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Organizational Citizenship Behavior and the relationship with Burnout, Work Engagement, and JD-R Model

by

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ABSTRACT

Purpose – The present study is based on the JD-R model and aims to understand the relationship between job resources, job demands and organizational citizenship behavior. It is also intended to research the potential role of burnout and work engagement as a mediator between job resources, job demands, and OCB-I and OCB-O.

Design and method – Cross-sectional data was collected from employees of higher educational institutions in Chile. The hypothesized model was tested using multiple linear regression and PROCESS-macro from Hayes (2017).

Findings – Role clarity positively and directly relates to work engagement, and both job demands (workload and emotional demands) are positively and directly related to burnout. Social support, work engagement, and burnout relate positively and directly with OCB-I. Social support and work engagement are positively and directly associated with OCB-O. Role clarity is negatively and directly associated with OCB-O. Additionally, work engagement and burnout partially mediate the relationship that both job demands and role clarity have with OCB.

Originality – This study contributes to the knowledge about the JD-R model and its relationship with OCB-I and OCB-O in Chile. Furthermore, the results indicate that work engagement could potentially promote OCB in the workplace. Therefore, organizations could promote OCB by promoting wellbeing at work.

Keywords Job demands, Job resources, Burnout, Work engagement, OCB.

INTRODUCTION

For decades scholars have researched factors that describe and explain employees' behaviors (Grant & Parker, 2009). As individuals, work is an essential part of our lives, not only because people work several hours per day, but also because work characteristics and design could promote psychological and physical well-being (Kuoppala, Lamminpää, & Husman, 2008). On an organizational level, task performance and extra-role behavior may facilitate the achievement of the business goals (Bergeron, 2007; MacKenzie, Podsakoff, & Ahearne, 1998). Organizations survive if they are able to meet the needs of clients in a knowledge and service economy (Grant & Parker, 2009).

According to Katz (1964), every organization needs to recruit and maintain their employees, provide them with the required knowledge about their role and responsibilities, and promote behaviors that exceed their prescribed roles to increase cooperation among employees. Organizations especially need employees to go beyond their prescribed tasks and fulfil unexpected demands that are not necessarily part of their direct responsibilities (Bergeron, 2007). Therefore, Organizational Citizenship Behavior (OCB), represented by acts of cooperation, helpfulness, suggestions, gestures of goodwill, and altruism is not just a desirable behavior, but a necessary behavior for organizations to survive (Smith, Organ, & Near, 1983). OCB could be explained as an "individual contribution in the workplace that goes beyond role requirements and contractually rewarded job achievements" (Organ & Ryan, 1995, p. 775). OCB provides solutions for spontaneous and unforeseen problems that were not declared in the job description and does not necessarily lead to monetary compensation, at least not in the short-term (Smith, Organ, & Near, 1983).

OCB facilitates social interaction in the workplace and enables employees to cope with different work scenarios that require interdependence between people. Because those unforeseen problems are not part of the job description it is difficult to measure, promote, or reward those behaviors (Smith, Organ, & Near, 1983). According to Smith, Organ, and Near (1983), it is unlikely that citizenship behavior could be explained by formal reward due to the limited control that supervisors have on the reward system. Formal reward that attempts to promote and increase OCB could have a positive effect if employees perceive that supervisors have a direct influence or control of the rewards (Podsakoff, MacKenzie, Paine, & Bachrach, 2000).

Researchers have been studying the relationship between OCB and organizational level outcomes and OCB and individual level outcomes (Bergeron, 2007). Findings suggest that OCB increases performance, team effectiveness, customer satisfaction, and the quantity and quality of what is produced by employees. According to Karambayya (1990) OCB is correlated with increasing levels of team performance. At the individual level, task performance and OCB are significantly related to evaluations of overall performance and potential reward recommendations by direct supervisors.

OCB could be analyzed by its components or by the direction of the behavior (Podsakoff, Whiting, Podsakoff, & Blume, 2009). According to Organ (1988), OCB has been defined as a construct composed of altruism and generalized compliance. More specifically, generalized compliance could be composed by conscientiousness, sportsmanship, courtesy and civic virtue (Jahangir, Akbar, & Haq, 2004).

However, Podsakoff, Whiting, Podsakoff, and Blume´s (2009) empirical research found that civic virtue, conscientiousness, sportsmanship and courtesy are difficult for managers to distinguish, and that managers tend to identify all those constructs as a helping dimension. Therefore, a second-order construct could be more appropriate to measure OCB. Williams and Anderson (1991) measure OCB in two categories based on the direction of the behavior. OCB could be directed to individuals (OCB-I) or to the organization (OCB-O). Williams and Anderson´s OCB operationalization includes the Organ OCB dimensions. According to Halbesleben and Wheeler (2011) employees need to prioritize how they will invest their resources on OCB-I and OCB-O, especially when employees are experiencing exhaustion and their resources are limited. Employees expect the best return on their behavioral investment based on where they invested their limited resources, and employee's investment decision may be influenced by the norm of reciprocity (Halbesleben & Wheeler, 2011). Therefore, if employees expect more favors and benefits from individuals, employees could be more inclined to perform OCB-I. If employees perceived that the organization is creating a great place to work and they want to reciprocate that favor, employees could tend to invest their time and effort in OCB-O.

Job demands and resources at work

Antecedents of OCB are typically grouped into three categories: task characteristics, organizational characteristics, and leadership behaviors (Podsakoff,

MacKenzie, Paine, & Bachrach, 2000). Those categories could be included as part of the Job Demands and Resources Model (JD-R Model). According to Bakker, Demerouti, and Sanz-Vergel (2014) the JD-R model is extensively used because of its flexibility. The model has been used in different work environments and can be adjusted to specific organizations, industries or occupations. Job demands "refers to those physical, social or organizational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological cost" (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001, p 501). Job resources refers to those "physical, psychological, social, or organizational aspects of the job that may do any of the following: be functional in achieving work goals, reduce job demands at the associated physiological and psychological costs, stimulate personal growth and development" (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001, p 501). The JD-R model includes two processes: the health impairment process and the motivational process. The health impairment process is related to job demands, employee's exhaustion, and energy depletion that could lead to health problems. The motivational process is related to job resources that could increase work engagement that may lead to positive individual and work-related outcomes (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007).

