



INFLUENCE OF ORGANISATIONAL CITIZENSHIP BEHAVIOUR FACTORS ON JOB SATISFACTION AMONG ENGINEERING COLLEGE TEACHERS IN ANDHRA PRADESH

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Abstract

In the current scenario, the emergence of many private universities increases the demand for the engineering faculty members and so it's difficult for the management to retain the talented pool. The teaching and learning process will be more effective in an institution where the faculty members are contented with their job. Job satisfaction is the major tool which makes employees contented with their job. University professors are differ in so many ways from other employees, including highly educated professional employees, so there is dailama among research community that university faculty job satisfaction factors are same as other employee job satisfaction. Therefore, the present research focuses on to understand which organisational citizenship behaviour factors are significantly contributing for job satisfaction among Public Sector University Engineering College

Key Words: *Job Satisfaction, Organisational Citizenship Behaviour, Talent, Teaching and Learning Process.*

Introduction

Organizational citizenship behavior is a extensively discussed concept in the field of organizational behavior and in recent years researchers have paid more attention to these mutual employee behaviors. Organizational Citizenship Behavior (OCB) is a discretionary code of behavioral attributes that goes beyond the basic requirement of the job. In today's competitive global and competitive business world, OCB has happened to a point of importance. Positive OCB has been found to have a significant impact on employee performance. The motivation for choosing OCB as the research ground is its positive relationships with employee performance. By measuring OCB, management can pave the way to increase employee performance.

Organizational citizenship behaviors emerged by multiple factors such as loyalty, helping others, respect, benefits, etc. If an employee possesses OCB he or she will be ready to contribute their efforts and skills to organizations even if it is not officially requested by them. Organizational citizenship behavior is defined as "an individual behavior that is discretionary, not directly or explicitly recognized by the awarded formal system, and which overall promotes the effective functioning of the organization" (Organ, 1990).

The organizational behavior of citizenship supports to optimise the organizational performance of businesses. OCB's plays the role of prime factor in achieving productivity and performance in any business concern. OCB is necessary for the growth, success, effectiveness and productivity of any businessorganization. In Bangladesh, OCB provides superior business performance as follows:

1. Increase collaboration or management performance.
2. Understand human resources knowledge and skills (HR Audit) so that underutilized and unutilized skills and knowledge can be used in more productive domines.
3. Coordinate activities within and between working groups
4. Building Organisational Brand Image so that skilled employees can be attracted and retained.
5. Adopting best Change Management Practices to stability the organization from future environmental changes.

Batman and Organ (1983) for the first time presented the idea of citizenship's organizational behavior. Organ (1988) defined OCB as "Individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and which overall promotes the effective functioning of the organization" More attention should be paid to the direction to increase the OCB because the success of the organization and the perception of customers to provide good quality services are significantly correlated with OCB. (Torlak & Koc, 2007).



According to Organ (1988) in OCB an individual's behavior is discretionary. This behavior is not recognized directly or explicitly by the formal reward system and, in general, promotes the effective functioning of the organization. Katz (1964) paid attention to the concept of employee extra-role behavior. Katz noted that employees are willing to contribute to the extra efforts to achieve organizational results. A distinctive feature is that supervisors cannot request or force their subordinates to perform OCBs. Likewise, employees do not expect or cannot expect any form of formal reward for these discretionary behaviors. However, as Organ (1997) observed, supervisors regularly take into account and reward the OCB exhibited by subordinates both directly and indirectly (eg preferential treatment, performance evaluation, promotions, etc.).

One more essential statement, especially in Organ's (1988) foundation work on OCB, is that these behaviors are often motivated internally, deriving from within and supported by an individual's intrinsic need for a sense of accomplishment, competence, membership or affiliation.

Van Dyne et al (1998) proposed the broader construct of "extra-role behavior" (ERB), defined as "behavior for the benefit of the organization and / or intended for the benefit of the organization, which is discretionary and which goes beyond the existing role expectations." OCB generally refers to behaviors that have a positive impact on the organization or its members (Poncheri, 2006). OCB can be defined as defender of the organization when peers are criticized or urged to invest in the organization (Turnipseed & Rassuli, 2005). The researchers define the OCB in contexts and not very different contexts, moreover there is a lot of coherence in their ways of interpreting the OCB. Jacqueline et al. (2004) indicates that OCB is extra-role behavior, that is, any behavior not officially required by the organization; rather its practice depends solely on the employee's consent as a consequence of the organizational environment. OCB affects the effectiveness of the organization.

