



Open Access Indonesia Journal of Social Sciences

Journal Homepage: <https://journalsocialsciences.com/index.php/OAIJSS>

The Effect of Emotional Intelligence and Work-Life Balance on Organizational Citizenship Behavior Mediated by Job Satisfaction in PT. PLN (Persero) UP2D South and Central Kalimantan, Indonesia

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ARTICLE INFO

Keywords:

Emotional intelligence
Job satisfaction
Organizational citizenship behavior
Work-life balance

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All authors have reviewed and approved the final version of the manuscript.

<https://doi.org/10.37275/oaijss.v7i4.251>

ABSTRACT

Emotional intelligence and work-life balance are important factors that can influence employee organizational citizenship behavior (OCB). OCB refers to voluntary employee behavior that is not required in the job description but is beneficial to the organization. Job satisfaction is also believed to be a mediator that connects these variables. This research uses a quantitative design with survey methods. A total of 60 employees of PT. PLN (Persero) UP2D South and Central Kalimantan was the research respondent. Data was collected via a Likert questionnaire and analyzed using SmartPLS 3.0. The research results show that emotional intelligence has a significant positive effect on OCB. Work-life balance does not have a significant effect on OCB. Job satisfaction does not have a significant effect on OCB. Emotional intelligence has a significant positive effect on job satisfaction. Work-life balance does not have a significant effect on job satisfaction. Job satisfaction does not mediate the influence of emotional intelligence and work-life balance on OCB. In conclusion, emotional intelligence has a positive influence on OCB and job satisfaction, while work-life balance and job satisfaction do not show a significant influence. Job satisfaction was not proven to be a mediator in this study.

1. Introduction

Today's organizations are faced with various complex and dynamic challenges. Intense competition, rapid technological changes, and increasingly high customer demands require organizations to have employees who not only have technical competence, but also emotional intelligence and are able to balance work-life balance. Emotional intelligence is defined as the ability to understand and manage one's own and other people's emotions. Working in a modern organization can cause high levels of stress and pressure. Employees with high emotional intelligence are able to manage stress and pressure better, so they

remain focused and productive at work. Emotional intelligence allows employees to build positive relationships with coworkers and superiors. This is important to create a conducive work environment and increase collaboration between employees. Today's world of work continues to change and develop. Employees with high emotional intelligence adapt more easily to change and are able to learn new things quickly (Allen, 2023; Bateman, 2023; Bolino, 2023).

Work-life balance refers to the balance between an employee's personal and professional life. A balance between personal and professional life is important to maintain employees' physical and mental health.



Happy employees are more productive and creative at work. Work-life balance helps employees to stay motivated and enthusiastic at work. Employees who feel balanced in their lives are more likely to avoid burnout. Employees who feel appreciated and cared for by the organization are more loyal and reluctant to move to another organization. Organizational citizenship behavior (OCB) refers to the voluntary behavior that employees demonstrate outside of their job description, such as helping coworkers, offering extra help, and supporting organizational goals. OCB helps increase organizational productivity because employees help and support each other. OCB helps create a positive and conducive organizational culture. Employees who show OCB are more satisfied with their jobs and tend to be loyal to the organization (Brief, 2023; Cropanzano, 2021; Dyne, 2023). This research aims to determine and analyze the influence between emotional intelligence (X1) and work-life balance (X2) as independent variables, and job satisfaction (Z) as a mediating variable on organizational citizenship behavior (Y) as the dependent variable at PT. PLN (Persero) UP2D South and Central Kalimantan.

