

# Relationship between Organizational Citizenship Behaviour and Teaching Effectiveness: Moderating Role of Organizational Support

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## ABSTRACT

*Organizational support is a trust of a employee on organization that it will value assisting employee's in performing their job as well as cares about its welfare. Research believes staff can teach effectively in an environment where there is Organizational Support. Further Organizational Citizenship Behavior (OCB) is defined as "Employees who possess works beyond their normal work in the organization. Accordingly the study is vital to examine the temperance of Organizational Support lying on Organizational Citizenship Behavior and Teaching Effectiveness. The research is conducted among engineering college faculties of Andhra Pradesh. The study follows probabilistic, multi stage sampling method. The study has distributed structured questionnaire to collect primary data. The study has observed that, there is no significant moderation effect of Organizational Support.*

**Keywords:** *Organizational, Citizenship, Behavior, Support, Teaching Effectiveness, Private, Engineering Colleges*

## INTRODUCTION

Organizational Citizenship Behavior was initially defined as "Behavior in the organization that is not rewardable". But later it has been agreed that employees who engage in OCB may be rewarded directly. This

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may lead to motivation for others towards Organizational Citizenship Behavior (OCB). But in present scenario, there are no such employees who voluntarily possess OCB. The basic reason behind this is lack of Organizational Support. OCB as “personality activities that is unrestricted, not frankly or openly predictable by the formal incentive structure, and that in the total promotes the successful functioning of the organization. OCB is very important to teaching effectiveness. Employees who possess Organizational Citizenship Behavior leads to employee commitment, job satisfaction, employee retention and reduced absenteeism towards their organization which ultimately turns to organizational effectiveness.

Benjamin (2012) has stated that in present scenario, the complexity in competing globally has increased the significance of organizational citizenship behavior as a mean for the improvement and utilization of human resources, and for enhancing organizational viability. Cropanzano, R., & Mitchell (2005) described about the effect of high performance HR practices on corporate entrepreneurship are mediated by work characteristics as POS. Besides, social exchange theory, a study in biotechnology pharmaceutical enterprises showed that POS played the role of a mediator between high-performance human resources practices and corporate entrepreneurship (Zhang and Jia, 2010).

Hence this study is sought to understand the levels of Organizational Citizenship Behavior, Perception of Organizational Support and Teaching Effectiveness among faculty in private engineering colleges in Andhra Pradesh. Further the study analyzes the moderating effect of Organizational Support on the relationship between Organizational Citizenship Behavior and Teaching Effectiveness. The study contributes insights to the management of private engineering colleges to focus on designing practices and processes that enhance Organizational Citizenship Behavior, Organizational Support and Teaching Effectiveness.

## **REVIEW OF LITERATURE**

The term Citizenship Behavior was first coined by Bateman and Organ, which is now popularly called as organizational citizenship behavior. These are the 2 people who created a base for the construct of organizational citizenship behavior on the research of Katz and Kahn (1966) behavior which could not decided or essential to shift ahead. A few instances of these types of behaviors are: serving colleagues from problems they are facing, providing a job ambiance with the aim of supportable and reduces complications formed through conflicts between the staff.

Organ (1988) elaborate on the exclusive picture of OCB, or “individuality activities that is flexible, not openly accepted by the official reward system and in combined it promotes the successful running of the organization” whereas akin to the description, Organ (1988) spell out 3 aspects of the actual definition and other clear the extent which makes up organizational citizenship behavior. First is the phrase optional, that is well thought-out as actions with the purpose of not an enforceable requirement of the profession and also an issue of own preference, to an assured extent being a partition of the examine deal. Secondly his outline was the perception that organizational citizenship behavior is not straightforwardly attached to the incentive system and people take part receives no formal reward for doing so. The last attribute so as to address in further fact be that employee citizenship behaviors leads to efficiency of organization.

In the route of assessing the questions on the subject of dimension of organizational citizenship behavior, LePine, Erez and Johnson (2002) are the persons who initial conducted a literature review. By means of the proportions projected by Organ (1988) which capture account of altruism, civic virtue, conscientiousness, courtesy, and sportsmanship, they conduct a meta-analysis by means of the random effects (RE) technique in order to test for momentous degree of difference relationships.

