constructive role within the organization. Courtesy which involves such types of employees' behaviors that prevent others' colleagues' problems in an organization. These dimensions of OCB can offer effective assistance to an organization through diminished requires for supervision and crises management costs. Another sort of OCB is sportsmanship which alludes to reediness to avoid minor bothers without appeal. This permits organizations to maintain productivity and viability by centering on more vital job functions. The final category of OCBs is civil virtue which incorporates helpful and constructive involvement in organizational issues. This provides assistance to organizations in enhancing its efficiency and effectiveness by giving constructive suggestions (Pickford & Joy, 2016).

Literature Review:

OCB has been considered to be accommodating in advancing quality and development in organization (Yaakobi & Weisberg, 2020). It encourages information sharing and advances work fulfillment, mental well-being, physical well-being, work maintenance, and service-oriented behaviors among workers (DeGeus, Ingrams, Tummings, & Pandey, 2020). OCBs are found to be

critical in advancing higher level of organizational performance, quality and effectiveness (Organ, 2018; Somech & Oplatka, 2015). Considering about the constructive outcomes of OCB on school organization, it very well might be said that it increases educators' organizational attachment and responsibility, their feeling of equity, and their inspiration while it diminishes the work turnover. A low level of OCB showed by instructors and administrators in schools has a negative effect on the performance of workers and it undermines the school's effectiveness (Buluç, 2008; Christine, 2011).

Practices like aiding colleagues, giving recommendations focused on fostering the work and processes; being cautious about being grinding away on schedule; making the best of working time; assisting the new-comers with their socialization (Demir, 2015; DiPaola & Tschannen-Moran, 2001); going to the work environment more than that is needed (for example withdraw not exactly authoritatively deserved); educating the administration regarding nonattendance ahead of time (Othman, 2018); helping the reviewers or then again administrators with their works; supporting them; and giving new and imaginative recommendations which would add to the organization (Podsakof, MacKenzie, Paine, & Bacharach, 2000) are huge pointers of OCB (DiPaola, Tarter, & Hoy, 2005). Those instructors who have strong OCB help their new colleagues willfully; assist in committees and councils; take an interest in additional exercises excluded on the timetable; help understudies during their relaxation times; work proficiently in collaboration with their partners and attach priority to professional activities. They utilize their own and expert abilities to ensure that understudies and the school accomplish their objectives (Demir, 2015).

OCB has positive links with personal and organizational performance and make constructive contributions in enhancing organizational efficiency and effectiveness. OCB makes the school seriously engaging and it accordingly builds the organization's ability to draw in the consideration of and keep up qualified educational managers instructors (Ozdemir, 2010; Yucel & Kalaycı, 2009). Empirical studies revealed that teachers' OCB has positive relationship with students' success. Teachers' teaching effectiveness directly depends upon their exhibition of OCB (DiPaola & Neves, 2009). In school stings, teachers' OCB is influenced by their personality (Moorman, 1991), job requirements and managers' leadership behaviors (Ozdemir, 2010; Podsakof et. al., 2000; Sagnak, 2016).

In the outcome of numerous researches made, teachers who display OCB have been found to have higher performance. Students' prosperity and instructors' OCB have additionally been expressed to have a close relationship and teachers' proficiency to rely upon educators' presentation of OCB in school (Bogler & Somech, 2005; DiPaola & Neves, 2009; Moorman, 1991). OCB is additionally influenced by attitude towards the school, behaviors and perception. There is a need to create strong organizational environment to help teachers' exhibition of OCB that works with the collaboration, information exchange, help and sharing between the instructors (Demir, 2015; Sezgin, 2005). Therefore, OCB is crucial both for information transfer and bringing positive behaviors.

Numerous empirical studies have been conducted in different contexts related to organizational citizenship behavior especially in educational settings. These studies identified various factors of OCB such as teachers' job satisfaction (Sesen & Basim, 2012; Zeinabadi, 2010), teachers' commitment (Elstad, Christophersen, & Turmo 2012; Sesen & Basim, 2012; Zeinabadi, 2010), teachers' self-efficacy (Jimmieson, Hannam, & Yeo, 2010), sense of

educational calling (Oplatka& Golan, 2011), organizational trust (Elstad et al., 2012), perceived organizational support (Mauseth, 2007), school culture (individualism-collectivism), school climate (Vashdi, Vigoda-Gadot, & Shlomi, 2013), and educational leadership. These constructs have been considered as an outcome of OCB.

