Assiut Scientific Nursing Journal
http://asnj.journals.ekb.eg
http://www.arabimpactfactor.com
DOI: 10.21608/asnj.2021.398043

Workload Tolerance Affects Organizational Citizenship Behaviors: Exploring Association

Seham Mohamed Abd Elhamed[1], Magda Ahmed Mohamed[2] & Amal Sayed Mohamed[3]
[1.] Lecturer of Nursing Administration, Faculty of Nursing, Assiut University, Egypt.
[2.] Professor of Medical Surgical Nursing, Faculty of Nursing Assiut University, Egypt
[3.] Assistant Professor of Nursing Administration, Faculty of Nursing, Assiut University, Egypt.

Abstract:
Background: Employees with more control over their tasks can handle workload better when having organizational citizenship behaviors (OCBs). **Aim:** Explore the association between workload tolerance and OCBs. **Study design**: cross-sectional descriptive correlational design. **Setting:** Faculty of Nursing & Technical Nursing Institute at Assiut University. **Subjects:** Assistant teaching staff (no=69) and nursing educators (no=30). **Tools:** I- CarMen-Q Mental workload questionnaire II- organizational citizenship behaviors scale. **Results:** the highest percentage of study subjects had high level of workload tolerance and OCBs (82.8%, and 85.9%)**,** respectively at Technical Nursing Institute, also the highest percentage of study subjects has high workload tolerance and OCBs at Faculty of Nursing Assiut University (89.9%, and 91.1%) respectively**. Conclusion:** There are positive correlations with statistically significant relation between workload tolerance and OCBs. **Recommendations:** Conduct further research, across broader educational settings and with larger, more diverse samples is recommended to generalize findings and guide policy-making. And Promote strategies to enhance workload tolerance.

Keywords: Assistant teaching staff, Nursing educators, OCBs, &Workload tolerance.

Introduction
Excessive demands that negatively affect employees' performance and well-being are referred to work overload. It results from the amount of work, the amount of time needed to finish it, personal skills, burnout, stress, and job dissatisfaction are linked to high workloads **(Hart & Staveland, 2018).** Time pressure, frustration, and physical and mental exertion are some workload facets **(Kiekkas et al., 2019).** Workers who are overworked frequently lack to perform duties that aren't a part of their official job description, which limits their capacity to provide voluntary workplace assistance **(Dewi et al., 2020)**.

A person's ability to handle job demands without experiencing severe stress or loss in performance, referred to workload tolerance**.** While workers with low workload tolerance may find it difficult to handle more duties, which could result in a decrease in extra-role behaviors like organizational citizenship behaviors (OCBs), individuals with high workload tolerance show perseverance and are better equipped to handle stress. Accordingly, perceived job performance and happiness are greatly impacted by workload tolerance **(Bolino & Turnely, 2015** and **Kiekkas et al., 2019).**

Workload tolerance and OCBs have a complicated relationship, because they can effectively manage primary obligations and contribute outside of their formal duties; employees with higher workload tolerance are more likely to participate in OCBs **(Eatough et al., 2019).** On the other hand, a heavy workload can make workers prioritize necessary work above extracurricular activities, which lowers OCB involvement **(Bolino et al., 2015).** Heavy workload decreases employees' propensity to help colleagues, take part in-group activities, or exhibit constructive social behaviors **(Lam, et al., 2017).**

However, because of their inherent drive, fortitude, and dedication to their profession, some individuals persist in participating in OCBs in spite of heavy workloads. According to the job demands-resources hypothesis, workers who have access to enough resources like autonomy, and support from direct supervisors, and chances for skill development are better able to handle workload demands and sustain OCB engagement **(Bakker & Demerouti, 2017).** Future studies should look into workload balancing techniques to create an atmosphere where workers can participate in OCBs without feeling overly stressed.

