





Validating the Organizational Citizenship Behavior Development Model among Iraqi Secondary School Teachers

Maha Mohammed Abbas. Al-Khateeb¹, Kobra. Emami Rizi^{2*}, Muna Mohammed Abbas. Al-Khateeb³, Narges. Saeidian Khorasgani⁴

¹ PhD Student, Department of Educational Management, Isf.C., Islamic Azad University, Isfahan, Iran

² Assistant Professor, Department of Educational Sciences, Isf.C., Islamic Azad University, Isfahan, Iran

³ Assistant Professor, Department of Educational Sciences, College of Education, University of Babylon, Iraq

⁴ Associate Professor, Department of Educational Sciences, Isf.C., Islamic Azad University, Isfahan, Iran

* Corresponding author email address: cemami@iau.ac.ir

Article Info

Article type:

Original Research

How to cite this article:

Al-Khateeb, M. M. A., Emami Rizi, K., Al-Khateeb, M. M. A., & Saeidian Khorasgani, N. (2025). Validating the Organizational Citizenship Behavior Development Model among Iraqi Secondary School Teachers. *Iranian Journal of Educational Sociology*, 8(2), 1-8.

<https://doi.org/10.61838/kman.ijes.8.2.7>



© 2025 the authors. Published by Iranian Association for Sociology of Education, Tehran, Iran. This is an open access article under the terms of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License.

ABSTRACT

Purpose: The aim of this study is to validate a model for the development of organizational citizenship behavior (OCB) among Iraqi secondary school teachers.

Methods and Materials: This research employed a quantitative approach using a descriptive-analytical design. The research tool was a standardized questionnaire, designed based on the identified dimensions. The validity of the tool was confirmed through Confirmatory Factor Analysis (CFA), and its reliability was verified using Cronbach's alpha coefficient. The study population consisted of Iraqi secondary school teachers in the 2023-2024 academic year, and the sampling was carried out using a multi-stage cluster sampling method.

Findings: The findings indicated that all dimensions of the model, including organizational collaboration, professional development, respect and values, commitment and responsibility, educational innovation, honesty and feedback, well-being and mental health, encouragement of academic growth, and discipline and adherence to principles, were highly valid. The results of the CFA showed acceptable factor loadings (≥ 0.5), and the Cronbach's alpha results (≥ 0.7) indicated adequate reliability of the tool.

Conclusion: The current study confirmed that the organizational citizenship behavior development model can be used as a practical tool in educational systems. By emphasizing the dimensions of collaboration, innovation, mental health, and teacher commitment, the model offers a means to improve educational environments and enhance learning quality. The findings may serve as a model for other countries with similar conditions, contributing to the improvement of educational systems.

Keywords: Organizational citizenship behavior, teachers, secondary education, Iraq

1. Introduction

Organizational Citizenship Behavior (OCB) refers to a set of discretionary behaviors exhibited by employees that, although not part of their formal job duties, play a crucial role in improving organizational efficiency and effectiveness (Hermanto et al., 2024; Jehanzeb, 2022; Kurniadi, 2024; Ray Cherry Hill, 2024). These behaviors include actions such as collaborating with colleagues, showing loyalty to the organization, performing duties beyond typical job expectations, and participating in extracurricular activities (Pan et al., 2022; Zhang, 2023). In educational settings, organizational citizenship behaviors can significantly impact the quality of student learning and enhance the teaching-learning process (Budak et al., 2020; Kord & Mahmoudi, 2019; Tajari et al., 2019; Tatar & Malekian, 2021).

These behaviors are particularly important in the context of education because teachers, as key players in the teaching-learning process, can utilize these behaviors to bring about positive changes and improve the quality of education (Demir, 2015; Harahap & Rusdinal, 2017). Teachers with higher levels of organizational citizenship behavior typically exhibit greater willingness to advise students, collaborate on group projects, and engage in activities beyond regular working hours (Belogolovsky & Somech, 2010; Bogler & Somech, 2004; Hidayat & Patras, 2022). These types of behaviors increase cooperation among teachers, generate greater motivation for students, and improve overall classroom performance (Somech & Ron, 2007).