Teachers' citizenship behavior is supposed to be a fundamental in achieving higher level of students' learning outcomes. They play extra-role beyond the assigned duties in the classroom and within the schools in order to enhance school effectiveness. Teachers' citizenship behaviors directly influence students' achievement and their educational progress. Therefore, teachers' should develop organizational citizenship behaviors in development of educational sector and school success as well.

Research Objectives:

Following were the major objectives of the study:

1. To explore teachers' organizational citizenship behavior at secondary school level.
2. To compare difference in teachers' organizational citizenship behavior on the basis of their gender, job type, placement area, marital status, academic qualifications, teaching experience and age ranges.

Research Questions:

Following were the research questions of the study:

1. What is the level of organizational citizenship behavior of secondary school teachers?
2. Is there a difference in teachers' organizational citizenship behavior in terms of their gender, job type, placement area, marital status, academic qualifications, teaching experience and age ranges?

Research Design and Methodology:

Research Design:

The current research design was non-experimental. Positivist paradigm was adopted to conduct this study because nature of the study was quantitative and descriptive. A cross sectional survey was conducted.

Population and Sampling Procedure:

The population was consisted of all the secondary school teachers of the Sahiwal division. Two-stage random sampling was adopted to select the sample. Sahiwal division was comprised of 3 districts. At the 1st stage, one district was selected out of 3 districts of the Sahiwal division by using a random sampling technique. At the second stage, thirty boys and 30 girls' secondary schools were selected randomly from one selected district of the division Sahiwal. At the 3rd stage, the census technique was used to select the sample for the current study. The total sample was 290 teachers working in the division Sahiwal at the secondary school level.

Research Instrument:

A close-ended questionnaire was used to collect the data from selected respondents. Konovsky and Organ (1996) developed a 5 point Likert type scale to assess teachers' OCB at the

secondary school level. Siddique (2016) used this Likert type self-report measure in his M.Phil thesis, at University of the Punjab, Lahore, Pakistan. This scale was used at secondary school level to explore teachers' OCB. It constitutes 5 factors for example altruism, courtesy, sportsmanship, conscientiousness and civil virtue. The reliability value of this instrument was 0.90. Data collection was done through contacts by mail and during personal visits to the schools. Descriptive (mean and standard deviations) and inferential statistical analysis techniques (independent sample t-test, and one-way analysis of variance) were applied to analyze the data

Data Analysis and Interpretations

Table 1. Descriptive Statistics for the Level of teachers' OCB

Sub-factors of OCB	Mean	SD
Altruism	7.31	2.44
Courtesy	9.60	3.21
Sportsmanship	10.6	3.42
Conscientiousness	8.50	2.35
Civcivirtue	7.05	2.29

Table 1 indicated that the factor Sportsmanship of teachers' organizational citizenship behaviors showed the Mean score (M= 10.6) which was the highest among all the other factors. On the other hand, the sub-scale Civil virtue of teachers' OCB revealed the Mean score (M= 7.05) which was the lowest value among all the other sub-variables. The values of all the sub-variables were showing high level of secondary school teachers' OCB. It was concluded that teachers' had high level of OCB at secondary school level.

Table 2. Differences in teachers' OCB in terms of gender

Sub Scales of OCB	Gender	N	Mean	SD	t	df	P
Altruism	Male	153	7.1438	2.27231	-1.270	296	.570
	Female	145	7.5034	2.61174			
Courtesy	Male	153	9.6471	3.29567	.218	296	.474
	Female	145	9.5655	3.14646			
Sportsmanship	Male	153	10.4183	3.51803	-1.204	296	.309
	Female	145	10.8966	3.32650			
Conscientiousness	Male	153	8.1895	2.28770	-2.406	296	.834
	Female	145	8.8414	2.38827			
Civic virtue	Male	153	7.0588	2.24849	.014	296	.542
	Female	145	7.0552	2.34455			

Table 2 indicated that an independent sample t-test was conducted to compare sub-scales of OCB with respect to teachers' gender. It was concluded that teachers' had no significant difference in sub-variables of OCB in terms of their gender.