Skarlicki and Latham (1996) have done an investigation specially to determine citizenship behaviors between faculties. People who participated include faculty from three different departments from separate universities suggested that the objects that characterize organizational citizenship behaviors are generalisable diagonally the similar industry and also support the impression of organizational citizenship behavior as a two dimensional construct.

They finally found through the survey, were that definite type of behaviors might put in to, whereas further could detract from, an individual’s presentation. While staff shows signs of behaviors that do well to the institute, in that case it compulsory hampers individual output. Consequently, but the center of attention is on successful education, that profit the institute, there may not be time to focus on scholarship activity necessary to achieve tenure.

Perceived organizational support is defined as the employees’ global beliefs with regards to the extent to which the organization values their contributions and cares about their well-being (Eisenberger et. al., 1986). Perceived organizational support can be better understood by looking at it from the social exchange theory. Although social exchange theory got

its roots from the theory of economic exchange it defers in the fact that the return, for the most part involves unspecified obligation. Even though there is a clear expectation of return, the exact nature of the return is not predetermined (Blau, 1964). Similarly employees tend to value returns or rewards from the organization. If the rewards and returns are based on the discretion of the organization it is seen as an indication that the organization genuinely values the employees' contribution and cares for their well-being (Rhoades & Eisenberger, 2002).

The theory of effective teaching is a complicated concept to label, define, and measure. There are innumerable variables impacting the learning that occurs in a classroom. Effective teaching techniques vary from student to student, from course to course, from program to program, and from school to school. Though conducting research on teacher effectiveness has the potential to elicit somewhat conflicting views, there are distinct themes that continually emerge pertaining to teacher effectiveness. There are four factors that are common to the varying groups' itemizations of teacher effectiveness standards. These factors can be categorized as follows: (a) teacher's knowledge of subject matter, (b) teacher's knowledge of pedagogy, (c) teacher's ability to establish an effective learning environment, and (d) teacher's personal and professional characteristics.

A meta-analysis of data gathered from 16 studies led Feldman (1986) to conclude that student perceptions of teacher effectiveness is not related to the teachers' personality traits as measured by the teachers themselves. However, there is a relationship when the teachers' personality traits are measured by their professional peers or by their students. The relationship between faculty effectiveness and teacher personality as perceived by students or by other faculty can be explained in three ways (Feldman, 1986). First, it is possible that there is a true relationship between personality and effectiveness. If this is so, then there is a question about why this relationship does not appear when faculty describes their own personality traits. Feldman (1986) suggests that teachers may act outside of their personality in the classroom and at work. For instance, a normally shy professor may appear to be gregarious in the classroom.

## **HYPOTHESES**

**H1:** There could be a significant relationship between Organizational Citizenship Behavior and Teaching Effectiveness.

**H2:** There could be a significant relationship between Organizational Support and Teaching Effectiveness.

**H3:** There would be a moderation effect of Organizational Support on the relationship between Organizational Citizenship Behavior and Teaching Effectiveness.

## RESEARCH METHOD

The study follows descriptive research design, as the research is intended to understand the levels and direction of relationship among Organizational Citizenship Behavior, Perception of Organizational Support and Teaching Effectiveness in private engineering college faculty. Organizational Citizenship Behavior was considered as independent variable, Organizational Support was taken as moderating variable and Teaching Effectiveness was considered as dependent variable. The entire faculty working in private engineering colleges are the respondents for the study.

**Sample:** The study follows non-probabilistic; convenience sample is used for the research. The first stage in sampling design is region, Andhra Pradesh has two regions Rayalaseema and Coastal Region, among them Rayalaseema region is selected. Second stage among the Rayalaseema Districts of Kadapa, Anantapur, Chittoor and Kurnool District, few towns were selected based availability of majority engineering colleges for collection of data. The faculties participated in the study are in the age ranging from 25-60 years. Faculties of all major subjects like Electronics, Mechanical, Civil, Computer Science Engineering and other subjects have participated in the study.