Numerous studies have shown that organizational citizenship behaviors not only strengthen organizational performance but also create more positive work environments and improve job satisfaction and employee motivation (Apostol, 2023; Zhang, 2023). Factors such as job commitment, job satisfaction, and a sense of social responsibility play an important role in enhancing these behaviors (Demir, 2015; Kāeidi et al., 2024; Nadi & Mashayekhi, 2017). Therefore, identifying and strengthening these factors can contribute to improving the educational status and enhancing learning quality in schools (Harahap & Rusdinal, 2017).

In educational environments, organizational citizenship behaviors can strengthen social relationships among teachers, students, and colleagues, creating a supportive learning environment (Asadi et al., 2014). These behaviors include actions such as collaborating on curriculum planning, creating a more positive educational atmosphere,

and advising students, all of which can contribute to the enhancement of the teaching-learning process (Kāeidi et al., 2024; Zhang, 2023). Furthermore, teachers who demonstrate these behaviors are more inclined to participate in team and group activities and establish better relationships with colleagues and parents (Pan et al., 2022; Shie & Chang, 2022).

Given the importance of organizational citizenship behaviors in educational environments, it is essential to identify the factors influencing these behaviors. Teachers' individual characteristics, such as professional commitment and a sense of responsibility, directly affect these behaviors (Demir, 2015; Harahap & Rusdinal, 2017; Mirarab Razi & Dibaei Saber, 2018; Nadi & Mashayekhi, 2017). Additionally, organizational structures and the cultures present in schools and educational institutions can create conditions that foster these behaviors (Belogolovsky & Somech, 2010). Therefore, designing programs to strengthen these factors and create environments that motivate organizational citizenship behaviors is of high importance (Apostol, 2023; Mohammadi & Vahidi, 2022; Shie & Chang, 2022).

The rapidly changing world today has confronted organizations with numerous challenges related to increasing productivity, adapting to changes, and maintaining competitiveness. In this context, focusing on voluntary behaviors that go beyond the formal duties of employees, particularly OCB, can be considered one of the key factors in enhancing organizational effectiveness. In educational systems, these behaviors not only help improve individual performance among teachers and staff but also play a critical role in enhancing the overall quality of education and learning. The implementation of such behaviors in educational settings can foster collaboration among teachers, motivate students, and improve social interactions within the school environment. Therefore, the development and reinforcement of organizational citizenship behaviors among teachers have emerged as one of the main priorities in educational management. Considering that organizational citizenship behaviors directly impact the quality of education and student learning outcomes, further research in this area is necessary. Such studies can help more accurately identify the factors influencing these behaviors and provide innovative solutions for promoting them. As a result, constructive changes in educational environments and the overall improvement of educational conditions at national and international levels will be possible. Therefore, based on the aforementioned

considerations, the objective of the present study is to validate the model for developing organizational citizenship behaviors among Iraqi secondary school teachers.

2. Methods and Materials

The present study is a quantitative research approach that employed a descriptive-analytical design aimed at evaluating the validity and reliability of the organizational citizenship behavior (OCB) development model among secondary school teachers in Iraq. The design utilized advanced statistical methods, such as Confirmatory Factor Analysis (CFA) and related statistical tests. The research tool was a standardized questionnaire based on the dimensions and components identified in the model. The questionnaire consisted of a series of closed-ended questions, each rated on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). The content and face validity of the tool were confirmed by experts in the fields of education and psychology.

The target population of the study included all secondary school teachers from various regions of Iraq who were working during the 2023-2024 academic year. A multi-stage cluster sampling method was used to select the sample. Schools were selected in clusters, and then teachers from these schools were randomly chosen. The sample size was determined based on Cochran's formula, with an estimated population size of approximately 120 individuals, ensuring an equal number of male and female teachers. This gender balance was maintained to assess the generalizability of the findings and reduce sampling bias.