The OCB is having a meticulous influence on the overall productivity of organizations by accumulating different dimensions to the social framework of the workplace environment (Todd, 2003). In some cases, the organizational citizenship behaviour is defined as a set of voluntary behaviors (which are not part of employee's job description), which intern lead to a successful enhancement of the roles and responsibilities of the organization (Appelbaum, 2004). Organizational citizenship behavior is observed as an employee's voluntary behavior that leads to the development of the effectiveness and efficiency of the organization's operation (to which it is not officially recorded and rewarded by the organization's established system) (Hall, 2005). Employees' who appreciate this function show behaviors beyond their official roles, duties and details of the job. The main aim for this type of behavior is not earning any organizational reward, but they use all their efforts for the improvement and development of the organization (Taghavi, 2011).

Literature indicates that those employees who act beyond their duties and responsibilities and exhibit organizational citizenship behaviors enjoy superior productivity and quality in their organization and team (Podsakoff, 1997). What is evident is that organisational citizenship behavior cannot be strengthened.

Job Satisfaction and Organisational Citizenship Behaviour

The dominant variable that influences the behavior of organizational citizenship is professional satisfaction (RE Suryani et., Al, 2019). There is a direct relationship or a strong positive correlation between organizational citizenship and professional satisfaction (AH. Shalaby, 2015). Professional satisfaction mediated the relationship between organizational culture and organizational citizenship behavior (Badawy, 2017). The critical roles of job satisfaction components have positive and significant effects on organizational citizenship and Vice Versa (AH. Shalaby, 2015). The employee satisfied with engaging in the OCB (Fassina et al., 2008). When employees are more satisfied, it creates a positive character and ultimately leads to socially accepted behavior (Todo, 2003). Positive organizational behavior is a predictor of professional satisfaction and organizational citizenship behavior (Z Pouramini, M Fayyazi, 2015). There were no significant effects on gender, age, years of experience and education levels on OCB and job satisfaction (Badawy, 2017).



Review of Literature

Azza H. Shalaby (2015), In their article entitled “The Effect of Control Variables of Job Satisfaction and Organizational Citizenship on the Performance of External Auditor (Field Study in Saudi Arabia)” published in *International Journal of Finance and Accounting* found that “there is a Relationship between job satisfaction and job performance would be positive if the organization provides constructive prospects such as lifelong learning, path to grow and reach pre-designed career path. There is a strong correlation between Organizational Citizenship and job performance based on these variables, recognition and rewards, working conditions, relationship with supervisor teamwork. Job satisfaction and Organizational Citizenship have a positive impact on the job performance of the external auditor on the basis of these values’ honesty, trust, respect for others etc”.

Rahayu Endang Suryani, et.al., (2019), In their article entitled “Job Satisfaction and Citizenship Behaviour of Employees of Private Universities in the Central Jakarta Region” published in *International Review of Management and Marketing* identified that “There is a significant effect of organizational commitment and work-life balance on Job Satisfaction in accredited University employees in the Central Jakarta region and the dominant variable influential is an organizational commitment (Affective commitment). The dominant variable influencing on the behaviour of organizational citizenship is job satisfaction with the dimensions of working conditions that support”.

Tarek A. El Badawy, et. al., (2016), in their article entitled “Exploring the Relationship between Organizational Culture, Job Satisfaction and Organizational Citizenship Behaviour” published *International Journal of Human Resource Studies* showed that “job satisfaction had a significant positive correlation with the overall organizational citizenship behaviour. However, the disaggregation reflected that only altruism, sportsmanship, and civic virtue had significant correlations. Finally, the results showed that job satisfaction mediated the relationship between organizational culture and organizational citizenship behaviour. However, the mediation effect was minor as evident by the small decrease in the B coefficient”.

Tarek A. El Badawy, et.al., (2017), in their article entitled “The Demographics’ Effects on Organizational Culture, Organizational Citizenship Behaviour and Job Satisfaction: Evidence from Egypt and Mexico” published in *Business and Management Research* suggested that “Managers should be aware of the importance of a strong consistent culture that is easily identifiable. Human resource practitioners inside organizations should search for areas of deficiency in their employee cultural orientations. Managers should also be interested in eliciting advice from their employees (across different age ranges and managerial levels) on what makes them motivated and satisfied and what obstacles are hindering them from performing well. In addition, contextual performance should be monitored and awarded in the right moment to encourage employees to engage in citizenship behaviours that serve the organization”.

