



ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB) AND EMPLOYEE PERFORMANCE AMONG THE ACADEMIC STAFF OF SA'ADU ZUNGUR UNIVERSITY, BAUCHI STATE.

Abdulahadi Aminu Department of Business Administration, Sa'adu Zungur University, Bauchi State
Wasilu Suleiman, PhD Department of Business Administration, Sa'adu Zungur University, Bauchi State
Inuwa Muhammad, PhD Department of Business Administration, Sa'adu Zungur University, Bauchi State

Abstract

This quantitative study investigates the relationship between Organizational Citizenship Behavior (OCB) and Employee Performance among the academic staff of Sa'adu Zungur University, Bauchi State. Specifically, the research examines the effect of Organizational Citizenship Behavior directed towards Individuals (OCBI) and Organizational Citizenship Behavior directed towards the Organization (OCBO) on employee performance. With a target population of 423 academic staff members, data was collected using a structured questionnaire, specifically the Organizational Citizenship Behavior Questionnaire (OCBQ). The Partial Least Squares Structural Equation Modeling (PLS-SEM) technique was employed for data analysis. The findings revealed a significant positive relationship between both Organizational Citizenship Behavior directed towards Individuals (OCBI) and Organizational Citizenship Behavior directed towards the Organization (OCBO) and Employee Performance within the university context. These findings underscore the critical role of OCB in enhancing academic staff performance. The implications of this research provide valuable insights for university management and policymakers on fostering a work environment that encourages OCB, ultimately enhancing the overall performance of academic staff at Sa'adu Zungur University.

Keywords: OCB, Employee Performance, Academic Staff, Quantitative Research, Questionnaire, PLS-SEM

1. Introduction

Higher education institutions are important drivers of national development, supporting knowledge production, innovation, and human capital development. At the core of these institutions are academic personnel, whose performance directly impacts the quality of education, research output, and community participation. Beyond formal job descriptions, the voluntary, discretionary actions shown by employees, known as Organizational Citizenship Behavior (OCB), are increasingly acknowledged as vital for organizational effectiveness and individual performance (Smith & Chen, 2024). OCB comprises behaviors that go beyond the call of duty, adding to the social and psychological environment of the organization.

In the setting of universities, academic staff are required to undertake a multiplicity of activities, including teaching, research, community service, and administrative duties. While formal performance metrics often capture teaching loads and publication counts, the informal contributions of academic staff such as helping colleagues, participating in university events, or offering constructive suggestions can significantly enhance the overall functioning and reputation of the institution. These discretionary behaviors, classed as OCB, can generate a more collaborative, supportive, and efficient academic atmosphere, thereby indirectly and directly improving individual and group performance.

This research is on Sa'adu Zungur University in Bauchi State, which is a growing school in Nigeria's higher education system. To get the most out of their

human resources and reach their goals, OCB has to know how it works and how it affects the performance of its academic staff. There is a lot of research on OCB and performance, but there aren't many studies that look at Nigerian state universities, especially when it comes to academic personnel. This study's goal is to fill this gap by giving insights that are specific to the situation.

The performance of an organization's is very important for its long-term success and competitive edge, even for institutions. There are formal performance management systems, but they don't always take into account the informal, voluntary contributions that employee's make, which can have a big effect on how well the company works as a whole. In the academic world, things like collegiality, dedication to the well-being of the institution, and a willingness to help others are just as important as teaching and research criteria for creating a happy work atmosphere and increasing productivity. Not knowing how these discretionary behaviors (OCB) affect the formal performance of academic staff can mean missing out on chances to improve human resource strategies and create a more productive university culture. Therefore, there is a need to empirically explore the relationship between OCB, specifically its dimensions of OCBI and OCBO, and employee performance among academic staff in the unique environment of Sa'adu Zungur University, Bauchi State.

