

Enhancing Teachers' Organizational Citizenship Behavior: Evidence from Islamic Junior Schools on the Impact of Support, Leader-Member Exchange, and Job Characteristics

Ahmad Almafahir¹, Mustaqim², Fahrurrozi³

¹ Universitas Islam Negeri Walisongo, Semarang, Indonesia; ahmadalmafahir_23031380009@student.walisongo.ac.id

² Universitas Islam Negeri Walisongo, Semarang, Indonesia; mustaqim@walisongo.ac.id

³ Universitas Islam Negeri Walisongo, Semarang, Indonesia; fahrurrozi@walisongo.ac.id

ARTICLE INFO

Keywords:

teachers' organizational citizenship behavior;
perceived organizational support;
leader-member exchange;
job characteristics

Article history:

Received 2025-01-13

Revised 2025-06-15

Accepted 2025-12-31

ABSTRACT

Organizational Citizenship Behavior (OCB) among teachers plays a pivotal role in enhancing school effectiveness. However, research on its antecedents in faith-based educational settings, particularly Islamic junior schools, remains limited. This study investigates how perceived organizational support (POS), leader-member exchange (LMX), and job characteristics influence teachers' OCB. A quantitative correlational design was used involving 173 teachers from 20 Islamic junior schools in Pandeglang, Indonesia, selected via cluster random sampling. Validated Likert-scale instruments measured the four constructs. Data were analyzed using SPSS 29 through linear regressions and ANOVA, with classical assumption tests ensuring model validity. All three predictors—POS, LMX, and job characteristics—showed significant positive effects on OCB. Job characteristics emerged as the strongest predictor, explaining 87.8% of the variance. Collectively, the three factors accounted for 90.5% of OCB variance. Among demographic variables, only length of service significantly influenced OCB, with more experienced teachers reporting higher levels. Findings underscore the importance of enriching job design, fostering supportive leadership, and enhancing organizational support to cultivate voluntary, extra-role behaviors in teachers. The high explained variance suggests strong alignment between these organizational factors and OCB, particularly in culturally and spiritually embedded school environments. The study contributes to extending Social Exchange Theory and the Job Characteristics Model within the context of Islamic education. Future research should consider multi-source data and longitudinal designs to further validate these findings.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Ahmad Almafahir

UIN Walisongo, Semarang, Indonesia; ahmadalmafahir_23031380009@student.walisongo.ac.id

1. INTRODUCTION

Teacher engagement and voluntary contributions significantly influence the quality of education, yet teacher disengagement continues to be a pervasive global concern. Organizational citizenship

behavior (OCB)—discretionary actions benefiting the organization beyond formal requirements (Organ, 1988)—has emerged as a crucial mechanism through which teachers enhance school effectiveness. Teachers exhibiting OCB support colleagues, participate proactively in school initiatives, and foster collaborative cultures, ultimately improving student outcomes (W. Chen et al., 2022; Hanaysha et al., 2022). Despite its established importance, OCB antecedents in faith-based educational contexts remain underexplored, particularly in Islamic schools where religious values may uniquely shape teacher motivation.

We integrate Social Exchange Theory (SET; Blau, 1964) and the Job Characteristics Model (JCM; Hackman & Oldham, 1976) to explain OCB variance through complementary mechanisms. SET posits that social relationships develop through reciprocity norms. When organizations provide support (POS) or leaders invest in relationships (LMX), employees reciprocate through discretionary contributions (Bouali, 2024; Rachman et al., 2024). JCM proposes that job design elements—autonomy, task significance, and feedback—activate psychological states that intrinsically motivate beyond-role behaviors (Jaya et al., 2024; Zang & Feng, 2023). Together, these frameworks suggest that OCB emerges from both extrinsic exchange dynamics and intrinsic motivational pathways. Empirical support exists for each predictor: POS correlates with OCB through perceived obligation (Han, 2025; Jehanzeb, 2020), LMX quality fosters OCB via trust and respect (Heriyadi et al., 2020; Sari, 2024), and enriched job characteristics enhance OCB through satisfaction (Charli & Sopali, 2022; Maulidia et al., 2023).

However, three critical gaps limit theoretical understanding and practical application. First, while recent studies confirm POS-OCB relationships, Han (2025) demonstrates that mediating variables complicate direct effects, raising questions about effect sizes in specific contexts. Second, LMX research has predominantly focused on Western settings, with limited examination of how collectivist and religious values moderate LMX-OCB relationships (Küpers et al., 2022). Third, existing studies examine these predictors in isolation or pairs, overlooking their joint predictive power and relative importance (K.-H. Chen & Ye, 2023; Yek & Loo, 2024). This fragmentation obscures practical guidance for educational leaders: Which organizational factors warrant priority investment?

To address these gaps, Islamic junior schools in Indonesia provide a unique and salient context to investigate these research questions. These institutions integrate national curriculum standards with Islamic values emphasizing *ta'awun* (mutual cooperation) and *ihsan* (excellence beyond obligation)—principles that fundamentally resonate with OCB constructs (Bismala et al., 2024). However, Islamic educational philosophy positions helping behaviors not merely as discretionary actions but as spiritual obligations, potentially altering the psychological mechanisms assumed by SET and JCM. Does POS operate through reciprocity or alignment with religious duty? Do intrinsic motivators matter when spiritual rewards dominate cognition?

Prior research suggests that religiosity enhances motivation and performance in educational contexts (W. Chen et al., 2022; Rachman et al., 2024). Yet how spiritual commitments interact with organizational supports in predicting OCB remains unexplored. Indonesian Islamic schools also face structural challenges: limited resources, diverse teacher qualifications, and dual-role expectations as instructors and moral exemplars. Whether Western organizational constructs retain predictive validity in this culturally distinct context warrants empirical investigation, thereby bridging existing research gaps.

This study investigates how POS, LMX, and job characteristics jointly predict OCB among Islamic junior school teachers in Pandeglang, Indonesia. We examine: (1) the independent effects of each predictor on OCB, (2) their relative predictive strength, and (3) whether demographic variables (gender, age, employment status, education level, length of service) differentiate OCB levels. Building upon SET and JCM, we test the following hypotheses:

H1: Perceived organizational support positively predicts teachers' organizational citizenship behavior.

H2: Leader-member exchange quality positively predicts teachers' organizational citizenship behavior.

H3: Job characteristics positively predict teachers' organizational citizenship behavior.

H4: Perceived organizational support, leader-member exchange, and job characteristics simultaneously predict organizational citizenship behavior, with each contributing unique variance.