Zahra Pouramini & Marjan Fayyazi (2015), in their article entitled “The Relationship between Positive Organizational Behaviour with Job Satisfaction, Organizational Citizenship Behaviour, and Employee Engagement” published in *International Business Research* this study adds to the understanding of key-role positive organizational behaviour in organization and work-related performance. It implies that, POB is a significant forecaster of Job Satisfaction and when Positive Organisational Behaviour is high then the relationship also found to be stronger. Likewise, there are positive relationships among POB, OCB and employee engagement and such relationships found to be stronger when the POB was high. Therefore, POB plays a significant role in the organization and it is a strategic tool for gaining competitive advantage.

Research Gap

Very less literature is available OCB impact on job satisfaction and in the education sector the literature available is very nominal. In this context this article focuses on OCB impact on Job Satisfaction among Public Sector University Engineering Teachers.

Objectives

- To examine influence of Organisational Citizenship Behaviour factors on Job Satisfaction of the select Public Sector University Engineering College Teachers.
- To put forth certain suggestions based on the findings.

Sample and data collection

A quantitative approach was followed in this exploratory study. The participants selected for this study consisted of engineering college teachers working in Andhra University, Sri Venkateshwara University, JNTU Kakinada, JNTU Anantapur. 180 questionnaires were distributed in the study area. Purposive sampling technique was deployed in sample selection. The respondents were solicited to complete the Organisational Citizenship Behaviour Questionnaire. The resultant response rate of useable questionnaires was 83.3% (150).

Data Analysis and Interpretation:

KMO (Kaiser-Meyer-Olkin) and Bartlett's test

Kaiser-Meyer-Olkin (KMO) test is a measure to check how best suites present data for Factor Analysis. This test measures sampling adequacy for each variable in the model and for the complete model as well. The statistic is a measure of proportion of variance among variance. The lower the proportion, the more suited the data is for Factor Analysis. Following Table- 1 shows the results of the KMO and Bartlett's test.

Table- 1: KMO and Bartlett's Test Relating to Organisational Citizenship Behaviour among Public Sector University Engineering College Teachers

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.911
Bartlett's Test of Sphericity	Approx. Chi-Square	6274.558
	df	190
	Sig.	.000

(Source: Primary Data/ Structured Questionnaire)

The above Table- 1 reveals that KMO value i.e., .911 is neither nearer to zero nor close to one. So, the range is found to be good. Bartlett's test for Sphericity compares correlation matrix (a matrix of Pearson correlation) to the identity matrix. In other words, it checks if there is a redundancy between variables that can be summarized with some factors. Therefore, this test should be momentous (i.e., have a significant value less than 0.05). A significant value from chi-square test shows that for the present data R-matrix is not an identity matrix. Here Bartlett's test for Sphericity is highly significant ($p < 0.001$), therefore it is concluded that the factor analysis is appropriate.

Communalities

Initial communalities estimate the differences among each factor accounted for, from all the variables. Extraction communalities values are estimates of the differences in each factor accounted for the variables in the factor solution. Below Table- 2 shows the particulars of communalities of Organisational Citizenship Behaviour among Public Sector University Engineering College Teachers.

Table- 2: Communalities- Organisational Citizenship Behaviour among Public Sector University Engineering College Teachers

Communalities		
	Initial	Extraction
I am willing to assist new colleagues to adjust to the work environment	1.000	.859
I am willing to stand up to protect the reputation of the institution.	1.000	.772
I am willing to help colleagues solve work related problems	1.000	.914
I often arrive early and start to work immediately	1.000	.907