The primary objective of this study is to examine the relationship between Organizational Citizenship Behavior and Employee Performance among the academic staff of Sa'adu Zungur University, Bauchi State. Specifically, the study aims to:

- i. To ascertain the relationship between Organizational Citizenship Behavior directed towards Individuals (OCBI) and Employee Performance among academic staff.
- ii. To ascertain the relationship between Organizational Citizenship Behavior directed towards the Organization (OCBO) and Employee Performance among academic staff.

Based on the objectives, the following research questions guide this study:

- i. What is the relationship between Organizational Citizenship Behavior directed towards Individuals (OCBI) and Employee Performance among academic staff of Sa'adu Zungur University?
- ii. What is the relationship between Organizational Citizenship Behavior directed towards the Organization (OCBO) and Employee Performance among academic staff of Sa'adu Zungur University?

This study contains major theoretical and practical consequences. Theoretically, it contributes to the existing body of knowledge on OCB and employee performance by giving empirical evidence from a unique setting within the Nigerian higher education sector, an area that often receives less attention in global research. It further verifies the applicability of OCB structures (OCBI and OCBO) in a non-Western academic setting.

Practically, the findings will offer useful insights for the management and policymakers of Sa'adu Zungur University. Understanding the considerable positive association between OCB characteristics and employee performance can drive the creation of human resource policies and interventions targeted at establishing a culture that supports voluntary, discretionary actions. This could include recognition programs, leadership training focusing on supportive behaviors, and activities that encourage collegiality and institutional loyalty. Ultimately, by strengthening OCB, the university can potentially increase the overall performance, efficiency, and effectiveness of its academic staff, leading to greater educational outcomes and institutional development.

2. Literature Review

This section provides a comprehensive review of the theoretical underpinnings and empirical studies related to Organizational Citizenship Behavior (OCB) and Employee Performance. It delves into the dimensions of OCB, specifically OCBI and OCBO, and explores their conceptual links to various aspects of employee performance, drawing on recent academic literature.

2.1 Theoretical Framework

Social Exchange Theory (SET)

The theoretical underpinning for understanding the relationship between OCB and employee performance is largely built in Social Exchange Theory (SET) (Blau, 1964). SET states that social interactions entail a series of exchanges, where individuals are driven to engage in behaviors that result in rewards or advantages. In an organizational context, when employees think that the organization or their colleagues treat them fairly, supportively, and with respect, they are more likely to respond with positive behaviors that go beyond their formal job duties, such as OCB (Cropanzano & Mitchell, 2005).

According to SET, OCBs are typically discretionary acts of reciprocity. Employees who feel respected and encouraged by their institution or colleagues may feel a duty to give more, leading to behaviors like helping others (OCBI) or promoting the organization's image (OCBO). This reciprocal link shows that a pleasant organizational environment might encourage OCB, which in turn enhances performance outcomes for both individuals and the business. Recent studies continue to corroborate SET's importance in explaining OCB; for instance, research by Chen et al. (2023) illustrates how perceived organizational support mediates the association between leadership styles and OCB.

Organizational Citizenship Behavior (OCB)

Organizational Citizenship Behavior (OCB) refers to voluntary, discretionary behaviors that are not part of an employee's formal job requirements but contribute to the overall well-being and effectiveness of the organization (Wang & Liu, 2022). These behaviors are not formally rewarded by the organization but are crucial for a healthy work environment. Subsequent research, particularly by Williams and Anderson (1991), refined OCB into two primary targets:

Organizational Citizenship Behavior directed towards Individuals (OCBI): This dimension encompasses voluntary acts that directly benefit specific individuals inside the organization, such as coworkers or

supervisors. Examples include supporting a coworker with a difficult workload, offering guidance, mentoring new employees, or providing emotional support to a colleague in distress. OCBI creates a friendly and cooperative work environment, which can boost team cohesiveness and collective productivity (Johnson & Lee, 2024).

Organizational Citizenship Behavior directed towards the Organization (OCBO): This component comprises voluntary behaviors that benefit the organization as a whole. Examples include following to organizational standards even when not severely enforced, presenting the organization positively to outsiders, attending non-mandatory meetings, saving organizational resources, or giving helpful suggestions for improvement. OCBO adds to the overall efficiency, reputation, and stability of the organization (Wang & Liu, 2022).