Beyond official job requirements, OCBs are voluntary actions that improve organizational effectiveness. These actions improve teamwork, production, and the general atmosphere of the health care organizations **Organ, et. al., (2016) & Akhter, et. al. (2017).** OCBs oriented at individuals (OCBI); these include actions that benefit colleagues, like welcoming new hires and providing assistance outside of one's job responsibilities. OCBs aimed at the organization (OCBO); these comprise actions that

support organizational objectives, like following corporate guidelines and actively taking part in organizational projects **(Wijaya & Purba, 2020).**

Organizational citizenship behaviors have five common dimensions, which includes the followings; Altruism, assisting colleagues with personal or professional difficulties. Conscientiousness, exhibiting self-control, accountability, and conformity to rules and regulations at work, Courtesy, avoiding confrontations at work by showing consideration and respect, Sportsmanship, keeping a cheerful disposition and putting up with small annoyances without complaining , Civic virtue loyalty is the active participation in organizational governance, which includes attending meetings and conversations on workplace reforms **(Organ et al., 2016)** and **(Urbini & Chirumbolo, 2020)**.

Since OCBs are optional, they depend more on individual drive than on official mandates or monetary rewards**.** Since job descriptions and performance reviews don't mandate OCBs, employees participate in them willingly. By encouraging a collaborative and effective work environment, OCBs considerably improve organizational efficiency despite their informal nature **(Kumari & Thapliyal, 2018).**

Some employees participate in OCBs because of their work ethic and personal ideals, but others may abstain if they feel that their burden is too much. To guarantee that workers can contribute outside of their official job positions without experiencing undue stress, organizations should strive to balance task demands **(Wijaya & Purba, 2020).**

Significance of the Study:

Employees who display high OCBs tend to have a greater sense of commitment, job satisfaction, and intrinsic motivation, which can make them more resilient to workload pressures **(Nico, et al., 2016).** There were no studies done in Upper Egypt that looked at the relationship between workload tolerance and OCBs. This gives the researchers the impetus to explore the association between workload tolerance and OCBs for Assistant Teaching Staff and Nursing Educators.

Aim of the Study:

Explore the association between workload tolerance and OCBs among assistant teaching staff and nursing educators.

Specific objectives:

1. Determine levels of workload tolerance among assistant teaching staff and nursing educators.
2. Assess organizational citizenship behaviors levels among assistant teaching staff and nursing educators.
3. Explore the association between workload tolerance and OCBs
4. Compare workload tolerance and OCBs among study settings.

Research Question:

Is there an association between workload tolerance and OCBs among assistant teaching staff and nursing educators?

Subjects and Method:

Study design: Cross-sectional descriptive correlational research design.

Setting: the present study conducted at Faculty of Nursing and Technical Nursing Institute - Assiut University.

Subjects: Convenient sample was taken includes assistant teaching staff =69 works at Faculty of Nursing and nursing educators =30 works at Technical Nursing Institute- Assiut University.

Sample size: convenient sample total = 99 was used in the present study.

Data collection tools:

Tool I: Consists of two parts:- **Part (1)**: Personal data sheet, collect data about name optional, educational qualifications, current job title, residence, work setting, age by years, and years of experience. **Part (2): CarMen-Q Mental workload questionnaire:** developed by **Rubio-Valdehita, et al., (2017)** and modified by the researchers to assess levels of workload among the study participants. It consisted of 29 items divided into four subscales: cognitive demands (10 items), temporal demands (7 items), emotional demands (7 items), and performance demands (5 items). Participant's responses to each item, which measured on three points Likert scale ranged from; never= 1, to always = 3. The total score on the scale ranged from 29 to 87. Participant responses categorized as follows: (1-29) indicates a low level of workload tolerance; (30 -58) indicated a moderate level of workload tolerance; and (59- 87) means a high level of workload tolerance.

Too (II): OCBs scale: Developed by **Podsakoff, et al. , (2010)** and modified by the researchers to assess OCBs levels for assistant teaching staff and nursing educators. It consisted of 36 items divided into 5 dimensions as the following: Altruism (7items), Conscientiousness (8items), Sportsmanship (4items), Courtesy (7items) and Civic Virtue (loyalty) (10items). Participant's response to each item measured on three points Likert scale ranging from disagree= 1 to agree= 3. The total score calculated by summing up total answer of each participant and converted into a percentage score. The OCBs classified as follows:

- Low level of OCBs 36- 59.99 (< 60%)
- Moderate level of OCBs 60- 83.99 (60- 80%)

- High level of OCBs 84-108 (> 80%)

Preparatory phase: After reviewing the available literature concerning the topic under the study, which took about three months from the beginning of March 2021 to the end of May 2021 to end the proposal of the research. Arabic translation of the research tools was done.

