Examining correlates of organizational citizenship behavior and counterproductive work behavior in a collectivist culture: the case of Arab teachers in Israel

Aaron Cohen and Mohammad Abedallah
School of Political Science, Division of Public Administration, University of Haifa, Haifa, Israel

Abstract

Purpose – This study aims to examine the relationships between personal (emotional intelligence, Dark Triad (DT), core self-evaluation and burnout) and situational variables (organizational justice) and organizational citizenship behavior (OCB) (supervisor report) and counterproductive work behavior (CWB) (self-report).

Design/methodology/approach – In total, 680 questionnaires were distributed to teachers in 20 Arab elementary schools in Northern Israel. Usable questionnaires were returned by 509 teachers (75%). The questionnaires covered emotional intelligence, DT, core self-evaluation, organizational justice, burnout, CWB and demographic characteristics. Their principals filled out questionnaires on the teachers’ in-role performance and OCB.

Findings – Results showed that CWB was mostly related to higher levels of psychopathy, lower levels of emotional intelligence (ability to use emotions) and higher levels of burnout (emotional exhaustion). OCB was related to higher levels of procedural justice, lower levels of burnout and higher levels of emotional intelligence.

Practical implications – Organizations should consider ways to reduce burnout, which may reduce CWB and increase perceptions of justice, thereby promoting OCB.

Originality/value – Two novel aspects are noteworthy. First, this study simultaneously examines both CWB and OCB to clarify the similarities and differences between them. Second, few studies have examined the correlates of CWB and OCB in Arab culture.

Keywords Burnout, Emotional intelligence, Organizational citizenship behavior, Dark triad, Counterproductive workplace behavior

Paper type Research paper

Introduction

Two employee workplace behaviors have attracted much attention in recent years, namely, organizational citizenship behavior (OCB) and counterproductive work behavior (CWB).
Both are spontaneous and voluntary and have significant effects on organizational success and failure (Berry, Ones, & Sackett, 2007; Organ, Podsakoff, & MacKenzie, 2006). OCB refers to organizationally valuable behaviors that cannot be imposed by formal role responsibilities or evoked by a contractual assurance of reimbursement; it includes both impersonal OCB (directed toward the organization in general) and altruistic OCB (helping a specific person within the organization; Organ, 1988). CWB refers to deliberate actions that damage the organization or its members (O’Boyle, Humphrey, Pollack, Hawver, & Story, 2011). It comprises negative behaviors that can be directed toward organizations (CWB-O) or individuals (CWB-P). CWB is considered one of the most damaging behaviors within organizations (Cohen, 2016).

The OCB and CWB variables have been highly researched in their relevant fields (Miles, Borman, Spector, & Fox, 2002). Thus, there is a significant amount of research on their correlates; however, two aspects have not received enough attention in the literature, namely, first, a simultaneous examination of both CWB and OCB to clarify their similarities and differences, which is necessary, as recent literature has contended the two are distinct constructs, rather than a single continuum (Dalal & Carpenter, 2018; Sackett, Berry, Wiemann, & Laczo, 2006). Second, few studies have examined the correlates of CWB and OCB within a non-Western culture. Arab culture is regarded as traditional and collectivist compared to modern and individualistic Western cultures (Cohen, 1999).

As for the correlates of these outcomes, recent literature has advocated the need to test the effects of personal variables on CWB (Cohen, 2016, 2018; Cohen, 2018) and OCB (Szabó, Czibor, Restás, & Bereczkei, 2018). Scholars have suggested that the Dark Triad (DT) personality traits (narcissism, Machiavellianism (Machs) and psychopathy) are possible determinants of CWBs (MacLane & Walmsley, 2010; Smith & Lilienfeld, 2013; Lyons, 2019) and OCB (Webster & Smith, 2019). Emotional intelligence (Shkoler & Tziner, 2017) and core self-evaluation (Bowling Wang, & Li, 2012) have also been identified as determinants of CWB and/or OCB. Finally, there is significant literature and theory on the relationships between burnout and organizational justice with OCB and CWB (Ansari, Maleki, & Mazraeh, 2013; Cohen & Abedallah, 2015; Cohen & Diamant, 2017; Fox, Spector, & Miles, 2001; Moorman, 1991; Shkoler & Tziner, 2017). These variables will be included in the model to examine their differential effect on OCB and CWB.