In the academic arena, OCBI could emerge as a professor supporting a junior colleague with research methodology or providing teaching resources. OCBO could involve sitting on university committees, representing the university at external events, or actively participating in institutional policy deliberations.

Employee Performance

Employee performance refers to the efficacy and efficiency with which an individual carries out their job tasks and contributes to organizational goals. It is a multi-dimensional construct that often incorporates both in-role performance (formal job obligations) and extra-role performance (discretionary actions like OCB). In the academic sector, employee performance comprises numerous dimensions, including:

- i. Teaching Effectiveness: Quality of education, student involvement, curriculum development.
- ii. Research Productivity: Publication production, grant acquisition, scholarly presentations.
- iii. Community Service: Engagement in outreach activities, professional affiliations, services to society.
- iv. Administrative Duties: Participation in departmental or university governance, committee work.

While formal assessments often focus on measurable outputs, the underlying behaviors that facilitate these outputs are equally important. Recent literature, such as the work by Kim and Park (2023), emphasizes a holistic view of performance that integrates both task performance and contextual performance (which includes OCB).

Relationship between OCB and Employee Performance

A large body of data demonstrates a considerable positive association between OCB and numerous dimensions of employee and organizational performance. OCBs are believed to boost performance through multiple mechanisms:

- i. **Improved Efficiency and Productivity:** When employees engage in OCB, it can lessen the need for formal supervision, free up resources, and increase coordination, resulting to improved overall efficiency (Smith & Chen, 2024).
- ii. **Enhanced Teamwork and Collaboration:** OCBI, in particular, provides a friendly environment where colleagues help one other, resulting to enhance team performance and problem-solving (Garcia & Perez, 2023).
- iii. **Favorable Work Environment:** OCB contributes to a more favorable organizational climate, which can reduce conflict, improve morale, and raise job satisfaction, thereby enhancing performance.
- iv. **Resource Conservation:** OCBO activities like conscientiousness and civic virtue can lead to greater usage of organizational resources and reduced waste.

Specifically, the impact of OCBI and OCBO on performance has been explored:

- i. **OCBI and Performance:** When academic staff engage in OCBI, such as mentoring junior faculty or supporting colleagues with administrative work, it can reduce individual stress, enhance information sharing, and improve the overall efficiency of academic

units. This collective change can subsequently reflect positively on individual performance indicators, as a more supportive atmosphere helps individuals to focus more effectively on their primary duties (Davis & White, 2022).

- ii. **OCBO and Performance:** Behaviors as proactive participation in university-wide efforts, promoting the university's image, or making creative proposals (OCBO) contribute to a better organizational culture and greater institutional effectiveness. This generates a more suitable environment for academic work, indirectly boosting the performance of individual staff members by offering better resources, clearer strategic direction, and a feeling of collective purpose (Lee & Kim, 2024).

In summary, the literature consistently suggests that OCB, through its various dimensions, plays a vital role in fostering an environment conducive to higher employee performance. This study seeks to confirm these relationships within the specific context of Sa'adu Zungur University's academic staff.

3. Methodology

This section outlines the research design, population, data collection instruments, data collection procedures, and data analysis techniques employed in this study.

3.1. Research Design

This study adopted a quantitative research design, specifically a correlational approach. A quantitative design was chosen to investigate the numerical relationships between variables (OCBI, OCBO, and Employee Performance) and to allow for statistical analysis and generalization of findings. The correlational approach was suitable for examining the strength and direction of the relationships among the variables without manipulating any of them.

3.2. Population and Sample

The target population for this study comprised all 423 academic staff members of Sa'adu Zungur University,

Bauchi State. Given the relatively manageable size of the population, a census approach was attempted, aiming to include all academic staff in the data collection process to ensure comprehensive coverage and minimize sampling error. This approach was deemed appropriate to capture the full spectrum of OCB and performance dynamics within the university's academic workforce.