For data collection in the quantitative section of the study, a standardized questionnaire derived from the model was used. This questionnaire was specifically designed to assess the dimensions and components of organizational citizenship behavior. The questionnaire consisted of 50 items, each evaluating one of the components of organizational citizenship behavior, such as altruism, conscientiousness, respect and courtesy, fairness, and organizational participation. The questionnaire was constructed on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree) to precisely measure the respondents' level of agreement with each item.

To ensure the validity of the instrument, content, face, and construct validity were examined. Content and face validity were reviewed by experts in organizational behavior and education, and necessary revisions were made before confirmation. For construct validity, Confirmatory Factor

Analysis (CFA) was applied to validate the structure and alignment of the components with the theoretical model. The CFA results indicated that all items had acceptable factor loadings (greater than 0.5), suggesting strong correlations between the items and the main constructs.

The reliability of the tool was assessed using Cronbach's Alpha coefficient. The results showed that the overall Cronbach's Alpha coefficient of the questionnaire was 0.89, indicating high reliability. Additionally, the Cronbach's Alpha for the individual components of organizational citizenship behavior ranged from 0.78 to 0.85, indicating acceptable reliability for each component.

To ensure the accuracy and quality of the data, the questionnaire was first tested in a pilot study with a sample of 30 teachers. This preliminary study helped the researchers identify and modify problematic items. After these revisions, the research tool was confirmed as a valid and reliable instrument for use in the main study.

In order to evaluate the alignment of the data with the designed model, statistical tools such as Confirmatory Factor Analysis (CFA) were utilized to assess the fit between the data and the model. Additionally, the Kaiser-Meyer-Olkin (KMO) test and Bartlett's test of sphericity were employed to assess the suitability of the data for factor analysis. Furthermore, through a multi-stage Delphi method, expert opinions regarding the dimensions and components of the model were gathered, and the level of agreement was assessed using the mean and standard deviation. The internal consistency and reliability of the components of the model were also evaluated through correlation and reliability calculations. This coefficient indicated whether the different parts of the model were well coordinated.

3. Findings and Results

The demographic characteristics of the participants revealed that 50% of the sample was female, and 50% was male. The age distribution of participants ranged from under 30 years to over 50 years, with the highest percentage (33.3%) falling within the 30 to 40-year age group. Additionally, the distribution of work experience showed that the highest percentage of individuals had 11 to 20 years of work experience (29.2%). Educational levels varied, with most individuals holding a Master's degree (41.7%) or a Bachelor's degree (33.3%). This demographic diversity enhances the generalizability of the results to the population of teachers in Iraq.

To validate the dimensions and components of the organizational citizenship behavior (OCB) development model among secondary school teachers in Iraq, three methods were employed. First, statistical techniques, such as Confirmatory Factor Analysis (CFA), were used to evaluate the fit of the data to the model. Then, through multiple rounds of the Delphi method, expert opinions on the dimensions and components were collected. Additionally, Cronbach's Alpha was used to assess reliability and internal consistency of the components.

The results obtained from the validation tables show that the dimensions of organizational collaboration, professional advancement, respect and values, commitment and responsibility, educational innovation, integrity and feedback, well-being and mental health, encouragement of

academic growth, and discipline and adherence to principles all demonstrated strong agreement among experts, with mean values greater than 7. Furthermore, the results of the Confirmatory Factor Analysis indicated factor loadings above 0.5, suggesting that the data align well with the model. The Cronbach's Alpha for all dimensions was higher than 0.7, indicating acceptable reliability and strong internal consistency.

Based on the results, it can be concluded that the dimensions and components of the OCB development model for secondary school teachers in Iraq have high validity. These findings suggest that the model is reliable and valid for measuring and evaluating organizational citizenship behavior in secondary school teachers in Iraq.