Table 3. Difference in teachers' OCB with regard to their job type

Sub Scales of OCB	Job Type	N	Mean	SD	t	df	P
Altruism	Permanent	230	7.3652	2.46665	.602	296	.779
	Contract	68	7.1618	2.38534			

Courtesy	Permanent	230	9.5609	3.33347	-.458	296	.063
	Contract	68	9.7647	2.81318			
Sportsmanship	Permanent	230	11.0261	3.35774	3.540	296	.793
	Contract	68	9.3824	3.38579			
Conscientiousness	Permanent	230	8.7000	2.29895	2.631	296	.560
	Contract	68	7.8529	2.44501			
Civicvirtue	Permanent	230	7.1348	2.41431	1.257	144.477	.041
	Contract	68	6.7941	1.80843			

Table 3 revealed that independent sample t-test was applied to compare mean scores of teachers' OCB with respect to their job type. It was concluded that only one factor civil virtue had significant difference at $p = .001$ among all the other sub-scales of OCB.

Table 4. Differences in teachers' OCB with regard to their placement area

Sub-scales of OCB	Placement Area	N	Mean	SD	t	df	P
Altruism	Urban	176	7.2670	2.79024	-.470	295.446	.045
	Rural	122	7.3934	1.84775			
Courtesy	Urban	176	9.5170	3.24077	-.581	296	.882
	Rural	122	9.7377	3.19556			
Sportsmanship	Urban	176	9.6818	3.32796	-6.222	296	.186
	Rural	122	12.0492	3.08248			
Conscientiousness	Urban	176	8.0398	2.52612	-4.442	293.927	.006
	Rural	122	9.1803	1.90266			
Civic virtue	Urban	176	7.0057	2.34581	-.464	296	.466
	Rural	122	7.1311	2.21919			

Table 4 illustrated that independent sample t-test was used to compare mean scores of teachers' OCB with respect to their placement area. It was concluded that only one factor altruism had significant difference at $p = .001$ among all the other sub-scales of OCB.

Table 5. Teachers' differences of OCB with regard to their marital status

Sub-scales of OCB	Marital Status	N	Mean	SD	t	df	P
Altruism	Single	82	7.7195	3.04807	1.757	295	.126
	Married	215	7.1628	2.16741			
Courtesy	Single	82	10.2073	3.96509	1.995	295	.532
	Married	215	9.3767	2.86983			
Sportsmanship	Single	82	10.1707	3.57565	-1.498	295	.296
	Married	215	10.8372	3.36926			
Conscientiousness	Single	82	8.4390	2.74918	-.256	122.541	.026
	Married	215	8.5256	2.19771			
Civic virtue	Single	82	7.4268	2.33614	1.735	295	.803
	Married	215	6.9116	2.26856			

Table 5 showed that independent sample t-test was applied to compare mean scores of teachers' OCB with respect to their marital status. It was concluded that only one factor Conscientiousness had significant difference at $p = .001$ among all the other sub-scales of OCB.

Table 6. One-way ANOVA on teachers' OCB in terms of teaching experience

Sub-variables of OCB		Sum of Squares	df	Mean Square	F	Sig.
Altruism	Between Groups	32.609	5	6.522	1.092	.365
	Within Groups	1744.106	292	5.973		
	Total	1776.715	297			
Courtesy	Between Groups	55.732	5	11.146	1.077	.373
	Within Groups	3021.332	292	10.347		
	Total	3077.064	297			
Sportsmanship	Between Groups	100.202	5	20.040	1.725	.129
	Within Groups	3391.502	292	11.615		
	Total	3491.705	297			
Conscientiousness	Between Groups	41.664	5	8.333	1.514	.185
	Within Groups	1606.823	292	5.503		
	Total	1648.487	297			
Civic virtue	Between Groups	35.366	5	7.073	1.355	.241
	Within Groups	1524.664	292	5.221		
	Total	1560.030	297			

Table 6 depicted that One-way analysis of variance was conducted to know the difference in mean scores in the sub-scales of OCB on the basis of teachers' teaching experiences. The results concluded that there was no significant difference in teachers' OCB factors.