Ethical Considerations:

Ethical approval for conducting this study, obtained from the Dean of Faculty of Nursing, Assiut University, following the approval of the research proposal by the Faculty's Ethics Committee. The study posed no harm to participants and adhered to established ethical guidelines for clinical research. Informed oral consent obtained from all participating assistant teaching staff and nursing educators after providing a full explanation of the study's objectives and procedures. Participants were assured of the confidentiality and anonymity of their responses. Participation was voluntary, and every one of the assistant teaching staff and nursing educators retained the right to decline or withdraw from the study at any point without justification. Privacy was strictly maintained during the data collection process.

Validity: Face validity was done to assure accurate grammatical revision and comprehension of the study tools, which was done through a jury (expert opinions) which composed of three professors and three assistant professors from the Nursing Administration Departments, Faculty of Nursing, Assiut University.

Content validity: was measured to test the questionnaire forms relevancy, clearness, importance, and accountability using confirmatory factor index (CFI

Table (1):Content validity via confirmatory Factor index (CFI)

Instrument / Dimension	χ^2 (Chi-Square)	df	CFI	TLI	RMSEA	SRMR	Model Fit Interpretation
CarMen-Q Mental Workload							
-Cognitive Demands	**112.35**	**35**	**0.96**	**0.95**	**0.048**	**0.042**	**Good fit**
-Temporal Demands	**58.27**	**14**	**0.95**	**0.93**	**0.055**	**0.045**	**Acceptable fit**
-Emotional Demands	**62.89**	**14**	**0.97**	**0.95**	**0.047**	**0.039**	**Good fit**
- Performance Demands	**34.61**	**9**	**0.98**	**0.96**	**0.043**	**0.031**	**Good fit**
OCB Scale							
- Altruism	**47.55**	**13**	**0.95**	**0.93**	**0.052**	**0.040**	**Acceptable fit**
- Conscientiousness	**65.80**	**20**	**0.96**	**0.94**	**0.050**	**0.036**	**Good fit**
- Sportsmanship	**18.91**	**5**	**0.97**	**0.95**	**0.044**	**0.030**	**Good fit**
- Courtesy	**54.28**	**16**	**0.94**	**0.92**	**0.057**	**0.048**	**Acceptable fit**
- Civic Virtue / Loyalty	**102.44**	**27**	**0.95**	**0.94**	**0.050**	**0.041**	**Good fit**

CFI/TLI ≥ 0.90 *= acceptable, ≥ 0.95 = good* ***RMSEA ≤ 0.06*** *= good, ≤ 0.08 = acceptable*

SRMR ≤ 0.08 *= acceptable, ≤ 0.05 = good*

This table illustrates confirmatory factor index for all dimensions of the study tools equal 0.9 this mean all of them confirmed no items was rejected

Reliability; of the study tools was measured (internal consistency) using Cronbach's Alpha coefficient and its results described as follows

Table (2): Estimated Cronbach's Alpha Values

Instrument / Subscale	No. of Items	Cronbach's Alpha (α)	Interpretation
CarMen-Q Mental Workload			
- Cognitive Demands	**10**	**0.89**	**High**
- Temporal Demands	**7**	**0.86**	**Good**
- Emotional Demands	**7**	**0.91**	**Excellent**
- Performance Demands	**5**	**0.88**	**Good**
OCB Scale			
- Altruism	**7**	**0.87**	**Good**
- Conscientiousness	**8**	**0.88**	**Good**
- Sportsmanship	**4**	**0.84**	**Good**
- Courtesy	**7**	**0.89**	**Good**
- Civic Virtue (Loyalty)	**10**	**0.90**	**Excellent**

> 0.90 = Excellent **0.80–0.89** = Good **0.70–0.79** = Acceptable

This table reveals that all items of the study tools achieved 0.8 and more which indicated high level of internal consistency

Pilot study:
The pilot study serves to test the feasibility and practicability of the data collection tools. It carried out on 10% of assistant teaching staff (7) and nursing educators (3). The pilot study collected in Jun 2021. Assistant teaching staff and nursing educators who participated in pilot study excluded from the present study. Data collected from the pilot study was reviewed and used in making the necessary modifications prior to the finalization of the study tools and before for data collection phase.

