



Gender, School Sector, School Level, Job Security and Optimism as Predictors of Organizational Citizenship Behaviour of Teachers

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Abstract

The study was based on individual and job characteristics, organizational behaviours, and job attitudes of teachers as employees of the education system. It investigated gender, school sector, school level, job security and optimism as predictors of organizational citizenship behaviour of teachers in Enugu East Local Government Area of Enugu State, Nigeria. A total of 294 professional teachers participated in the study, of which 117 (40%) were male, while 177 (60%) were female; 81 (28%) were primary school teachers, while 213 (72%) were secondary school teachers; and 99 (37%) taught in private schools, while 195 (63%) taught in public schools. Multi-stage sampling technique at three levels was used: purposive sampling for different types and levels of schools in Enugu East, simple random sampling for the seven schools selected, and convenience sampling for the individual participants. A questionnaire comprised of three instruments was adapted to measure the variables – Job Security, Optimism and Organizational Citizenship Behaviour. The research design was cross-sectional survey. Factorial analysis of variance in scores from the study provided evidence that gender, school sector and school level had significant influence on organizational citizenship behaviour of teachers; and hierarchical multiple regression analysis of the scores from the study revealed that job security did not significant predict organizational citizenship behaviour, while optimism significantly and positively predicted organizational citizenship behaviour. Implications of the findings and limitations of the study were discussed, and suggestions for further study were given.

Keywords: Job Security, Optimism, Organizational Citizenship Behaviour, Teachers

Introduction

The corona virus (COVID-19) pandemic that struck the world from 2019 dramatically increased the sense of uncertainty around the globe (Mahmoud, Reisel, Fuxman, & Hack-Polay, 2022). In the education sector, the lockdown due to the pandemic caused a major shift from physical learning environment to massive focus on online learning platforms, especially in private secondary schools. In addition, there was a decrease in physical contact with teachers, and massive reliance on virtual learning. While these innovations were progressive, they affected the attitudes of teachers in schools. Thus, Zamarro, Camp, Fuchsman and McGee (2021) noted how the pandemic affected teachers' commitment and general attitudes to the school. The sense of uncertainty created by the pandemic may have caused teachers to experience higher levels of anxiety and depression, and, consequently, feel their resources, such as energy or time, are being threatened or even depleted (Shinan-Altman & Levkovich, 2022). Moreover, the pandemic affected gender roles, both in family and work setting (World Economic Forum, 2020; Yavorsky, Qian, & Sargent, 2021), as well as organizational behaviours globally (Mahmoud, Reisel, Fuxman, & Hack-Polay, 2022).

Teachers play a significant role in the overall development of learners. Hence, the behaviour of teachers significantly affects the success of the school as an organization (Terry, Umbase, Pelealu, Burdam, & Dasfordate, 2018). Examining the role of teachers under the broad spectrum of organizational citizenship behaviour (OCB), Shaheen, Gupta and Kumar (2016) developed a conceptual model on the determinants of teachers' OCB, presenting three sets of determinants of OCB among teachers: individual factors, organizational factors, and prosocial behaviour. OCB refers to employees' work behaviours that go beyond the formal job description and reward system, rules and regulations, but yet encourage organizational effectiveness.

As defined by Organ (1988), OCB is individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization. It consists of five dimensions of employee behaviours: altruism, courtesy, conscientiousness, civic virtue and sportsmanship. These employee behaviours have been linked with overall organizational effectiveness; thus, it has been of interest to managers and administrators who want to improve the effectiveness of their organizations (Organ, Podsakoff, & MacKenzie, 2006). Since teachers are employees of the school, discovering factors that influence OCB among teachers can help school managers and administrators to improve the school system by encouraging such behaviours in teachers. Thus, in line with Shaheen, Gupta and Kumar (2016), this study looked at individual and organizational factors that may determine OCB among teachers.