Table 7. One-way ANOVA on teachers' OCB in terms of academic qualifications

Factors of OCB		Sum of Squares	df	Mean Square	F	Sig.
Altruism	Between Groups	4.652	2	2.326	.387	.679
	Within Groups	1772.063	295	6.007		
	Total	1776.715	297			
Courtesy	Between Groups	2.223	2	1.112	.107	.899
	Within Groups	3074.841	295	10.423		
	Total	3077.064	297			
Sportsmanship	Between Groups	53.552	2	26.776	2.297	.102
	Within Groups	3438.153	295	11.655		
	Total	3491.705	297			
Conscientiousness	Between Groups	17.862	2	8.931	1.616	.200
	Within Groups	1630.625	295	5.528		
	Total	1648.487	297			
Civicvirtue	Between Groups	11.610	2	5.805	1.106	.332
	Within Groups	1548.420	295	5.249		
	Total	1560.030	297			

Table 7 revealed that One-way analysis of variance was used to know the difference in mean scores in the sub-scales of OCB on the basis of teachers' academic qualifications. The results concluded that there was no significant difference in teachers' OCB factors in terms of their academic qualifications.

Table 8. One-way ANOVA on teachers' OCB in terms of age ranges

Sub-scales of OCB		Sum of Squares	df	Mean Square	F	Sig.
Altruism	Between Groups	21.938	4	5.484	.916	.455
	Within Groups	1754.777	293	5.989		
	Total	1776.715	297			
Courtesy	Between Groups	63.860	4	15.965	1.552	.187
	Within Groups	3013.203	293	10.284		
	Total	3077.064	297			
Sportsmanship	Between Groups	15.909	4	3.977	.335	.854
	Within Groups	3475.796	293	11.863		
	Total	3491.705	297			
Conscientiousness	Between Groups	1.210	4	.302	.054	.995
	Within Groups	1647.277	293	5.622		
	Total	1648.487	297			
Civic virtue	Between Groups	22.460	4	5.615	1.070	.372
	Within Groups	1537.570	293	5.248		
	Total	1560.030	297			

Table 8 showed that One-way analysis of variance was conducted to know the difference in mean scores in the sub-scales of OCB on the basis of teachers' age ranges. The results concluded that there was no significant difference in teachers' OCB factors in terms of their age ranges.

Conclusions and Recommendations:

OCB has been considered to be accommodating in advancing quality and development in organization. It encourages information sharing and advances work fulfillment, mental well-being, physical well-being, work maintenance, and service-oriented behaviors among teachers. In educational settings, teachers' OCB links directly with the educational effectiveness. The current study was designed to explore teachers' citizenship behavior at secondary level in the division Sahiwal, Punjab province, Pakistan. The study explored that teachers' had high level nature of citizenship behavior at secondary school level. T-test results indicated that teachers' views had difference with respect to their marital status, placement area and job description. Their views were different on the basis of organizational citizenship behavior. The results revealed that teachers' organizational citizenship behavior plays a vital role in betterment of schools effectiveness. The results of current study also reported that teachers' mean scores had no difference on the basis of gender, academic qualifications, teaching experience and age ranges. The teachers' should enhance their citizenship behavior in order to accomplishment of educational ends. The primary responsibility of the head teachers at school level to create an environment that supports teachers' citizenship behavior. Teachers' citizenship behavior should be acknowledged and appreciated by the other colleagues and head teachers within the school settings.