H5: Demographic characteristics (gender, age, employment status, education level, and length of service) significantly differentiate teachers' organizational citizenship behavior levels.

This study makes three contributions. First, we provide the first empirical test of an integrated POS-LMX-job characteristics model in Islamic educational settings, addressing calls for cross-cultural OCB research. Second, we assess the relative predictive strength of these factors, offering evidence-based guidance for school leaders seeking to allocate resources effectively. Third, we extend Social Exchange Theory by examining whether reciprocity mechanisms operate similarly when religious duty norms are salient, informing boundary conditions for cross-cultural theory application. Practically, findings enable administrators to design targeted interventions—such as recognition systems, leadership development initiatives, and job redesign efforts—calibrated to maximize teacher OCB in faith-based educational contexts.

2. METHODS

2.1 Research Design

This study adopted a quantitative approach using cross-sectional correlational methodology to examine the interconnections between perceived organizational support, leader–member exchange, job characteristics, and teachers' Organizational Citizenship Behavior (OCB). The design enabled data collection at a single time point and allowed subsequent statistical analysis to detect meaningful patterns and associations among the variables (Sugiyono, 2023). This methodological choice was deemed appropriate for capturing evidence from a broad sample of teachers and for assessing how POS, LMX, and job characteristics are linked to their OCB.

2.2 Samples

The population in this study comprised of all Islamic Junior School teachers in Pandeglang Regency. According to the 2024 Simpatika data from the Ministry of Religious Affairs, there are 5,764 teachers across 221 Islamic Junior Schools in the regency. Sample size determination utilized Yount's table (1999), applying a three percent criterion for populations between 5,001 and 10,000. The sampling method was cluster random sampling, resulting in 173 respondents, comprising teachers from 20 Islamic Junior Schools in Pandeglang Regency.

Table 1. Respondent Characteristics

Variable	Level	N	%
Gender	(1) Male	66	38
	(2) Female	107	62
Age	(1) < 20 years	5	3
	(2) 21 – 30 years	36	21
	(3) 31 – 40 years	59	34
	(4) 41 – 50 years	48	28
	(5) > 50 years	25	14
Highest Education Level	(1) High School (SLTA)	21	12
	(2) Diploma	5	3
	(3) Bachelor's Degree (S1)	144	83
	(4) Master's Degree (S2)	3	2
Service Period	(1) < 1 year	17	10
	(2) 1 – 5 years	29	17
	(3) 6 – 10 years	26	15
	(4) 11 – 15 years	37	21
	(5) > 15 years	64	37
Total		173	100

2.3 Instruments and Procedures

Ethical clearance and informed consent procedures were strictly followed in conducting this research to ensure compliance with ethical research standards. Ethical approval was obtained from the relevant institutional review board (IRB) to guarantee that the study adhered to principles of confidentiality, voluntary participation, and minimal risk. Prior to the commencement of data collection, all participating teachers from the selected Islamic junior schools were thoroughly informed about the study's aims, methodologies, and their entitlements as study participants, encompassing their freedom to discontinue involvement at any point without facing negative repercussions. Formal written consent was then secured from every participant, accompanied by clear guarantees concerning confidentiality and the protected handling of study information. These protocols were adopted to ensure adherence to ethical research standards, protect the rights of participants, and maintain the credibility and integrity of the study.

Data were collected using validated questionnaires. The perceived organizational support variable consists of 14 items developed from three dimensions, the leader-member exchange variable contains 17 items developed from four dimensions, the job characteristics variable comprises 22 items developed from five dimensions, and the teacher OCB variable includes 23 items developed from four dimensions. The study utilized a five-point Likert scale: "Strongly Agree," "Agree," "Moderately Agree," "Disagree," and "Strongly Disagree" for POS and job characteristic variables, while "Always," "Frequently," "Occasionally," "Rarely," and "Never" were used for LMX and teachers' OCB variables.

Table 2. The Perceived Organizational Support Scale's Validity and Reliability

Dimension	Number of items	rcount range	rtable	Reliability coefficient
(1) Fairness	5	0.475-0.742	0.329	0.732
(2) Supervisor support	5	0.649-0.828	0.329	0.885
(3) Organizational rewards and job conditions	4	0.713-0.812	0.329	0.850

Drawing from SPSS 29 testing results, the perceived organizational support variable comprises three dimensions: fairness, supervisor support, and organizational rewards and job conditions. Each dimension demonstrates strong validity, as indicated by rcount values ranging from 0.475 to 0.828, which are greater than the rtable value of 0.329 (see Table 2). The reliability coefficients for the dimensions are also high, with fairness at 0.732, supervisor support at 0.885, and organizational rewards and job conditions at 0.850 (Table 2), which are all above the recommended reliability threshold (> 0.60) (Sujarweni, 2019). These results indicate that the scale is valid and reliable for measuring perceived organizational support.

Table 3. The Leader-Member Exchange Scale's Validity and Reliability

Dimension	Number of items	rCount range	rTable	Reliability coefficient
(1) Contribution	5	0.616-0.796	0.329	0.856
(2) Affect	4	0.662-0.853	0.329	0.805
(3) Loyalty	4	0.634-0.805	0.329	0.817
(4) Trust	4	0.649-0.756	0.329	0.791

The Leader-Member Exchange Scale comprises four dimensions: Contribution, Affect, Loyalty, and Trust. Each dimension demonstrates strong validity, as indicated by rcount values ranging from 0.616 to 0.853, which exceed the rtable value of 0.329 (see Table 3). The reliability coefficients for the dimensions are also high, with Contribution at 0.856, Affect at 0.805, Loyalty at 0.817, and Trust at 0.791

(Table 3), which are all above the recommended reliability threshold (> 0.60) (Sujarweni, 2019). These results confirm that the scale is valid and reliable for measuring Leader-Member Exchange.

Table 4. The Job Characteristics Scale's Validity and Reliability

Dimension	Number of items	rCount range	rTable	Reliability coefficient
(1) Skill variety	5	0.560-0.690	0.329	0.719
(2) Task identity	3	0.584-0.669	0.329	0.732
(3) Task significance	7	0.687-0.756	0.329	0.902
(4) Autonomy	4	0.522-0.673	0.329	0.673
(5) Feedback	3	0.523-0.672	0.329	0.785

The job characteristics scale encompasses five dimensions: skill variety, task identity, task significance, autonomy, and feedback. The validity of each dimension is strong, with rcount values ranging from 0.522 to 0.756, surpassing the rtable value of 0.329 (see Table 4). Reliability coefficients for these dimensions are also robust: Skill Variety at 0.719, Task Identity at 0.732, Task Significance at 0.902, Autonomy at 0.673, and Feedback at 0.785 (Table 4), all exceeding the recommended threshold of 0.60 (Sujarweni, 2019). These findings indicate that the job characteristics scale is valid and reliable for assessing job characteristics.