According to Bakker, Demerouti, and Verbeke (2004) the motivational process and the health impairment process from job demands and job resources model could increase or decrease OCB, respectively. Employees who experience high levels of work engagement are more likely to show prosocial behavior (Bakker, Demerouti, & Sanz-Vergel, 2014). Work engagement is part of the motivational process of the JD-R model and could be defined as a "positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption" (Schaufeli, Salanova, González-Romá, & Bakker, 2002, p. 74). According to Hakanen, Bakker, and Schaufeli (2006) vigor refers to high levels of energy, mental resilience, and persistence. Dedication refers to enthusiasm, inspiration, and challenge. Finally, absorption is characterized by "being fully concentrated and happily engrossed in one's work, whereby time passes quickly, and one has difficulties with detaching oneself from work" (Hakanen, Bakker, & Schaufeli, 2006, p. 498). When employees experience high levels of work engagement, they are fully immersed in their work role, and more motivated to perform not only what is formally defined as a job task, but engage in behaviors that could be identified as OCB. Work engaged employees could perceive that OCB is not an extra part of their role

(Ariani, 2013). Therefore, employees increase their willingness to cooperate in the workplace in tasks that are not part of their direct responsibilities.

Job resources could increase work engagement (Bakker, Demerouti, & Verbeke, 2004). Usually, employees who experience favorable job resources, such as social support from colleagues and supervisors, autonomy, and role clarity tend to go beyond their normal and actual task (Bakker, Demerouti, & Verbeke, 2004).

Firstly, social support has been researched as an antecedent of burnout, work engagement and OCB (Meh & Nasurdin, 2009; Maslach & Leiter, 2008), and could be composed of supervisor support and peer support. Supervisor support occurs when supervisors value their subordinates' well-being and performance at work. Increasing levels of supervisor support could increase OCB (Meh & Nasurdin, 2009). People who receive social support could experience the necessity to reciprocate the favor received to restore the balance (Meh & Nasurdin, 2009). Therefore, if an employee perceives supervisor support as a favor, the employees could be more likely to perform OCB in order the restore the balance.

Coworkers interactions have been related to positive or negative outcomes to individuals in the workplace (Meh & Nasurdin, 2009; Chiaburu & Harrison, 2008). However, peer support could lead to high levels of job satisfaction, effectiveness and OCB (Meh & Nasurdin, 2009). Peer support is based on mutual cooperation between employees to resolve unforeseen problems that go beyond the formal job definition. Employees may perceive a peer support act as an environmental cue that employees are expected to support each other when necessary (Chiaburu & Harrison, 2008).

Secondly, job autonomy has been researched as an important predictor of performance, innovation, job satisfaction and specifically OCB (Vigoda-Gadot, 2007). Job autonomy could facilitate OCB because it allows greater flexibility in terms of how employees carry out their roles, and how they interact and cooperate with each other (Bell & Menguc, 2002). When every single task and behavior is previously prescribed and established by the employer, there may be no room available for OCB. Additionally, employees who experience more autonomy in their jobs, have more freedom to reciprocate individuals favors or organizational gestures toward the employee with behaviors that benefit individuals or the entire organization (Peng, Hwang, & Wong, 2010). Job autonomy could be understood in terms of two levels: control over work time

and work activities (Väänänen, Toppinen-Tanner, Kalimo, Mutanen, Vahtera, & Peiró, 2003), and influence over the work itself and work role (Morgeson, Delaney-Klinger, & Hemingway, 2005). In short, an employee who has control over working time, as well as work breaks to talk with colleagues is more likely to have the time and freedom to perform OCB, if needed or wanted. Influence over work tasks could be related to interdependence between colleagues in order to decrease uncertainty and resolve complex problems at work. Therefore, employees could be motivated to look for help and to be willing to help others in order to decrease uncertainty (Axtell & Parker, 2003).

According to Jahangir, Akbar, and Haq (2004) role clarity is positively related to OCB. When the leaders and the organization as a whole ensure that every employee understands clearly their goals and what it is expected of them, employees are likely to experience low levels of role ambiguity, role conflict, and tension at work (Farooqui, 2012). If employees experience lower role ambiguity, then they are more able to exhibit citizenship behavior. Employees are able to take initiative, help their peers, and improve their own performance (Farooqui, 2012). "A climate that is characterized by job autonomy and role clarity develop willingness in the teachers to go beyond contractual job requirement" (Farooqui, 2012, p 297). In the present study, it is hypothesized that all the mentioned components of job resources are positively related to OCB and that work engagement mediates the effect of job resources on OCB.

Burnout, as a mediator in the health impairment process, could decrease OCB because "burned-out professionals lose their concern for the organization and become hypercritical, distrusting management, peers, and colleagues, which corresponds, in other words, to low extra-role performance" (Bakker, Demerouti, & Verbeke, 2004, p. 86). Burnout can be defined as the capacity of a person to maintain the energy and intensity to provide the contribution needed in the workplace (Schaufeli, Leiter, & Maslach, 2009). Increasing job demands without time to recover will gradually drain employees' energy. With limited resources, employees may be more likely to invest their effort in behaviors that are monitored and rewarded. Therefore, it is likely that employees will be motivated to perform in-role behaviors and postpone OCB when job demands are high (Halbesleben & Bowler, 2007).

Burnout is composed of emotional exhaustion, cynicism and personal accomplishment (Maslach & Leiter, 1999). Emotional exhaustion is commonly defined as "feelings of being emotionally overextended and exhausted by one's work" (Wright &

Cropanzano, 1998, p. 486). The second component is cynicism, which refers to the detached response to several tasks and responsibilities of the job. Personal accomplishment is associated with the reduced professional efficacy that occurs when an employee experiences incompetence at work and low productivity (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). According to Durán, Extremera, and Rey (2004), personal accomplishment is positively correlated with work engagement. Therefore, for the present study, burnout will only be composed of emotional exhaustion and cynicism.

Workload is a commonly used job demand (Maslach & Leiter, 2008). Employees who are already fatigued and experience a high workload could experience decreasing levels of psychological and physical well-being (Bakker, Demerouti, & Verbeke, 2004). If employees do not have time to recover from workload demands their performance may decrease because their energy resources are drained (Bakker, Demerouti, & Verbeke, 2004). Without time to recover and with high levels of workload, it is expected that employees will focus their time on completing their mandatory tasks that are likely to lead to better performance evaluation, promotions, and rewards (Bergeron, 2007). Therefore, employees are likely to postpone extra-role behaviors until such time as they perceive that their workload is appropriate for their capacity.