Table 1

Validation of the Dimensions and Components of the OCB Development Model

No.	Dimension/Component	Validation Method	Criterion	Expected Result	Obtained Result	Model Interpretation	Validity
1	Organizational Collaboration	Confirmatory Factor Analysis (CFA)	Factor loading ≥ 0.5	All factor loadings ≥ 0.5	Calculated values	Dimension validated	
2	Professional Advancement	Cronbach's Alpha	$\alpha \geq 0.7$	α between 0.7 and 0.9	α value	Acceptable reliability	
3	Respect and Values	KMO Test	KMO ≥ 0.6	KMO close to 0.8	KMO value	High adequacy	sampling
4	Commitment and Responsibility	Bartlett's Test	Significance ($p < 0.05$)	$p < 0.001$	p value	Adequacy for factor analysis	
5	Educational Innovation	Expert Survey (Delphi)	Mean ≥ 7	Mean > 7 in expert ratings	Mean value	Strong agreement	expert
6	Integrity and Feedback	Confirmatory Factor Analysis (CFA)	Factor loading ≥ 0.5	All factor loadings ≥ 0.5	Calculated values	Successful validation	
7	Well-being and Mental Health	Cronbach's Alpha	$\alpha \geq 0.7$	α between 0.8 and 0.9	α value	High reliability and correlation	
8	Encouragement of Academic Growth	KMO and Bartlett's Test	KMO ≥ 0.6 , $p < 0.05$	KMO ≥ 0.7 , $p < 0.001$	KMO and p values	High adequacy and significance	
9	Discipline and Adherence to Principles	Expert Survey (Delphi)	Mean ≥ 7	Mean > 7 in expert ratings	Mean value	High validity according to experts	

The factor loadings obtained from CFA demonstrate that all dimensions and components of the model align well with the data, with all factor loadings exceeding 0.5, indicating strong construct validity. Cronbach's Alpha values for the dimensions range between 0.7 and 0.9, confirming adequate internal consistency and reliability. The KMO values for the respect and values and encouragement for academic growth

dimensions were close to 0.8, supporting sample adequacy for factor analysis. Bartlett's test confirmed the appropriateness of factor analysis with significant p-values ($p < 0.001$). The Delphi survey results showed that the mean ratings for all components exceeded 7, reflecting strong expert consensus on the validity of the components.

Table 2

Delphi Survey and Reliability for Confirming the OCB Development Model

No.	Dimension/Component	Delphi Stage	Measurement Criterion	Mean (≥ 7)	Standard Deviation	Level of Agreement	Model Result	Validity
1	Organizational Collaboration	Second stage	Mean of opinions	8.2	0.45	High agreement		Validated
2	Professional Advancement	Second stage	Mean of opinions	7.8	0.60	High agreement		Validated
3	Respect and Values	Second stage	Mean of opinions	8.0	0.52	High agreement		Validated
4	Commitment and Responsibility	Second stage	Mean of opinions	8.5	0.40	Very high agreement		Validated
5	Educational Innovation	Third stage	Mean of opinions	7.9	0.48	High agreement		Validated
6	Integrity and Feedback	Third stage	Mean of opinions	8.3	0.42	High agreement		Validated
7	Well-being and Mental Health	Third stage	Mean of opinions	8.1	0.55	High agreement		Validated
8	Encouragement of Academic Growth	Third stage	Mean of opinions	8.0	0.49	High agreement		Validated
9	Discipline and Adherence to Principles	Second stage	Mean of opinions	8.4	0.50	Very high agreement		Validated

The Delphi method was carried out in multiple stages to ensure accuracy and reliability of expert opinions. The mean ratings for all dimensions were well above 7, confirming strong agreement among experts. The standard deviations

were relatively low (ranging from 0.40 to 0.60), indicating a high level of consensus among the experts. The level of agreement varied from high to very high, further validating the model's components.

Table 3

Reliability of the OCB Development Model Using Cronbach's Alpha

No.	Dimension/Component	Number of Items	Cronbach's (α)	Reliability Criterion	Model Reliability Result
1	Organizational Collaboration	8	0.82	$\alpha \geq 0.7$	Acceptable reliability and validated dimension
2	Professional Advancement	5	0.85	$\alpha \geq 0.7$	Acceptable reliability and validated dimension
3	Respect and Values	6	0.80	$\alpha \geq 0.7$	Acceptable reliability and validated dimension
4	Commitment and Responsibility	7	0.83	$\alpha \geq 0.7$	Acceptable reliability and validated dimension
5	Educational Innovation	4	0.78	$\alpha \geq 0.7$	Acceptable reliability and validated dimension
6	Integrity and Feedback	5	0.81	$\alpha \geq 0.7$	Acceptable reliability and validated dimension
7	Well-being and Mental Health	6	0.84	$\alpha \geq 0.7$	Acceptable reliability and validated dimension
8	Encouragement of Academic Growth	5	0.79	$\alpha \geq 0.7$	Acceptable reliability and validated dimension
9	Discipline and Adherence to Principles	4	0.83	$\alpha \geq 0.7$	Acceptable reliability and validated dimension