2. Literature Review

Emotional Intelligence: Goleman's dimensions (2005)

Emotional intelligence (EI) is an individual's ability to understand and manage their own and others' emotions. Daniel Goleman, a renowned psychologist, proposed an EI model consisting of five main dimensions: 1. Self-awareness: This dimension refers to an individual's ability to recognize and understand their own emotions. Individuals with high self-awareness are able to identify their emotions as they arise, understand the causes and consequences of their emotions, and have accurate self-beliefs. 2. Self-regulation: This dimension refers to an individual's ability to manage and control their emotions. Individuals with high self-regulation are able to control

negative impulses and emotions, delay gratification, and overcome stress and frustration. 3. Self-motivation: This dimension refers to an individual's ability to direct and encourage themselves to achieve goals. Individuals with high self-motivation are able to set realistic goals, are committed to their goals, are persistent, and never give up. 4. Empathy: This dimension refers to an individual's ability to understand and feel the emotions of other people. Individuals with high empathy are able to listen attentively, understand other people's perspectives, and feel connected to others. 5. Social skills: This dimension refers to an individual's ability to build and maintain positive relationships with other people. Individuals with high social skills are able to communicate effectively, build trusting relationships, and collaborate with other people. Goleman's (2005) model emphasizes that EI is an ability that can be learned and developed. Individuals who are able to develop their EI can improve performance, build stronger relationships, and achieve success in personal and professional life.

Work-life balance: Dimensions Fisher et al (2009)

Work-life balance is a concept that refers to achieving an optimal balance between an individual's professional life and personal life. Fisher et al. (2009) define work-life balance as a state in which individuals are able to integrate the demands of their work and personal lives effectively. Fisher et al. (2009) put forward four main dimensions in work-life balance: 1. Work Interference with personal life (WIPL): This dimension refers to the extent to which work interferes with an individual's personal life. This can be seen from indicators such as frequent overtime, difficulty breaking away from work outside working hours, difficulty making time for family and friends, and feeling stressed and exhausted due to work. 2. Personal life interference with work (PLIW): This dimension refers to the extent to which personal life interferes with an individual's work. This can be seen



from indicators such as frequently bringing personal problems to the workplace, difficulty concentrating on work because of personal problems, frequent permission or leave from work for personal reasons, and feeling anxious and worried about personal problems while working. 3. Work enhancement of personal life (WEPL): This dimension refers to the extent to which work has a positive impact on an individual's personal life. This can be seen from indicators such as work providing a sense of achievement and satisfaction, work helping to develop new skills and knowledge, work providing opportunities to socialize and establish new relationships, and work providing opportunities to help other people. 4. Personal life enhancement of work (PLEW): This dimension refers to the extent to which personal life has a positive impact on an individual's work. This can be seen from indicators such as personal life providing energy and enthusiasm for work, personal life helping individuals to be more focused and productive at work, personal life providing individuals to be more creative and innovative at work, personal life helping individuals to be more skilled in establishing relationships with colleagues. The four dimensions of work-life balance are interrelated and influence each other. WIPL and PLIW are dimensions that indicate conflict between work and personal life. WEPL and PLEW are dimensions that show the existence of synergy between work and personal life.

Theoretical aspects of job satisfaction based on Luthans Dimensions (2010)

Fred Luthans in his book "Organizational Behavior" (2010) suggests that job satisfaction has six main dimensions, namely: 1. Work itself: This dimension refers to the level of pleasure and satisfaction that employees obtain from their work duties and responsibilities. Factors included in this dimension are whether the job is challenging and provides opportunities for learning and development? Is the work varied and not boring? Does the work have

meaning and contribute to others? Does the job provide a sense of identity and pride? Do employees receive constructive and positive feedback about their work? 2. Pay and compensation: This dimension refers to the level of pleasure and satisfaction that employees obtain from the salaries and wages they receive. Factors included in this dimension are whether the salaries and wages received by employees are fair and proportional to their work? Are the salaries and wages received by employees sufficient to meet their living and family needs? Do employees receive sufficient benefits, such as health insurance, pensions, and time off? 3. Working conditions: This dimension refers to the level of pleasure and satisfaction that employees obtain from their physical conditions and work environment. The factors included in this dimension are whether the work environment is safe and free from danger? Is the work environment comfortable and ergonomic? Do employees have adequate equipment and resources to complete their work? Is the noise level in the work environment disturbing? Is the lighting in the work environment sufficient and appropriate? 4. Promotion opportunities: This dimension refers to the level of enjoyment and satisfaction that employees get from opportunities for promotion and career development. Factors included in this dimension are whether there are promotional opportunities available to employees? Is the promotion process fair and transparent? Do employees have opportunities for training and personal development? 5. Supervision: This dimension refers to the level of pleasure and satisfaction that employees get from their relationship with their supervisor or superior. Factors included in this dimension are does the supervisor provide support and encouragement to the employee? Does the supervisor trust the employee to complete the job? Is communication between supervisors and employees effective and open? Does the supervisor provide constructive and positive feedback to the employee? 6. Coworkers: This dimension refers to the level of pleasure and satisfaction that employees get