Emotional demands are proposed as a variable that could cause increasing levels of burnout at work and decrease OCB (Zapf, 2002). Employees who need to interact with clients face-to-face on a daily basis are particularly exposed to emotionally charged interactions that could lead to burnout. For example, "difficult students" could be perceived for teachers as a cause of tension and stress for them. According to Bakker, Demerouti, and Verbeke (2004), if employees experience burnout partly caused by emotional demands, they may avoid looking for help to change their situation. If the situation does not change, employees' self-confidence and overall performance could decrease.

In line with all these finding, the following hypotheses have been included in this study, represented in Figure 1:

Hypothesis 1: *Job demands are negatively related to OCB*

Hypothesis 2: *Job demands are positively related to Burnout*

Hypothesis 3: *Burnout is negatively related to OCB*

Hypothesis 4: *Burnout mediates the relationship between job demands and OCB*
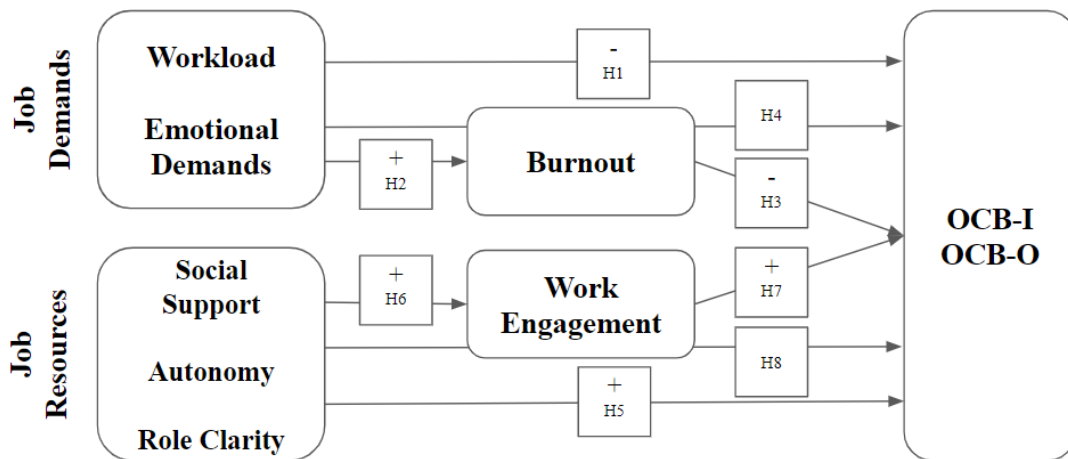
Hypothesis 5: *Job resources are positively related to OCB*

Hypothesis 6: *Job resources are positively related to work engagement*

Hypothesis 7: *Work engagement is positively related to OCB*

Hypothesis 8: *Work engagement mediates the relationship between job resources and OCB*

Figure 1. Hypothesized model

In order to control for other researched OCB's antecedents, organizational justice and person-organization fit (PO fit) have been added to this study. According to Moorman (1991) organizational justice could explain OCB because employees may use citizenship behavior to resolve the tension created by unfairness in the workplace, and to restore the equity when employees perceive that the effort is not appropriately appreciated or rewarded. PO-fit refers to the extent to which employees perceive that their own values are similar to those of the organization. Therefore, high levels of PO-fit could lead to positive work-related outcomes, including OCB (Vilela, González, & Ferrín, 2008).

The present study

The main objective of this research is to contribute to the OCB literature and its relationship with both the health impairment process and the motivational process from the job demand-resource model. A second objective is to understand the mentioned

relationship between JD-R and OCB in Latin-American, specifically within the Chilean educational sector.

METHOD

Participants

The participants were employed by higher education institutions in Chile. A total of 183 persons participated in the study, but only 139 finished the questionnaire (41% male, 59% female). Out of the 139, 2 participants declared that they do not work in higher educational institutions and 8 participants declared that they do not have a supervisor or colleagues. Therefore, 129 participants were selected for analysis in the present study. The average age in the sample was 43 (SD = 9.8, range = 42). The average amount of work experience was 11 to 20 years, average working hours were 31 to 45 per week, and participants had an average of 2 financial dependents. Around 77% work full time and 30% are professors, 19% are administrative employees, and 51% are supervisors of employees. Around 44% of the participants work in organizations that employed more than thousand people. The most common educational level was master's degree with 51%, 12% hold a Ph.D. degree, 36% completed a bachelor's degree and 1% did not complete a bachelor's degree. Finally, 64% have a daily face-to-face interaction with students.

Procedure

An open invitation was published on a number of University portals, as well as on LinkedIn for 20 days. The invitation contained a URL through which participants could complete the questionnaire online. The questionnaire included a question to ensure that participants are currently employed in higher education institutions in Chile, through which 2 participants were excluded following a negative response.

Measurement instruments

The invitation and the questionnaire were in Spanish, and all items were translated by the author of the present study, with the exception of the scales UBOS and UWES, since it has a validated translation. At the beginning of the survey each participant was introduced

to the current study and was asked to give informed consent to participate in the questionnaire. The questionnaire´s first block was composed by demographic, personal and work experience details.

Job demands variables were workload or quantitative demands (4 items, α = .86) and emotional demands (3 items, α = .86). Job demands items were based on the Copenhagen Psychological Questionnaire-a tool (Kristensen, Hannerz, Hogh, & Borg, 2005). A 5-point Likert scale was used, ranging from *never / hardly ever* to *always* or *to a very small extent* to *to a very large extent.* "How often do you not have time to complete all your work tasks?", and "Does your work put you in emotionally disturbing situations?" are examples of items measuring workload and emotional demands, respectively.

Job resources were also based on the Copenhagen Psychological Questionnaire-a tool. Job resources variables included social support (6 items, α = .88), autonomy (11 items, α = .79), and role clarity (3 items, α = .89). A 5-point Likert scale was used, ranging from *never / hardly ever* to a*lways* or *to a very small extent* to *to a very large extent.* Respectively, sample items were: "How often do you get help and support from your immediate superior, if needed?", "How often do your colleagues talk with you about how well you carry out your work?", "Do you have any influence on what you do at work?", and "Does your work have clear objectives?".

