

Moderating Role Of Organizational Citizenship Behavior In The Relationship Between Job Satisfaction And Associated Factors: A Perspective From University Teachers In Peshawar, Pakistan

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Abstract

The job satisfaction (JS) of teachers is the foremost milestone to be achieved by the universities especially in the current socio-economic scenario of the global life. The impact of employees' JS level contributes to the growth of the institutions. The aim of the study was to find the relationship of work-life balance (WLB), working environment, co-workers behaviors, and leadership behavior along with the moderating effect of organizational citizenship behavior (OCB) with the JS level of public sector university teachers of Peshawar. The population of the study was the public sector universities of Peshawar, Pakistan including University of Peshawar, University of Engineering and Technology, Khyber Medical University, Islamia College Peshawar, Agricultural university of Peshawar and Benazir Women University. A sample size of (N=300) was selected using convenient sampling technique, both male and female, lecturers, Assistant Professors, Associate Professor and Professors working in public sector universities in Peshawar, KP, Pakistan. The data collected from 272 respondents (90% response rate) was analyzed by applying mathematical and statistical models including descriptive statistics, Cronbach alpha, Pearson Correlation, Multiple regression and moderation analysis. The results show significant relationship between factors affecting the JS of university teachers within the study framework. Moreover, OCB as a moderator interacts significantly means moderates the relationship between factors effecting the JS of university teachers. The findings would help human resource development sector as well as policy makers of the public sector university teachers in Peshawar to understand the importance of JS having unavoidable role of effecting factors. Bringing betterment in the variables can boost satisfaction at the work. The study has future directions in terms of work in private sector universities as well as college and school level institutions.

Key Words: JS, WLB, working environment, co-workers' behaviors, leadership behaviors, OCBs

Introduction

Educational institutes in a country are considered to be an effective tool for boosting a nation's economy as well as social well-being and sustainability (Bashir, G, 2020). Universities are regarded as the higher institutions for producing knowledge and awareness to prepare human resources for careers in a variety of sectors. Academia and educational institutions require job

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satisfied teachers to accomplish the goals of the organizations. The success of the institutions is influenced by the job happiness of the employees. Workforce JS is greatly influenced by a number of elements, including the presence of leadership behaviors, working environment, employee family relationships, management impact on employees, and employees' inter-relational approach to the overall organization goals and objectives. Despite the remarkable growth in the higher education sector worldwide, teachers still confront issues like unfair and inappropriate pay, an unhealthy physical and lack of incompatible environment, outdated facilities, a lack of career growth, anonymous identity, poor job security and regulations, a lack of freedom of speech, and not developing their full potentials (Upadhayay & Vrat, 2017).

The organizational effectiveness of the educational institutions distinguishes as **quality education** and overall **human intellectual**. Student's success and their career development are directly dependent on the JS of teachers particularly in the universities. Therefore, it is highly significant to examine the effect of the related factors on JS level of university teachers in order to accomplish the common objectives in terms of organization, society and the globe. Moreover, moderating impact of OCB also need to be checked in this association of variables. This research is to explore the level of JS of the university teachers having the impact of related factors like work environment, WLB, leadership behaviors, co-workers' behaviors and the moderating effect of OCB to bridge up the existing gaps for maximizing the satisfaction level of teachers in public universities of Peshawar, KP.

Objectives of the Study

The main objectives of the study include:

- i. To investigate the relationship between JS and working environments, WLB, co-workers and leadership behaviors of teachers working in the public universities of Peshawar.
- ii. To investigate the moderating effect of organizations citizenship behavior on the relationship of JS with working environment, WLB, co-worker's behaviors, and leadership behaviors with teachers working in the public universities of Peshawar.

The study was intended to investigate the following research questions including:

Q 1. What is the level of JS of the university teachers in the public sector universities of Peshawar, Pakistan.

Q 2. Does the Work Life Balance effect the level of JS of the university teachers in the public sector universities of Peshawar, Pakistan?

