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# An Empirical Study on Organizational Citizenship Behavior and its Dimensions in Enhancing Performance

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## **Abstract**

*Organizations need employees who are willing to exceed their formal job requirements. Exceeding formal job requirements is referred to as Organizational Citizenship Behavior (OCB). Theoretical evidence reveals the relationship of OCB in enhancing the performance of employees. OCB among teachers is crucial as it results in enhancing their performance that reflects in the performance of students. The study explores the impact of OCB among selected higher secondary school teachers of Government, Government aided and private schools in the districts of Erode and Tirupur of Tamilnadu, India. The study was conducted with 120 teachers from 6 schools – two from government, two from government aided and two from private schools. The existence of OCB may vary with the type of school – government / government aided / private. This assumption was explored further in the research. The major dimensions measuring OCB was identified with factor analysis. The implications of the study are relevant to other studies regarding employees' performances, its assessment and influence on organizational efficiency, and its effectiveness and success.*

**Keywords:** Citizenship behavior, Organizational effectiveness.

## **Introduction**

Organizations survive or prosper with their members behaving as good citizens by engaging in all sorts of positive organization-relevant behavior. Successful organizations need employees who will do more than their usual job duties and provide performance that is beyond expectations. The effective functioning of an organization depends on employee efforts that extend beyond formal role requirements (Barnard, 1938; Katz & Kahn, 1966; Organ, 1988). Organ (1988) termed these extra efforts as "organizational citizenship behaviors" (OCB), and defined them to include activities that target other individuals in the workplace (e.g., helping coworkers or communicating changes that affect others) and the organization itself (e.g., actively participating in group meetings or representing the organization positively to outsiders). The five factor model of Organ (1988) that explains OCB include "altruism (helping either colleagues or clients), courtesy (polite and respectful behaviours that prevent problems for others), conscientiousness (acceptance of and compliance with policies and procedures), civic virtue (taking on extra responsibilities and being involved in the professional life of an organization), and sportsmanship (tolerating inconveniences and impositions)."

Organizational citizenship behaviors describe actions in which employees are willing to go above and beyond their prescribed role requirements. Organizational Citizenship Behavior is a unique aspect of individual activity at work, first mentioned in the early 1980s. Over the past

three decades, interest in these behaviors has increased substantially. A few studies have shown that OCB are positively related to indicators of individual, unit, and organizational performance (George & Bettenhausen, 1990; Karambayya, 1990; Podsakoff, Ahearne, & MacKenzie, 1997; Podsakoff & MacKenzie, 1994; Walz & Niehoff, 2000). These behaviours may not be rewarded directly but benefit the organization to a great extent.

OCB among teachers is important to understand as it gets reflected in the performance of students. Schools thrive to secure better results especially during the end examinations of class 10 and 12. Teachers working in schools stay back for long hours to make the students perform. This performance exerted by the teachers may not be common across all schools. It varies with the environment in which they function. OCB play a major role in bringing in the extra efforts in teachers that shapes the students to meet their higher education and future job requirements. The level of OCB may differ from person to person due to their individual differences, environmental impact and so on. The research studies the level of OCB exerted by teachers working in different environments, i.e. private or government or government aided schools and the major dimensions explaining them.

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## Statement of the Problem

Research of organizational citizenship behaviors has been extensive since its introduction around twenty years ago (Bateman & Organ, 1983). The vast majority of organizational citizenship behavior research focused on the effects of organizational citizenship behavior on individual and organizational performance. There is consensus in the field that organizational citizenship behaviors are salient behaviors for organizational enterprises. However, the antecedents of organizational citizenship behaviors are not well established. The current study explores the impact of OCB among the selected higher secondary school teachers of government, government aided and private schools in Erode and Tirupur districts of Tamilnadu, India. The paper investigates the factors influencing OCB on performance of the teachers and reveals the methods to enhance it.

## Review of Literature

Jimmieson, et al (2010) investigated the impact of teachers' organizational citizenship behaviors (OCBs) on student quality of school life (SQSL) via the indirect effect of job efficacy. A measure of teacher OCBs was developed tapping one dimension of individual-focused OCB (OCBI - student-directed behaviour) and two dimensions of organization-focused OCB (OCBO - civic virtue and professional development). A significant proportion of variance in SQSL was attributable to classroom factors. Analysis revealed that the civic virtue and professional development behaviors of teachers were positively related to their job efficacy. The job efficacy of teachers also had a positive impact on all five indicators of SQSL. In regard to professional development, job efficacy acted as an indirect variable in the prediction of four student outcomes (i.e., general satisfaction, student-teacher relations, achievement, and opportunity) and fully mediated the direct negative effect on psychological distress.