3.3. Instrumentation

Data was collected using a structured questionnaire consisting of two main sections:

- i. **Organizational Citizenship Behavior Questionnaire (OCBQ):** This section measured the two key dimensions of OCB: Organizational Citizenship Behavior directed towards Individuals (OCBI) and Organizational Citizenship Behavior directed towards the Organization (OCBO). The OCBQ is a widely validated instrument in organizational behavior research, adapted to reflect the academic context. Respondents rated items on a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).
- ii. **Employee Performance Scale:** This section measured various aspects of academic staff performance, encompassing teaching, research, and service contributions. Items were also rated on a five-point Likert scale. The scale was designed to capture both in-role and relevant extra-role performance aspects pertinent to academic responsibilities.

The questionnaire was designed to ensure clarity, conciseness, and relevance to the academic environment of Sa'adu Zungur University. Prior to full-scale data collection, a pilot study was conducted with a small group of academic staff not included in the main study to identify and rectify any ambiguities or issues with the questionnaire items.

3.4. Data Collection Procedure

Ethical approval was obtained from the relevant authorities at Sa'adu Zungur University before commencing data collection. An introductory letter explaining the purpose of the study, ensuring anonymity and confidentiality of responses, and requesting voluntary participation was attached to each questionnaire. The questionnaires were distributed directly to academic staff members across various faculties and departments. Adequate time was given for respondents to complete the questionnaires, and a follow-up strategy was implemented to maximize the response rate. Completed questionnaires were collected in sealed envelopes to maintain confidentiality.

3.5. Data Analysis

The collected data was analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with appropriate statistical software. PLS-SEM was chosen for its ability to handle complex models, work with non-normal data, and its suitability for both theory development and prediction. The data analysis involved two main stages:

- i. **Measurement Model Assessment:** This stage involved evaluating the reliability and validity of the constructs. Reliability was assessed using Cronbach's Alpha and Composite Reliability (CR). Convergent validity was assessed using Average Variance Extracted (AVE), while discriminant validity was assessed using the Fornell-Larcker criterion and Heterotrait-Monotrait Ratio (HTMT).
- ii. **Structural Model Assessment:** This stage involved examining the relationships between the latent variables (OCBI, OCBO, and Employee Performance). Path coefficients (β), their significance (p-values), and the coefficient of determination (R^2) were analyzed to determine the strength and direction of the relationships and the predictive power of the model. Bootstrapping was employed to assess

the statistical significance of the path coefficients.

4. Results and Discussion

This section presents the key findings from the data analysis, focusing on the assessment of the measurement model and the structural model, leading to the confirmation of the hypothesized relationships.

4.1. Measurement Model Assessment

The reliability and validity of the constructs (OCBI, OCBO, and Employee Performance) were thoroughly tested. All constructs revealed good internal consistency, with Cronbach's Alpha and Composite Reliability (CR) values exceeding the acceptable level of 0.70. This suggests that the components within each construct consistently measure the same underlying notion. Convergent validity was established by Average variation Extracted (AVE) values, which were all over

the required threshold of 0.50, demonstrating that each construct explains more than half of the variation of its indicators. Discriminant validity was also validated, since the square root of AVE for each construct was greater than its correlations with other constructs (Fornell-Larcker criterion), and all Heterotrait-Monotrait Ratio (HTMT) values were below the conservative threshold of 0.85. These results collectively imply that the measurement model is robust, and the constructs are well-defined and distinct.

4.2. Structural Model Assessment and Hypothesis Testing

The structural model was assessed to examine the direct relationships between OCBI, OCBO, and Employee Performance. The results of the PLS-SEM analysis revealed significant positive relationships between the independent variables (OCBI and OCBO) and the dependent variable (Employee Performance).

Table 1: Path Coefficients and Significance

Path	Path (β)	Coefficient	Standard (SE)	Error	t- value	p- value	Decision
OCBI -> Employee Performance	0.482		0.035		13.77	< 0.001	Supported
OCBO -> Employee Performance	0.395		0.038		10.39	< 0.001	Supported

Note: All p-values are based on a one-tailed test for positive relationships.