Table 5. The Teachers' OCB Scale's Validity and Reliability

Dimension	Number of items	rcount range	rtable	Reliability coefficient
(1) Altruism	4	0.573-0.764	0.329	0.732
(2) Conscientiousness	8	0.499-0.831	0.329	0.885
(3) Civic virtue	7	0.485-0.809	0.329	0.850
(4) Sportsmanship	4	0.525-0.749	0.329	0.849

The teachers' organizational citizenship behavior (OCB) Scale encompasses four dimensions: Altruism, Conscientiousness, Civic Virtue, and Sportsmanship. The scale exhibits excellent validity, with r-count values ranging from 0.485 to 0.831, which exceeds the r-table value of 0.329 (see Table 5). Reliability coefficients are similarly high, with Altruism at 0.732, Conscientiousness at 0.885, Civic Virtue at 0.850, and Sportsmanship at 0.849 (Table 5), surpassing the minimum reliability criterion of 0.60 (Sujarweni, 2019). These results confirm that the Teachers' OCB Scale is a valid and reliable instrument for measuring organizational citizenship behavior.

3. FINDINGS AND DISCUSSION

3.1. Findings

3.1.1 Assumption Testing

This test is crucial for detecting any departures from the assumptions necessary for regression analysis, as the regression equation must adhere to the BLUE (Best Linear Unbiased Estimator) criteria. The classical assumption test includes the subsequent procedures.

Table 6. Classic Assumption Test

Independent Variables	Normality	Multicollinearity		Heteroscedasticity
		Tolerance	VIF	
POS	KS Sig: 0.200	0.630	1.588	0.276
LMX		0.669	1.495	0.068
JC		0.588	1.700	0.338

3.1.2 Normality Test

The normality test examines whether the data follows a normal distribution pattern. This examination utilizes the Kolmogorov-Smirnov (KS) test methodology, where researchers look for a KS significance value that exceeds 5% (0.05). When this threshold is met, it indicates that the data exhibit normal distribution characteristics (Ghozali, 2018).

3.1.3 Multicollinearity Test

To examine potential intercorrelations among the independent variables, a Multicollinearity Test was performed using two statistical indicators: the Variance Inflation Factor (VIF), along with tolerance values. A dataset is regarded as free of multicollinearity when tolerance surpasses 0.10, and the VIF stays under 10 (Ghozali, 2018). These benchmarks ensure that the predictors are sufficiently independent within the regression model. As reported in Table 7, all independent variables met these requirements, with significance values greater than 0.050, confirming that the model does not exhibit multicollinearity or heteroscedasticity problems.

3.1.4 Heteroscedasticity Test

The heteroscedasticity test, implemented through the Glejser test and Scatterplot method, examines the variance consistency in the regression model. These tests focus on identifying any patterns in the residual values that indicate heteroscedasticity. The interpretation relies on the Glejser coefficient, where a value exceeding 0.05 indicates that the data is free from heteroscedasticity concerns (see Table 7). This test is essential for validating regression analysis assumptions (Ghozali, 2018).

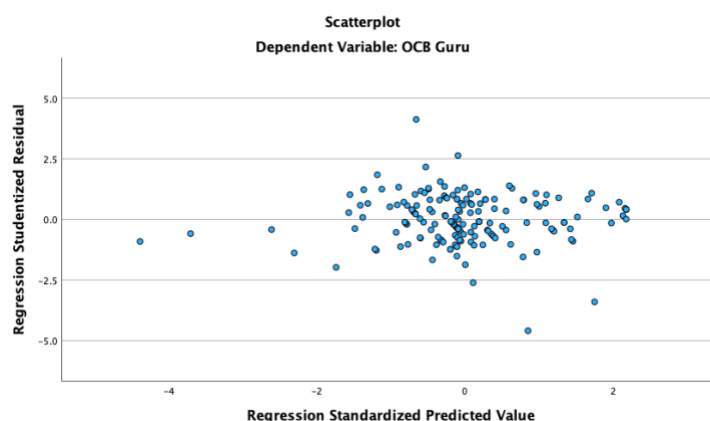


Figure 1. Scatterplot of Heteroscedasticity Test

The scatterplot graph above meets the decision-making criteria. Data points are randomly distributed around the horizontal line (residual value 0). There is no clear pattern, such as a funnel shape or other specific pattern, that indicates heteroscedasticity. This indicates that the regression model has met the ideal conditions, and hypothesis testing can be continued.

A review of the test results indicates that all tests successfully met the classical assumption requirements and confirms that these regression models satisfy the BLUE (Best Linear Unbiased Estimator) criteria for reliable statistical analysis.

3.1.5 Common Method Biases

Given that all variables were measured through self-report questionnaires administered to teachers at a single time point, common method bias (CMB) poses a potential threat to the validity of the findings (Podsakoff et al., 2003). To mitigate this concern, several procedural remedies were implemented during data collection, including ensuring respondent anonymity, counterbalancing item

presentation order across survey sections, and employing different response formats for predictor variables (agreement scales: Strongly Disagree to Strongly Agree) and the outcome variable (frequency scales: Never to Always). To evaluate the presence of common method bias (CMB), Harman's single-factor test was applied in SPSS version 29. An exploratory factor analysis of all 76 items across the four instruments produced a single factor that explained 35.381% of the total variance (see Table 8), which is substantially lower than the 50% cut-off point. These results suggest that common method variance is unlikely to constitute a serious threat to the validity of the findings. Nevertheless, reliance on a single-source self-report design remains a limitation. Therefore, future investigations are advised to employ multi-source data collection approaches—such as principal evaluations of teacher OCB, peer assessments, or objective behavioral indicators—to strengthen measurement validity and reduce potential bias arising from self-report data.

Table 7. Common Method Biases

Total	% of Variance	Cumulative %
26.890	35.381	35.381

3.1.6 Hypothesis Testing

Individual Predictor Effects (H1-H3)

Simple linear regression analyses assessed the distinct impacts of perceived organizational support (POS), leader-member exchange (LMX), and job characteristics on organizational citizenship behavior (OCB). Results are presented in Table 8.