Bogler and Somech (2005) seek to enrich the understanding of *citizenship behavior* in the *school* setting by identifying the main factors that may enhance this *behavior among teachers*. Specifically, they examine the direct effect of *teachers'* participation in decision making (PDM) on their OCB, and the impact of *teacher* empowerment, as a mediating variable, on this relationship. The result reveals that involvement in decision-making processes induces *teachers* to take on new roles and have a more direct impact on *school* life, which in turn might lead them to invest extra efforts in achieving *school* objectives.

Bachrach, et al (2006) examined the influence of task interdependence on the importance attributed to organizational citizenship behavior (OCB) in evaluations of employee performance in three studies. In Study one, 238 undergraduates were exposed to a task interdependence manipulation and a unit-level performance manipulation and provided citizenship ratings. In Study two, 148 master of business administration students were exposed to a task

interdependence manipulation and then rated the importance of OCB in their evaluations of employee performance. In Study three 130 managers rated the task interdependence in their unit of principal responsibility and the importance of OCB in their overall evaluations of employee performance. The results suggest that task interdependence may affect the importance attributed to OCB.

Hannam and Jimmieson (2002) seek to explain the higher level of teacher exhaustion associated with higher level of student satisfaction by considering a construct known as extra-role or organizational citizenship behaviour (OCB). Teacher OCB may include extra efforts to make lessons enjoyable and interesting, organizing extra-curricular activities and spending personal time talking with students. The proposed model of analysis generally suggests that the three components of chronic occupational stress - exhaustion, depersonalization and reduced accomplishment - occur together. However, the paper proposes that although teachers who engage in more OCB experience more exhaustion, they may simultaneously increase their feelings of personal accomplishment and work identification which may in turn help to avert burnout. It is argued that only with this particular set of job attitudes are the effects of exhaustion caused by high levels of OCB sufficiently buffered to avoid job burnout, and thus positively affect students' quality of school life.. The preliminary findings reported herein are part of a larger ongoing study investigating the consequences of stress and OCB among primary school teachers.

Bogler & Somech (2004) focus on the relationship between teacher empowerment and teachers' organisational commitment, professional commitment and OCB. They examine the subscales of teacher empowerment that can best predict the outcomes. Data was collected from 983 middle and high school teachers in Israel. The six dimensions of teacher empowerment – decision making, professional growth, status and self efficacy, autonomy and impact were considered. Pearson correlation and multiple regression analyses indicated teachers' perception of their level of empowerment are significantly related to their feelings of their commitment to their organization, to profession and to their OCB status and self efficacy. Among the six subscales of empowerment, professional growth, status and self efficacy were significant predictors of organizational and personal commitment while decision making, self-efficacy and status were predictors of OCB.

## Scope of the Study

Katz and Kahn (1978) pointed out that organizational citizenship behaviour is important in organizations. Organizational citizenship can be extremely valuable to organizations and can contribute to performance and competitive advantage (Nemeth and Staw 1989). Though less amount of research is done to understand OCB among the school teachers, it is equally important to that of corporate employees. The primary reason to understand the existence of OCB and dimensions

measuring the same is to help schools to concentrate on these factors to enhance the performance of their teachers. The profession of a school teacher is among the noblest and enjoys larger autonomy. As it also involves more interpersonal skills, the behaviour of the teachers with students, colleagues, parents and the institution is driven by their commitment or citizenship behaviour. This will reflect on the effective functioning of the schools. So it becomes imperative to understand the ways that enhances the performance of teachers. The study brings the clear understanding of the difference in OCB as revealed by different types of schools and the factors that the schools can concentrate on to enhance the OCB of their teachers. This in turn may reflect on the performance of the students, the brand name of the institution as such.

## Objectives of the Study

The objective of the study is to explore factors contributing to OCB among the teachers working in different environments ie. of private, government aided and government schools. In specific the objectives are:

1. To study the existence of levels of OCB among different categories of school teachers working in different environments;
2. To identify the major dimensions of OCB that exists among school teachers; and
3. To understand the impact of demographic variables on OCB exerted by the teachers.