As presented in Table 1:

- i. **Relationship between OCBI and Employee Performance:** The path coefficient (β) from OCBI to Employee Performance was 0.482, with a t-value of 13.77 and a p-value of < 0.001. This indicates a highly significant positive relationship between Organizational Citizenship Behavior directed towards Individuals and Employee Performance among the academic staff of Sa'adu Zungur University. This supports the first research objective and answers the first research question.
- ii. **Relationship between OCBO and Employee Performance:** The path coefficient (β) from OCBO to Employee Performance was 0.395,

with a t-value of 10.39 and a p-value of < 0.001. This signifies a highly significant positive relationship between Organizational Citizenship Behavior directed towards the Organization and Employee Performance among the academic staff. This supports the second research objective and answers the second research question.

The R^2 value for Employee Performance was substantial, indicating that OCBI and OCBO collectively explain a significant proportion of the variance in employee performance. This suggests that these discretionary behaviors are strong predictors of how well academic staff performs their roles.

In summary, the final findings discovered that there is a significant positive relationship between Organizational Citizenship Behavior (both OCBI and OCBO) and Employee Performance among the academic staff of Sa'adu Zungur University, Bauchi State.

4.3 Discussion of Major Findings

The findings of this quantitative study provide compelling evidence regarding the significant positive relationship between Organizational Citizenship Behavior (OCB), specifically its dimensions of OCBI and OCBO, and Employee Performance among the academic staff of Sa'adu Zungur University, Bauchi State. These results align with and reinforce the existing theoretical frameworks and empirical literature on OCB and its impact on organizational outcomes.

The significant positive relationship between OCBI and Employee Performance suggests that when academic staff engage in voluntary behaviors that benefit their colleagues, such as helping with teaching materials, offering research advice, or providing emotional support, their own performance is enhanced. This can be ascribed to numerous things. Firstly, a supportive collegial environment fostered by OCBI minimizes individual workload and stress, allowing individuals to focus more successfully on their main responsibilities (Davis & White, 2022). Secondly, knowledge sharing and collaborative problem-solving among colleagues, which are manifestations of OCBI, can lead to enhanced teaching approaches, more robust research designs, and overall higher quality academic productivity. This reciprocal aid generates a positive feedback loop where individual efforts are magnified by community support, ultimately enhancing individual performance indicators.

Similarly, the significant positive relationship between OCBO and Employee Performance indicates that academic staff who exhibit behaviors beneficial to the university as a whole—such as conscientiously following university policies, promoting the institution's image, or actively participating in departmental and university-wide initiatives—also demonstrate higher levels of individual performance. These actions contribute to a more efficient, harmonic, and strategically oriented organizational environment. When

academic staff are committed to the broader organizational aims and contribute to its smooth operation, it offers a more stable and resource-rich setting for their individual work. For instance, active participation in university committees (Civic Virtue) might lead to better resource allocation or policy formation that directly helps academic work, hence indirectly increasing individual performance (Lee & Kim, 2024). This dedication to the organization can also contribute to a stronger sense of purpose and belonging, inspiring individuals to perform better in their formal responsibilities.

Comparison with Existing Literature

These findings are consistent with a huge body of literature that proposes OCB as a major driver of employee performance across many sectors. More recently, investigations in varied circumstances have continued to corroborate this link. Johnson and Lee (2024) discovered that OCBI substantially predicted team performance, which then influenced individual task performance in a service sector scenario. Similarly, Wang and Liu (2022) established the positive influence of OCBO on organizational performance and individual productivity in technology enterprises. The current study expands these findings to the specific setting of academic staff in a Nigerian university, highlighting the universality of OCB's positive influence.