The issue of gender has been a trending debate in today's world. This has been of interest to studies on organizational behaviour, as gender roles change with times (Mackey, Roth, Van Iddekinge, & McFarland, 2019; Thompson, Bergeron, & Bolino, 2020), and there is high emphasis on gender-inclusiveness especially in the education system today (Federal Republic of Nigeria, 2021). Also, work-related characteristics have been taken into consideration to see if (and how) they are related to organizational behaviour (Mitonga-Monga, Flotman, & Cilliers, 2017; Solomon, Nikolaev, & Shepherd, 2021). Such characteristics may include the type of work, level of work, sociopolitical, socioeconomic and socio-relational aspects of the work, etc. (Okpara, 2005; Weihrich, Cannice, & Koontz, 2010; Ezeh, Musa, Ezeanya, & Okonkwo, 2015). Hence, this study was interested in gender, school sector and school level as possible determinants of OCB among teachers. Gender refers to the fact of being male or female, especially when considered with reference to social and cultural differences, not differences in biology (Hornby, et al., 2015). School sector refers to the state of ownership and direct control of the school, whether privately owned or publicly owned (Federal Republic of Nigeria, 2021). And school level refers to the level of education administered by the school, whether primary, secondary, vocational or tertiary (Federal Republic of Nigeria, 2013).

In formal organizations, there comes a time when the services of a worker are no longer needed. This may be caused by a variety of variables such as: limited organizational funds, merging of the organization with another, restructuring of the organization, incompetence of the employee, socio-political factors, reduction in organizational work tasks, liquidation of the organization, etc. (Kiyosaki & Lechter, 2000; Okpara, 2005). In

the education sector, the recent advancements in artificial intelligence and other modern technologies may threaten teacher job security as physical teacher roles may become redundant. As a result of the situation, teachers face the risk of losing their job, and becoming unemployed. The probability of keeping or losing their job can create strong feelings in an employee, and affect their attitude to work (Kiyosaki & Lechter, 2000). This probability refers to a sense of job security. Job Security is the assurance that [one] will be able to work in [their] job as long as [they] please and will not be unemployed (Hanks & Urdang, 2018).

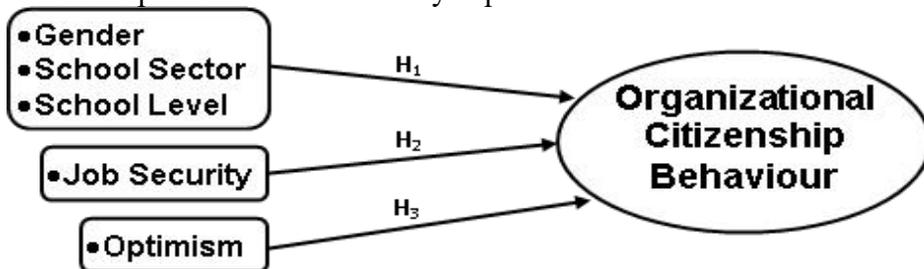
The quality of thoughts that go on in a person, whether consciously or unconsciously, stirs up emotions which develop into attitudes (Kiyosaki & Lechter, 2000; Okpara, 2005; Gross, 2010). Job attitudes lead to expectations (Porter & Lawler, 1968): one may expect the best from a job, or expect the worst. The former is said to be optimistic, while the latter is said to be pessimistic. Thus, being optimistic means expecting the best possible outcome from any given situation (Merriam-Webster, 2017). It is a mental attitude reflecting a belief or hope that the outcome of some specific endeavour or outcome in general, will be positive, favourable, and desirable. As defined by Pajares (2001), optimism is holding a view of life events and situations that is characterized by positive thinking and maintaining a positive attitude toward the future.

Observed changes in the organizational behaviour of teachers due to the pandemic-induced social changes (Zamarro, Camp, Fuchsman, & McGee, 2021; Shinan-Altman & Levkovich, 2022) may be linked with work-related expectations of the teachers. In his Expectancy Theory, Vroom (1964) stated that people will be motivated to do things to reach a goal if they believe in the worth of that goal and if they can see that what they do will help them in achieving it. In practice, this may imply that if people expect to stay long in a job (i.e. feeling of job security) and believe the organization has better future for them (i.e. feeling of optimism), they may feel motivated to engage in OCBs. In his Motivation-Hygiene Theory, Herzberg (1966) postulated two important factors that influence organizational behaviour: Motivating factors and Hygiene factors. Motivating factors are factors that motivate organizational behaviour; their existence will yield feelings of satisfaction or dissatisfaction, depending on one's perception of them. They include: challenging work, achievement, growth in the job, responsibility, advancement and recognition. On the other hand, hygiene factors are factors that maintain organizational behaviour. On their own, they do not motivate; however, their absence will yield feelings of dissatisfaction. They include: status, interpersonal relations, quality of supervision, company policy and administration, working conditions, job security, and salary. While Vroom's theory seems to imply that feelings of job security and optimism will motivate OCB, Herzberg's theory implies that job security, will not motivate OCB, but lack of it may reduce one's engagement in OCB. Whichever way, these suggest that job security and optimism may predict OCB.