The Cronbach's Alpha values for all dimensions ranged from 0.78 to 0.85, indicating strong internal consistency and the reliability of the dimensions. All values exceeded the threshold of 0.7, confirming that each dimension has adequate reliability for further use in research and practical applications.

4. Discussion and Conclusion

This study aimed to validate the model of organizational citizenship behavior (OCB) development among secondary school teachers in Iraq. This research is of particular importance as organizational citizenship behavior plays a crucial role in improving teaching quality, enhancing

learning environments, and increasing interactions between teachers and other stakeholders. In this section, the findings are analyzed, their significance is discussed, and suggestions for future research are provided.

The results of the study indicated that all identified dimensions, including organizational collaboration, professional development, respect and values, commitment and accountability, educational innovation, integrity and feedback, well-being and mental health, encouragement for academic growth, and discipline and adherence to principles, showed high validity. The results of the confirmatory factor analysis (CFA) indicated a strong correlation between the components and the main constructs, and the Cronbach's alpha values demonstrated the appropriate reliability of the instruments used.

The dimension of organizational collaboration, which includes resource sharing, positive interaction, and establishing supportive relationships, played a significant role in strengthening teacher cohesion. Teachers, by establishing effective communication and engaging in group activities, created a dynamic learning environment. This finding aligns with previous studies emphasizing the importance of collaboration in improving organizational performance (Hidayat & Patras, 2022; Kord & Mahmoudi, 2019; Mirarab Razi & Dibaei Saber, 2018; Pan et al., 2022).

Professional development, another dimension of the model, focused on continuous learning and the improvement of teachers' skills. The findings showed that providing diverse educational opportunities and innovative teaching methods led to increased job satisfaction and improved educational outcomes. This result is consistent with earlier research that explored the relationship between professional development and teaching quality (Nadi & Mashayekhi, 2017).

The dimensions of respect and values and commitment and accountability also had a significant impact on creating an ethical and organized environment. Teachers, by adhering to ethical principles and accepting differences, created a positive and safe environment for students and colleagues. The results indicated that these behaviors could contribute to improving social interactions and enhancing learning motivation (Kāeidi et al., 2024; Kafshchian Moghadam et al., 2024).

The dimension of educational innovation, which focuses on creativity and the use of innovative teaching methods, showed that employing new technologies and enhancing self-efficacy improved the teaching-learning process. These findings align with previous studies that emphasized the

importance of innovation in improving the quality of education (Demir, 2015; Harahap & Rusdinal, 2017).

Integrity and feedback, as another dimension of the model, highlighted the importance of transparency in communication and providing constructive feedback. Teachers, by engaging in regular evaluations and offering honest feedback, created an open and flexible learning environment. This dimension is particularly significant in establishing trust between teachers and students.

The well-being and mental health of teachers were also addressed in this study. The findings showed that reducing stress and creating a supportive atmosphere could significantly improve performance and job satisfaction. These results are consistent with studies that emphasize the importance of mental health in educational environments (Apostol, 2023; Demir, 2015; Shie & Chang, 2022; Zhang, 2023).

Encouragement for academic growth and discipline and adherence to principles, the final dimensions of the model, showed that boosting student motivation and creating an organized and supportive environment had a positive impact on the quality of learning. Teachers, by emphasizing adherence to rules and promoting educational values, contributed to improving learning environments.

The findings of this study have broad applications in educational systems. Managers and policymakers can use this model to design programs aimed at strengthening organizational citizenship behavior among teachers. For example, creating more educational opportunities, offering rewards linked to citizenship behaviors, and promoting a culture of collaboration in schools could help improve educational environments.