Hypothesis 1 predicted a significant positive association between Perceived Organizational Support (X1) and Organizational Citizenship Behavior (Y). The regression model produced the equation: $Y = 39.789 + 0.525X1$. The coefficient of 0.525 indicates that a one-unit increase in Perceived Organizational Support corresponds to a 0.525-point rise in Organizational Citizenship Behavior. The R^2 value of 0.433 demonstrates that 43.3% of the variation in OCB can be attributed to Perceived Organizational Support. The t-statistic of 11.430 exceeds the critical t-value of 1.654 ($\alpha = 0.05$), resulting in the rejection of H0 and confirmation of Ha1. These results establish that Perceived Organizational Support exerts a significant and positive influence on teachers' OCB.

Hypothesis 2 proposed that Leader–Member Exchange (X2) positively influences Organizational Citizenship Behavior (Y). The regression equation obtained was $Y = 45.641 + 0.438X2$. The coefficient value of 0.438 suggests that a one-unit increase in Leader–Member Exchange produces a 0.438 increase in OCB. The R^2 value of 0.355 indicates that 35.5% of the variance in OCB is accounted for by Leader–Member Exchange. With a t-statistic of 9.694, which is greater than the critical t-value of 1.654 ($\alpha = 0.05$), the null hypothesis (H02) is rejected, and Ha2 is accepted. Thus, Leader–Member Exchange is shown to have a statistically significant and positive effect on Organizational Citizenship Behavior.

Hypothesis 3 stated that Job Characteristics (X3) would have a positive effect on Organizational Citizenship Behavior (Y). The regression model yielded the equation: $Y = 14.093 + 0.835X3$. The regression coefficient of 0.835 implies that each one-unit increase in Job Characteristics results in a 0.835 increase in OCB. The R^2 value of 0.878 demonstrates that Job Characteristics explain 87.8% of the variance in Organizational Citizenship Behavior. The t-statistic of 35.151 surpasses the critical t-value of 1.654 ($\alpha = 0.05$), resulting in the rejection of H03 and acceptance of Ha3. Therefore, Job Characteristics are confirmed to have a strong and significant impact on Organizational Citizenship Behavior.

Table 8. Simple Linear Regression Test

Independent Variable	Constant	Coefficient	t	Sig	R Square
POS	39.789	0.525	11.430	< 0.01	0.433
LMX	45.641	0.438	9.694	< 0.01	0.355
JC	14.093	0.835	35.151	< 0.01	0.878

Simultaneous Predictor Effects (H4)

Hypothesis 4 posited that Perceived Organizational Support (X1), Leader–Member Exchange (X2), and Job Characteristics (X3) collectively predict teachers' Organizational Citizenship Behavior (OCB). The regression model was formulated as: $Y = 8.432 + 0.126X1 + 0.070X2 + 0.710X3$.

The constant value of 8.432 implies that if all independent variables are equal to zero, the baseline level of OCB remains at 8.432. Furthermore, a one-unit increase in Perceived Organizational Support is associated with a 0.189 increase in OCB, while increments of one unit in Leader–Member Exchange and Job Characteristics correspond to increases of 0.070 and 0.710, respectively.

The significance test results show a p-value of 0.000, which falls well under the 0.05 threshold. The calculated F-value of 549.449 exceeds the critical F-table value of 2.27. Given that $F_{count} > F_{table}$, the null hypothesis (H04) is rejected and Ha4 is accepted. This confirms that Perceived Organizational Support, Leader–Member Exchange, and Job Characteristics simultaneously exert a statistically significant effect on teachers' Organizational Citizenship Behavior.

Table 9. Multiple Linear Regression Test

Independent Variable	Constant	Coefficient	F	Sig	Adjust R Square
POS		0.126			
LMX	8.432	0.070	549.449	< 0.01	0.905
JC		0.710			

Demographic Differences in OCB (H5)

Hypothesis 5 explored whether demographic characteristics differentiate teachers' OCB levels. The results indicate that among the demographic variables analyzed, only the service period significantly affects teachers' Organizational Citizenship Behavior (OCB) (Sig F = 0.028). At the same time, gender (Sig F = 0.332), age (Sig F = 0.697), employment status (Sig F = 0.520), and highest education level (Sig F = 0.080) do not show statistically significant differences in teachers' OCB.

Table 10. Comparison Teachers' OCB with Demographics

Analysist	Gender	Age	Employment Status	Highest Education	Service Period
ANOVA	F = 0.964 Sig F = 0.332	F = 0.552 Sig F = 0.697	F = 0.757 Sig F = 0.520	F = 2.292 Sig F = 0.080	F = 2.787 Sig F = 0.028

3.2. Discussion

3.2.1 Perceived Organizational Support

Perceived organizational support has been consistently linked to enhanced OCB across multiple empirical studies. Asgari et al.'s (2020) research demonstrates that transformational leadership and organizational support significantly influence employees' OCB. When educators perceive that their

organization values their contributions and demonstrates concern for their well-being, they are more likely to engage in behaviors beneficial to the institutional environment (Li, 2023; Wu et al., 2021). These findings align with studies emphasizing the positive correlation between organizational support and citizenship behaviors (Ramadhan & Riyanto, 2024; Teng et al., 2020), whereby supportive work environments appear to foster a sense of belonging and commitment among employees. These findings have profound implications for educational institutions, as schools that prioritize staff well-being may cultivate a culture of collaboration and altruism, ultimately enhancing overall organizational effectiveness.

Building supportive environments in educational settings requires context-specific strategies. In particular, these may include providing regular feedback, recognizing teachers' achievements, and ensuring equitable professional development opportunities (Ekawati, 2022). Furthermore, fostering organizational care could involve initiatives such as teacher mentoring programs (Ally & Libent-Mabagala, 2022; Boyle et al., 2023) and mental health support services tailored to educators' needs (Ally, 2023; Tarihoran et al., 2021).

3.2.2 Leader-Member Exchange

Leader-Member Exchange (LMX) theory suggests that when leaders and subordinates build high-quality relationships, organizational outcomes are strengthened. These relationships, grounded by trust, respect, and mutual obligation, directly influence OCB.