This study aims to contribute to the research trends suggested above by examining the relationships between CWB and OCB and personal and situational factors among Arab-Israeli teachers in Israel. It is noteworthy that few studies have examined these relationships among teachers or other helping professionals in non-Western societies. This research thus, offers several important and novel contributions. First, the study proposed and tested a comprehensive model explicating the relationships between personal and situational variables, and OCB and CWB. Second, this research examined determinants of CWB and OCB in a traditional Arab setting and culture. Most literature investigating these behaviors has concentrated on Western cultures; few studies have examined this issue in non-Western cultures such as China (Liu & Cohen, 2018), Philippines (Robertson, Datu, Brawley, Pury, & Mateo, 2016) and Turkey (Jonason, Okan, & Özsoy, 2019). Examining these relationships within a traditional collectivist culture is important to evaluate whether explanations for CWB and OCB are similar to those in more individualistic Western cultures (Minkov, 2011). Third, unlike most previous studies, this study examined both CWB and OCB simultaneously, as dependent variables, which is critical, as scholars currently posit that OCB and CWB do not represent opposite behaviors but independent constructs (Dalal & Carpenter, 2018; Sackett et al., 2006). Therefore, exploring the different mechanisms affecting each behavior is
important. Finally, this study examined data from different types of reports (principals’ reports for OCB and teachers’ self-reports for CWB), which increases the validity of the findings.

**Study setting**

The hypotheses presented here are specifically based on Arab teachers employed in Arab elementary schools, operating in Arab-populated cities or villages in Israel. Arabs represent about one-sixth of Israel’s population, are a permanent and non-assimilating minority, are clearly distinguished from Jews in places of residence, culture and language and adhere to their own traditions (Cohen & Abedallah, 2015; Cohen & Kirchmeyer, 1995). Israeli Arabs have a traditional collectivist culture. The collectivist orientation is expressed in ideals such as solidarity, cooperation, commitment, mutual trust, support and a sense of belonging that are believed to be present in Arab nuclear and extended families and in the community (Pines & Zaidman, 2003; Ronen & Shenkar, 1985).

Israel’s 7 million citizens include 1.5 million students in the educational system, of whom 25% are Arabs. Arabic schools are segregated in Israel, and offer a curriculum that emphasizes Arabic history, religion and culture. The Arabic education system consists of four tiers ranging from kindergarten to grade 12:

1. Pre-elementary education (kindergarten).
2. Elementary education (Grades 1–6).
3. Middle school (Grades 7–9).
4. High school (Grades 10–12).

Compulsory education ranges from kindergarten to 10th grade, although most students complete the 12th grade. In 2018–2019, female schoolteachers comprised most (73.9%) of the Arab sector’s educators (Israel Central Bureau of Statistics, 2019). As for Arab school teachers’ educational level, 3.3% have non-academic degrees (7.2% in the Jewish sector); 66.6% have a bachelor’s degree (56.1% in the Jewish sector); and 31.6% have a master’s degree or higher (36 per cent in the Jewish sector; Israel Central Bureau of Statistics 2019).

**Conceptual framework and research hypotheses**

The research model is presented in Figure 1. In the following sections, the theory and hypotheses regarding the relationships in the model are presented.

**Emotional intelligence, in-role performance and organizational citizenship behavior**

Emotional intelligence has had a significant impact on managerial practice (Ashkanasy & Daus, 2002), mainly because it has the potential to contribute to more positive attitudes, behaviors and outcomes among organizational members (Carmeli, 2003). This study adopted Salovey and Mayer’s (1990, p. 189) definition of emotional intelligence, “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.” They identified three dimensions of emotional intelligence, which were used in this study:

1. The ability to appraise and express emotions in oneself and others.
2. The ability to regulate emotions in oneself and others.
3. The ability to use emotions in adaptive ways (Salovey & Mayer, 1990).