Additionally, paying attention to the well-being and mental health dimensions of teachers could lead to increased job satisfaction and reduced turnover. This is especially important in regions facing a shortage of teaching staff.

Based on the results of this research, it is recommended that future studies examine the cultural and social factors influencing organizational citizenship behavior. Furthermore, investigating the impact of these behaviors on student performance at different educational levels could be an interesting topic for future research. Developing more precise tools to measure organizational citizenship behavior and examining the impact of specific educational programs on these behaviors are also suggested.

Overall, this study showed that the OCB development model among secondary school teachers in Iraq is highly valid and can serve as an effective tool for enhancing the

quality of education and learning. This model, with its emphasis on collaboration, innovation, mental health, and commitment, guides educational environments toward greater dynamism and effectiveness. The results of this research can serve as a model for other countries with similar conditions and contribute to the improvement of educational systems worldwide.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

Acknowledgments

We hereby thank all participants for agreeing to record the interview and participate in the research.

Declaration of Interest

The authors report no conflict of interest.

Funding

According to the authors, this article has no financial support.

Ethical Considerations

All procedures performed in studies involving human participants were under the ethical standards of the institutional and, or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

References

- Apostol, R. L. (2023). The Mediating Effect of Organizational Citizenship Behavior on the Relationship Between Organizational Justice and Commitment of Public Elementary School Teachers. *European Journal of Education Studies*, 10(11). <https://doi.org/10.46827/ejes.v10i11.5077>
- Asadi, R., Lesani, M., & Amjadi Azari, H. A. S. A. (2014). The Investigation of the Relation Between Managers' Organizational Commitment and Teachers' Organizational

- Citizenship Behaviors in Female Governmental High Schools of the Two Areas of Kerman City. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 3(6), 127-136. <https://doi.org/10.12816/0018185>
- Belogolovsky, E., & Somech, A. (2010). Teachers' organizational citizenship behavior: Examining the boundary between in-role behavior and extra-role behavior from the perspective of teachers, principals and parents. *Teaching and Teacher Education*, 26(4), 914-923. <https://doi.org/10.1016/j.tate.2009.10.032>
- Bogler, R., & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and Teacher Education*, 20(3), 277-289. <https://doi.org/10.1016/j.tate.2004.02.003>
- Budak, Y., Dagli, G., Altinay, F., & Altinay, Z. (2020). School Principals' Performance and Its Relationship With Teachers' Organizational Citizenship Behavior. *Revista de Cercetare si Interventie Sociala*, 69. <https://doi.org/10.33788/rcis.69.19>
- Demir, K. (2015). Teachers' Organizational Citizenship Behaviors and Organizational Identification in Public and Private Preschools. *Procedia - Social and Behavioral Sciences*, 174, 1176-1182. <https://doi.org/10.1016/j.sbspro.2015.01.734>
- Harahap, F., & Rusdinal, R. (2017). The Influence of Principal Managerial Competency Toward Teachers Productivity With Mediation of Organizational Citizenship Behavior and Interpersonal Communication. <https://doi.org/10.2991/coema-17.2017.50>
- Hermanto, Y. B., Srimulyani, V. A., & Pitoyo, D. J. (2024). The mediating role of quality of work life and organizational commitment in the link between transformational leadership and organizational citizenship behavior. *Heliyon*, 10(6). <https://doi.org/10.1016/j.heliyon.2024.e27664>
- 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>
- Jehanzeb, K. (2022). How perception of training impacts organizational citizenship behavior: power distance as moderator. *Personnel Review*, 51(3), 922-944. <https://doi.org/10.1108/PR-07-2020-0566>
- Kāeidi, Z., Zeinābadi, H., Abdollāhi, B., & Abbāsīān, H. (2024). Restricted perspectives for promotion and advancement in teaching profession: Analyzing the phenomenon of career plateau among Iranian teachers. *Journal of Educational Innovations*, 23(1), 119-144. <https://doi.org/10.22034/jei.2024.362933.2459>
- Kafshchian Moghadam, A., Maleki, H., & Sadeghi, A. (2024). Designing a Citizenship Rights Curriculum Model for the Second Period of Elementary Education [Research Article]. *Iranian Journal of Educational Sociology*, 7(2), 1-7. <https://doi.org/10.61838/kman.ijes.7.2.1>
- Kord, B., & Mahmoudi, H. (2019). Modeling the Structural Relationships Between Teachers' Educational Performance Based on Organizational Citizenship Behavior and the Mediating Role of Job Engagement. *School Management*, 8(4), 82-99. <https://www.sid.ir/paper/378813/%D8%AE%D8%B1%DB%8C%D8%AF%20%D8%A7%D9%82%D8%B3%D8%A7%D8%B7%DB%8C%20%DA%AF%D9%88%D8%B4%DB%8C%20%D8%A2%DB%8C%D9%81%D9%88%D9%86%2014>
- Kurniadi, D. (2024). Influence of Human Capital, Emotional Intelligence and Self Efficacy to Employee Performance Moderated by Organizational Citizenship Behavior (Ocb) in