**Data Collection:** The study collects primary data through distribution of structured questionnaire. The structured questionnaire has demographic and attitudinal variables related questions. The questions are requested to rate on 5 point likert scale.

**Statistical Tools:** Data is analyzed by using SPSS 16.0 version. Statistical tools such as Weighted Mean Score, Skewness, Cronbach's Alpha, Correlation and Regression analysis were employed for this study. The weighted mean gives a clear insight on the population mean; it is average of weighted score. Skewness is measure of normality of the data; it gives insights on whether the data is normal to apply statistical tools. Cronbach's alpha is a measure of reliability, it measures the internal consistency of the items measuring a variable, that is, do all the items within the instrument

measure the same thing? Alpha is measure on the same scale of Pearson  $r$  (Correlation coefficient) and typically varies between 0 and 1. The closer alpha to 1.00 the greater the internal consistency of items in the instrument being assessed.

Correlation is normally designated with lower case letter  $r$ , and range value from -1 to +1. A correlation is often called as bivariate correlation to designate a simple correlation between two variables, as opposed to the relationship among more than two variables. The study conducted Pearson correlation. The regression analysis is designed to perform either simple regression or multiple regressions. Simple regression is pertained to measure of one independent variable explaining variance in one dependent variable but in a multiple regression we regress more than two independent variables on dependent variables. The regression is measure explains the magnitude of variance explained by independent variables in a dependent variable represented by  $r^2$  (Coefficient of Determination). For an instance  $r^2$  is 0.85, it means the independent variable is able to explain 85 % of variance in the dependent variable.

## **ANALYSIS OF DATA AND RESULTS**

It is observed from the table 1 that, there are 257 (62.7 %) of respondents are in the age groups of 25-30 years, 138 (33.7 %) of 31-40 Years, 10 (2.4 %) of 41-50 years, 5 (1.2 %) of 51-60 years. The sample comprises 264 (64.4 %) male and 146 (35.6 %) female faculty. Around 250 (61 %) staff have 0-5 Years of Experience, 101 (24.6 %) respondents comprise 6-10 Years, 42 (10.2 %) have 11-15 Years, 13(3.2 %) have 15-20 Years and 4 (1.0 %) have 20 and above years of experience.

Coming to the educational qualification, 47 (11%) graduates, 305 (74.4 %) are Post Graduates, 5(2.7 %) have NET/SLET, 19 (4.6 %) have M. Phil and 34 (8.3 %) has PhD degree. Major part of respondents is 350 (85.4 %) Assistant Professor, 51 (12.4 %) are Associate Professor, and 8 (2 %) faculty are Professor and 1 (0.2 %) have other designation like Principal. 110 (26.8 %) of respondents have participated from Kadapa, 100 (24.4 %) each have participated from Chittor, Anantapur and Kurnool.

The weighted means and Cronbach's Alpha for Organizational Citizenship Behavior, Organizational Support and Teaching Effectiveness is resulted as 0.686, 0.736 and 0.940 in order, which is above the standard norms. The weighted mean score of Organizational Citizenship Behavior, Organizational Support and Teaching Effectiveness is observed at 3.60, 3.4 and 4.20 is interpreted as neutral levels of perceptions regarding

Organizational Support. However the study finds positive levels of Organizational Citizenship Behavior and Teaching Effectiveness.

### **Relationship between Organizational Citizenship Behavior and Teaching Effectiveness**

The study analyzes the relationship between Organizational Citizenship Behavior and Teaching Effectiveness by employing Correlation and Regression analysis. Organizational Citizenship Behavior is taken as independent variable and Teaching Effectiveness is taken as dependent variable. The outcome is summarized in the Table 2 & 3.

The correlation analysis reveal there is significant relationship between Organizational Citizenship Behavior and Teaching Effectiveness ( $r = 0.120$ ,  $p < .000$ ). The regression analysis reveal Organizational Citizenship Behavior is able to explain 19 % of variance in Teaching Effectiveness ( $R^2 = 0.014$ ,  $p < .000$ ). Consequently the study results confirm there is significant relationship between Organizational Citizenship Behavior and Teaching Effectiveness. Hence Hypothesis1 that There is significant influence of Organizational Citizenship Behavior on Teaching Effectiveness is accepted.