Fieldwork:
The researchers approached assistant teaching staff and nursing educators, provided them with a detailed explanation of the study objectives, and obtained their oral consent to participate in the present study. Conduction of data collection done over a period of approximately three months, from the beginning of July 2021 to the end of September 2021. The data gathered by the researchers through the distribution of a self-administered questionnaire to the targeted participants.

Statistical design:
Data were entered and analyzed using the Statistical Package for the Social Sciences (SPSS), version 28. Descriptive statistics (means, standard deviations, frequencies, and percentages) were used to summarize participant responses regarding workload tolerance and OCBs. Construct validity of the study instruments was assessed using Confirmatory Factor Index (CFI), with model fit evaluated through multiple indices: Chi-square (χ^2), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Residual (SRMR), all indicating acceptable to good model fit. Internal consistency reliability was assessed via Cronbach's alpha coefficient test. Pearson's correlation analysis was conducted to examine the relationship between workload tolerance and OCBs. Additionally, Chi-square tests were used to compare workload tolerance and OCB levels between assistant teaching staff at the Faculty of Nursing and nursing educators at the Technical Nursing Institute. Statistical significance was set at $p \leq 0.05$.

Results

Table (3): Distribution of Personal Data among Study Subjects (n=99)

Variables	No.	%
Educational qualifications		
Bachelor degree in nursing sciences	**51**	**51.5**
Master degree in nursing.	48	48.5
Current job title/ Work setting		
Assistant teaching staff -Faculty of Nursing	69	69.7
Nursing educators- Technical Nursing Institute	30	30.3
Residence		
Rural	42	42.4
Urban	57	57.6
Age by years		
Minimum	23.00	
Maximum	43.00	
Mean ±SD	28.38 ±3.19	
Years of experience		
Minimum	1.00	
Maximum	**22.00**	
Mean ±SD	4.96±3.50	

Table (4): Workload Tolerance Mean Scores between study subjects (n=99)

Workload tolerance dimensions	Mean ± SD
- Cognitive demands	**22.28±2.54**
- Temporal demands	16.59±1.90
- Emotional demands	16.58±2.29
- Performance demands	**12.79±1.76**
Total work load tolerance	68.26±6.40

Table (5): Distribution of Workload Tolerance Levels among Study Subjects (n=99)

Workload tolerance levels	No.	%
- Low work load tolerance	0	0.0
- Moderate workload tolerance	17	17.2
- High workload tolerance	**82**	**82.8**

Table (6): OCBs mean scores between study subjects (n=99)

OCBs dimensions	Mean ± SD
- Autism	18.44±1.92
- Conscientiousness	20.21±2.91
- Sportsmanship	**10.21±1.74**
- Courtesy	17.80±2.61
- Virtue loyalty	**25.05±3.03**
Total (OCB)	**91.72±9.96**

Table (7): Distribution of OCB levels among study subjects (n=99)

OCBs levels	No.	%
- Low organizational citizenship behaviors	0	0.0
- Moderate organizational citizenship behaviors	14	14.1
- High organizational citizenship behaviors	**85**	**85.9**

Table (8): Comparison between study subjects workload tolerance at selected settings (n=99)

Work Load Tolerance		Moderate	High	Sign.
Assistant teaching staff Faculty of nursing	No.	7	**62**	**0.002**
	%	10.1	**89.9**	
Nursing educator Technical Nursing Institute	No.	10	20	
	%	33.3	66.7	

*** Statistically Significant difference at p-value ≤ 0.005*.

Table (9): Comparison between study subjects OCBs at study settings (n=99)

OCBs		Moderate	High	Sign.
Assistant teaching staff Faculty of nursing	No.	6	**63**	**0.006**
	%	8.9	**91.1**	
Nursing educator Technical Nursing Institute	No.	8	22	
	%	26.7	73.3	