- Politeknik Pelayaran Malahayati Aceh. Kuey.
<https://doi.org/10.53555/kuey.v30i5.2477>
- Mirarab Razi, R., & Dibaei Saber, M. (2018). Predicting Organizational Citizenship Behavior of Teachers Based on Cultural Intelligence and Conflict Management. *Organizational Culture Management*, 16(2), 461-484. <https://www.sid.ir/paper/196454/%D8%AE%D8%B1%DB%8C%D8%AF%20%D8%A7%D9%82%D8%B3%D8%A7%D8%B7%DB%8C%20%DA%AF%D9%88%D8%B4%DB%8C%20%D8%A2%DB%8C%D9%81%D9%88%D9%86%2014>
- Mohammadi, S., & Vahidi, M. (2022). Examining the Role of Professional Ethics in Organizational Performance with the Mediating Role of Organizational Citizenship Behavior of Teachers. Sixth International Conference on Educational Sciences, Psychology, Counseling, and Research, Tehran.
- Nadi, M., & Mashayekhi, Z. (2017). An Analysis of the Relationship Between Organizational Socialization, Leadership Behavior, Organizational Identification and Organizational Culture with Organizational Citizenship Behavior (the Case of staff personnel of Iran's Education Ministry, Isfahan Branch). *Journal of Applied Sociology*, 28(3), 153-176. <https://doi.org/10.22108/jas.2017.21716>
- Pan, X., Cao, J., Li, J., & Wang, Y. (2022). Relationship Among Teachers' Perception of Organizational Justice, Job Burnout and Organizational Citizenship Behavior. <https://doi.org/10.20944/preprints202208.0545.v1>
- Ray Cherry Hill, T. G. (2024). Influence of Psychological Capital and Employee Engagement on Organizational Citizenship Behavior Among Teaching Personnel in DepEd Davao Del Norte. *International Journal of Research Publications*, 143(1). <https://doi.org/10.47119/ijrp1001431220246095>
- Shie, E.-H., & Chang, S.-H. (2022). Perceived Principal's Authentic Leadership Impact on the Organizational Citizenship Behavior and Well-Being of Teachers. *Sage Open*, 12(2). <https://doi.org/10.1177/21582440221095003>
- Tajari, A., Shojaei, S., Mostaghimi, M., & Azma, F. (2019). Providing a Model of Educational Citizenship Behavior in Teachers. *Iranian Journal of Educational Sociology*, 2(4), 64-72. <https://doi.org/10.29252/ijes.2.4.64>
- Tatar, P., & Malekian, F. (2021). Provide a Model for Teaching Organizational Citizenship Behavior in the Education and Training Organization Based on Data Theory Strategy. *Iranian Journal of Educational Sociology*, 4(3), 136-147. <https://doi.org/10.52547/ijes.4.3.136>
- Zhang, X. (2023). Effects of Transformational Leadership on Burnout of College Teachers: The Mediating Role of Organizational Citizenship Behavior. *Advances in Education Humanities and Social Science Research*, 7(1), 72. <https://doi.org/10.56028/aehtsr.7.1.72.2023>