## Hypotheses

In order to substantiate the objectives, following hypotheses are formulated:

H<sub>1</sub>: There exists no difference in the level of OCB among government, government aided and private school teachers.

H<sub>2</sub>: There exists no relationship between age of the teachers and extent of OCB revealed.

H<sub>3</sub>: There exists no relationship between gender of teachers and extent of OCB revealed.

H<sub>4</sub>: There exists no relationship between educational qualifications of the teachers and extent of OCB revealed.

H<sub>5</sub>: There exists no relationship between the experience of the teachers and extent of OCB revealed.

H<sub>6</sub>: There exists no relationship between the salary of the teachers and extent of OCB revealed.

## Research Methodology

The empirical study was conducted to identify the variables influencing OCB among the higher secondary school teachers of government, government aided and private schools. Descriptive research was conducted that established hypothesis and concluded the research. For this purpose, primary and secondary data were collected. Primary data was collected from the teachers in the

sampling unit. It includes the data related to variables measuring OCB and the factors influencing the same. Secondary data was collected from journals and databases like Ebsco and Emerald. The districts of Erode and Tirupur were selected as the sampling frame from where the study was conducted. Judgmental sampling method was used to collect data from the teachers in higher secondary schools of government, government aided and private schools. The judgment used was selecting one top performing and one least performing school during the previous three years in each category. Two schools in each category were selected; 20 teachers in each school were selected as the sample and a total of 120 teachers were considered for the study.

The dimensions with which OCB was measured were student focused, organization focused, and focused towards co-workers. These were identified from the literature reviews and the questionnaire was formulated incorporating them. These dimensions were measured with a five point likert scale with seven questions in each category. The 21 questions together explain the level of OCB exerted by the teachers in their respective schools. In order to identify the factors influencing OCB, likert scale was used and the factors influencing the OCB of school teachers are identified. These variables were grouped into three heads as organizational variables, situational variables and individual variables. Organizational variables include: high performance work system, task for specific duration, organizational identification, positive work climate, organizational resources, climate and culture, work place justice, enhanced perception, group cohesion, group consensus, efficacy, value expression and the like. Situational variables include: emotional and job related strain, environmental factors, organizational constraints interpersonal conflict, pro-social behaviour, social exchange, cultural harmony lack of expected reward, role overload and the like. The individual variables are: effort, personality, motives, individual differences, voluntary work behaviour, trust, rewards, self regulation, autonomy, communication, recall, commitment, self efficacy and diligence.

The instrument developed was tested for content and construct validity by testing it with a sample of 18 teachers who have atleast 10 years of experience representing three from each school. Based on this, five questions in the scale used to understand the importance of the factors were altered and questions to enquire the measures to improve the students performance was incorporated. Data was collected with the questionnaire from the sample of 120 teachers from 6 schools in Erode and Tirupur districts of Tamilnadu, India. The scales used to measure the dimension of OCB and factors influencing OCB was tested for reliability using Croanbach alpha score. The alpha coefficient varies between the values 0 to 1. If the score is closer to the value '1', the internal consistency in the scale used in the questionnaire is perfect and if the score is closer to '0', then there is poor internal consistency among the questions in the scale constructed. The Chronbach alpha score for the scale established to measure the factors

influencing OCB was 0.748 which is greater than 0.5. Thus, the internal consistency of the questionnaire was good enough to proceed for further data collection and analysis.

### Tools Used for Analysis

Percentage analysis is used to understand the distribution of the sample in different age categories, gender, qualification, experience and income.

Chi-square test is used to test if a sample of data represents a population with a specific distribution. Chi square is performed in SPSS to identify the relationship between demographic variables and the amount of OCB exerted by the teachers.

Independent t-test is performed with SPSS 16.0 to understand the difference in the level of OCB measured

with two different categories of schools, private vs. government and private vs. government aided. Factor analysis is a statistical approach that can be used to analyze interrelationships among a large number of variables and explain these variables in terms of their common underlying dimensions (factors). Principal Component Analysis method of factor analysis with Varimax rotation is chosen and executed with SPSS 16.0. Factor analysis is used in this research to identify the major dimensions that explains OCB of the teachers.