Emotional intelligence is related to in-role performance because organizational settings require interpersonal interaction. Most interpersonal interactions are related to the
performance of job duties. To facilitate effective interactions, which are essential to job performance, particularly among teachers, it is essential that individuals are able to understand and manage their own emotions and those of others (Carmeli & Josman, 2006; Wong & Law, 2002). Two meta-analyses (Joseph & Newman, 2010; O’Boyle, Forsyth, & O’Boyle, 2011) supported the relationship between emotional intelligence and job performance.

Regarding OCB, individuals with high emotional intelligence may be more inclined to identify and respond appropriately to the emotions of coworkers, customers and superiors (Day and Carroll, 2004). Because they are emotionally perceptive, they are likely to handle emotionally laden situations in ways that exceed their job description or organizational rules. As they are alert to others’ feelings, they may help manage interactions within their workgroups. Emotionally intelligent employees are likely to be empathetic toward the organization, enabling them to adopt the organization’s perspective and behave in a manner that will benefit the organization (Cohen & Abedallah, 2015).

Carmeli (2003) and Carmeli and Josman (2006) argued that emotional intelligence may enhance altruistic behavior, as emotional intelligence enables employees to shift easily from negative to positive moods, and employees with positive emotions are more likely to engage in helpful behaviors. Additionally, these authors argued that involvement in altruistic behavior is rewarding for emotionally intelligent employees because it maintains their positive state of mind. The findings presented by Carmeli (2003), Carmeli and Josman (2006) and by Hemmati, Rezapur, Hashemi, and Mohammadi (2013), support these contentions. Thus, the first hypothesis (H1) of this study states:

\[ H1. \quad \text{Emotional intelligence will be positively related to in-role performance and OCB.} \]
Emotional intelligence and counterproductive work behavior

Emotional intelligence has an important role in preventing negative behaviors (Martin, Knopoff, & Beckham, 1998). Employees with lower levels of emotional intelligence are incapable of withholding negative emotions that result from negative experiences in the workplace, and may behave aggressively and inappropriately in a manner that damages the organization and/or its employees (Jung & Yoon, 2012; Quebbeman & Rozell, 2002). Contrastingly, employees with higher levels of emotional intelligence might respond to negative work experiences more effectively, demonstrating an ability to effectively control and manage their emotions (Greenidge, Devonish, & Alleyne, 2014).

To summarize, employees who cannot control their emotions may fail in their social interactions and experience more negative emotions that will lead to more CWB (Jung & Yoon, 2012). A negative relationship exists between emotional intelligence and CWB (Deshpande, Joseph, & Shu, 2005; Trinidad & Johnson, 2002). Thus, the second hypothesis (H2) of this study states:

H2. Emotional intelligence will be negatively related to CWB.

Dark triad, in-role performance and organizational citizenship behavior

The DT consists of three anti-social subclinical personality traits, namely, Machs (manipulation of others), narcissism (feelings of grandiosity, entitlement, dominance and self-superiority) and psychopathy (high impulsivity and thrill seeking, low empathy and anxiety). The three personality traits are overlapping but distinct constructs (Stead, Fekken, Kay, & McDermott, 2012; Lyons, 2019). Paulhus and Williams (2002) argued that these traits share a socially malevolent character with self-promoting behavioral tendencies, emotional coldness, duplicity and aggressiveness. Individuals who possess this personality style tend to carry out a disproportionately large amount of anti-social behavior on others. Therefore, identifying the correct way to conceptualize these traits, and to classify them within the broader context of psychopathology, will ultimately lead to diagnosing and treating individuals with the DT personality style (Stead et al., 2012).