Burnout was measured through emotional exhaustion and cynicism (10 items, α = .88), from the Utrecht Burnout Scale (UBOS; Akkermans, Schaufeli, Brenninkmeijer, & Blonk, 2013). The items were measured in a scale 0 – 6, ranging from *never* to *every day.* Work engagement was asked using the 9-items of the Utrecht Work Engagement Scale (UBES) (9 items, α = .91) (Schaufeli, Bakker, & Salanova, 2006). UBES items were measured on a 7-point Likert scale, ranging from *never* to *every day.*

OCB was measured using the OCB-I and OCB-O scale, adjusted by Lee and Allen (2002). OCB-I (8 items, α = .89) and OCB-O (8 items, α = .91) were asked with a 7-point Likert scale, ranging from *never* to *always.* Items such as "Help others who have been absent", and "Defend the organization when other employees criticize it" were included in the questionnaire.

Finally, person-organization fit, and organizational justice were asked in order to control for other antecedents of OCB. P-O fit was composed of three items based on the question used by Lauver & Kristof-Brown (2001). An example of these items is "My

values match or fit the values of this organization". A 7-point Likert scale was used, ranging from *strongly disagree* to *strongly agree* (α = .67). Participants were asked to respond to 4 items related with organizational justice, based on the Copenhagen Psychological Questionnaire-a tool (Kristensen, Hannerz, Hogh, & Borg, 2005). Items such as "Are conflicts resolved in a fair way?" and "Are employees appreciated when they have done a good job?" were included in the questionnaire. A 5-point Likert scale was used, ranging from *to a very small extent* to *to a very large extent* (α = .88).

Statistical analysis

Qualtrics was used to collect the data and IBM SPSS Statistics 25 for Windows was used to execute descriptive statistics, reliability, correlations, multiple regression analysis, and the mediation role of burnout and work engagement on the relationship between JD-R Model and OCB. Internal consistencies of the scales (Cronbach's α) were computed, and the scores ranged from .67 to .91.

Data were analyzed to check for multicollinearity and nonnormality. Correlations higher than .85 were identified with multicollinearity, whereas a skewness index over 3 and a kurtosis index higher than 10 were the criteria for nonnormal data (Weston & Gore, 2006). Finally, outliers were considered in the analyses.

In order to check all the hypotheses, three main steps were conducted. Firstly, Pearson´s coefficient correlations was used to analyze all the variables in the present study. Secondly, multiple linear regression was used in the analysis to check the relationship between all the variables of the model and both OCB-I and OCB-O. Further, MLR was used to check the relationship that job demands and job resources have to work engagement and burnout. Thirdly, the hypothesized model was analyzed using Hayes analytical approach (2017). This approach tests the indirect effect between the independent variable and the dependent variable through the mediator, using a bootstrapping procedure.

RESULTS

Preliminary analyses

The means, scale range, standard deviations, reliability coefficients, and correlations of all variables in the present study are illustrated in Table 1. The reliability of all the scales was greater than .70, except for P-O fit. As expected, workload and emotional demands were found to be positively and significantly related to burnout. Role clarity, autonomy, and social support were significantly related to work engagement. Finally, OCB-I and OCB-O were positively and significant related to work engagement, autonomy, and social support. As expected, both control variables were associated with OCB.

Table 1

Means, Standard Deviations, and Correlations for all variables

Variables	Mean	Scale Range	Std. Deviation	1	2	3	4	5	6	7	8	9	10	11
1. Workload	2,49	1 – 5	,87	(.86)										
2. Emotional Demands	2,76	1 – 5	1,03	,27¨**	(.86)									
3. Role Clarity	4,37	1 – 5	,66	-,27**	-,16	(.89)								
4. Autonomy	3,64	1 – 5	,62	-,29**	-,17	,36**	(.79)							
5. Social Support	3,61	1 – 5	,93	-,33**	-,14	,44**	,46**	(.88)						
6. Work engagement	5,31	0 – 6	,76	-,21*	-,06	,47**	,26**	,35**	(.91)					
7. Burnout	1,99	0 – 6	1,14	,38**	,39**	-,40**	-,24**	-,29**	-.45**	(.88)				
8. Organizational Justice	3,59	1 – 5	,80	-.27**	-,22*	,55**	,36**	,64**	,47**	-,34**	(.88)			
9. P-O Fit	6,10	1 - 7	,87	-,18*	,02	,26**	,24**	,29**	,32**	-,30**	,39**	(.67)		
10. OCB-I	5,84	1 – 7	,86	-,16	,08	,09	,24**	,42**	,27**	,03	,22*	,18*	(.89)	
11. OCB-O	5,93	1 – 7	1,02	-,12	,06	,11	,27**	,35**	,41**	-,07	,31**	,33**	,58**	(.91)

Note: N = 129

* p < .05 (2-tailed); **p < .01 (2-tailed)

Mediation analysis

In order to examine the mediating role of burnout and work engagement in the relationship that job demands and job resources have with OCB-I and OCB-O, several multiple linear regression analyses and PROCESS-macros were performed (Hayes, 2017). The hypothesized model tested the effect of job resources and job demands on OCB-I and OCB-O via work engagement and burnout. Both control variables were included in all the multiple linear regression analyses.

Hierarchical regression

The multiple linear regression analyses are illustrated in Tables 2, 3, 4 and 5. Tables 2 and 3 include two steps for the analyses of work engagement and burnout. The first one considers job demands and job resources as predictors of work engagement and burnout. The second step includes both control variables: organizational justice and P-O fit. Table 4 and 5 consider 3 steps for the analyses of OCB-I and OCB-O: (1) job demands and job resources, (2) work engagement and burnout, and (3) organizational justice and P-O fit.

Table 2 shows that role clarity is positively and significantly associated with work engagement, even after controlling for organizational justice and P-O fit. Organizational justice is also positively and significantly associated with work engagement. Table 3 illustrates that workload and emotional demands are positively and significantly associated with burnout, even after controlling for organizational justice and P-O fit. Role clarity and P-O fit are negatively and significantly associated with burnout.