The purpose of this study was to investigate gender, school sector, school level, job security and optimism as predictors of OCB of teachers. The study was based on individual and job characteristics, organizational behaviours, and job attitudes of teachers as employees of the education system. Teachers here refer to professional school teachers at the primary and secondary school levels of formal education.

Conceptual Framework

The conceptual model of the study is presented below:



Hypotheses

The following hypotheses were tested in the study:

1. Gender, School Sector and School Level will significantly, independently and jointly, influence Organizational Citizenship Behaviour of Teachers.
2. Job Security will significantly predict Organizational Citizenship Behaviour of Teachers.
3. Optimism will significantly predict Organizational Citizenship Behaviour of Teachers.

Method

Participants

The study was focused on professional teachers in Enugu East Local Government Area of Enugu State, Nigeria. 294 teachers participated in the study, of which 117 (40%) were male, while 177 (60%) were female; 81 (28%) were primary school teachers, while 213 (72%) were secondary school teachers; and 99 (37%) taught in private schools, while 195 (63%) taught in public schools. Both probability and non-probability sampling techniques were used, and the sampling method was multi-stage sampling. Firstly, the researchers purposively selected several schools to represent different types and levels of teachers in Enugu East Local Government Area. Next, 7 out of these schools were randomly selected for the study, and included a private primary school, two private secondary schools, a public primary school, a public all-male secondary school, a public all-female secondary school, and a public mixed-gender secondary school. Finally, teachers were randomly selected and participated by convenience. The data collection method ensured anonymity of responses and confidentiality of the participants.

Instruments

A 32-item questionnaire comprised of three instruments was adapted for the study, thus: Job Security Scale, Optimism Scale and Organizational Citizenship Behaviour Scale. The Job Security Scale used was developed and validated for the Nigerian population, by Kolawole, Ajani and Adisa (2013) as a measure of job security. It is a 7-item Likert scale ranging from Point 1 (*Strongly Disagree*) to Point 5 (*Strongly Agree*). The 7 items were scored in reverse direction to obtain consistency of scoring for Job Security, and some items were slightly modified and adapted for use in the education sector. The Optimism Scale used was developed and validated for the Nigerian population, by Afolabi (2017), as a factor/dimension of Emotional Intelligence. It is a 4-item Likert scale ranging from Point 1 (*Strongly Disagree*) to Point 5 (*Strongly Agree*). The first item was scored in reverse direction to obtain consistency of scoring. The scale has a reliability coefficient (Cronbach Alpha) of .80, and a test-retest reliability of .79. The Organizational Citizenship Behaviour Scale used was developed and validated for the Nigerian population, by Onyishi (2007). It is a 21-item Likert scale ranging from Point 1 (*Never*) to Point 5 (*Very Often*), indicating how often the participants engaged in the behaviours described in the items. Some of the items are scored in reverse direction to obtain consistency of scoring, and some items were slightly modified and adapted for use in the education sector. The scale has a reliability coefficient (Cronbach Alpha) of .83, and a test-retest reliability of .76.

Procedure

350 copies of the questionnaire were distributed directly to the participants. In accordance with the ethical guidelines for conducting psychological and educational research in Nigeria, the researchers ensured participation in the study was voluntary. Informed consents of the participants were obtained before the study commenced, and the data collection process ensured anonymity and confidentiality of responses. The participants were each given the questionnaires and asked to complete and return them after completion. Out of the 350 copies of questionnaires distributed, 322 (92%) were returned. However, only 294 (84%) were completed correctly. This rate of return was considered reasonably high and the use of the questionnaires as such not likely to affect the validity of the study. The questionnaires completed correctly were, therefore, scored accordingly.