Because OCB is a social and discretionary behavior that prioritizes others and the group over the self, it is probable that individuals with high DT traits will be less likely to engage in OCB. Furthermore, people high in Machs focus on manipulation and prioritize themselves at the expense of others, so it is less likely that Machs would engage in OCB. Those high in narcissism (Narcissists) have a strong sense of entitlement and their high self-evaluation may preclude them from engaging in discretionary helping behaviors such as OCB. Psychopaths’ lack of concern for others also makes it less likely for them to engage in discretionary helping behaviors that promote the welfare of the organization and their coworkers (Webster & Smith, 2019).

According to Bourdage, Lee, Lee, and Shin (2012), while the relationship between psychopathy and OCB is expected to be negative, the relationship between the other two dark personality traits and OCB may not be as straightforward. However, certain factors such as impression management, long-term orientation and the use of soft tactics may prompt Machs and Narcissists to display some OCBs in certain situations (Bourdage et al., 2012; Lyons, 2019). Bourdage et al. (2012) found that subclinical psychopathy has a negative effect on OCB and in-role performance, and that Machs and subclinical narcissism were non-significant predictors of OCBs. Thus, the third hypothesis (H3) of this study states:
**H3:** Psychopathy will be negatively related to in-role performance and OCB. No relationship will be found between Machs and Narcissism with in-role performance and OCB.

**Dark triad and counterproductive work behavior**

There is a simple justification for expecting that the DT will be related to CWB: Deviant workplace behaviors may be best predicted by deviant personality traits (Cohen, 2016). Specifically, psychopaths believe they are above the social, moral, ethical and legal principles that govern society and rarely experience shame, guilt, remorse or regret. Thus, such beliefs may easily lead them to perform CWBs. Furthermore, narcissism is expected to be positively related to CWBs for at least two reasons, namely, first, because narcissists view themselves as highly important, they are willing to violate rules for personal gain. Second, narcissism overlaps, conceptually and empirically, with impulsiveness (Cohen, 2018); as CWBs are often performed impulsively, narcissism can be expected to have a positive relationship with CWB. Moreover, individuals rating high in Machiavellianism (high Machs) are likely to engage in highly manipulative CWBs when facing impediments to achieving their goals, are remorseless, willingly engage in hostile and unethical behaviors (Liu & Cohen, 2018; Lyons, 2019), and are prone to making unethical decisions and often assume that others would make the same choices. They are more likely to lie to, steal from, cheat and mislead others (Cohen, 2016, 2018). Thus, the fourth hypothesis (H4) of this study states:

**H4.** The DT will be positively related to CWBs.

**Core self-evaluation, in-role performance and organizational citizenship behavior**

Core self-evaluation refers to fundamental and broad evaluations of self-regulatory capacities (Johnson, Rosen, & Levy, 2008). Specifically, it refers to individuals’ fundamental beliefs about themselves and their self-worth (Judge, Locke, & Durham, 1997). Judge, Erez, Bono, and Thoresen (2003) contended that core self-evaluation involves evaluations of self-worth, control over one’s environment, capability and competence to be successful and emotional adjustment. Self-esteem is the most representative of its sub-dimensions; it is a core concept that refers to an individual’s ability to comprehensively summarize his or her self-worth. Workers with high self-esteem are more willing to accept challenging work and maintain a positive and optimistic outlook regardless of their work outcomes (Judge, Erez, & Bono, 1998).