Table 2

Results regression analysis of the predictors of work engagement (N = 129)

	Work Engagement	
	B	*p*
Step 1		
Workload	-,055	,524
Emotional Demands	,047	,569
Role Clarity	,377	,000
Autonomy	,046	,613
Social Support	,151	,114
Step 2		
Workload	-,047	,577
Emotional Demands	,057	,483
Role Clarity	,279	,003
Autonomy	,031	,730
Social Support	,011	,916
Organizational Justice	,245	,029
P-O fit	,132	,120

R^2 = .25 for Step 1; R^2 = ,31 for Step 2 (*ps < ,01*)

Table 3

Results regression analysis of the predictors of burnout (N = 129)

	Burnout	
	B	*p*
Step 1		
Workload	,212	,012
Emotional Demands	,275	,001
Role Clarity	-,273	,002
Autonomy	-,008	,931
Social Support	-,055	,548
Step 2		
Workload	,195	,018
Emotional Demands	,296	,000
Role Clarity	-,240	,009
Autonomy	.014	,873
Social Support	-,017	,868
Organizational Justice	-,010	,928
P-O fit	-,200	,015

R^2 = .31 for Step 1; R^2 = ,35 for Step 2 (*ps < ,05*)

Tables 4 and 5 show that social support is positively and significantly associated with OCB-I and OCB-O in all steps, except for step 3 in Table 5. Table 5 shows that role clarity does not have a significant association with OCB-O in step 1, but in step 2 and 3 there is a negative and significant association with OCB-O.

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Work engagement is positively and significantly associated with OCB-I and OCB-O, even after controlling for organizational justice and P-O fit. Burnout is positively and significantly associated only with OCB-I in step 2 and 3. Both control variables do not show significant associations with the outcome variables, except for P-O fit and OCB-O.

Table 4

Results regression analysis of the predictors of OCB-I (N = 129)

	OCB-I	
	B	*p*
Step 1		
Workload	-,056	,527
Emotional Demands	,152	,070
Role Clarity	-,131	,155
Autonomy	,096	,304
Social Support	,441	,000
Step 2		
Workload	-,088	,320
Emotional Demands	,079	,361
Role Clarity	-,174	,072
Autonomy	,085	,348
Social Support	,411	,000
Work Engagement	,274	,004
Burnout	,221	,027
Step 3		
Workload	-,084	,344
Emotional Demands	,058	,518
Role Clarity	-,154	,127
Autonomy	,078	,392
Social Support	,443	,000
Work Engagement	,282	,005
Burnout	,236	,021
Organizational Justice	-,090	,438
P-O fit	,067	,450

$R^2 = .21$ for Step 1; $R^2 = ,28$ for Step 2; $R^2 = ,23$ for Step 3 (*ps < ,01)*

Table 5

Results regression analysis of the predictors of OCB-O (N = 129)

	OCB-O	
	B	p
Step 1		
Workload	-,026	,777
Emotional Demands	,131	,134
Role Clarity	-,079	,407
Autonomy	,168	,083
Social Support	,313	,002
Step 2		
Workload	-,032	,717
Emotional Demands	,071	,409
Role Clarity	-,208	,031
Autonomy	,149	,098
Social Support	,254	,008
Work Engagement	,445	,000
Burnout	,143	,146
Step 3		
Workload	-,027	,754
Emotional Demands	,047	,589
Role Clarity	-,231	,020
Autonomy	,130	,142
Social Support	,200	,059
Work Engagement	.406	,000
Burnout	,182	,066
Organizational Justice	,063	,577
P-O fit	,191	,028

R^2 = .16 for Step 1; R^2 = ,29 for Step 2; R^2 = ,32 for Step 3 (*ps < ,01)*

Indirect effect

The indirect effect on OCB-I and OCB-O are illustrated in Tables 6 and 7, which do not include either of the two control variables P-O fit and organizational justice. Both tables show the indirect effect through work engagement and burnout, separately and combined.

Tables 6 and 7 illustrate that there was a positive and significant indirect effect of emotional demands on OCB-I through burnout and burnout and work engagement combined. Workload had a positive and significant indirect effect on OCB-I through burnout. Therefore, both job demands may increase employee's burnout, which could lead to increasing prosocial behavior.

Role clarity had a positive and significant indirect effect on OCB-I through work engagement. The mentioned indirect effect was significant and negative through burnout. Finally, there was a positive and significant indirect effect of role clarity on OCB-O through work engagement, and work engagement and burnout combined. Therefore, role clarity is negatively and directly associated with OCB-O, after controlling for work engagement and burnout, and it has a positive indirect effect on OCB-O through work engagement. Finally, all other hypotheses that included work engagement or burnout as a mediator were not supported in the present study.

Table 6

Results of the mediation analysis of OCB-I in the relationship between job resources, job demands, work engagement, and burnout using PROCESS-macros for SPSS (N = 129)

	Coefficient	SE	BC Bootstrap 95% CI	
			Lower	Upper
Indirect effect of IVs on OCB-I through work engagement and burnout				
Workload	,031	,035	-,032	,108
Emotional Demands	,062	,030	,010	,129
Role Clarity	,056	,069	-,069	,204
Autonomy	,015	,045	-,074	,112
Social Support	,027	,038	-,043	,111
Indirect effect of IVs on OCB-I through work engagement				
Workload	-,015	,022	-,064	,024
Emotional Demands	,011	,019	-,023	,052
Role Clarity	,134	,064	,028	,278
Autonomy	,018	,044	-,066	,118
Social Support	,038	,037	-,020	,122
Indirect effect of IVs on OCB-I through burnout				
Workload	,046	,030	,002	,117
Emotional Demands	,051	,026	,090	,111
Role Clarity	-,079	,040	-,169	-,013
Autonomy	-,002	,029	-,060	,058
Social Support	-,011	,023	-,063	,032

$R^2 = .28$; *p >,001*

Table 7

Results of the mediation analysis of OCB-O in the relationship between job resources, job demands, work engagement, and burnout using PROCESS-macros for SPSS (N = 129)

	Coefficient	SE	BC Bootstrap 95% CI	
			Lower	Upper
Indirect effect of IVs on OCB-O through work engagement and burnout				
Workload	,007	,046	-,085	,096
Emotional Demands	,060	,041	-,015	,148
Role Clarity	,198	,099	,000	,390
Autonomy	,032	,073	-,112	,172
Social Support	,065	,061	-,051	,191
Indirect effect of IVs on OCB-O through work engagement				
Workload	-,029	,039	-,109	,045
Emotional Demands	,021	,033	-,038	,091
Role Clarity	,259	,090	,083	,442
Autonomy	,034	,076	-,113	,179
Social Support	,074	,062	-,044	,204
Indirect effect of IVs on OCB-O through burnout				
Workload	,036	,029	-,016	,100
Emotional Demands	,039	,030	-,012	,108
Role Clarity	-,060	,051	-,185	,014
Autonomy	-,002	,025	-,059	,049
Social Support	-,009	,020	-,056	,029

$R^2 = .29$; *p >,001*

DISCUSSION

The purpose of this study was to examine the relationship between OCB, job demands and job resources. It also intended to identify the mediator role of burnout and work engagement on the proposed relationship. The present research showed that the hypothesized model was partially supported. Additionally, some unexpected results were found that will be discussed in the following section.