I am eager to tell outsiders good news about the institution	1.000	.894
I am willing to coordinate and communicate with colleagues	1.000	.821
I actively attend institution meetings	1.000	.778
I take one’s job seriously and rarely make mistakes	1.000	.950
I make constructive suggestions that can improve the operations of the institution	1.000	.947
I am willing to cover work assignment for colleagues when needed	1.000	.877
I comply with the institution rules and procedures even when nobody watches and no evidence can be traced	1.000	.711
I avoid consuming a lot a time complaining about trivial matters	1.000	.935
I do not mind taking on new challenging assignments	1.000	.935
I avoid taking actions that hurt others	1.000	.922
I avoid hurting other people’s right to common / shared resources	1.000	.918
I perform only required tasks	1.000	.874
I do not initiate actions before consulting with others that might be affected	1.000	.902
I try to avoid creating problems for colleagues	1.000	.900
I try hard to self – study to increase the quality of work outputs	1.000	.933
I avoid focussing on what’s wrong with his or her situation	1.000	.943
Extraction Method: Principal Component Analysis.		

(Source: Primary Data/ Structured Questionnaire)

The above table-2 gives the communalities of initial and extraction. Principal component analysis deals with the initial hypothesis that all factors are common; so, in the table, values for the initial communalities are 1 for all the factors. The value in the column titled extraction shows the common differences in the data structure. For, I take one’s job seriously and rarely make mistakes 95.0 percent of variance observed is common difference. There is second dimension for observing these communalities is in terms of the ratio of difference explained by the underlying variables.

To understand about the exact level of difference among factors is initially assumed as all communalities are “1”. But after the analysis the differentiated values for each variable are found. assist new colleagues has 85.9 per cent, stand up to protect the reputation of the institution has 77.2 per cent, help colleagues solve work related problems has 91.4 per cent, arrive early and start to work immediately has 90.7 per cent, eager to tell outsiders good news about the institution has 89.4 per cent, coordinate and communicate with colleagues has 82.1 per cent, actively attend institution meetings has 77.8 per cent, make constructive suggestions has 94.7 per cent, cover work assignment for colleagues has 87.7 per cent, comply with the institution rules has 71.1 per cent, avoid consuming a lot a time in complaining has 93.5 per cent, taking on new challenging assignments has 93.5 per cent, avoid taking actions that hurt others has 92.2 per cent, avoid hurting other people has 91.8 per cent, perform only required tasks has 87.4 per cent, do not initiate actions before consulting with others has 90.2 per cent, avoid creating problems for colleagues has 90.0 per cent, try hard to self – study to increase the quality of work outputs has 93.3 per cent, and avoid focussing on what’s wrong with his or her situation has 94.3 per cent. Above variables shows the variance in structure. It is shown in Total variance Explained table which is following.

Table- 3: Total Variance Explained- Organisational Citizenship Behaviour among Public Sector University Engineering College Teachers

Total Variance Explained							
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	15.121	75.604	75.604	15.121	75.604	75.604	12.683
2	1.561	7.804	83.407	1.561	7.804	83.407	13.227
3	1.010	5.052	88.459	1.010	5.052	88.459	11.874
4	.511	2.554	91.013				
5	.410	2.048	93.061				
6	.284	1.420	94.481				
7	.246	1.231	95.712				
8	.176	.880	96.592				
9	.136	.681	97.273				
10	.111	.554	97.827				
11	.094	.472	98.299				
12	.085	.426	98.726				
13	.077	.385	99.111				
14	.064	.318	99.429				
15	.046	.228	99.657				
16	.029	.147	99.804				
17	.017	.083	99.887				
18	.015	.073	99.959				
19	.008	.038	99.997				
20	.001	.003	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

(Source: Primary Data/ Structured Questionnaire)

The above Table- 3 shows that Eigen values related with each factor displays the differences explained by that particular linear factor. This table also shows the Eigen values in terms of percentage of difference explain. So, factor 1 explains 75.604, factor 2 explains 7.804 per cent factor 3 explains 5.502 per cent of total variance; it should be clear that these three factors explain relatively large amount of variance of 88.459. Finally, it is concluded that the initial three variables explain relatively major part of difference whereas subsequent variables explain only small part of difference. There are three variables among all with Eigen value greater than 1. The Eigen values related with these variables are again shown and the percentages of difference explained in the columns are labelled extraction sums of squared loadings.

Form the above table-3 it is identified that only first three factors in Organisational Citizenship Behaviour among Public Sector University Engineering College Teachers are highly impacting aspect and the residual were of not that much. Because it only exceeds Eigen value more than 1.