A positive core self-concept affects an individual’s general level of initiative and beliefs concerning his/her general level of competence. As OCB requires individuals to initiate social interactions and to be confident about their interpersonal capabilities, those who have high core self-evaluations are prone to engage in OCB that requires initiative (Bowling et al., 2012; Ferris, Rosen, Johnson, Brown, Risavy, & Heller, 2011; Somech & Drach-Zahavy, 2000). Thus, the fifth hypothesis (H5) of this study states:

**H5.** High core self-evaluation will be related to high in-role performance and OCB.

**Core self-evaluation and counterproductive work behavior**

A negative relation between self-esteem and CWB is proposed by consistency theory (Whelpley & McDaniel, 2016). Within this context, individuals are motivated to believe and
act in ways that run parallel with their self-views. Consistency theory predicts lower levels of CWB among individuals with high self-esteem for two reasons, namely, first, individuals with high self-esteem are motivated to perform their jobs well, and CWB is considered in job performance ratings; thus, people attempting to maximize their performance are less likely to engage in CWB. Second, as these individuals view themselves positively, they tend not to engage in CWB to avoid making negative judgments about themselves. Accordingly, consistency theory predicts that individuals with high self-esteem will engage in fewer CWBs, and individuals with lower self-esteem will engage in more CWBs (Whelpley & McDaniel, 2016). Thus, the sixth hypothesis (H6) of this study states:

H6. High core self-evaluation will be related to low CWB.

Organizational justice, in-role performance and organizational citizenship behavior
Two sources of organizational justice are cited frequently in the literature (Cohen, 2016; Rosen, Chang, Johnson, & Levy, 2009). The first, distributive justice, addresses the fairness of outcomes, including outcomes such as office assignments, promotions, job titles and the like (Karriker & Williams, 2009). Drawing from equity theory, an individual who experiences inequity or injustice will attempt to restore balance using a number of mechanisms, including reduction of in-role performance and OCB (Ang, Van Dyne, & Begley, 2003; Devonish & Greenidge, 2010; Greenberg, 1990).

The second, procedural justice, has two dimensions. The first dimension is formal procedures and refers to the perceived fairness of the procedures associated with outcome distributions. The second dimension, interactional justice, refers to the perceived fairness of interpersonal treatment from those administering the procedures used to arrive at certain outcomes (Devonish & Greenidge, 2010). When organizational decision-making is consistent and meets the bias suppression rule (uniform treatment of all), employees assess procedural justice positively (Ang et al., 2003; Colquitt, 2001; Greenberg, 1990), leading to higher levels of performance. Perceptions of procedural justice affect an employee’s general perception of whether an organization values him or her. This perception may influence the employee’s OCB by prompting him/her to define his/her relationship with the organization as one of social exchange (Moorman, Blakely, & Niehoff, 1998). Furthermore, the quality of the managers’ personal treatment of the employee may influence the latter’s personal gestures (Cohen-Charash & Spector, 2001). Thus, the seventh hypothesis (H7) of this study states:

H7. Organizational justice is positively related to in-role performance and OCB.

Organizational justice and counterproductive work behavior
Cohen-Charash and Spector (Cohen & Diamant, 2017) contended that CWBs could be seen as reactions to perceived injustice and are primarily related to an employee changing his/her input to restore equity. When employees perceive distributive injustice, they may damage the organization to make the outcome/input ratio less negative from their perspective. Furthermore, perceived injustice leads to negative perceptions of the organization, and, hence, to CWBs (Hershcovis et al., 2007; Liu & Berry, 2013). Crawshaw, Cropanzano, Bell, and Nadisic (2013) contended that individuals who act assertively to restore fairness frequently engage in retributive behavior: mistreatment and perceived injustice lead to moral outrage and the desire to punish the perpetrators. Thus, employees may respond to unfairness by engaging in CWBs, such as organizational deviance, sabotage and aggression. Martinson, Anderson, Crain, and De Vries (2006) contended that perceptions of injustice
may threaten an individual’s identification with a group, leading to compensatory behaviors such as CWBs. Thus, the eighth hypothesis (H8) of this study states:

\[ H8. \text{ Organizational justice is negatively related to CWBs.} \]