As expected, role clarity positively and directly relates to work engagement, and both job demands are positively and directly related to burnout. Social support, work engagement and burnout relate positively and directly with OCB-I. Social support and work engagement are positively and directly associated with OCB-O. Role clarity is negatively and directly associated with OCB-O. Additionally, work engagement and burnout mediate the relationship between some job demands, and job resources with OCB-I and OCB-O.

Job Demands and OCB

Workload and emotional demands are not directly associated with OCB-I or OCB-O. There was a positive association between job demands and burnout, which is aligned with several studies about the JD-R Model and burnout (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007). Therefore, employees may experience increasing levels of burnout if they perceive high levels of workload and emotional demands.

Low levels of burnout may not trigger OCB among employees, but may decrease the intention to perform counterproductive work behaviors at the workplace. According to Krischer, Penney, and Hunter (2010). However, unexpected results were found. Workload and emotional demands have a positive and indirect effect on OCB-I, through burnout. Therefore, increasing levels of workload and emotional demands could increase employee's burnout, which may promote OCB-I. This unexpected result could be explained by arguing that work support networks are relevant to employees when they are experiencing high levels of stress, because co-workers are "closer to the source of stress" (Gilbert, Laschinger, & Leiter, 2010, p. 342) and may provide support when employees are stressed. Therefore, even for employees who are experiencing burnout,

interpersonal relationships at work remain relevant to them, and burnout could promote OCB-I in order to maintain that work support network.

Job Resources and OCB

As expected, work engagement is directly associated with both OCB-I and OCB-O. Additionally, it was observed that work engagement plays a mediating role in the relationship between job resources (role clarity) and OCB. According to Sulea, Virga, Maricutoiu, Schaufeli, Zaborila Dumitru, and Sava (2012) a potential explanation of the relationship between job resources, work engagement and OCB is based on the employee´s "intrinsic motivation and the desire to have a positive impact at the work environment" (p. 200).

Social support is directly associated with both OCB-I and OCB-O. Social support is based on the support that colleagues and supervisors give to other employees. Social support may reduce job demands and the associated negative psychological outcomes, as well as promoting personal learning and development. Therefore, it is possible that employees who receive support are more likely to experience motivation to perform OCB (Bakker & Demerouti, 2008).

Role clarity is positively associated with work engagement and negatively associated with OCB-O. Furthermore, role clarity also has a positive indirect effect on OCB-O through work engagement. Therefore, employees who have high levels of role clarity are at the same time less likely to perform OCB-O, and more likely to have high levels of work engagement, which is positively associated with OCB-O. Role clarity, provided by employers, is highly desirable for employees, as it allows employees to fully understand what supervisors expect from them (Bray & Brawley, 2002). Therefore, role clarity could directly promote task performance instead of OCB, due to the fact that employees with clear roles fully understand their prescribed responsibilities. At the same time, organizations that provide information that is highly desired by employees, could promote work engagement, because the organization is decreasing role uncertainty and providing the desired information to employees (Greco, Laschinger, & Wong, 2006). Therefore, in an indirect way, role clarity could increase OCB through work engagement.

P-O Fit and Organizational Justice

Both control variables P-O fit and organizational justice were included in the present study. P-O fit is positively associated with OCB-O and negatively associated with burnout. Organizational justice is positively associated with work engagement. After controlling for the mentioned variables, the study found that social support was no longer associated with OCB-O. However, the present study did not find other relevant results related to the mentioned control variables.

Limitations

Some limitations of this study should be considered. Firstly, it is a cross-sectional design, therefore it is not possible to identify the direction of causality between variables. To better understand the impact of job resources, job demands, burnout, and work engagement on OCB a longitudinal design is necessary. Secondly, even if the present study collected enough participants for the data analysis, the studied variables are not extensively researched in Latin America or in Chile. As a result, future studies should collect more data in order to fully understand the relationship between the JD-R Model and OCB. In the same vein, data collection was designed to attract participants from a specific industry in Chile, which restricts the generalizability of the results both within Chile and further afield. Thirdly, the present study used an open and anonymous link in order to attract more participants, but it is not possible to report the percentage of people who were not interested in participating or if there is an important bias among the participants that answered the questionnaire. Finally, the present research included 5 variables measuring job demands and job resources, but the JD-R Model is a flexible model that could include more variables in order to fully understand the relationship between this model and OCB.

Practical implications and future research

As mentioned, OCB is not only a desirable employee behavior for organizations, but also a behavior that firms require in order to pursue their business goals. Organizations could be interested in actively promoting this behavior among employees. Therefore, some important implications should be noted, based on the present research. If organizations

wish to increase OCB-I or OCB-O, they should seek to prioritize the best intervention for the desired outcome, based especially on work engagement to increase OCB. It is more likely that an intervention that increases work engagement will be more beneficial in increasing OCB, than an intervention that decreases job demands and burnout. However, it is always ideal to measure job demands and burnout to keep control of those variables, and to promote psychological and physical well-being in the workplace.

Based on the limitations and practical implications, four considerations are suggested for future research. Firstly, a longitudinal research design, implemented in Latin America, could help researchers to fully understand the impact and causation of JD-R Model on OCB in Latin America and Chile. Secondly, future research should consider using a larger sample size, and data collection that considers other industries and jobs. Thirdly, it is suggested that future research includes more types of job demands and job resources, to explore new relationships with OCB and perhaps with other outcome variables. Finally, future research in Latin America should include other psychological and physical outcome variables. For example, absenteeism, task performance, counterproductive work behavior, and indicators of physical health. Taken all together, the results of the proposed future research could benefit organizations by assisting them in making better decisions when companies design and implement organizational interventions to increase OCB or other psychological and physical outcomes.

Final note

The present study partially supported the hypothesized model and found some unexpected results between burnout and OCB, and between role clarity and OCB. Additionally, work engagement and burnout partially mediate the relationship that both job demands and role clarity have with OCB. As suggested, future research on this topic in Latin America should include a longitudinal design to fully understand the potential causation of job resources and job demands on OCB and the mediation role of work engagement and burnout.

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Appendix

Measurements Items

Encuesta sobre las características del trabajo y bienestar psicológico

¡Bienvenido!