The present study supports this theoretical framework by revealing a strong correlation between LMX quality and OCB. These findings align with previous research demonstrating that positive leader-member exchanges foster job satisfaction, commitment, and citizenship behaviors (Muliawan et al., 2024; Purnamarini & Kurniawan, 2023). Moreover, LMX appears to mediate the relationship between perceived organizational support and OCB, suggesting that supportive organizational climates may enhance citizenship behaviors through improved leader-member interactions (Pratama & Riana, 2024; Vasudevan & Aslan, 2022). Kapil and Rastogi (2020) further posit that high-quality LMX provides a foundation for employees to express gratitude and reciprocate positive behaviors, thereby promoting OCB. Empirical evidence from Atatsi et al. (2021) supports this assertion, particularly among Ghanaian technical university lecturers, thereby extending the applicability of this relationship across diverse cultural contexts.

In contrast, low-quality LMX relationships may inhibit the development of effective exchanges crucial for fostering cooperative work environments (Kawaguchi et al., 2021; Liang et al., 2022). Mitchell (2024) further notes that unequal LMX differentiation can foster workplace toxicity. Additionally, trust and LMX have been shown to mediate the impact of transformational leadership on OCB (Lee et al., 2024).

To enhance LMX quality, school leaders should prioritize communication, empathy, and conflict resolution through targeted professional development. Furthermore, regular one-on-one meetings may build trust and goal alignment (Hirvi et al., 2020; Ribič & Marič, 2023). Such interventions have been associated with reduced counterproductive work behaviors (Zheng et al., 2022) and the promotion of inclusive and supportive organizational climates (Tang & Vandenberghe, 2021).

3.2.3 Job Characteristics

Job characteristics, including autonomy, feedback, and task significance, play a crucial role in shaping organizational citizenship behavior (OCB). The Job Characteristics Model posits that roles designed with these elements foster higher intrinsic motivation, which in turn encourages discretionary behaviors that benefit the organization (Boudrias et al., 2021). This framework is particularly relevant in educational contexts, where teachers' perceptions of their job characteristics strongly influence their willingness to engage in behaviors that support students and colleagues (Zuberi & Khattak, 2021). Prior studies further confirm that meaningful work experiences arising from enriched job characteristics are positively associated with OCB (Pio, 2020).

The interplay between job characteristics and leader–member exchange (LMX) highlights an important dynamic, as teachers who view their roles as meaningful and simultaneously receive strong support from school leaders are more likely to demonstrate citizenship behaviors that strengthen the organizational climate (Kartono et al., 2023). These insights provide valuable implications for educational leaders seeking to build a culture of OCB, suggesting that integrating favorable job characteristics into organizational practices not only motivates teachers but also enhances their engagement and long-term commitment to the institution (Gillet et al., 2022).

3.2.4 Integrated Framework

The interplay among teacher support, LMX, and job characteristics appears vital in shaping teachers' OCB in Islamic Junior Schools. Empirical evidence suggests that when teachers perceive high levels of support from their leaders, positive LMX relationships are fostered, which subsequently enhance discretionary behaviors beyond formal role requirements (Birani-Nasraddin et al., 2024; Lie et al., 2022). Concurrently, favorable job characteristics—including role clarity, autonomy, and intrinsic rewards—appear to stimulate teacher engagement and intrinsic motivation, factors which may further translate into enhanced OCB (Bismala et al., 2024). Research indicates that supportive leadership combined with well-designed job characteristics can create work environments that nurture interpersonal exchanges and reinforce teachers' commitment and proactive contributions (Wijanarko & Tjahjaningsih, 2022). Therefore, integrated interventions that improve both relational dimensions (LMX and organizational support) and structural dimensions (job characteristics) may substantially elevate teacher OCB in educational settings.

3.2.5 Comparison of Teacher's Organizational Citizenship Behavior according to Demographics

The analysis of demographic variables reveals that only service period demonstrates a statistically significant impact on teachers' OCB. In contrast, other variables such as gender, employment status, and highest education level do not show significant associations with OCB.

Existing research indicates that extended service periods may lead to deeper understanding of organizational norms and stronger institutional commitment, thereby fostering OCB. Pradhan and Mishra (2020) demonstrate that tenure significantly affects how employees develop workplace attachment, which subsequently enhances their propensity to engage in citizenship behaviors. These researchers suggest that management should implement employee involvement strategies to foster attachment through meaningful interactions, thereby encouraging citizenship behaviors. Building on this finding, Atatsi et al. (2021) found that increased tenure among technical university staff in Ghana resulted in deeper engagement in OCB, whereby teachers drawing on their accumulated experiences appear to become integral contributors to organizational goal achievement. Similarly, Bohlmann et al. (2021) identified that individuals with greater organizational tenure possess enhanced knowledge about organizational dynamics, which may empower their proactive behaviors—a critical aspect of OCB. Furthermore, experienced teachers may develop stronger relationships with colleagues and students, enhancing their willingness to exhibit altruistic behaviors, a key component of OCB (Hidayat & Patras, 2022).

The absence of significant effects from gender, age, employment status, and education level raises important questions about factors traditionally assumed to influence OCB (Alkhadher et al., 2020). Although previous studies have suggested that demographic variables such as gender can impact workplace behaviors, the present analysis indicates that such factors may not play a critical role in the specific educational context examined (Baihaqi, 2023). This finding could suggest that intrinsic factors such as job satisfaction and organizational commitment in the teaching profession may overshadow demographic influences on OCB (Kurniadi et al., 2022; Wahyuni & Dirbawanto, 2022).

In conclusion, the findings underscore the critical role of perceived organizational support, leader–member exchange, and job characteristics in fostering teachers' OCB. By addressing these factors through practical initiatives tailored to Islamic Junior Schools in Pandeglang Regency, educational

leaders may cultivate a more supportive and collaborative organizational culture. Such efforts are likely to enhance teachers' contributions to their institutions and improve overall organizational effectiveness.

4. CONCLUSION

This study demonstrates that perceived organizational support, leader-member exchange, and job characteristics collectively explain 90.5% of the variance in teachers' organizational citizenship behavior within Islamic junior schools in Pandeglang, Indonesia. A novel finding reveals that among all demographic variables examined, only length of service significantly differentiates levels of OCB, with teachers who have more than 15 years of experience showing higher citizenship behaviors compared to their less experienced counterparts. This suggests that the cultivation of organizational citizenship behavior is fundamentally a developmental process: as teachers accumulate experience and deepen their understanding of school culture and student needs, their willingness to contribute beyond formal role requirements naturally increases, independent of gender, age, educational credentials, or employment status.