### **Relationship between Organizational Support and Teaching Effectiveness**

To analyze the relationship between Organizational Support and Teaching Effectiveness, Correlation and Regression analysis is employed. Organizational Support is considered as independent variable and Teaching Effectiveness is considered as dependent variable. The results are summarized in the following Table 2 & 3.

By observing correlation analysis, it is proved statistically that there is significant relationship between Organizational Support and Teaching Effectiveness ( $r = 0.383$ ,  $p < .000$ ). in the same way regression analysis also revealed Organizational Support is able to explain 14.6% of variance in Teaching Effectiveness ( $R^2 = 0.146$ ,  $p < .000$ ). Consequently the study results confirm there is significant relationship between Organizational Support and Teaching Effectiveness. Hence Hypothesis2 is accepted.

### **Moderation Effect of Organizational Support**

To examine whether Organizational support moderates the relation between Organizational Citizenship Behavior and teaching effectiveness,

moderation model of regression analysis is conducted. The study takes dependent variable - Teaching Effectiveness, Independent variable – Organizational Citizenship Behavior and Moderate variable - Organizational Support. The results are shown in the following Table 4.

The regression of Organizational support on teaching effectiveness is significant at  $\beta = .523$ ,  $t(407) = 7.620$ ,  $p = .000$ . The regression of Organizational Citizenship Behavior on Teaching effectiveness is significant in presence of Organizational support at  $\beta = .203$ ,  $t(407) = 3.182$ ,  $p = .001$ . The total model summary is significant at  $R^2 = .170$ ,  $F(406) = 27.76$ ,  $p = .000$ . Interaction effect of Organizational Support and Organizational Citizenship Behavior is insignificant at  $R^2 = .006$ ,  $F(406) = 2.954$ ,  $p = .086$ ,  $\beta = .179$ ,  $t(406) = .104$ ,  $p = .086$ .

From the above chart 1, it can be understood in situations of low Organizational Support and Organizational Citizenship Behavior, Teaching Effectiveness is at lowest level. In contrary, we can observe in situations of high Organizational Support and Citizenship Behavior, Teaching Effectiveness is at highest level. Hence study opines graphically there is positive moderation effect of Organizational Support on the relationship between Citizenship Behavior and Teaching Effectiveness. So H3 is rejected.

## DISCUSSION

The results of study revealed that faculty has exhibited positive levels of Citizenship Behavior. The faculty opines that they are happy to help their colleagues with work related problems; they show genuine concern and courtesy towards their coworkers even though they are in critical situations; the faculty opines that they are ready to adjust their work schedules to accommodate other faculty time off.

The study indicates faculty is neutral on organisation support. In faculty opinion, organisations are less concern of faculty goals and values; organisations feel less concern about their faculty; organizations are monotonous on their opinions and organisations are exploiting the faculty concerns. Further the study finds positive relationship between Organizational Citizenship Behavior, Organizational Support with Teaching Effectiveness. The correlation and regression analysis confirms the above relationship.

The study findings indicate insignificant moderation effect of Organizational Support on relationship between Organizational Citizenship

Behavior and Teaching Effectiveness. Correlation analysis reveals that Organizational Citizenship Behavior couldn't establish relationship with Teaching Effectiveness and Organizational Support could be a notion for insignificance. However study opines Organizational Support has failed to establish the moderation of relationship between Citizenship Behavior and Teaching Effectiveness.

The administration could help workers to understand why policies are important and identify employees, perceptions of current policies through talk-back sessions, special workers' luncheons, interviews and monthly workers' meetings. It would also be beneficial for the institution to continue informing new workers of the policies of the organization, and if changes are made they should be properly communicated to the entire workforce.