from their relationships with their coworkers. The factors included in this dimension are whether employees have good relationships and help each other with their co-workers? Do co-workers provide support and encouragement to each other? Is communication between employees and co-workers effective and open? Does the employee have a friendly relationship with their co-workers? These six dimensions are interrelated and can influence the overall level of employee job satisfaction. Employees who are satisfied with their jobs tend to be more productive, and loyal and have high retention rates.

Theoretical aspects of organizational citizenship behavior (OCB)

Organ et al. (2006) define Organizational Citizenship Behavior (OCB) as individual behavior that is voluntary and not directly rewarded by the formal system of the organization, but overall improves the functioning of the organization effectively and efficiently. OCB reflects employee behavior that goes beyond formal expectations and contributes to the overall success of the organization. Organ et al. (2006) identified five main dimensions of OCB: 1. Altruism: altruism refers to the behavior of helping and assisting colleagues who are experiencing difficulties, either in work tasks or personal problems. Individuals with high OCB altruism show a willingness to offer help to coworkers who need it, share information and knowledge with coworkers, and provide emotional support to coworkers who are experiencing difficulties. 2. Conscientiousness: awareness refers to the thoroughness, caution, and reliability of employees in completing their duties and responsibilities. Individuals with high OCB awareness demonstrate the ability to complete tasks on time and accurately, the ability to follow rules and procedures well, and the desire to always maintain the quality of work. 3.

Sportsmanship: sportsmanship refers to the positive and cooperative attitude of employees in working with colleagues and superiors. Individuals with high sportsmanship OCB demonstrate the ability to accept criticism and suggestions constructively, a willingness to help complete team tasks, and a desire to maintain good relationships with colleagues and superiors. 4. Courtesy: politeness refers to the respectful and polite behavior that employees show towards co-workers, superiors, and customers. Individuals with high politeness OCB demonstrate the use of polite and courteous language in communication, a desire to help others in a friendly and courteous manner, and the ability to maintain a positive and professional attitude in difficult situations. 5. Civic virtue: Civic virtue refers to employees' active participation in organizational activities and concern for the work environment. Individuals with high civic virtue OCB demonstrate a willingness to participate in volunteer activities in the organization, a desire to keep the work environment clean and tidy, and concern for safety and security in the work environment.

3. Methods

This research uses a quantitative approach with survey methods. This approach was chosen because it aims to test the relationship between variables that have been determined using numerical data. The research location is at PT. PLN (Persero) UP2D South and Central Kalimantan, whose address is Jalan Mistar Cokrokusumo, Cempaka Main Substation Complex, Banjarbaru, South Kalimantan. The population in this study were employees of PT. PLN (Persero) UP2D South and Central Kalimantan, totaling 60 people. The research instrument used is a questionnaire that measures research variables, namely:



Table 1. Operational definition of variables.