### Results and Discussion

This section analyses the data collected from the school teachers of Erode district. Table1 explains the demographic profile of the respondents.

**Table 1: Demographic Profile of the Respondents**

Variables	Categories	No. of Respondents	Percentage (% to total of that category)
Gender	Male	42	35
	Female	78	65.0
Age (in Years)	Less than 20	0	0.0
	20-25	4	3.3
	25-30	34	28.3
	30-35	33	27.5
	35-40	39	32.5
	40 and Above	10	8.3
Educational Qualification	School Level + Teacher Training	12	10.0
	Graduates	47	39.2
	Post Graduates (PG)	34	28.3
	PG with Teacher Training	19	15.8
	Others	8	6.7
Total Teaching Experience (in Years)	Less than 5	17	14.2
	5-10	53	44.2
	10-15	37	30.8
	15 and Above	13	10.8
Experience in the Current Organization (in Years)	Less than 3	15	12.5
	3-6	18	15.0
	6-9	57	47.5
	9-12	18	15.0
	12 and Above	12	10.0
Monthly Salary (in Indian Rupees)	Less than 5,000	4	4.1
	5,000-10,000	13	13.3
	10,000-15,000	10	10.2
	15,000-20,000	21	21.4
	20,000 and Above	50	51

From the sample of teachers selected for the study, majority of them are female (65percent). Most of them are under the age group of 25 years to 40 years with graduation or post graduation. Around 50 percent of the sample teachers have 5 to 10 years of experience and served the same organization. Salary varies between private, government aided and government schools. Some of the private school teachers were not willing to disclose their salary. The data available from 98 teachers explain that majority of them earn Rs. 20,000 and above as their monthly salary. The information about salary is the net pay.

The demographic information collected explains the distribution of sample under different categories. The association of these variables on the amount of OCB exercised is studied with chi-square test. The extent of OCB is measured with the teachers' behavior with students, teachers' behavior with co-workers/colleagues and teachers behaviour with the institution. A scale with 7 questions in each section was established and their association is checked with demographic variables and their association is listed in Table 2.

**Table 2: Association between Demographic Variables and OCB**

Variables	Pearson Chi-Square Value	p-value	Accept / Reject* H <sub>0</sub>
Age	0.487	0.475	Accept H <sub>2</sub>
Gender	0.334	0.846	Accept H <sub>3</sub>
Educational Qualification	0.070	0.956	Accept H <sub>4</sub>
Experience of the Teachers	18.28	0.021	Reject H <sub>5</sub>
Monthly Salary	12.60	0.002	Reject H <sub>6</sub>

\* Accept / Reject Null Hypothesis at 5 % level of significance

The table explains that at 5 percent level of significance, there exists no relationship between the variables age, gender and educational qualification on the extent of OCB revealed as the p-value is above 0.05. Thus hypotheses 2, 3, and 4 are accepted. Experience of the teachers and monthly salary has significant association with the extent of OCB reflected in the workplace as the p-value is less than 0.05. So hypotheses 5 and 6 are rejected and alternate hypothesis holds good.

The 3 dimensions with which OCB is measured in different situations i.e. in private, government aided and government schools may vary within the categories. In order to understand if there exists a significant difference in the level of OCB exerted in private and government schools, independent t-test is performed. Similarly, the difference if perceived among private and government aided schools are tested and the results are presented in Table 3.

**Table 3: Independent t-test**

t – Ratings	t-value	Df	Sig. (2-tailed)
Private and Government Schools	- 0.056	93	.956
Private and Government aided Schools	-0.699	87	.487

The table explains that the significance of t-test is 0.956 and 0.487 with t value of -0.056 and -0.699 for the categories of government vs. private and government aided vs. private schools respectively. It explains that at 5 percent level of significance, H<sub>1</sub> is accepted. So there exists no difference in the level of OCB exerted by three groups measured, private vs. government and private vs. government-aided school teachers.

### Major Dimensions Explaining OCB

OCB is understood with various dimensions as studied from the literature reviews. The level of importance of these dimensions as measured by likert scale is analyzed with factor analysis to understand the major dimension

that explains the OCB among high school teachers. Out of the variables considered, the most preferred factors are identified with factor analysis and presented in Tables 4 and 5.