Q 3. Does the Working environment effect the level of JS of the university teachers in the public sector universities of Peshawar, Pakistan?

Q 4. Does the co-worker's behavior effect the level of JS of the university teachers in the public sector universities of Peshawar, Pakistan?

Q 5. Does the leadership behavior effect the level of JS of the university teachers in the public sector universities of Peshawar, Pakistan?

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Q 6. Does the OCB moderate the relationship between the JS and the related factors framed for the study.

Significance of the Study

The findings of the research highlight the satisfaction level of public sector university teachers in Peshawar, Pakistan. The study can help to draw the attention of supervisor and management towards the working conditions in academia having impact on teachers. Moreover, it gives basis to properly investigate the relationship between university teachers, management and leadership. The study aids to improve JS with the WLB of university teachers and their career growth as well as in the improvement of standard operating procedures and techniques in order to maximize the contributions of teachers to the universities while successfully managing their job-related factors leading to their JS.

Literature Review

JS of Teachers

JS is extrinsically important for teachers to be dynamic and for the organization effectiveness. (Sharma. & Jyoti, 2009). The study also revealed that head of departments must be a good leader and not getting things done forcefully, otherwise teachers will be demotivated.

JS and Working Environment

Researches had found that the environment in which employees live their working times are crucial and significant source of JS that ultimately effects employee's motivation and their performance (Apex-Apeh et.al, 2020; Stella, 2020; Siddiqi, 2011; Dabholkar, 2015; Malik, & Syed, 2012; Baloch, & Siddiq, 2016; Anasi, S. N., 2020; Shrivasti & Bhola, 2015). JS is directly dependent on working environment (Taheri et. al, 2020) so that to achieve the goals of an organization, employees must be provided good facilities in the working environment.

JS and Work Life Balance

Aruldoss, Kowalski, & Parayitam, (2021) demonstrated that employment-life balance is a type of happiness of people in establishing life and work balance. The WLB adopted in a company is supposed to boost employee JS, reduces stress (Kasbuntoro, et. al, 2020) and build work morale for employees in carrying out their duties and obligations to the firm (Krishnan, 2020; Hutcheson, 2012: 5; Mominul, 2019).

JS and Leadership Behaviour

The researches in human resource management shows that there is a significant relationship between leaders and its employees towards achieving organizational goals (Seung, Kenneth, Jacob & Niels, 2019; Michael, 2019). The results of the study of Mickson, & Anlesinya, (2020) on government servants showed that both transformational leadership and transactional leadership behaviours have significant positive effects on employee JS.

JS and Co-worker Behaviour

The findings of Küçük, (2022) study confirmed that co-worker support has significant role in the JS. Several studies revealed the co-worker's positive behavior as a vital power to make a workplace a satisfactory to spend time or vice versa, with a special emphasis on co-workers support (Tanja, & Zoltán, 2009; Rabbani, & Abbasi, 2017; Bateman, 2009). Workplace social relations play an important role in employees' job happiness, productivity, and well-being (Rabbani, & Abbasi, 2017).

OCB, JS and related variables

Casu, et al. (2021) discovered a beneficial impact of workers' OCB on JS. Teachers who engage in frequent additional work might enhance their OCB to optimise their efficiency and save their resources (Purwanto, et. al, 2021). The research showed that leader-member interchange and WLB had a positive and substantial impact on JS and OCB. JS has a beneficial and significant influence on OCB. The researcher emphasises that JS significantly influences the effect of leader-member exchange on OCB. JS significantly moderate the impact of WLB on OCB (Purwanto, et al., 2021; Heriyadi, et al., 2020). Leaders have a significant impact on promoting the success of an organisation, as demonstrated by Inceoglu et al. (2018). They achieve this by influencing individual performance through many means, such as persuading workers to engage in OCB. This is done by fostering favourable attitudes among employees, including JS and commitment to the organisation. Leadership enhances the manifestation of OCB, hence enhancing employee performance. (Ahmad, et al., 2020; Heriyadi, et al., 2020; Agus & Lalu, 2018).