Table- 4: Pattern Matrix^a— Organisational Citizenship Behaviour among Public Sector University Engineering College Teachers

Pattern Matrix ^a			
	Component		
	1	2	3
I make constructive suggestions that can improve the operations of the institution	.992		
I take one's job seriously and rarely make mistakes	.950		
I am willing to cover work assignment for colleagues when needed	.940		
I avoid consuming a lot a time complaining about trivial matters	.876		
I actively attend institution meetings	.803		
I comply with the institution rules and procedures even when nobody watches and no evidence can be traced	.757		
I try hard to self – study to increase the quality of work outputs		-.968	
I do not initiate actions before consulting with others that might be affected		-.966	
I avoid focussing on what's wrong with his or her situation		-.965	
I perform only required tasks		-.938	
I try to avoid creating problems for colleagues		-.933	
I avoid hurting other people's right to common / shared resources		-.871	
I avoid taking actions that hurt others		-.860	
I do not mind taking on new challenging assignments		-.835	
I am eager to tell outsiders good news about the institution			.918
I am willing to help colleagues solve work related problems			.896
I am willing to assist new colleagues to adjust to the work environment			.881
I am willing to coordinate and communicate with colleagues			.836
I often arrive early and start to work immediately			.809
I am willing to stand up to protect the reputation of the institution.			.594
Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.			
a. Rotation converged in 13 iterations.			

(Source: Primary Data/ Structured Questionnaire)

Above Table- 4 shows the Pattern Matrix^a- Organisational Citizenship Behaviour Factors in select Public Sector University Engineering colleges. On the basis of Oblimin with Kaiser Normalization, three groups emerged. These three groups consist of all those factors that have factor loadings greater than or least equal to 0.5. Thus, the

first group consist six dimensions and this group is titled as OCB1. For second component there are eight dimensions and these eight dimensions are combined together to get one group extracted and it is conceptualized as OCB2. For third component there are six dimensions and these eight dimensions are combined together to get one group extracted and it is conceptualized as OCB3. These three groups are considered for further study.

Table- 5: Component Correlation Matrix- Organisational Citizenship Behaviour among Public Sector University Engineering College Teachers

Component Correlation Matrix			
Component	1	2	3
1	1.000	-.743	.747
2	-.743	1.000	-.703
3	.747	-.703	1.000
Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.			

(Source: Primary Data/ Structured Questionnaire)

The final part of the factor analysis output is a component Correlation matrix between the factors. This matrix contains the correlation coefficients between the factors. From Table- 5 it is understood that all these factors are interrelated with each other to some degree. The fact that these correlations exists tells that the constructs measured can be interrelated. If the constructs are independent then the component correlation matrix should have been identity matrix. Therefore, from this final matrix it appears that the independence of the factors cannot be assumed.

Findings

1. From the analysis it is found that for Job Satisfaction total 20 Organisational Citizenship Behaviour factors found to be significant.
2. From the patten matrix table it is observed that 20 factors are classified into three groups.
3. "I make constructive suggestions that can improve the operations of the institution" is found to be highly significant.
4. "I am willing to stand up to protect the reputation of the institution" found to be less significant.

Suggestions

1. From the analysis it is observed those faculties are ready to improve the quality of the institution. Universities should form Quality Circles and faculty members should be given a chance to give suggestions for the development of the department as well as institution.
2. Faculty are interested in improving their knowledge and enhancing their teaching skills, but the university schedules are very tight faculty hardly gets time for improving knowledge and AICTE again asking them to attend online courses, seminars and contribute to research ass well so it is creating pressure among the faculty. Therefore, AICTE should give guides lines are maximum hours of teaching by one faculty in a week keeping all afore said development activities in mind.

Conclusion

The present research is conducted to understand which OCB factors are significantly contributing for job satisfaction in select Public sector University Engineering College in Andhra Pradesh. Samanvitha Swaminathan & David Jawahar (2013) 20-point scale of OCB is adopted for the study. After the study it is understood that all 20 factors of OCB are significantly contributing for the Job Satisfaction in the study area. Therefore, policy makers should keep all the 20 factors in mind while ensuring Job satisfaction of their employees (precisely engineering faculty).



Scope for Further Study

In future researchers can consider a greater number of faculty as well as institutions for the study to get better picture of the relation. Researcher can identify mediators of OCB and Job satisfaction so that changes in Job satisfaction can be seen with magnifying glasses.

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