KMO (Kaiser – Meyer – Olkin) measures explaining sampling adequacy is 0.690. This shows that sample size is adequate enough (as greater than 0.5) to draw conclusions. Factor analysis is performed to extract the major dimensions explaining OCB among teachers from the combination of 21 variables considered for study. Table 4 giving total variance explained shows that the factors extracted with Eigen values more than one are six and it has an explanatory power of 63.37 percent. These factors are identified from the rotated component matrix and presented in Table 5.

**Table 4: Factor Analysis – Total Variance Explained Matrix**

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.073	28.920	28.920	6.073	28.920	28.920
2	1.699	8.093	37.013	1.699	8.093	37.013
3	1.628	7.751	44.764	1.628	7.751	44.764
4	1.556	7.407	52.171	1.556	7.407	52.171
5	1.228	5.850	58.021	1.228	5.850	58.021
6	1.124	5.353	63.374	1.124	5.353	63.374
7	.951	4.529	67.903			
8	.936	4.457	72.360			
9	.823	3.918	76.278			
10	.699	3.330	79.609			
11	.646	3.075	82.684			
12	.578	2.753	85.437			
13	.561	2.671	88.108			
14	.461	2.196	90.303			
15	.419	1.996	92.299			
16	.354	1.686	93.985			
17	.348	1.657	95.641			
18	.281	1.340	96.981			
19	.236	1.125	98.106			
20	.229	1.091	99.197			
21	.169	.803	100.000			

Extraction Method: Principal Component Analysis.

In order to understand the factors extracted, rotated component matrix with Varimax rotation is analyzed.

**Table 5: Factor Analysis – Rotated Component Matrix**

	Component					
	1	2	3	4	5	6
VAR00001	.356	-.050	.207	-.044	.331	.583
VAR00002	.038	.180	-.088	.123	-.126	.860
VAR00003	.048	.039	.089	.179	.744	.036
VAR00004	-.090	.769	.283	-.146	.086	.396
VAR00005	-.032	.274	.289	.693	.264	.071
VAR00006	.071	.031	.750	.008	-.137	-.025
VAR00007	.116	-.064	-.062	.815	.037	.082
VAR00008	.161	.627	.141	.386	-.055	-.045
VAR00009	.137	.362	.597	.099	.273	.258
VAR00010	.159	.495	-.092	.501	.035	-.113
VAR00011	.617	-.005	.405	.195	.192	-.034

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization. a Rotation converged in 10 iterations.

The variables with loadings 0.7 and more were selected. The first factor is loaded with organizational variables that includes: conservation of organizational supplies and follow organizational rules and regulations. These variables influence the respondents to the extent of 28.9 percent. The second factor that influence OCB is (to the extent of 8.09 percent) time spent in clarifying concepts. The third major factor that influences OCB is arriving earlier to school to clarify students' doubts. The fourth, fifth and sixth factors are also individual factors. The fourth one is the free time spent for weekend planning and fifth factor is the engagement with week students. The sixth factor is the extra time spent to help students do

-aided and private school teachers. This may not be true across all geographies. So the results cannot be generalized. Major dimensions identified by factor analysis may not be the same for different categories.

### Scope for Further Research

The research is conducted in a small universe which can be extended nationwide to understand the level of OCB in different categories of schools that will help the policy implementers to understand the factors to consider in enhancing the commitment among teachers. The OCB exerted by the teachers may vary across the type of schools and also across the cities or places. So research perused with these variables will bring a broader spectrum to the body of knowledge.

These factors extracted are individual or organizational that explain the OCB of teachers. These factors can be concentrated to enhance the level of OCB among school teachers.

**Summary of Findings and Conclusion**

The study reveals that OCB in different environment does not vary among the teachers. There is no difference in the level of OCB exerted by the teachers of private, government aided and government schools. The demographic variables like salary and experience of the teachers has a significant impact on the level of OCB exerted by teachers. The variables that explain OCB can be grouped into organization specific, situation specific, resource specific, and individual specific. Thus the study helps the management of the schools (private / government / government aided) to understand the major dimensions that they can look on to enhance the OCB of their teachers that again may reflect in the behaviour of students.

### Limitations of the Study

Though the study brings in more relevance to understand the factors that influence OCB in teachers that can be incorporated in schools, it has certain limitations. The study is confined to a limited universe and a limited sample that may pose restriction in generalizing the study. The study reveals that there exists no difference in the level of OCB revealed by government, government

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