Theoretical Framework Of The Study

Fig 1 shows the study framework consist of all variables including the independent variables in this research are Work life balance, Working environment, Coworkers behavior, and Leadership behaviour. The dependent variable in this study is JS while OCB (OCB) is the moderating variable.

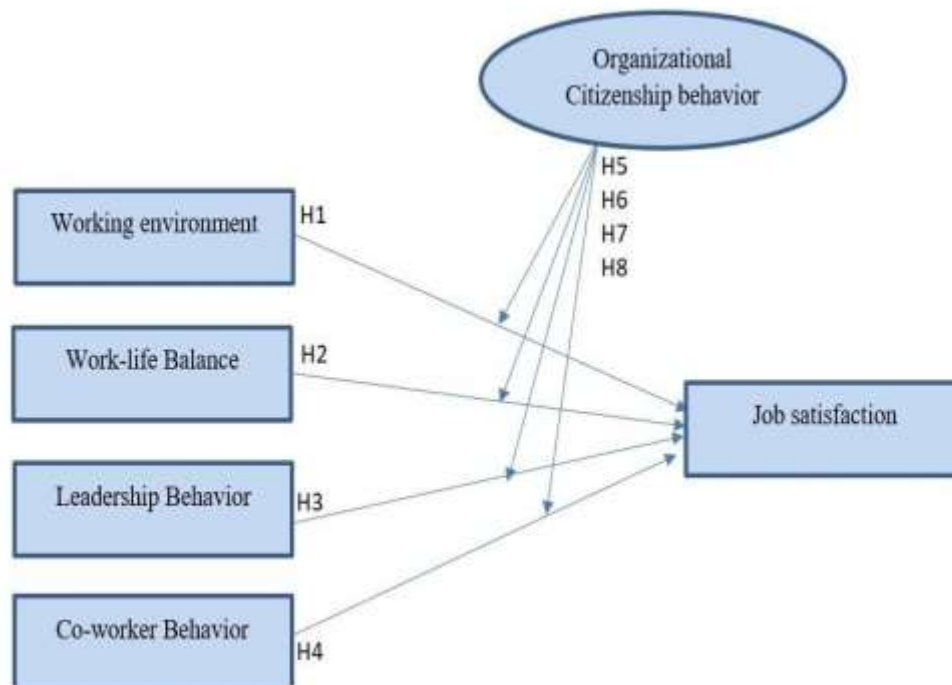


Fig 1: the theoretical framework of the study

HYPOTHESES

Using the theoretical framework of the study, following hypotheses are developed from the literature for the study:

H₁: There is a significant relationship between JS with work environment.

H₂: There is a significant relationship between JS with WLB.

H₃: There is a significant relationship between JS with leadership behaviors.

H₄: There is a significant relationship between JS with co-workers' behaviors

H₅: There is a moderating effect of OCB on the relationship of working environment with JS.

H₆: There is a moderating effect of OCB on the relationship of WLB with JS.

H₇: There is a moderating effect of OCB on the relationship of co-workers behavior with JS.

H₈: There is a moderating effect of OCB on the relationship of leadership behaviors with JS

Additional theories that provide support to the study

i. Herzberg's Two-Factor Theory (1959) - Frederick Herzberg proposed that job satisfaction is impacted by two distinct categories of factors: hygiene factors, including elements like working environment, remuneration, and corporate regulations, and motivators, which include recognition, success, and possibilities for personal growth.

ii. Maslow's Hierarchy of wants (1943) - Abraham Maslow postulated that individuals possess a hierarchical arrangement of wants that must be met in order for them to experience satisfaction. The demands encompass a spectrum that spans from basic physiological needs, such as food and housing, to higher-level self-actualization wants, such as individual development and satisfaction.

iii. Equity Theory (1963) - John Stacey Adams proposed that JS is affected by how individuals perceive fairness and equality in their work environment. Individuals engage in a process of evaluating their own contributions (such as exertion and abilities) and results (such as income and acknowledgment) in relation to those of others, in order to ascertain if they are being subjected to equitable treatment.

iv. The Job features Model (1975) - Hackman and Oldham suggested that specific job features, such as the range of skills required, the extent of task identification, and the level of autonomy, result in increased JS and motivation.