Bienvenido a la Encuesta sobre las características del trabajo y bienestar que me encuentro realizando en conjunto con Utrecht University

¿Cuál es el propósito de la Encuesta?
Ha sido invitado a participar con el fin de obtener información sobre características del trabajo y el bienestar de los colaboradores.

¿En qué consiste su participación?
Participe respondiendo un cuestionario de 20 a 30 minutos de duración acerca de las características del trabajo.

¿Qué pasa con la información y datos que entrega?
La encuesta es estrictamente confidencial. Ninguna de sus respuestas individuales será divulgada. Solo se producirán informes de resultados en base a puntajes agregados a nivel grupal para uso de la tesis de Magister de Julio Crovetto en Utrecht University. Si tiene dudas o inquietudes acerca de este estudio puede comunicarse directamente con Julio Crovetto, investigador responsable, email: j.a.crovettoroba@students.uu.nl.

¿Es obligación participar?
La participación es completamente voluntaria. La no participación en la presente encuesta no tiene ninguna consecuencia para usted.

Consentimiento Informado
En virtud de lo anteriormente expuesto, declaro haber leído y comprendido la información entregada, y acepto participar en la encuesta

  Doy mi consentimiento (1)

  No doy mi consentimiento, no quiero participar en este estudio (2)

Dimensions and items. Detailed overview

Scale	Dimension name	Item Name	Question	Responses options
Age	AGE	AGE	¿Cuál es tu año de nacimiento?	Years
Gender	G	G	¿Cuál es tu sexo?	F/M
Ed. Level	EDU	EDU	¿Cuál es el nivel educacional más alto que hayas completado o el título más alto obtenido?	1*
Number of dependences	ND	ND1	¿Cuántas personas dependen financieramente de ti, excluyéndote a ti?	0;1; 2; 3; 4; 5; >5
		ND2	¿Cuántas personas, incluyéndote a ti, viven en tu mismo hogar?	1; 2; 3; 4; 5; 6; >6

Job Contract	JC	JC	¿Cuál categoría describe mejor tu situación actual de empleo?	2*
Type of Job	TJ	TJ	¿Cuál es el tipo de cargo que mejor te describe?	3*
Org.Size	OS	OS	¿Cuántas personas trabajan en la organización donde te desempeñas?	4*
Work hours per week	WH	WH	¿Cuántas horas semanales trabajas?	5*
Work experience	WE	WE	¿Cuántos años de experiencia laboral tienes?	6*
Industry	I	I	Indique si se desempeña en una institución vinculada la educación superior en Chile	Si; No
Inter. with students	IS	IS	Indique si tiene vínculo cara a cara con alumnos en su gestión del día a día	Si; No
PO-fit	POF	PO1	Mis valores personales coinciden con los valores de la organización donde trabajo	7*
		PO2	Soy capaz de mantener mis valores en la organización donde trabajo	7*
		PO3	Mis valores me impiden ajustarme a esta organización, ya que no coinciden con los valores de la organización donde trabajo	7R
Workload or Quantitative demands	WL	WL1	¿Está tu carga de trabajo mal distribuida, por lo que se acumula?	8*
		WL2	¿Con qué frecuencia no tienes tiempo para completar todas tus tareas?	8*
		WL3	¿Te queda trabajo acumulado sin terminar?	8*
		WL4	¿Tienes suficiente tiempo para terminar tu trabajo?	8R
Emotional Demands	ED	ED1	¿Tu trabajo te pone en situaciones emocionalmente complejas?	8*
		ED2	¿Tienes que lidiar con los problemas personales de otros como parte de tu trabajo?	8*
		ED3	¿Es tu trabajo emocionalmente demandante?	8*
Demands for hiding emotions	HE	HE1	¿Es requerido por tu trabajo que trates a todas las personas igual, independiente de cómo te sientas?	8*
		HE2	¿Tu trabajo requiere que escondas tus emociones?	8*
		HE3	¿Es requerido por tu trabajo estar disponible hacia otros, sin importar como ellos se comportan?	8*
		HE4	¿Es requerido por tu trabajo que te abstengas y no compartas tu opinión?	8*
Role clarity	RC	RC1	¿Tiene tu trabajo objetivos claros?	8*
		RC2	¿Sabes exactamente cuáles son tus áreas de responsabilidad?	8*
		RC3	¿Sabes lo que se espera de ti en el trabajo?	8*
Organizational Justice	OJ	OJ1	¿Los conflictos son resueltos de forma justa?	8*
		OJ2	¿Son apreciados los colaboradores cuando hacen un buen trabajo?	8*
		OJ3	¿Son revisadas seriamente todas las sugerencias de los colaboradores por los directores o líderes Organizacionales?	8*
		OJ4	¿El trabajo está distribuido de forma justa?	8*
Autonomy (Influence at Work)	AI	AI1	¿Tienes una gran influencia en las decisiones relacionadas a tu trabajo?	8*
		AI2	¿Tienes la posibilidad de opinar en la elección de las personas con las que trabajas?	8*
		AI3	¿Puedes influir en la cantidad de trabajo asignada a ti?	8*
		AI4	¿Tienes alguna influencia en que harás en el trabajo?	8*
		AI5	¿Puedes influir en la velocidad con que haces tu trabajo?	8*
		AI6	¿Tienes alguna influencia en cómo haces tu trabajo?	8*
Autonomy (Control over working time)	AC	AC1	¿Puedes decidir cuándo tomar un descanso?	8*
		AC2	¿Puedes tomar días de descanso, más o menos cuando tu desees?	8*
		AC3	¿Puedes dejar tu trabajo para tener una conversación con tus colegas?	8*
		AC4	¿Si tienes un asunto privado, puedes dejar tu trabajo por media hora, sin un permiso especial?	8*
		AC5	¿Tienes que hacer horas extras?	8R