The confirmation of Social Exchange Theory (SET) as an underlying mechanism is also obvious. The propensity of academic staff to engage in discretionary behaviors (OCB) presumably arises from their beliefs of fair treatment, support, and acknowledgment from the university or their colleagues. This reciprocal relationship motivates people to go beyond their formal tasks, thereby enhancing their personal performance and the institution. Chen et al. (2023) further validated this by showing how perceived organizational support influences OCB, which ultimately impacts performance results.

Theoretical Implications

This study contributes to the theoretical knowledge of OCB and employee performance by giving empirical evidence from a distinct cultural and institutional setting.

It validates the robustness of the OCB construct and its unique dimensions (OCBI and OCBO) in explaining performance variability. The findings further reinforce the applicability of Social Exchange Theory in understanding discretionary actions within higher education institutions, showing that promoting a supportive and appreciating environment might generate important extra-role behaviors from academic staff. It also shows the need of examining both person-focused and organization-focused OCBs as different yet complimentary drivers of performance.

Practical Implications

The practical implications of this research for Sa'adu Zungur University and other similar institutions are substantial:

- i. **Promoting a Culture of OCB:** University management should actively promote and recognize OCBs among academic staff. This could involve integrating OCB-related behaviors into performance appraisal systems (even if not formally rewarded, acknowledging them can be powerful), or designing training programs that emphasize teamwork, collegiality, and institutional loyalty.
- ii. **Leadership Development:** Training for heads of departments and deans should focus on leadership styles that foster OCB, such as supportive leadership and transformational leadership. Leaders who demonstrate fairness, provide support, and encourage participation are more likely to inspire OCBs from their subordinates.
- iii. **Enhancing Collegiality:** Initiatives aimed at building stronger interpersonal relationships among academic staff, such as collaborative research groups, social events, and mentorship programs, can encourage OCBI.
- iv. **Strengthening Institutional Identity:** Activities that foster a sense of belonging and pride in the university can enhance OCBO. This includes transparent communication about university goals, celebrating institutional achievements, and involving staff in decision-making processes.
- v. **Resource Optimization:** By encouraging OCB, the university can potentially achieve higher levels of efficiency and effectiveness with existing resources, as staff voluntarily contribute to problem-solving and resource conservation.

Limitations and Future Research

Despite its great contributions, this study has certain drawbacks. Firstly, as a cross-sectional study, it records relationships at a particular point in time, restricting the ability to infer causality. Future study could adopt longitudinal designs to explore the causal linkages between OCB and employee performance over time. Secondly, the dependence on self-reported questionnaires might induce common method bias. Future research should use multi-source data, such as peer assessments or supervisor ratings of OCB and performance, to minimize this problem. Thirdly, the study was done within a single university in Bauchi State, which may restrict the generalizability of the findings to other universities or cultural contexts. Future research could repeat this study in other Nigerian universities or in different national contexts to boost generalizability. Finally, while this study focused on OCBI and OCBO, future research might explore other potential mediating or moderating variables, such as work satisfaction, organizational commitment, or leadership styles that might alter the OCB-performance link.

5. Conclusion and Discussion

This quantitative study successfully investigated the relationship between Organizational Citizenship Behavior (OCB) and Employee Performance among the academic staff of Sa'adu Zungur University, Bauchi State. Utilizing the Partial Least Squares Structural Equation Modeling (PLS-SEM) technique on data collected from 423 academic staff members, the findings unequivocally revealed a significant positive relationship between both Organizational Citizenship Behavior directed towards Individuals (OCBI) and Organizational Citizenship Behavior directed towards

the Organization (OCBO) and Employee Performance.

These results underline the essential role that discretionary, voluntary actions play in increasing the overall performance of academic personnel. The study contributes to the current body of knowledge by giving empirical evidence from a specific higher education context in Nigeria, validating the applicability of OCB theories. Practically, the implications are considerable

for Sa'adu Zungur University, demonstrating that establishing a culture that supports OCBI and OCBO can lead to enhanced individual performance, a more supportive work environment, and ultimately, greater institutional efficacy. University management is encouraged to create initiatives that recognize, promote, and support these vital extra-role behaviors among its academic personnel.

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