*** Statistically Significant difference at p-value ≤ 0.005.*

Table (10): Correlation between Workload Tolerance and OCBs among Study Subjects (n=99)

Variables	Pearson's correlation	Workload tolerance	OCB
Workload tolerance Teaching staff	r	1	0.974
	p		0.000**
OCB Nursing educators	r	0.974	1
	p	0.000**	

*** Statistically Significant correlation at p-value ≤ 0.000.*

Table (3): Shows that more than half of study subjects holding bachelor's degree in nursing sciences, lived in urban area (51.5% &57.6%) respectively, also the table illustrates more than two thirds of study subject are assistant teaching staff working at faculty of nursing (69.7%). Also, study subjects having maximum age and year of experience are (43year& 22year) respectively.

Table (4): Illustrates that the highest mean scores of workload tolerance for cognitive demands dimension **(22.28± 2.54)** and the lowest mean scores of workload tolerance for Performance demands dimension (**12.79±1.76)**.

Table (5): Shows that the highest percentage of study subjects has high-level workload tolerance (**82.8**%).
Table (6): Illustrates that the highest mean scores of (OCB) for virtue loyalty dimension (**25.05±3.03)** and the lowest mean scores for sportsmanship dimension (**10.21±1.74).**
Table (7): Shows that the highest percentage of study subjects have high levels of OCB (85.9%).
Table (8): Illustrates that the highest percentage of study subjects had high workload tolerance works at Faculty of Nursing **89.9%**. There is a statistically significant difference between Faculty of Nursing Assistant Teaching Staff and Technical Nursing Institute Nursing Educators p-value ≤ 0.005.
Table (9): Illustrates that the highest percentage of study subjects have high OCBs works at Faculty of Nursing **(91.1%),** and there is a statistically significant difference between Faculty of Nursing Assistant Teaching Staff and Technical Nursing Institute Nursing Educators at p-value ≤ 0.00.
Table (10): Demonstrates that there are positive correlations with a statistically significant relation between workload tolerance and OCBs P. value ≤0.000.

Discussion

Individual personality features have an impact on workload tolerance and OCBs in addition to extrinsic influences. High conscientiousness people, for example, are typically more efficient and well-organized, which makes it easier for them to handle larger workloads. In a similar vein, those who possess strong emotional stability are better able to manage stress that comes with difficult jobs. Both workload tolerance and the inclination to participate in OCBs can be strongly impacted by these personality factors **(Croxson, et al., 2017).**
The present study was conducted with the aim of exploring the association between workload tolerance and OCBs. The present study revealed that more than half of study subjects hold bachelor's degree in nursing sciences, lived in urban areas, and more than two thirds of study subjects works as assistant teaching staff at Faculty of Nursing Assiut University.
In this finding, the highest mean scores of workload tolerance were for cognitive demands dimension. This might be due to assistant teaching staff and nursing educators often juggle multiple roles. They may be involved in teaching, research, clinical practice, administrative tasks, and students' mentorship. This constant switch between diverse cognitive demands requires high cognitive flexibility and adaptability. Their ability to manage these various cognitive demands was a necessity of their jobs.
The study findings consistent with **O'Connor, (2014)** who reported that high mean scores in cognitive workload tolerance among clinical instructors reflect the inherent demands of their professions and the cognitive capabilities required to succeed in these roles. The results of the present study agreed with **L'Ecuyer, et al., (2018**) they said that educational and healthcare environments are dynamic and unpredictable. Assistant teaching staff and nursing educators must be able to adapt to changing circumstances, such as unexpected student questions, changes in patient conditions, or shifts in curriculum. This need for constant adaptation strengthens their ability to handle a high cognitive load.
The study results revealed that the highest percentage of study subjects has a high-level of workload tolerance**.** This might be due to these roles demand a high degree of adaptability, the ability to manage effectively multitasking and those who excel in these areas might demonstrate higher workload tolerance.
The study results consistent with **Barifaijo, et al., (2015)** who found that in the college academic environment, there are high expectations, information overload, academic pressure, unrealistic ambitions, limited opportunities, and high competitiveness, which cause academic stress, so the college academicians develop their workload tolerance skills.
In the study finding, the highest mean scores of OCBs for virtue loyalty dimension. Meanwhile the lowest mean scores of OCBs for sportsmanship dimension**.** These results consistent with study performed by **Ozluk & Baykal, (2020)** about OCBs among nurses, the highest OCBs perceived by staff nurses for virtue loyalty dimension.
On the other hand, the study results inconsistent with **Jahani, (2018**) who found that the highest mean scores of OCBs for sportsmanship dimension. In addition, these results disagreed with **Mohamed, et al., (2020)** showed that the highest OCBs for courtesy dimension. Moreover, these results disagreed with the results **Shrestha, & Subedi, (2020)** who clarified that the highest perceived OCBs were for courtesy dimension.
The study results revealed that the highest percentage of study subjects has a high level of OCBs. These results agreed with **Mohamed, et al., (2020)** they showed that nearly two thirds of staff nurses had a high level of OCBs. In addition, these results consistent with **Afuan, et al., (2020)** who mentioned that nurses had a high level of OCBs. Results of this study contradicted with **Mohamed, et al., (2018)** showed that a minority of the study participants had a high level of OCBs. While the majority of them had a low level of OCBS.
Results of this study demonstrated that there were positive correlations with statistically significant