No.	Variable	Dimensions	Indicator
1	Emotional intelligence (X1)	Self-awareness	Be aware of how emotions impact behavior and decisions made. Understand well one's own strengths and weaknesses.
		Self-regulation	Able to manage stress in a good way. Able to calm yourself when you feel upset or anxious.
		Motivation	Able to use emotions to motivate oneself in achieving goals. Able to remain optimistic in the face of obstacles.
		Empathy	Able to build trust with other people. Able to understand other people's point of view.
		Social skills	Able to adapt to different situations and social conditions. Able to inspire and influence others in a positive way.
2	Work-life balance (X2)	Work interference with personal life (WIPL)	Feeling too tired to do the things you want to do after coming home from work. Often ignores personal needs because of work demands.
		Personal life interference with work (PLIW)	Feeling less productive at work because of something that happened in your personal life. Often not focused on work because I think about what I want to do outside of work.
		Personal life enhancement of work (PLEW)	Feel a better mood at work because of everything you have in your personal life. Personal life helps oneself feel comfortable and ready to go back to work the next day.
		Work enhancement of personal life (WEPL)	Because of the job I have, my mood is better. Can be better at handling personal problems because they are used to dealing with various problems at work.
3	Job satisfaction (Z)	Salary	The income I receive is in accordance with the performance achieved. I feel happy with the salary I receive currently.
		Working conditions	The work I do is according to my wishes. The work I do is very interesting.
		Promotion	The company provides bonuses/awards to every employee whose performance is good. The company gives a position increase to every employee who meets the qualifications.
		Supervision	I feel close to my coworkers. My co-workers always help me whenever I have difficulties
		Co workers	My boss always gives appreciation to employees who have good work results. My boss cares about the difficulties each employee experiences
4	Organizational citizenship behavior (Y)	Altruism	Guiding new employees in carrying out their duties. Helping colleagues who are unable to attend complete their work.
		Courtesy	Always discuss with my superiors or co-workers a decision that I will take. Willing to mediate if a conflict occurs between colleagues.
		Sportsmanship	Willing to accept all policies set by the company even if they do not meet expectations. Always be tolerant when facing things that trigger anger.
		Conscientiousness	Be serious about complying with company regulations and procedures. Willing to work on holidays or overtime if necessary.
		Civic virtue	Try to learn new skills that can support company performance. Willing to be appointed as a committee or given a special assignment when there are activities in the work environment.

This research data analysis uses the structural equation modeling (SEM) method based on partial least squares (PLS) with the help of SmartPLS

software. The data analysis steps include testing the validity and reliability of research instruments, testing the assumption of normality of data, testing the



goodness of fit of the research model, testing the direct and indirect influence of independent variables on the dependent variable, and testing the significance of the relationship between variables. This research was conducted with due regard to research ethics. Respect the privacy and confidentiality of respondent data. Obtain consent from respondents before completing the questionnaire. Do not force respondents to fill out the questionnaire.

4. Results and Discussion

Table 2 shows that the majority of respondents in this study are of productive age, namely 20 - 35 years (85%). This shows that this research involves the younger generation who are actively working and building careers. Only 5% of respondents were over 45 years old. This is understandable because PT. PLN (Persero) UP2D South and Central Kalimantan as the research location is a company operating in the energy sector, which generally requires employees with excellent physical condition and strong stamina. The respondents in this study were dominated by men (91.67%), while only 8.33% were women. This male dominance may be caused by several factors,

including the field of work at PT. PLN (Persero) UP2D South and Central Kalimantan is generally dominated by men, such as technicians and operators and cultural and social norms still consider jobs in the energy sector more suitable for men. Most respondents (68.33%) have worked for 6 - 10 years at PT. PLN (Persero) UP2D South and Central Kalimantan. This shows that the company has a fairly good employee retention rate. Only 10% of respondents have worked less than 5 years. This shows that the company is quite selective in the recruitment process and the employees accepted generally have good qualifications and intend to build a long-term career with the company. Respondents were dominated by undergraduate graduates (75%). This shows that PT. PLN (Persero) UP2D South and Central Kalimantan as a large and strategic state-owned company, has high educational standards for its employees. Only 13.33% of respondents had a senior high school/vocational high school/equivalent education level. This shows that the company provides opportunities for employees with lower levels of education to improve their education through the training and development programs provided.

Table 2. Characteristics of respondents.