An improvement in the working conditions could help to create high levels of morale and a positive working environment for the faculty. Private engineering college management should therefore continue to improve the physical working conditions at the institution. This may include having up-to-date and adequate equipment and supplies, having more comfortable and accommodating offices with proper lighting and ventilation for workers, easy access to the faculty and staff lounge, and flexible work schedules. Another area for improvement at the colleges is related to salary. The compensation policy needs to be reviewed in light of present inflation. The management needs to ensure their compensation policy is attractive for new incumbents and retain the existing faculty. This may include developing a system to reward excellence of performance while offering tangible benefits to outstanding employees.

In human resource practices showing recognition of employee contribution should be positively related to the Organisation Support. For instance recognition, pay, promotion, job security, autonomy, reduced role stressors and training are some of the factors which can contribute Organisation Support. Hence the management is suggested to apply the above practices in order to have enhanced perception of employees regarding Organisation Support. The management should also understand the consequences of positive perceptions regarding Organisation Support. They are Organizational Commitment, Job Involvement, Job Satisfaction, Desire to remain and Performance.

The importance of perceived supervisor support implies that managers may benefit from paying special attention to relationships with workers. By showing more concern for employees' needs and responding to employees' requests for help, will be more likely to perceive supervisor support and

feel they are truly valued in the workplace-resulting in more OCB that will benefit the organization. Placing an emphasis on fair decision-making is likely to reduce employee complaints and increase OCB. Moreover, the communication channels between managers and employees should be open so that employee appeals can be heard and considered, and decisions can be explained to employees. On the other hand, the fact that perceived distributive justice is highly valued by the employees highlights the importance of equity in compensation and other related decisions, such as performance appraisal and promotion and training opportunities. Employees show more OCB in working environments characterized by meaningful work, respect, and fairness.

In respect to enhance the Teaching Effectiveness the educational institutions need to value their faculty contribution to enhance morale and work committed. Hence this study opines the above practices need to be implemented by management of private engineering colleges for motivating and creating conducive environment for transforming quality education from faculty to students.

## **LIMITATIONS AND SCOPE FOR FUTURE RESEARCH**

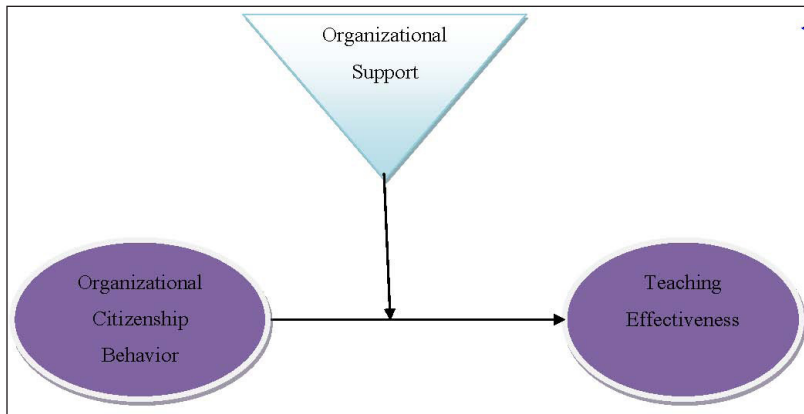
The limitations of the study are discussed in following section. First, the sample size was small; therefore, these findings may not be representative of the whole population from which they are drawn and may not be generalized to other populations. The study is limited to employee and Organizational factors like Organizational Citizenship Behavior, Organizational Support and Teaching Effectiveness.

The study is limited to geographical region of Andhra Pradesh; the results might be different in other regions. The study is limited to private engineering colleges; the findings of the present study may differ if the same study is conducted at other kind of colleges like Government and Aided colleges. Replicating the study with a diverse demographic composition has the potential to uncover data that supports or contradicts the findings of this study.

The study finds insignificant moderation of Organizational Support. Hence the study opines the future studies need to explore other moderating variables effecting Teaching Effectiveness. The future studies can focus on measuring Teaching Effectiveness including students and non teaching staff. The studies ought to focus on antecedents and consequences of Job Satisfaction, Organizational Commitment, Citizenship Behavior and Employee Engagement in the context of Private engineering colleges.

Demographical variables like tenure in the institution, marital status and religion are found to be critical factors need to be focused in future studies of engineering colleges. Future studies has to extend the present context from private engineering colleges to other courses like degree colleges, professional colleges like MBA, MCA, Law, Medical and so forth. Future studies need to focus on other category colleges like Government and unaided colleges.