The Social Information Processing Theory (1987) proposed by Salancik and Pfeffer posits that JS is shaped by social elements such as interpersonal connections, social assistance, and communication.

vi. Social Exchange Theory: posits that participating in OCB might result in heightened JS as a result of the mutually beneficial interaction between employees and their organisations.

Methodology

Nature of the Study

It is a quantitative and a casual research aims to establish a cause-and-effect relationship between independent and dependent variables using Regression Analysis (non experimental research). The use of moderating variable is to check that whether the relationship between variables is uniform or /and it varies based on the presence or values of another variable.

• Philosophy of the Study:

It is a pragmatic study with the goal to understand and address real-world issues in educational institutions. The research aims to bridge the gap between theory and practice, focusing on actionable strategies to improve teacher JS and, consequently, educational effectiveness.

• **Ontology of the Study:**

The study's ontology is rooted in realism. It assumes that there is an objective reality, and the study seeks to uncover truths about the factors influencing teacher JS and their effects on educational outcomes

Population of Study

The population of the research includes the public sector university teachers both male and female (equal ratio) faculty members of Peshawar titled as Lecturers, Assistant professors, Associate Professors and Professors. The six universities in Peshawar are in sample frame including University of Peshawar, University of Engineering, Islamia College University, KP Agricultural University Peshawar, Khyber Medical University and Shaheed Benazir University Peshawar.

Sample of the Study

A sample size of (N=300) was selected using convenient sampling technique, both male and female, lecturers, Assistant Professors, Associate Professor and Professors working in public sector universities in Peshawar, KP, Pakistan. Convenience sampling was chosen having limited time and budget to access the population. The size N=300 was targeted keeping an access to minimum 50 teachers per university.

Econometric Models of the study:

Multiple Regression

$$Y (JS) = \alpha + b1 (WLB) + b2 (WE) + b3 (CWB) + b4 (LB) + e \dots\dots\dots \text{equation 1}$$

In this equation 1, JS represents JS which is a dependent variable and WLB, WE, CWB, and LB represents WLB, working environment, co-workers' behaviors and leadership behaviors respectively which are independent variables.

Moderating Model

$$Y(JS) = \alpha + b1 (WLB) + b2 (WE) + b3 (CWB) + b4 (LB) + b4 (wlb*we*cwb*Lb*ocb) \dots\dots\dots \text{eq 2}$$

In this equation 2, JS represents JS which is a dependent variable and WLB, WE, CWB, and LB represents WLB, working environment, co-workers' behaviors and leadership behaviors respectively which are independent variables.

Data Collection

The data of the study was collected using a questionnaire adopted from the literature, details given in table 1.

Table 1 Constructs Used in The Study

Variables	No of Items	Reference
JS	15	Work Environment Survey. (2019)
Leadership Behavior	11	Work Environment Survey. (2019)
WLB	05	Work Environment Survey. (2019)
Co-Worker Behavior	06	Work Environment Survey. (2019)

Work Environment	07	Danish Psychosocial Work Environment Questionnaire (2019)
Organizational Citizenship Behavior	09	Spector, P. E., Bauer, J. A., & Fox, S. (2010)

Author constructed

Data Analysis

The results are calculated using quantitative data using SPSS software. Cronbach Alpha (Lee J. Cronbach, 1951) calculated for checking the reliability and validity. Other tools are used in analysis include descriptive statistics, Multiple regression (Karl Pearson, 1898) test, Pearson Correlation (Karl Pearson, 1948), and moderated regression analysis (interaction terms)

RESULTS and ANALYSIS

Descriptive Statistics

Table 2 displays the average value of all variables, together with the measure of variability in the data, known as the standard deviation. The skewness and kurtosis scores validate the normality and quality of the data.