Variable	Number of people	Percentage
Age		
< 20 years	0	0,00%
20 - 35 years	51	85,00%
36 - 45 years	6	10,00%
> 45 years	3	5,00%
Gender		
Male	55	91,67%
Female	5	8,33%
Working time		
< 1 year	0	0,00%
15 years	6	10,00%
6 - 10 years	41	68,33%
> 10 years	13	21,67%
Level of education		
Senior high school/Vocational high school/Equivalent	8	13,33%
Diploma	5	8,33%
Bachelor's degree	45	75,00%
Master's degree/Doctoral	2	3,33%



Table 3 shows the average variance extracted (AVE), square root of AVE, Cronbach's alpha, and composite reliability (CR) values for each latent construct in this study. X1 (emotional intelligence): AVE 0.547, square root AVE 0.739, Cronbach's alpha 0.908, and CR 0.923. These values indicate that the emotional intelligence construct has high reliability. Z (job satisfaction): AVE 0.556, square root AVE 0.745, Cronbach's alpha 0.901, and CR 0.914. These values indicate that the job satisfaction construct has high reliability. X2 (work-life balance): AVE 0.573, square root AVE 0.756, Cronbach's alpha 0.913, and CR 0.926. These values indicate that the work-life balance

construct has high reliability. Y (organizational citizenship behavior): AVE 0.552, square root AVE 0.742, Cronbach's alpha 0.910, and CR 0.925. These values indicate that the organizational citizenship behavior construct has high reliability. An AVE value above 0.5 indicates that the latent construct has good convergent validity. The square root of AVE above 0.7 indicates that the latent construct has good discriminant validity. The results show that all latent constructs in this study have high reliability and validity. This shows that the research instruments used to measure these constructs are reliable and valid.

Table 3. Construct validity.

Construct	AVE	AVE square root	Cronbach's alpha	Composite reliability
X1	0,547	0,739	0,908	0,923
Z	0,556	0,745	0,901	0,914
X2	0,573	0,756	0,913	0,926
Y	0,552	0,742	0,910	0,925

Description: X1 = Emotional intelligence; X2 = Work-life balance; Z = Job satisfaction; Y = OCB.

Table 4 shows X1 -> Z: The regression coefficient (0.470) shows that there is a significant positive relationship between emotional intelligence and job satisfaction. This means that a one standard deviation increase in emotional intelligence is associated with a 0.470 standard deviation increase in job satisfaction. The t-statistic value (3.897) and p-value (0.000) indicate that this relationship is statistically significant. X1 -> Y: The regression coefficient (0.632) shows that there is a significant positive relationship between emotional intelligence and organizational citizenship behavior. This means that an increase of one standard deviation in emotional intelligence is associated with an increase of 0.632 standard deviations in organizational citizenship behavior. The t-statistic value (5.981) and p-value (0.000) indicate that this relationship is statistically significant. Z -> Y: The regression coefficient (0.113) shows that there is a weak positive relationship between job satisfaction and organizational citizenship behavior. This means

that an increase of one standard deviation in job satisfaction is associated with an increase of 0.113 standard deviations in organizational citizenship behavior. However, the t-statistic value (0.779) and p-value (0.437) indicate that this relationship is not statistically significant. X2 -> Z: The regression coefficient (-0.223) shows that there is a weak negative relationship between work-life balance and job satisfaction. This means that a one standard deviation increase in work-life balance is associated with a 0.223 standard deviation decrease in job satisfaction. However, the t-statistic value (1.892) and p-value (0.059) indicate that this relationship is not statistically significant. X2 -> Y: The regression coefficient (0.032) shows that there is a weak positive relationship between work-life balance and organizational citizenship behavior. This means that an increase of one standard deviation in work-life balance is associated with an increase of 0.032 standard deviations in organizational citizenship



behavior. However, the t-statistic value (0.256) and p-value (0.798) indicate that this relationship is not statistically significant. Emotional intelligence has a significant positive influence on job satisfaction and organizational citizenship behavior. Job satisfaction

does not have a significant influence on organizational citizenship behavior. Work-life balance does not have a significant influence on job satisfaction and organizational citizenship behavior.