The future studies need to focus on identifying factors like satisfiers and dissatisfiers with regard to faculty members. The future studies should employ in depth analysis on level of perception regarding Commitment - Continuance and Affective, Organizational Citizenship Behavior- towards Organisation and Individual. Finally, more future studies need to be conducted in the context of private engineering colleges



**Fig. 1: Moderation Effect of Organizational Support**

**Table 1: Descriptive Statistics of Demographic factors of Faculty (N=410)**

| SL. No | Demographic Factors |             | Number of Respondents | Percentage |
|--------|---------------------|-------------|-----------------------|------------|
| 1      | Gender              | Male        | 264                   | 64.4       |
|        |                     | Female      | 146                   | 35.6       |
| 2      | Age Group           | 25-30 Years | 257                   | 62.7       |
|        |                     | 31-40 Years | 138                   | 33.7       |
|        |                     | 41-50 Years | 10                    | 2.4        |
|        |                     | 51-60 Years | 5                     | 1.2        |

Contd.

| SL. No | Demographic Factors |                     | Number of Respondents | Percentage |
|--------|---------------------|---------------------|-----------------------|------------|
| 3      | Year of Experience  | 0-5 Years           | 250                   | 61.0       |
|        |                     | 6-10 Years          | 101                   | 24.6       |
|        |                     | 11-15 Years         | 42                    | 10.2       |
|        |                     | 15-20 Years         | 13                    | 3.2        |
|        |                     | 21 and above Years  | 4                     | 1.0        |
| 4      | Qualification       | Graduation          | 47                    | 11.5       |
|        |                     | Post Graduation     | 305                   | 74.4       |
|        |                     | NET/SLET(CSIR)      | 5                     | 1.2        |
|        |                     | M. Phil             | 19                    | 4.6        |
|        |                     | Ph. D               | 34                    | 8.3        |
| 5      | Designation         | Assistant Professor | 350                   | 85.4       |
|        |                     | Associate Professor | 51                    | 12.4       |
|        |                     | Professor           | 8                     | 2.0        |
|        |                     | Others              | 1                     | 0.2        |
| 6      | District            | Kadapa              | 110                   | 26.8       |
|        |                     | Chittor             | 100                   | 24.4       |
|        |                     | Anantapur           | 100                   | 24.4       |
|        |                     | Kurnool             | 100                   | 24.4       |

**Table 2: Correlation Analysis among Study Variables**

| SL. No | Relationship   | r              | p-value     |
|--------|--|----------------|-------------|
| 1      | Organizational Citizenship behavior Teaching Effectiveness | <b>0.120**</b> | <b>.015</b> |
| 2      | Organizational Support Teaching Effectiveness              | 0.383**        | .000        |

\*\*Significance at  $P < 0.01$ .

Source: SPSS Output

**Table 3: Regression Analysis among Study Variables**

| SL. No | Relationship                                  | R <sup>2</sup> | p-value |
|--------|---|----------------|---------|
| 1      | Organizational citizenship behavior TE        | 0.014          | .015    |
| 2      | Organizational Support Teaching Effectiveness | 0.146**        | .000    |

\*\*Significance at  $P < 0.01$ .

Source: SPSS Output

**Table 4: Moderation effect of Organizational Support on Organizational Citizenship Behavior and Teaching Effectiveness**

| Regression Parameters | Organizational Citizenship Behavior(OCB) | Organizational Support(OS) | OCB*OS | Model Summary       |
|-----------------------|--|----------------------------|--------|---------------------|
| R <sup>2</sup>        |  |                            | .006   | .170                |
| df                    |  |                            | 406    | 406                 |
| F                     |  |                            | 2.954  | 27.76               |
| p                     |  |                            | .086   | .000**              |
| β                     | .203                                     | .523                       | .179   | 4.202<br>(Constant) |
| t                     | 3.182                                    | 7.620                      | .104   | 106.90              |
| p                     | .001**                                   | .000**                     | .086   | .000**              |

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