References:

- Askafi, E., Chandrarin, G., Assih, P., & Respati, H. (2017). Organizational citizenship behavior as a way to improve performance: Evidence from Muslim Teachers in Indonesia. *European Journal of Business and Management*, 9(27), 36-44.
- Belogolovsky, E., & Somech, A. (2010). Teachers' organizational citizenship behavior: Examining the boundary between in-role behavior and extra-role behavior from the perspective of teachers, principals and parents. *Teacher & Teacher Education*, 26, 914-923. doi: 10.1016/j.tate.2009.10.032
- Bogler, R., & Somech, A. (2005). Organizational citizenship behavior in school, How does it relate to participation in decision-making?. *Journal of Educational Administration*, 43(5), 420-438.
- Buluç, B. (2008). Ortaöğretimokullarında örgütsel sağlık ile örgütsel vatandaşlık davranışları arasındaki ilişki. *Türk Eğitim Bilimleri Dergisi*, 6(4), 571-602.
- Christine, N. (2011). Teacher Competences, organizational citizenship behaviors and performance of teachers in secondary schools: A case study of private secondary schools. (Unpublished Doctorate Thesis). San Diego State University.
- De Geus, C.J.C., & Ingrams, A., Tummers, L., & Pandey, S.K. (2020). Organizational citizenship behavior in the public sector: A systematic literature review and future research agenda. *Public Administration Review*, 80(2), 259-270. Retrieved from <https://dx.doi.org/10.1111/puar.13141>
- Demir, K. (2015). The effect of organizational justice and perceived organizational support on organizational citizenship behaviors: The mediating role of organizational identification. *Eurasian Journal of Educational Research*, 60, 131- 148.
- Demir, K. (2015). The effect of organizational justice and perceived organizational support on organizational citizenship behaviors: The mediating role of organizational identification. *Eurasian Journal of Educational Research*, 60, 131- 148.
- DiPaola, M. F., Tarter, C.J., & Hoy, W.K. (2005). Measuring organizational citizenship of schools: The OCB scale, In W. Hoy & C. Miskel (Eds.), *Educational leadership and reform*, 4, (pp. 319-341). Greenwich, CN: Information Age Publishing.
- DiPaola, M. F. & Tschannen-Moran, M. (2001). Organizational citizenship behavior in schools and its relationship to school climate. *Journal of School Leadership*, 11, 424-447.
- DiPaola, M.F., & Neves, P. M. (2009). Measuring organizational citizenship behavior across cultures: A construct comparison between American and Portuguese secondary teachers. *Journal of Educational Administration*, 47(4), 490 -507.
- DiPaola, M.F., & Neves, P. M. (2009). Measuring organizational citizenship behavior across cultures: A construct comparison between American and Portuguese secondary teachers. *Journal of Educational Administration*, 47(4), 490 -507.
- Elstad, E., Christophersen, K. A., & Turmo, A. (2012). Exploring antecedents of organizational citizenship behaviour among teachers at Norwegian folk high schools. *Studies in Continuing Education*, 34(2), 175-189
- Jimmieson, N. L., Hannam, R. L., & Yeo, G. B. (2010). Teacher organizational citizenship behaviours and job efficacy: Implications for student quality of school life. *British Journal of Psychology*, 101(3), 453-479. doi:10.1348/000712609X470572