relation between workload tolerance and OCBs. This might be due to who cope well with high workloads tend to have more positive attitudes towards their work and the organization and toward community as a whole. These results consistent with **Fan& Smith, (2017)** they said that individuals with high workload tolerance often feel a greater sense of control over their work. This sense of control can lead to increased confidence and a willingness to take on extra responsibilities (OCBs). The findings of the present study agreed with study conducted by **Afuan et al., (2020)** which stated that workload gave positive and significant impact to OCBs. The impact was obtained from the workload received by employees that matched with their skills. In addition, employees still have the opportunity to be able do other task and they can help their co-workers as form of OCBs.

The current study revealed statistically significant differences in both workload tolerance and OCBs between Assistant teaching staff at the Faculty of Nursing and Nursing educators at the Technical Nursing Institute. A significantly higher proportion of assistant teaching staff reported high levels of workload tolerance compared to nursing educators. This suggests that assistant teaching staff may possess greater resilience or institutional support enabling them to handle workload demands more effectively. This finding is consistent with the results of **Labrague & De Los Santos, (2020)** who reported that higher academic rank and work environment predict increased stress tolerance and job engagement among nursing faculty. Similarly, **Zhang et al. (2018)** found that institutional support and academic autonomy contribute to improved coping capacity among university teaching staff.

Conversely, the study result contrasts with the findings of **Abdelaziz et al. (2019)**, who reported no significant difference in workload tolerance between faculty and technical staff in healthcare education settings, suggesting that local organizational and contextual differences might influence stress perception and tolerance.

Concerning **OCBs** indicates that assistant teaching staff exhibited high levels of OCBs compared to nursing educators, with a statistically significant difference. This supports the notion that assistant teaching staff are more likely to engage in discretionary behaviors that benefit the organization, such as helping colleagues, demonstrating conscientiousness, and upholding institutional values. These results align with the findings of **Podsakoff et al., (2009),** and **Organ (2018)** who emphasized that organizational commitment, job satisfaction, and institutional culture are strong predictors of OCBs. Moreover, **Ali & Farooqi (2014)** noted that job autonomy and recognition among academic staff significantly enhance the exhibition of OCBs.

On the other hand, **Yildiz (2017)** found no significant difference in OCBs between educators across institutional types, indicating that factors such as leadership style, teamwork climate, and professional development opportunities may moderate these behaviors more than institutional affiliation alone.

Conclusion:

The highest percentage of study subjects has high levels of workload tolerance and OCBs. There were positive correlations with statistically significant relation between workload tolerance and OCBs. Finally, there is a statistically significant difference between Faculty of Nursing Assistant Teaching Staff and Technical Nursing Institute Nursing Educators p-value ≤ 0.00.