Design and Statistics

Cross-sectional research design was used for the study. Analyses of the data collected for the study were by factorial analysis of variance and hierarchical multiple regression analysis. These were done using Statistical Package for Social Sciences (SPSS) version 25.

Results

Results of the descriptive statistics, test of between-subject effects, and regression analysis are presented below as Table 1, Table 2 and Table 3 respectively.

Table 1: Descriptive Statistics of the Teachers' Scores on OCB

Teacher Categories	Mean	Std Dev.	N
1. Male Private Primary School Teachers	78.35	3.392	20
2. Male Private Secondary School Teachers	72.73	12.005	22
3. Male Public Primary School Teachers	77.88	5.866	8
4. Male Public Secondary School Teachers	65.43	11.934	67
5. Female Private Primary School Teachers	78.68	10.177	38
6. Female Private Secondary School Teachers	79.42	4.260	19
7. Female Public Primary School Teachers	74.07	9.706	15
8. Female Public Secondary School Teachers	75.72	10.023	105

a. *No. of teachers by Gender: Male = 117, Female = 177*

b. *No. of teachers by Sector: Private Schools = 99, Public Schools = 195*

c. *No. of teachers by Level: Primary Schools = 81, Secondary Schools = 213*

Descriptive statistics of the teachers' scores on OCB based on gender, school sector and school level indicated differences in the mean scores at the levels of each of the independent variables, as shown in Table 1. The result of the study showed that OCB of teachers varied across 8 factorial groups, thus: male private primary school teachers (78.35), male private secondary school teachers (72.73), male public primary school teachers (77.88), male public secondary school teachers (65.43), female private primary school teachers (78.68), female private secondary school teachers (79.42), female public primary school teachers (74.07), and female public secondary school teachers (75.72).

Table 2: Tests of Between-Subjects Effects

Source	Type III SS	df	Mean Sq.	F	Sig.	Partial Eta Sq.
Gender	467.423	1	467.423	4.640	.032	.016
Sector	662.460	1	662.460	6.576	.011	.022
Level	628.851	1	628.851	6.242	.013	.021
Gender * Sector	.762	1	.762	.008	.931	.000
Gender * Level	1071.822	1	1071.822	10.640	.001	.036
Sector * Level	89.112	1	89.112	.885	.348	.003
Gender * Sector * Level	153.395	1	153.395	1.523	.218	.005

• *Dependent Variable = Organizational Citizenship Behaviour*

As shown in Table 2, test of between-subject effects showed that gender ($F = 4.640$, $p = .032$, $\eta^2_p = .016$), school sector ($F = 6.576$, $p = .011$, $\eta^2_p = .022$) and school level ($F = 6.242$, $p = .013$, $\eta^2_p = .021$) significantly influenced OCB independently. There was also significant interaction effect of gender and level ($F = 10.640$, $p = .001$, $\eta^2_p = .036$), but interaction effects were not significant for gender and sector ($F = .008$, $p = .931$, $\eta^2_p = .000$), sector and level ($F = .885$, $p = .348$, $\eta^2_p = .003$), and gender, sector and level ($F = .1523$, $p = .218$, $\eta^2_p = .005$).

Table 3: Regression Statistics

Model	R	R ²	ΔR^2	B	β	t	Sig.
1 Job Security	.020	.000	.000	-.049	-.020	-.334	.738
2 Job Security	.303	.092	.091	-.023	.302	-.163	.000
Optimism				1.007		5.411	

• *Dependent Variable = Organizational Citizenship Behaviour*

Results of regression analysis showed that job security did not significantly predict OCB ($\beta = -.020$, $t = -.334$, $p = .738$), but optimism significantly predicted OCB positively, accounted for 9.1% of the variance in OCB ($\beta = .302$, $t = 5.411$, $p = .000$, $\Delta R^2 = .091$).

Discussion

The study investigated gender, school sector, school level, job security and optimism as predictors of OCB of teachers, with focus on Enugu East Local Government Area of Enugu State. The data for the study were analysed using factorial ANOVA and hierarchical multiple regression analysis.