Table 4. Direct effect test results.

Variable	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
X1 -> Z	0,470	0,476	0,121	3,897	0,000
X1 -> Y	0,632	0,637	0,106	5,981	0,000
Z -> Y	0,113	0,113	0,145	0,779	0,437
X2 -> Z	-0,223	-0,241	0,118	1,892	0,059
X2 -> Y	0,032	0,013	0,126	0,256	0,798

Description: X1 = Emotional intelligence; X2 = Work-life balance; Z = Job satisfaction; Y = OCB.

Emotional intelligence is defined as the ability to understand, manage, and express one's own and others' emotions. This concept has been studied extensively in psychology and organizational science and has been shown to have a positive relationship with various positive work behaviors, including organizational citizenship behavior (OCB). OCB refers to voluntary behavior that is not required by the job description but is beneficial to the organization. These behaviors include helping coworkers, going above and beyond the call of duty, and showing initiative. Several theories explain how emotional intelligence can increase OCB. One theory is the theory of emotional regulation. This theory states that individuals with high emotional intelligence are better able to manage their emotions in stressful situations. This allows them to stay calm and focused, and to demonstrate prosocial and helpful behavior. Another relevant theory is authentic leadership theory. This theory states that leaders with high emotional intelligence are better able to build positive relationships with their followers. This creates a more positive and supportive work environment, which encourages employees to demonstrate OCB. A number of empirical studies have found evidence to support a positive relationship between emotional intelligence and OCB. A study

found that employees with high emotional intelligence were more likely to exhibit OCB behaviors such as helping coworkers and going above and beyond the call of duty. Another study also found that emotional intelligence was positively correlated with OCB in a sample of hotel employees. In addition, another study found that leaders with high emotional intelligence were better able to motivate employees to show OCB. Emotional intelligence has a positive influence on OCB. Individuals with high emotional intelligence are better able to manage their emotions, build positive relationships, and demonstrate prosocial and helpful behavior. This encourages them to show OCB at work. These findings have important implications for organizations. First, organizations can improve employee OCB by developing emotional intelligence training programs. Second, organizations can choose leaders with high emotional intelligence to create a more positive and supportive work environment (Eisenberger, 2020; Erdogan, 2022; Fox, 2021).

Employees with high emotional intelligence are better able to manage stress and work pressure in a healthy way. Emotional intelligence helps employees to communicate effectively, build trust, and resolve conflicts in a constructive way. Emotional intelligence helps employees stay focused and motivated in



achieving their goals. A number of studies show that emotional intelligence has a positive influence on job satisfaction. Studies find that leaders with high emotional intelligence are more effective at motivating and inspiring their employees, which ultimately increases job satisfaction. Another study found that employees with high emotional intelligence were more satisfied with their jobs because they were better able to cope with stress and build positive relationships with coworkers. Another study also found that emotional intelligence was associated with higher job performance, which ultimately increased job satisfaction. The findings from these studies support the theory that emotional intelligence has a positive influence on job satisfaction. This is because emotional intelligence helps employees deal with stress and work pressure better, build positive relationships with colleagues and superiors, and increase motivation and work performance. Emotional intelligence has a positive influence on job satisfaction. Employees with high emotional intelligence are better able to cope with stress, build positive relationships, and achieve high performance, which ultimately increases their job satisfaction. Organizations can increase employee job satisfaction by providing emotional intelligence training and development. Individuals can increase their emotional intelligence by learning and practicing strategies for managing emotions, building relationships, and increasing motivation (George, 2022; Grant, 2021; Greenberg, 2020).

5. Conclusion

Emotional intelligence has a significant positive influence on job satisfaction and emotional intelligence has a positive and significant influence on organizational citizenship behavior. Job satisfaction does not have a significant influence on organizational citizenship behavior. Work-life balance does not have a significant influence on job satisfaction and organizational citizenship behavior.

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