Sense of community	SC	SC1	¿Existe un buen ambiente entre tus colegas y tú?	9*
		SC2	¿Existe buena cooperación entre tus colegas y tú?	9*
		SC3	¿Te sientes parte de una comunidad en tu lugar de trabajo?	9*
Social Support (Colleagues)	SSC	SSC1	¿Con qué frecuencia recibes ayuda y soporte de tus colegas, si lo necesitas?	9*
		SSC2	¿Con qué frecuencia tus colegas están dispuestos a escuchar tus problemas en el trabajo, si lo necesitas?	9*
		SSC3	¿Con qué frecuencia tus colegas conversan contigo sobre cuan bien has realizado un trabajo?	9*
Social Support (Supervisor)	SSS	SSS1	¿Con qué frecuencia tu supervisor directo está dispuesto a escuchar tus problemas en el trabajo, si lo necesitas?	10*
		SSS2	¿Con qué frecuencia recibes ayuda y soporte de tu supervisor directo, si lo necesitas?	10*
		SSS3	¿Con qué frecuencia tu supervisor directo conversa contigo sobre cuan bien has realizado un trabajo?	10*
Burnout	BUR	EX1	Me siento emocionalmente agotado (exhausto) por mi trabajo.	11*
		EX2	Me siento consumido al final de un día de trabajo.	11*
		EX3	Me siento cansado cuando me levanto por la mañana y tengo que afrontar otro día en mi puesto.	11*
		EX4	Trabajar todo el día es una tensión para mí.	11*
		PA1	Puedo resolver de manera eficaz los problemas que surgen en mi trabajo.	11*
		EX5	Me siento muy exhausto "quemado" por el trabajo.	11*
		PA2	Siento que estoy contribuyendo efectivamente a lo que hace mi organización.	11*
		CY1	He perdido interés por mi trabajo desde que empecé en este puesto.	11*
		CY2	He perdido entusiasmo por mi trabajo.	11*
		PA3	En mi opinión soy bueno en mi puesto.	11*
		PA4	Me siento estimulado cuando consigo objetivos en mi trabajo.	11*
		PA5	He conseguido muchas cosas valiosas en este puesto.	11*
		CY3	Quiero simplemente hacer mi trabajo y no ser molestado.	11*
		CY4	Me he vuelto más insensible respecto a la utilidad de mi trabajo.	11*
		CY5	Dudo de la trascendencia y valor de mi trabajo.	11*
		PA6	En mi trabajo, tengo la seguridad de que soy eficaz en la finalización de las cosas.	11*
Work Engagement	WEN	VI1	En mi trabajo me siento lleno de energía	11*
		VI2	Soy fuerte y vigoroso en mi trabajo	11*
		DE1	Estoy entusiasmado con mi trabajo	11*
		DE2	Mi trabajo me inspira	11*
		VI3	Cuando me levanto por las mañanas tengo ganas de ir a trabajar	11*
		AB1	Soy feliz cuando estoy absorto en mi trabajo	11*
		DE3	Estoy orgulloso del trabajo que hago	11*
		AB2	Estoy inmerso en mi trabajo	11*
		AB3	Me "dejo llevar" por mi trabajo	11*
Organizational Citizenship Behavior	OCB	OCBI1	Ayudo a otros que han estado ausentes	12*
		OCBI2	Tengo disposición a ayudar a otros que tienen problemas relacionados a su trabajo	12*
		OCBI3	Ajusto mi agenda de trabajo para acomodarme con los tiempos libres de otros	12*
		OCBI4	Dejo espacio para que nuevos colaboradores se sientan bienvenidos al grupo de trabajo	12*
		OCBI5	Muestro preocupación genuina hacia otros colaboradores, aún en situaciones complejas del trabajo	12*
		OCBI6	Entrego tiempo a otros para ayudarlos con problemas laborales o no laborales	12*
		OCBI7	Asisto a otros en sus responsabilidades	12*

		OCBI8	Comparto el trabajo propio para ayudar a otros.	12*
		OCBO1	Atiendo funciones que no son requeridas por el cargo, pero ayudan a la imagen de la organización	12*
		OCBO2	Me mantengo al día con los desarrollos de la organización	12*
		OCBO3	Defiendo a la organización cuando otros la están criticando	12*
		OCBO4	Muestro orgullo cuando represento a la organización en público	12*
		OCBO5	Ofrezco ideas para mejorar el funcionamiento de la organización	12*
		OCBO6	Expreso lealtad hacia la organización	12*
		OCBO7	Tomo acciones para proteger a la organización de potenciales problemas	12*
		OCBO8	Demuestro preocupación sobre la imagen de la organización	12*
Turnover Intention	TU	TU1	¿Con qué frecuencia has seriamente considerado dejar tu trabajo, en los últimos 6 meses?	13*
		TU2	¿Con qué frecuencia buscas activamente trabajo fuera de tu organización?	13*
		TU3	¿Cuán probable es que dejes tu trabajo, en los próximos 6 meses?	14*

1*. Enseñanza Media Incompleta; Enseñanza Media Completa; Educación Superior Incompleto; Educación Superior Completo (Sin Licenciatura); Educación Superior Completo (Con Licenciatura); Magister Completo; Doctorado Completo.

2*. Trabajo jornada completa; Trabajo menos que jornada completa; Estoy desempleado actualmente; Estoy buscando mi primer empleo.

3*. Profesional sin personas a cargo; Profesional con personas a cargo; Profesional con jefaturas a cargo (Supervisor de supervisores); Docente/Académico.

4*. 1-4; 5-9; 10-19; 20-49; 50-99; 100-249; 250-499; 500-999; 1000 o más.

5*. 1-10; 11-20; 21-30; 31-45; Más de 45

6*. 1-2; 3-5; 6-10; 11-20; 21-30; Más de 31

7*. Muy en desacuerdo; En desacuerdo; Más o menos en desacuerdo; Ni de acuerdo ni en desacuerdo; Más o menos de acuerdo; De acuerdo; Muy de acuerdo

7R. Muy en desacuerdo; En desacuerdo; Más o menos en desacuerdo; Ni de acuerdo ni en desacuerdo; Más o menos de acuerdo; De acuerdo; Muy de acuerdo (Reversed scoring)

8*. Nunca o casi nunca; Ocasionalmente; Algunas veces; Casi siempre; Siempre

8R. Nunca o casi nunca; Ocasionalmente; Algunas veces; Casi siempre; Siempre (Reversed scoring)

9*. No tengo colegas en el trabajo; Nunca o casi nunca; Ocasionalmente; Algunas veces; Casi siempre; Siempre

10*. No tengo supervisor; Nunca o casi nunca; Ocasionalmente; Algunas veces; Casi siempre; Siempre

11*. Nunca; Pocas veces al año; Una vez al mes o menos; Pocas veces al mes; Una vez por semana; Pocas veces por semana; Todos los días

12*. Nunca; Casi nunca; Pocas veces; Algunas veces; Frecuentemente; Casi siempre; Siempre

13*. Nunca; Una vez por mes o menos; Dos o más veces por mes; Una o dos veces por semana; Todos los días

14*. Imposible; Poco probable; Ni improbable ni probable; Probable; Muy probable.