The first hypothesis asserted that gender, school sector and school type will significantly influence OCB of teachers, independently and jointly. The result of the study showed that OCB of teachers varied across 8 factorial groups of combinations of gender, school sector and school level. Independently, gender accounted for 1.6% variance in OCB ($\eta^2_p = .016$, $p = .032$), while school sector and school level accounted for 2.2% ($\eta^2_p = .022$, $p = .011$) and 2.1% ($\eta^2_p = .021$, $p = .013$) variance respectively. Jointly, gender and school level accounted for 3.6% variance in OCB ($\eta^2_p = .036$, $p = .001$), but other interaction effects were not significant.

These imply that gender, school sector and school level influenced the teachers' engagement in OCB. Generally, female teachers engaged more in OCB than male teachers; private school teachers engaged in OCB more than public school teachers; and primary school teachers engaged in OCB more than secondary school teachers.

The second hypothesis asserted that job security will significantly predict OCB of Teachers. In the test of this hypothesis, job security entered the regression model and yielded a multiple regression coefficient (R) of .020 and a coefficient of determination (R^2) of .000, which were found not significant at .05 level ($p = .738$). This implies that job security accounted for zero variance in OCB of the teachers; thus, feelings of job security did not significantly predict OCB of teachers.

The third hypothesis asserted that optimism will significantly predict OCB of Teachers. In the test of this hypothesis, optimism was added to the model and the multiple regression coefficient (R) changed to .303, with a coefficient of determination (R^2) of .092. The ΔR^2 (.091) showed that optimism accounted for 9.1% of the variance in OCB of the teachers, which was found significant at .05 level ($p = .000$). This implies that optimism significantly predicted OCB of the teachers positively.

Implications of the Findings

The study provided evidence that gender, school sector and school level are significant predictors of OCB among teachers. Female teachers were found to engage more in OCB than their male counterparts; private school teachers demonstrated a higher level of OCB compared to public school teachers; and primary school teachers were more engaged in OCB than secondary school teachers. Policymakers and school administrators should consider these variations when designing interventions or policies related to teacher engagement and behaviour within different gender and school contexts. Secondly, the study suggests that feelings of job security did not significantly predict OCB among teachers in Enugu East Local Government Area. Therefore, policymakers and school administrators may need to explore other factors beyond job security to enhance teachers' engagement in OCB. It highlights the importance of considering a broader range of factors that influence teacher behaviour and commitment to go beyond the traditional focus on job security. Finally, optimism emerged as a significant predictor of OCB among teachers in the study. Teachers with a more optimistic outlook were found to engage more in OCB. This finding underscores the importance of promoting positive attitudes and outlooks among teachers to enhance their OCBs. Interventions aimed at fostering optimism among teachers may contribute to a more positive and engaged teaching environment.

Limitations of the Study

The study was limited by homogeneity, sample size and location. Firstly, the study focused on a specified type of employed teachers – permanent, officially registered teachers; and thus, results may vary for other types of employed teachers (such as temporary teachers, part-time teachers and contract teachers), who constitute the greater population of employed teachers in Enugu East. Secondly, the sample size of 294 teachers was relatively small compared to the actual population of teachers in Enugu East. Finally, the location (hence, Enugu East Local Government Area of Enugu State) may not fully represent the realities in the vast geographical spread of teachers in Enugu State, Nigeria, and the world at large. These three factors may limit the generalization of the results of the study. Similar research, however, with a more heterogeneous, larger and more diverse sample, may yield truer, more reliable, and more valid results.

Suggestions for Further Studies

The study suggests potential areas for further research, such as exploring additional factors that may influence OCB among teachers or investigating these relationships in different geographical or cultural contexts. Policymakers can use these findings to inform the development of targeted interventions and policies aimed at improving teacher engagement and OCBs.

Conclusion

The study provides valuable insights into the predictors of OCB among teachers in Enugu East Local Government Area and offers practical implications for educational management and policy development. In summary, educational institutions, especially those in the Enugu East Local Government Area, should recognize and address gender, school sector, and school level differences in promoting OCB among teachers. Strategies to enhance optimism among teachers could be incorporated into professional development programs or workplace initiatives. And while job security may not be a significant predictor of OCB among teachers, attention should still be given to other factors that contribute to OCB among teachers.

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