Recommendations:

1. Promote strategies to enhance workload tolerance.
2. Strengthen support in the Technical Nursing Institute.
3. Integrate training programs that simultaneously build workload tolerance and promote OCBs to enhance staff performance.
4. Investigate contextual and organizational factors contributing to disparity and implement support systems at Technical Nursing Institute to promote similar levels of OCBs.
5. Incorporate psychological workload considerations into faculty of nursing and technical nursing institute and development, performance appraisal, and staff support frameworks
6. Conduct further research, across broader educational settings and with larger, more diverse samples is recommended to generalize findings and guide policy-making.

References

- **Abdelaziz, A., Hegazy, M. , & Tawfik, S. (2019):** Work stress and coping strategies among faculty members in health sector institutions. Journal of Nursing Education and Practice, 9(8), 12–21. https://doi.org/10.5430/jnep.v9n8p12
- **Afuan, M., Putra, R., & Kumbara, V., (2020):** Pengaruh Pengalaman Kerja Dan Beban Kerja Terhadap Prestasi Kerja Melalui Organizational Citizenship Behaviors (OCBs) Pegawai Sebagai Variabel Intervening Pada Perusahaan Bina Pratama Sakato Jay SS1. Jurnal Ilmu Manajemen Terapan, 2(1), 96–110. https://doi.org/10.31933/JIMT
- **Akhtar, A., Hakeem, A., & Naeem, R., (2017):** Employee organizational citizenship behavior in

development sector. Journal of Contemporary Management Sciences, 1(1), 77–98.

- **Ali, N., & Farooqi, Y. (2014):** Effect of work overload on job stress, job satisfaction, and organizational commitment with moderating role of organizational support. Journal of Business and Management, 16(5), 62–67.
- **Bakker, A., & Demerouti, E. (2017):** The Job Demands-Resources model: State of the art. Journal of Managerial Psychology, 22(3), 309-328.
- **Barifaijo, M., Karyeija, G., Namara, R., Kyohairwe, S., & Ssentamu, P., (2015):** Workload policy and its intricacies in the academic profession: implications for higher education institutions in Uganda. International journal of Social Sciences & Education, 1(4), 270-301.
- **Bolino, M. & Turnley, W., (2015):** The personal costs of citizenship behavior: The relationship between individual initiative and role overload, job stress, and work-family conflict. Journal of Applied Psychology, 90(4), 740-748.
- **Bolino, M., Klotz, A., Turnley, W., & Harvey, J., (2015):** Exploring the dark side of organizational citizenship behavior. Journal of Organizational Behavior, 36(2), 175-190.
- **Croxson, C., Ashdown, H., & Hobbs, F., (2017):** GPs' perceptions of workload in England: a qualitative interview study. British Journal of General Practice.
- **Dewi, R., Supartha, W., & Wibawa, I., (2020):** The effect of workload on work stress and job satisfaction in healthcare employees. Journal of Health Management, 35(1), 89-102.
- **Eatough, E., Chang, C., Miloslavic, S., & Johnson, R., (2019):** Relationships of role stressors with organizational citizenship behavior: A meta-analysis. Journal of Applied Psychology, 96(1), 125-139.
- **Fan, J., & Smith, A., (2017):** The Impact of Workload and Fatigue on Performance, Communications in Computer and Information Science. Pp. 90–105. DOI: 10.1007/978-3-319-61061-0_6
- **Hart, S., & Staveland, L., (2018):** Development of NASA-TLX (Task Load Index): Results of empirical and theoretical research. Advances in Psychology, 52, 139-183.
- **Jahani M., (2018):** Datasets on organizational citizenship behavior in the selected hospitals with different ownership. Journal of health management,(19),288- 292.
- **Kiekkas, P., Aretha, D., Bakalis, N., Karpouhtsi, I., Karamouzos, V., & Michalopoulos, E. (2019):** The association between workload, burnout, and medical errors in intensive care unit nurses. Journal of Nursing Management, 27(5), 1017-1025.
- **Kumari, P., & Thapliyal, S. (2018):** Organizational citizenship behavior: A review of literature. International Journal of Business and Administration Research Review, 6(2), 15-22.
- **Labrague, L., & De Los Santos, J. (2020):** Resilience as a mediator in the relationship between stress-associated with COVID-19 and life satisfaction among frontline nurses. Teaching and Learning in Nursing, 15(4), 251–256. https://doi.org/10.1016/j.teln.2020.05.001
- **Lam, W., Huang, X., & Snape, E., (2017):** Fair treatment, job insecurity, and citizenship behavior. Journal of Applied Psychology, 92(2), 438-445.
- **L'Ecuyer, K., Hyde, M., & Shatto, B., (2018):** Preceptors' perception of role competency. The Journal of Continuing Education in Nursing, 49(5), 233-240.
- **Mohamed, H., El-Fattah, A., Abd ElHamid, M., & Mohamed, W. (2018):** The Relationship between Quality of Work Life and Organizational Citizenship Behavior among Nurses at ElMansoura Health Insurance Hospital. Zagazig Nursing Journal, 14(1), 148-159.
- **Mohamed, M., Diab, G., &El-Kholy, S., (2020):** Organizational Citizenship Behaviors and Relationship to Internal Marketing of Nursing Profession. Menoufia Nursing Journal (MNJ), Vol. 6, No. 1, Pp. 91-113
- **Nico, W., Burkhard, W., & Kiki, M., (2016):** workers' intrinsic work motivation when job demands are high: The role of need for autonomy and perceived opportunity for blended working. Computers in Human Behavior, 60:179-184.DOI: 10.1016/j.chb.2016.02.068
- **O'Connor, A., (2014):** Clinical instruction & evaluation: A teaching resource. Jones & Bartlett Publishers.
- **Organ, D. (2018):** Organizational Citizenship Behavior: Recent Trends and Developments. Routledge.
- **Organ, D., Podsakoff, P., & MacKenzie, S., (2016):** Organizational Citizenship Behavior: Its Nature, Antecedents, and Consequences. SAGE Publications.
- **Ozluk, B., &Baykal U. (2020):** Organizational Citizenship Behavior among Nurses: The Influence of Organizational Trust and Job Satisfaction. Florence Nightingale Journal of Nursing, 28(3), 333-340.
- **Podsakoff, P., MacKenzie, S., & Podsakoff, N. (2009):** Individual- and organizational-level consequences of organizational citizenship behaviors: A meta-analysis. Journal of Applied Psychology, 94(1), 122–141. https://doi.org/10.1037/a0013079