Table 2 Descriptive statistics

	N	Mean	Std. Deviation	Skewness		Kurtosis	
				Statistic	S.E	Statistic	S.E
Leadership Behavior	272	3.1619	0.97	-0.252	0.161	-0.653	0.321
Co Workers' Behavior	272	3.8189	0.89	-1.492	0.161	-0.499	0.321
Work Life Balance	272	3.1355	0.95	-0.494	0.161	1.836	0.321
Organization Citizenship Behavior	272	3.8404	0.82	-1.682	0.161	2.528	0.321
Work Environment	272	3.2435	0.87	0.694	0.161	1.866	0.321
JS	272	3.6039	0.74	-0.628	0.161	0.183	0.321

Reliability Analysis

The data presented in table 3 demonstrates that the test of reliability for all six variables yields values that are above the acceptable threshold of 0.7, indicating a high level of consistency.

Table 3 Reliability analysis

Cronbach's Alpha Value of All variables		Sample N= 272
Instrument used	Cronbach's Alpha	No of Items
JS	0.883	15

Leadership Behaviour	0.853	11
Work Life Balance	0.871	05
Co-Workers Behaviour	0.851	06
Work Environment	0.895	07
OCB	0.799	09

Correlational Analysis

Table 5 shows the findings from correlation analysis revealed that JS has strong correlation with Work Life Balance and Work Environment. Work environment has strong relation with Co-workers behaviour. While WLB and Co-worker Behaviour has weak correlation. Additionally, OCB has weak correlation with Leadership behaviour and Co-worker behaviour. The results are evaluated using the Cohen (1988) criteria, which categorise correlations as follows: $r = \pm 0.10$ to ± 0.29 (small), $r = \pm 0.30$ to ± 0.49 (medium), and $r = \pm 0.50$ to ± 1.0 (large).

Table 5 Pearson Correlation

	Pearson Correlation Coefficient "r"						Sample N= 272
	JS	LB	WLB	CW	WE	OCB	
Job Satisfaction (JS)	1						
Leadership Behaviour (LB)	0.573**	1					
Work Life Balance (WLB)	0.720**	0.525**	1				
Co-Worker Behaviour (CW)	0.470**	0.319**	0.250**	1			
Work Environment (WE)	0.859**	0.501**	0.592**	0.761**	1		
O C B (OCB)	0.586**	0.173**	0.694**	0.280**	0.622**	1	

** Correlation is significant at the 0.01 level (2-tailed).

Moderated Regression Analysis using Interaction

a. Interaction between Leadership behavior and OCB:

Table 6 shows the values of LLCI and ULCI are positive and have relationship between leadership behaviour and JS so the hypothesis is accepted. Then the values of LLCI and ULCI are negative and have insignificant impact of OCB in relationship between leadership behaviour and JS, so the hypothesis is rejected. Therefore, when we check the interaction effect which is too less to explain a significant moderation (i.e weak)

Table 6 Interaction between Leadership behavior and OCB

Model Summary of Leadership Behaviour *(OCB)

	B	SE	t-value	p-value	LLCI	ULCI	R²	F
Constant (JS)	0.3611	0.61	0.6093	0.6034	-0.8200	1.5303		
OCB	0.8571	0.24	6.0451	0.0000	0.6162	1.2017		
Leadership Behaviour	0.5310	0.31	3.1174	0.0086	0.1202	0.8933		
Interaction	-0.1400	0.12	-3.1083	0.0071	-0.1250	-0.0409	0.4212	55.3285

β = coefficient , SE= standard error, LLCI= lower level confidence interval, ULCI= upper level confidence interval

b. Interaction between Leadership behavior and OCB:

Table 7 shows that the LLCI and ULCI values are positive and indicate a significant connection between work-life balance and job satisfaction. Therefore, we may conclude that the hypothesis is accepted. Furthermore, both the LLCI and ULCI values are positive and exert an important impact of work-life balance on JS. Therefore, the hypothesis is accepted. Thus, when we see a significant interaction effect, it indicates the presence of moderation.