- Khazaei, K., Khalkhali, A., & Eslami, N. (2011). Relationship between organizational citizenship behavior and performance of school teachers in West of Mazandaran Province. *World Applied Sciences Journal*, 13(2), 324-330.
- Mallick, E., Pradhan, R.K., Tewari, H.R., & Jena, L.K. (2014). Organizational citizenship behaviour, job performance and HR practices: A relational perspective. *Management and Labour Studies*, 39(4), 449-460. Retrieved from <https://doi.org/10.1177/0258042X15578023>
- Mauseth, K. B. (2007). The influence of perceived organizational support and school culture on positive workplace outcomes for teachers in private schools. Dissertation, Seattle Pacific University, Seattle.
- Moorman, R. H. (1991). Relationship between organizational justice and organizational citizenship behaviors: Do fairness perceptions influence employee citizenship? *Journal of Applied Psychology*, 76, 845-855.
- Oplatka, I., & Golan, R. (2011). The teacher's extra-role behaviors: Some illuminations from a study of the Israeli religious state education system. *Religious Education*. doi:10.1080/00344087.2011.613352
- Organ, D.W. (2018). Organizational citizenship behavior: Recent trends and developments. *Annual Review of Organizational Psychology and Organizational Behavior*, 80, 17.1-17.12. Retrieved from <https://doi.org/10.1146/annurev-orgpsych-032117-104536>
- Othman, W. (2018). The role of organizational socialization on organizational citizenship behavior International committee of Red Cross (ICRC) in Erbil as a case study. *Polytechnic Journal*, 8(1).
- Ozdemir, A. (2010). İlköğretim okullarında algılanan yöneticinin ve bireycilik-ortaklaşa davranışçılığın örgütsel vatandaşlık davranışı ile ilişkisi. *Kuram ve Uygulamada Eğitim Yönetimi [Educational Administration: Theory and Practice]*, 16(1), 93-112.
- Pickford, H.C., & Joy, G. (2016). Organisational citizenship behaviours: Definitions and dimensions. *Said Business School WP* 2016-31. Retrieved from <https://dx.doi.org/10.2139/ssrn.2893021>
- Podsakoff, P. M., MacKenzie, S. B., Paine, J. B. & Bacharach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research, *Journal of Management*, 26(3), 513-563.
- Sadeghi, G., Ahmadi, M., & Yazdi, M. T. (2018). The relationship between organizational citizenship behavior and organizational performance (case study: Agricultural Jihad Organization of Mazandaran Province). *Business Perspectives*, 14(3), 317-324.
- Sagnak, M. (2016). Participative leadership and change-oriented organizational citizenship: The mediating effect of intrinsic motivation. *Eurasian Journal of Educational Research*, 62, 181-194.
- Sesen, H., & Basim, N. H. (2012). Impact of satisfaction and commitment on teachers' organizational citizenship. *Educational Psychology*. doi:10.1080/01443410.2012.670900
- Sesen, H., & Basim, N. H. (2012). Impact of satisfaction and commitment on teachers' organizational citizenship. *Educational Psychology*. doi:10.1080/01443410.2012.670900

- Sezgin, F. (2005). Örgütsel vatandaşlık davranışları: Kavramsal bir çözümleme ve okulaçısından bazı çıkarımlar. *Gazi Üniversitesi Eğitim Fakültesi Dergisi*, 25(1), 317-339.
- Shahin, M. (2018). Organizational citizenship behavior in relation to employees' intention to stay in Indian organizations. *Business Process Management Journal*, 24(3). Retrieved from <https://doi.org/10.1108/BPMJ-02-2018-0048>
- Siddique, A. (2016). Relationship between workplace spirituality and organizational citizenship behavior of secondary school teachers at Kasur district (Unpublished M.Phil. thesis). University of the Punjab, Lahore, Pakistan.
- Somech, A., & Oplatka, I. (2014). Organizational citizenship behavior in schools: Examining the impact and opportunities within educational systems. New York, NY: Routledge.
- Somech, A., & Oplatka, I. (2015). Organizational citizenship behavior in schools: Examining the impact and opportunities within educational systems. Oxford: Routledge.
- Somech, A., & Ron, I. (2007). Promoting organizational citizenship behavior in schools: The impact of individual and organizational characteristics. *Educational Administration Quarterly*, 43, 38–66. doi: 10.1177/0013161X06291254
- Vashdi, D. R., Vigoda-Gadot, E., & Shlomi, D. (2013). Assessing performance: The impact of organizational climates and politics on public schools' performance. *Public Administration*. doi:10.1111/j.1467-9299.2011.01968.x
- Wei, Y.C. (2014). The benefits of organizational citizenship behavior for job performance and the moderating role of human capital. *International Journal of Business and Management*, 9(7), 87-99. Retrieved from <https://dx.doi.org/10.5539/ijbm.v9n7p87>
- Yaakobi, E., & Weisberg, J. (2020). Organizational citizenship behavior predicts quality, creativity, and efficiency performance: The roles of occupational and collective efficacies. *Frontiers in Psychology*, 11, 1-18. Retrieved from <https://doi.org/10.3389/fpsyg.2020.00758>
- Yücel, C., & Kalaycı, G. S. (2009). Örgütsel güven ve örgütsel vatandaşlık davranışı. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 19(1), 113-132.
- Zeinabadi, H. (2010). Job satisfaction and organizational commitment as antecedents of Organizational Citizenship Behavior (OCB) of teachers. *Procedia - Social and Behavioral Sciences*. *Procedia Social and Behavioral Sciences*, 5, 998–1003 doi:10.1016/j.sbspro.2010.07.225