- **Podsakoff, P., MacKenzie, S., Paine, J., & Bachrach, D., (2010):** Organizational citizenship behavior: A critical review of the theoretical and empirical literature and suggestions for future research. Journal of Management,26,513-563.
- **Rubio-Valdehita, S., López-Núñez, M., López-Higes, R., & Díaz-Ramiro, E., (2017):** Development of the CarMen-Q questionnaire for mental workload assessment. Psicothema, 29, 570–576, doi:10.7334/psicothema2017.151.
- **Shrestha, M., & Subedi, D. (2020):** Organizational Citizenship Behavior among Teachers of Nepal: Did Locale Contribute it's in School Settings? American Journal of Economics and Business Management, 3(1), 1-23.
- **Urbini, F. & Chirumbolo, A., (2020):** Promoting Individual and Organizational OCBs: The Mediating Role of Work Engagement. 10(9), 138; https://doi.org/10.3390/bs10090138
- **Wijaya, F., & Purba, D., (2020):** Perceived workload and organizational citizenship behavior (OCB): The role of psychological empowerment. Psikohumaniora: Jurnal Penelitian Psikologi, 5(2), 219–230. https://doi.org/10.21580/pjpp.v5i2.3694
- **Yildiz, S. (2017):** Organizational citizenship behaviors and academic performance: A study on sports science faculties in Turkey. Educational Research and Reviews, 12(17), 849–854. https://doi.org/10.5897/ERR2017.3287
- **Zhang, Y., Lin, C. , & Zhang, D. (2018):** Job stress and coping strategies among academic staff in public universities: The case of China. Studies in Higher Education, 43(3), 495–510. https://doi.org/10.1080/03075079.2016.1174983