Table 7 Interaction between Leadership behavior and OCB

Model Summary of Work life Balance *(OCB)

	B	SE	t-value	p-value	LLCI	ULCI	R2	F
Constant (Job Satisfaction)	2.7203	0.4714	5.7705	0.0000	1.7913	3.6493		
OCB	0.5189	0.1865	2.7833	0.0058	0.1515	0.8864		
Work Life Balance	-0.6347	0.2053	-3.0912	0.0022	-1.0394	-0.2301		
Interaction	-0.0933	0.0453	2.0614	0.0404	0.0041	0.1825	0.3287	36.5633

β = coefficient , SE= standard error, LLCI= lower level confidence interval, ULCI= upper level confidence interval

c. Interaction between working environment and OCB:

In table 8, The values of LLCI and ULCI are positive and have significant relationship between working environment and JS so the hypothesis is accepted. Thus, when we see a strong interaction effect, it indicates the presence of moderation, thereby supporting the acceptance of

the hypothesis. Furthermore, the LLCI and ULCI values are both positive, indicating a significant influence of the working environment on JS.

Table 8 Interaction between working environment and OCB

Model Summary of Working Environment *(OCB)

	B	SE	t-value	p-value	LLCI	ULCI	R2	F
Constant (Job Satisfaction)	2.0537	0.7791	2.6358	0.0090	0.5183	3.5891		
OCB	0.3846	0.1942	1.9806	0.0489	0.0019	0.7672		
Working Environment	-0.0658	0.2434	-0.2703	0.7872	-0.5454	0.4138		
Interaction	0.0333	0.0604	0.5510	0.5822	0.0857	0.1522	0.0009	0.3036

β = coefficient , SE= standard error, LLCI= lower level confidence interval, ULCI= upper level confidence interval

d. Interaction between Co-Workers behaviour and OCB:

According to the data in table 9, the LLCI and ULCI values are positive and have a significant influence on OCB in relation to JS. Therefore, the hypothesis is confirmed. The values of LLCI and ULCI are negative and have a negligible effect on OCB on the link between co-workers' behaviour and JS. Therefore, the hypothesis is rejected. Thus, upon examining the interaction effect, it is shown to be insufficient in explaining a significant moderation (i.e weak).

Table 9 Interaction between Co-Workers behaviour and OCB

Model Summary of Co-Workers Behaviour *(OCB)

	B	SE	t-value	p-value	LLCI	ULCI	R2	F
Constant (Job Satisfaction)	2.7203	0.4714	5.7705	0.0000	1.7913	3.6493		
OCB	0.5189	0.1865	2.7833	0.0058	0.1515	0.8864		
Co-Workers Behaviour	-0.6347	0.2053	-3.0912	0.0022	-1.0394	-0.2301		
Interaction	-0.0933	0.0453	-2.0614	0.0404	-0.0767	-0.1825	0.3287	36.5633

β = coefficient , SE= standard error, LLCI= lower level confidence interval, ULCI= upper level confidence interval

Key Findings

H ₁ : There is a significant relationship between JS with work environment.	Accepted
H ₂ : There is a significant relationship between JS with WLB.	Accepted
H ₃ : There is a significant relationship between JS with leadership behaviors.	Accepted
H ₄ : There is a significant relationship between JS with co-workers' behaviors	Accepted
H ₅ : There is a moderating effect of OCB on the relationship of working environment with JS.	Accepted
H ₆ : There is a moderating effect of OCB on the relationship of WLB with JS.	Accepted
H ₇ : There is a moderating effect of OCB on the relationship of co-workers behavior with JS.	Accepted
H ₈ : There is a moderating effect of OCB on the relationship of leadership behaviors with JS.	Rejected
	Rejected