The findings underscore the importance of job enrichment as the most influential factor shaping teachers' organizational citizenship behavior. Key strategies include strengthening teachers' autonomy in pedagogical decisions, clarifying task meaningfulness, institutionalizing structured feedback, and providing sustainable recognition and professional development opportunities. The quality of leader-member exchange can also be elevated when principals engage in professional dialogue with teachers, cultivate emotional intelligence and conflict management skills, and create participatory governance structures. Drawing on the expertise of senior teachers through mentorship and knowledge-sharing roles further ensures the preservation of institutional knowledge and the strengthening of collective professionalism.

For madrasahs operating under resource constraints, practical alternatives include peer-led professional development, volunteer-based mentorship, symbolic recognition through public acknowledgment, and gradual implementation of enrichment policies. The sustainability of these practices relies not only on consistency and systematic execution but also on regular monitoring and accountability mechanisms that tie school leadership performance to the successful cultivation of teacher citizenship behavior.

Despite these contributions, several limitations warrant acknowledgment. The cross-sectional design precludes causal inference, the geographic focus on Pandeglang limits generalizability, and reliance on self-report measures introduces potential bias despite statistical controls. Future studies should employ longitudinal designs to trace the development of OCB over time, undertake comparative analyses across Islamic and secular educational settings, integrate multi-source data including principal and peer evaluations, and further examine how Islamic values may shape the relationships between organizational factors and teacher citizenship behavior.

REFERENCES

- Alkhadher, O., Beehr, T. A., & Li, M. (2020). Individualism-collectivism and Nation as Moderators of the Job Satisfaction-organisational Citizenship Behaviour Relationship in the United States, China, and Kuwait. *Asian Journal of Social Psychology*, 23(4), 469–482. <https://doi.org/10.1111/ajsp.12414>
- Ally, M. S. (2023). An Assessment of Mentoring Programmes for Novice Secondary School Teachers' Competencies in Mbeya Region, Tanzania. *Huria Journal of the Open University of Tanzania*, 29(1). <https://doi.org/10.61538/huria.v29i1.1233>
- Ally, M. S., & Libent-Mabagala, D. (2022). Forms of Mentoring Programs in Developing Teaching Competencies of Novice Secondary School Teachers: A Case of Mbeya Region, Tanzania. *East*

- African Journal of Education and Social Sciences*, 3(5), 130–136. <https://doi.org/10.46606/eajess2022v03i05.0227>
- Asgari, A., Mezginejad, S., & Taherpour, F. (2020). The Role of Leadership Styles in Organizational Citizenship Behavior Through Mediation of Perceived Organizational Support and Job Satisfaction. *Innovar*, 30(75), 87–98. <https://doi.org/10.15446/innovar.v30n75.83259>
- Atatsi, E. A., Stoffers, J., & Kil, A. (2021). Work Tenure and Organizational Citizenship Behaviors; A Study in Ghanaian Technical Universities. *Sustainability*, 13(24), 1–14. <https://doi.org/10.3390/su132413762>
- Baihaqi, M. I. (2023). The Factors Affecting Organizational Citizenship Behavior: Role of Organizational Commitment and Job Satisfaction. *Journal of Applied Management and Business (Jamb)*, 4(1), 9–25. <https://doi.org/10.37802/jamb.v4i1.363>
- Birani-Nasraddin, D., Bogler, R., & Somech, A. (2024). Translating Team-Member Exchange Relationships to School Outcomes: The Mediating Role of Leader-Member Exchange. *Journal of Educational Administration*. <https://doi.org/10.1108/jea-06-2023-0129>
- Bismala, L., Syaifuddin, S., & Sembiring, R. (2024). Drivers of Organizational Citizenship Behavior of Elementary School Teachers. *International Journal of Evaluation and Research in Education (Ijere)*, 13(2), 792–800. <https://doi.org/10.11591/ijere.v13i2.26833>
- Blau, P. M. (1964). *Exchange and Power in Social Life*. John Wiley & Sons Inc.
- Bohlmann, C., Rudolph, C. W., & Zacher, H. (2021). Effects of Proactive Behavior on Within-Day Changes in Occupational Well-Being: The Role of Organizational Tenure and Emotion Regulation Skills. *Occupational Health Science*, 5(3), 277–306. <https://doi.org/10.1007/s41542-021-00089-2>
- Bouali, R. (2024). The Impact of Perceived Organizational Support on Organizational Citizenship Behavior Among Employees of African Glass Company in Jijel, Algeria. *Tec Empresarial*, 19(1), 979–1000.
- Boudrias, J., Montani, F., & Vandenberghe, C. (2021). How and When Does Psychological Wellbeing Contribute to Proactive Performance? The Role of Social Resources and Job Characteristics. *International Journal of Environmental Research and Public Health*, 18(5), 2492. <https://doi.org/10.3390/ijerph18052492>
- Boyle, L. H., Mosley, K. C., & McCarthy, C. J. (2023). New Teachers' Risk for Stress: Associations With Mentoring Supports. *International Journal of Mentoring and Coaching in Education*, 12(1), 95–110. <https://doi.org/10.1108/ijmce-05-2022-0037>
- Charli, C. O., & Sopali, M. F. (2022). Pengaruh Perceived Organization Support (POS), Karakteristik Pekerjaan dan Keadilan Organisasi Terhadap Organizational Citizenship Behavior (OCB) pada CV Rezki Islami Tauhid. *Ensiklopedia of Journal*, 4(2), 159–168. <https://doi.org/10.33559/eoj.v4i3.1042>
- Chen, K.-H., & Ye, Y. (2023). Is Your Working Life Good? Alienation in the Nexus Between Job Characteristics and Organizational Citizenship Behavior of Hospitality Frontline Employees. *Tourism Review*, 79(1), 133–151. <https://doi.org/10.1108/tr-09-2022-0427>
- Chen, W., Zhou, S., Zheng, W., & Wu, S. (2022). Investigating the Relationship Between Job Burnout and Job Satisfaction Among Chinese Generalist Teachers in Rural Primary Schools: A Serial Mediation Model. *International Journal of Environmental Research and Public Health*. <https://doi.org/10.3390/ijerph192114427>
- Ekawati, D. (2022). Mentoring Through Lesson Study: A Collaborative Way to Support Efl Teachers' Professional Development in Madrasahs (Islamic Schools). *International Journal of Education*, 15(2), 89–100. <https://doi.org/10.17509/ije.v15i2.32853>
- Ghozali, I. (2018). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 25* (9th ed.). Badan Penerbit Universitas Diponegoro.
- Gillet, N., Morin, A. J. S., Cougot, B., Nadon, L., & Fouquereau, E. (2022). A Person-Centered Perspective on the Combined Effects of Global and Specific LMX Components for Employees. *International Journal of Stress Management*, 29(1), 14–30. <https://doi.org/10.1037/str0000230>

- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16(2), 250–279. [https://doi.org/10.1016/0030-5073\(76\)90016-7](https://doi.org/10.1016/0030-5073(76)90016-7)
- Han, B. (2025). The Impact of Trait Mindfulness on Work Engagement Among Primary and Secondary School Teachers: A Moderated Mediation Model. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2025.1640996>
- Hanaysha, J. R., Kumar, V. V. A., Inairat, M., & Paramaiah, Ch. (2022). Direct and Indirect Effects of Servant and Ethical Leadership Styles on Employee Creativity: Mediating Role of Organizational Citizenship Behavior. *Arab Gulf Journal of Scientific Research*, 40(1), 79–98. <https://doi.org/10.1108/agjsr-04-2022-0033>
- Heriyadi, H., Tjahjono, H. K., & Rahayu, M. K. P. (2020). Improving Organizational Citizenship Behavior Through Job Satisfaction, Leader-Member Exchange, and Work-Life Balance. *Binus Business Review*, 11(2), 97–104. <https://doi.org/10.21512/bbr.v11i2.6193>
- Hidayat, R., & Patras, Y. E. (2022). The Effect of Organizational Trust and Job Satisfaction on Teachers' Organizational Citizenship Behavior (OCB) in Private Senior High Schools. *Al-Tanzim Jurnal Manajemen Pendidikan Islam*, 6(4), 1049–1063. <https://doi.org/10.33650/al-tanzim.v6i4.3488>
- Hirvi, S., Laulainen, S., & Taskinen, H. (2020). Trust as a Multidimensional Phenomenon in LMX Relationships. *Journal of Health Organization and Management*, 35(1), 17–33. <https://doi.org/10.1108/jhom-12-2019-0349>
- Jaya, A., Paspitawati, P., Desfitriyana, D., Dewi, R. K., & Mizarwan, M. (2024). The influence of job characteristics, communication satisfaction and conscientiousness on organizational citizenship behavior (OCB) of Sungai Penuh City SME cooperative office employees. *Jurnal Mantik*, 8(1), 553–564. <https://doi.org/10.35335/mantik.v8i1.5125>
- Jehanzeb, K. (2020). Does Perceived Organizational Support and Employee Development Influence Organizational Citizenship Behavior? *European Journal of Training and Development*, 44(6/7), 637–657. <https://doi.org/10.1108/ejtd-02-2020-0032>
- Kapil, K., & Rastogi, R. (2020). The Relationship Between Leader-Member Exchange, Work Engagement and Organizational Citizenship Behaviour. *Journal of Indian Business Research*, 12(2), 191–214. <https://doi.org/10.1108/jibr-08-2018-0202>
- Kartono, K., Setiawan, M., Sunaryo, S., & Moko, W. (2023). The Effect of Servant Leadership on Employee Performance as Mediated by Leader-Member Exchange and Organizational Citizenship Behavior. *Kne Social Sciences*. <https://doi.org/10.18502/kss.v8i9.13357>
- Kawaguchi, S., Takemura, Y., Takehara, K., Kunie, K., Ichikawa, N., Kazunori, K., Kobayashi, K., Soma, M., & Komiyama, C. (2021). Relationship between teams' leader-member exchange characteristics and psychological outcomes for nurses and nurse managers: A cross-sectional study in japan. *Sage Open Nursing*, 7. <https://doi.org/10.1177/23779608211025981>
- Küpers, E., Mouw, J. M., & Fokkens-Bruinsma, M. (2022). Teaching in Times of COVID-19: A Mixed-Method Study into Teachers' Teaching Practices, Psychological Needs, Stress, and Well-Being. *Teaching and Teacher Education*. <https://doi.org/10.1016/j.tate.2022.103724>
- Kurniadi, C., Jimad, H., & Mardiana, N. (2022). Mediation Role of Organizational Commitment on the Influence of Job Satisfaction on Ocb (Organizational Citizenship Behavior) Employees of Pt Cipta Agung Manis. *International Journal of Science Technology & Management*, 3(3), 621–629. <https://doi.org/10.46729/ijstm.v3i3.521>
- Lee, M. C. C., Lin, M.-H., Srinivasan, P. M., & Carr, S. C. (2024). Transformational leadership and organizational citizenship behavior: New mediating roles for trustworthiness and trust in team leaders. *Current Psychology*, 43(11), 9567–9582. <https://doi.org/10.1007/s12144-023-05095-x>
- Li, F. (2023). Principals' Transformational Leadership and Kindergarten Teachers' Career Calling: The Mediating Roles of Organizational Identification and Leader-Member Exchange. *Sage Open*, 13(4). <https://doi.org/10.1177/21582440231218842>
- Liang, Y., Liu, Y., Park, Y., & Wang, L. (2022). Treat me better, but is it really better? Applying a resource perspective to understanding leader-member exchange (LMX), LMX differentiation, and work