CONCLUSIONS & RECOMMENDATIONS

The results show significant relationship between factors effecting the JS of university teachers within the study framework. Moreover, OCB as a moderator interacts significantly means moderates the relationship between the JS and WLB & working environment of teachers in Public sector universities of Peshawar, KP. This significant interaction underscores the importance of cultivating a positive work culture and recognizing the role of OCB in enhancing the overall work experience for teachers. It has practical implications for improving the work conditions and JS of university faculty. The moderating effect of OCB (OCB) on the relationship between JS and leadership and co-workers' behavior is weak, it implies that OCB has a limited impact on how JS influences these aspects contrasting the results of Raziq, Maulabakhsh, 2015; Chandrasekar, K. 2011). This recognizes that OCB weakly moderates the relationship with leadership and co-workers' behavior, the universities need to focus on other strategies, such as leadership training or improving co-worker interactions, to address these specific aspects.

Implications of The Study

All the study objectives are achieved by the investigation into related factors to JS of teachers in Public Sector Universities of Peshawar, KP. Highlighted the connected facts prevailing in the work environment for the respondents that would be helpful to further in-depth investigation/research. An important finding that OCB has weak correlation with leadership behavior and co-workers; behavior in the public sector universities, contrasting the findings of previous studies. This also provide basis for strategist and policy makers to bridge up the prevailing gaps. The findings will help human resource development sector as well as policy makers of the public sector university teachers in Peshawar to understand the importance of JS having unavoidable role of effecting factors. The findings opened an insight to investigate in depth using qualitative techniques too including interviews and focus group discussions. For, example , to investigate the gender biasness in co-workers relationship.

RECOMMENDATIONS

- **Enhancing Positive Outcomes:** OCB often involves voluntary behaviors that go beyond the formal job requirements, such as helping colleagues or engaging in extra-role activities. When OCB moderates the relationship between JS and WLB or the working environment, it suggests that teachers who are more satisfied with their jobs may be more inclined to engage in positive, extra-role behaviors that improve their WLB and the overall working environment. Universities need to seriously inculcate the conducive environment for teachers for positive outcomes.
- **Positive Feedback Loop:** This significant interaction suggests the presence of a positive feedback loop. Higher JS may lead to increased OCB, which, in turn, improves WLB and the working environment. As these aspects improve, it can further enhance JS, creating a cycle of positive outcomes.
- **Supportive Work Culture:** The moderating role of OCB implies that a culture of supportive and helpful behavior within the university can make a difference. When teachers engage in OCB, they contribute to a more positive and supportive work culture, which can lead to greater JS, better WLB, and a more favorable working environment.
- **Managerial Implications:** Understanding the moderating effect of OCB can have implications for university management and leadership. It highlights the importance of fostering a culture that encourages and recognizes OCB among teachers. This may involve initiatives to reward and promote OCB behaviors, which can ultimately lead to improved JS and work-related conditions.
- **Policy Development:** The finding can inform the development of policies and practices in universities. Universities can consider policies that support OCB and initiatives that create a positive working environment, which can lead to better JS and WLB for teachers.

Limitations and Directions for Future Research

Only Public sector university teachers of Peshawar have been chosen for the study. Similar study in Private sector is suggested in future. For Time, budget and resources limitations, if funded by any agency preferably HEC, the study has an extensive scope. Delays in responses from university teachers due to their busy schedule was another limitation, so alternate and multiple methods to access faculty may be used in future. Similarly, the small sample size was also a limitation of the study. Maximum population may be accessed for the study for more reliable results. Only questionnaire based (quantitative) responses are used in the study. Qualitative techniques including interviews and focus group discussions should also be used for the same framework.

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