- stress. *Journal of Occupational Health Psychology*, 27(2), 223–239. <https://doi.org/doi.org/10.1037/ocp0000303>
- Lie, D., Sofiyani, S., Ni Made Ayu Gemuh Rasa Astuti, Lina, N. P. M., & Sudirman, A. (2022). The Importance of Quality of Work Life on Teacher Organizational Citizenship Behavior: Consequences of Leader-Member Exchange and Organizational Commitment. *Jurnal Pendidikan Progresif*, 12(3), 994–1007. <https://doi.org/10.23960/jpp.v12.i3.202201>
- Maulidia, V. F., Rumijati, A., & Novianti, K. R. (2023). The Effect of Job Characteristics on Organizational Citizenship Behavior (OCB) with Employee Job Satisfaction as an Intervening Variable in The Banking Sector. *Jamanika (Jurnal Manajemen Bisnis Dan Kewirausahaan)*, 3(03), 228–237. <https://doi.org/10.22219/jamanika.v3i03.29293>
- Mitchell, T. R. (2024). The Dark Side of Leader-Member Exchange: Unequal Relationships and Workplace Toxicity. *Academy of Management Perspectives*, 38(1), 23–39. <https://doi.org/10.5465/amp.2020.0120>
- Muliawan, M., Asmony, T., & Suparman, L. (2024). The Influence of Leader-Member Exchange on Organizational Citizenship Behavior with Organizational Commitment and Job Satisfaction as Intervening Variables: A Study on Administrative Employees at Public Senior High Schools across Lombok Island. *Asian Journal of Management, Entrepreneurship and Social Science*, 4(3), 1909–1927.
- Organ, D. W. (1988). *Organizational Citizenship Behavior: The Good Soldier Syndrome*. Lexington Books.
- Pio, R. J. (2020). The Relationship Between Spiritual Leadership to Quality of Work Life and Ethical Behavior and Its Implication to Increasing the Organizational Citizenship Behavior. *The Journal of Management Development*, 39(3), 293–305. <https://doi.org/10.1108/jmd-07-2018-0186>
- Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879–903. <https://doi.org/10.1037/0021-9010.88.5.879>
- Pradhan, A., & Mishra, S. (2020). Workplace Attachment as a Mediator of Organizational Tenure and Organizational Citizenship Behavior. *Jindal Journal of Business Research*, 9(2), 1–15. <https://doi.org/10.1177/2278682120969032>
- Pratama, R. W., & Riana, I. G. (2024). Does Leader-Member Exchange and Perceived Organizational Support Effect on Work Engagement and Organizational Citizenship Behavior? *Journal of Economics Finance and Management Studies*, 07(06), 3570–3579. <https://doi.org/10.47191/jefms/v7-i6-48>
- Purnamarini, T. R., & Kurniawan, I. S. (2023). Pengaruh Leader Member Exchange (LMX) Terhadap Organizational Citizenship Behavior (OCB) Dengan Dimediasi Motivasi Kerja Karyawan. *MBIA*, 22(2), 292–300. <https://doi.org/10.33557/mbia.v22i2.2494>
- Rachman, A., Sunarno, S., Saputra, N., Judijanto, L., Nurhidin, E., & Zamroni, M. A. (2024). Enhancing Teacher Performance Through Millennial Teacher Characteristics, Work Culture, and Person-Job Fit Mediated by Employee Engagement. *Nazhruna Jurnal Pendidikan Islam*. <https://doi.org/10.31538/nzh.v7i2.4636>
- Ramadhan, A., & Riyanto, S. (2024). The influence of leader member exchange and perceived organizational support on organizational citizenship behavior. *International Journal of Indonesian Business Review*, 3(1), 9–22. <https://doi.org/10.54099/ijibr.v3i1.868>
- Ribič, T., & Marič, M. (2023). Leader's Possession of Linguistic Intelligence in Relation to Leader-Member Exchange Theory. *Journal of Intelligence*, 11(5), 92. <https://doi.org/10.3390/jintelligence11050092>
- Sari, S. D. M. (2024). Mediasi Job Satisfaction Pada Pengaruh Leader- Member Exchange Dan Perceived Organizational Support Terhadap Organizational Citizenship Behavior PDAM Sleman. *Jurnal Manajerial*, 11(01), 45–62. <https://doi.org/10.30587/jurnalmanajerial.v11i01.6489>
- Sugiyono. (2023). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* (2nd ed.). Alfabeta.
- Sujarweni, V. W. (2019). *SPSS untuk Penelitian*. Pustaka Baru Press.

- Tang, W., & Vandenberghe, C. (2021). Role Overload and Work Performance: The Role of Psychological Strain and Leader-Member Exchange. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.691207>
- Tarihoran, N., Farkhan, M., & Hunainah. (2021). Mentoring EFL Teaching During the Covid-19 Pandemic. *İlköğretim Online*, 20(1), 717–726. <https://doi.org/10.17051/ilkonline.2021.01.62>
- Teng, C., Lu, A. C. C., Huang, Z., & Fang, C. H. (2020). Ethical Work Climate, Organizational Identification, Leader-Member-Exchange (LMX) and Organizational Citizenship Behavior (OCB). *International Journal of Contemporary Hospitality Management*, 32(1), 212–229. <https://doi.org/10.1108/ijchm-07-2018-0563>
- Vasudevan, H., & Aslan, İ. (2022). Developing Organizational Citizenship Behaviour: Organizational Climate and Leader-Member Exchange Effects. *Marketing and Management of Innovations*, 1(1), 94–107. <https://doi.org/10.21272/mmi.2022.1-07>
- Wahyuni, W. S., & Dirbawanto, N. D. (2022). The Effect of Job Satisfaction and Organizational Commitment on Organizational Citizenship Behavior in Employees. *Journal of Humanities Social Sciences and Business (Jhssb)*, 2(1), 306–316. <https://doi.org/10.55047/jhssb.v2i1.487>
- Wijanarko, N., & Tjahjaningsih, E. (2022). Pengaruh Leader-Member Exchange (LMX) dan Karakteristik Pekerjaan Terhadap Organizational Citizenship Behaviour (OCB) dengan Modal Sosial sebagai Variabel Moderat (Studi Pada Pegawai Sekretariat Daerah Kabupaten Batang). *Jurnal Ekonomi Dan Bisnis*, 25(2), 160–170. <https://doi.org/10.31941/jebi.v25i2.1739>
- Wu, T., Yuan, K.-S., & Yen, D. C. (2021). Leader-Member Exchange, Turnover Intention and Presenteeism– The Moderated Mediating Effect of Perceived Organizational Support. *Current Psychology*, 42(6), 4873–4884. <https://doi.org/10.1007/s12144-021-01825-1>
- Yek, Y. I., & Loo, F. L. (2024). Perceived Leadership Integrity, Job Satisfaction, and Work Engagement on Johor Bharu's Primary School Teachers: A Concept Paper. *Rise*. <https://doi.org/10.70148/rise.3>
- Yount, W. R. R. (1999). *Research Design & Statistical Analysis in Christian Ministry* (3rd ed.). New Orleans Baptist Theological Seminary.
- Zang, L., & Feng, Y. (2023). Relationship Between Job Satisfaction and Work Engagement in Chinese Kindergarten Teachers: Vocational Delay of Gratification as a Mediator. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2023.1114519>
- Zheng, J., Gu, Y., Wang, Y., & Xie, H. (2022). Exchange Relationships and Helping Behavior: An Empirical Analysis of Data From CGSS2015. *Psychology Research and Behavior Management*, Volume 15, 2011–2025. <https://doi.org/10.2147/prbm.s376464>
- Zuberi, M., & Khattak, A. (2021). Impact of Proactive Personality and Leader Member Exchange on Innovative Work Behavior: A Job Design Perspective. *International Journal of Innovation Science*, 13(5), 664–683. <https://doi.org/10.1108/ijis-11-2020-0251>