**Burnout, in-role performance and organizational citizenship behavior**

Burnout is a state of mental and emotional exhaustion that is characterized by feelings of being drained by others. It is defined by three dimensions, namely, emotional exhaustion, depersonalization and reduced personal accomplishment (Emmerik, Jawahar, & Stone, 2005; Sesen, Çetin, & Basim, 2011). The relationship between burnout and job performance may best be explained by the conservation of resources (COR) model of stress (Hobfoll & Freedy, 1993). The COR model suggests that burnout occurs in response to the loss or perceived loss of resources; employees then take actions to protect themselves, such as putting less effort into their work, resulting in decreased job performance (Halbesleben & Bowler, 2005) and reduced OCB. Taris (2006), also following the COR model, argues that high levels of burnout signify that workers possess insufficient resources to effectively deal with the demands of their jobs. Burnout is often accompanied by feelings of depression and loss of self-esteem, physical components such as hypertension and behavioral aspects including alcoholism and drug use (D’Amato & Zijlstra, 2008). All these factors have a detrimental effect on work outcomes. Studies have shown a negative relationship between burnout and in-role performance (Cropanzano, Rupp, & Byrne, 2003; Halbesleben & Bowler, 2005; Parker & Kulik, 1995).

To the extent that burnout resulting from chronic long-term stress can negatively affect variables associated with intrinsic motivation (e.g. engagement with work and sense of achievement; Maslach (1986)), it is appropriate to assume that feelings of exhaustion, depersonalization (i.e. a callous and detached response to job duties) and a diminished sense of professional achievement exert a negative effect on employees’ willingness to put extra effort into their work (Cropanzano et al., 2003; Emmerik et al., 2005). Less OCB from emotionally exhausted employees is, therefore, to be expected. Thus, the ninth hypothesis (H9) of this study states:

\[ H9. \text{ Burnout will be negatively related to in-role performance and OCB.} \]

**Burnout and counterproductive work behavior**

The relationship between burnout and CWB can also be explained by the COR model of stress (Hobfoll & Freedy, 1993). Here, burnout also happens in response to the loss or threatened loss of resources, so employees tend to take actions to protect them (Halbesleben & Bowler, 2005). Following the COR model, high levels of burnout signify that workers have insufficient resources to deal with the demands of their jobs. The result is feelings of depression and loss of self-esteem, and sometimes hypertension (Taris, 2006; D’Amato & Zijlstra, 2008). All these factors have a damaging effect on work outcomes and might lead to OCB. A growing body of studies suggests that burnout can lead to CWBs (Banks, Whelpley, Oh, & Shin, 2012; Fox et al., 2001; Hershcovis et al., 2007; Salami, 2010). The feeling of exhaustion leads to employees blaming the organization for their exhaustion because of value incongruence. This may result in negative attitudes toward the organization and involvement in CWBs (Ansari et al., 2013). Thus, the 10th hypothesis (H10) of this study states:

\[ H10. \text{ Burnout is positively related to CWBs.} \]
Methods

Subjects and procedures
This study examined Arab teachers working in elementary schools in northern Israel, where 44% of the Arab population of Israel reside in Arab communities. The teachers completed questionnaires on emotional intelligence, DT, core self-evaluation, organizational justice, burnout, CWB and demographic characteristics. Their principals completed questionnaires addressing the teachers’ in-role performances and OCBs, in most cases one or two months following the collection of questionnaires from teachers. In total, 680 questionnaires were distributed to teachers across 20 Arab elementary schools.

Formal permission to proceed with the survey was obtained from the Israeli Ministry of Education. In addition, informed consent was obtained from the respondents. Usable questionnaires were returned by 509 teachers (75%). The teachers indicated their national identity numbers on the questionnaires to allow us to match their responses with the principals’ evaluations. The questionnaires were translated from English to Arabic, using the common process of translation and back-translation by speakers of Arabic and English, and were administered on-site and took about 20 min to complete. No compensation was provided.

Women comprised 77.8% of the participating teachers, and the average age of participants was 40.27. The average tenures in the school and in the profession were 11.5 years and 16.6 years, respectively. Married participant’s comprising 91.7%, 52.3% possessed a bachelor’s degree and 14.9% had a master’s degree.

Scales

Table 1 presents the basic information regarding the study scales.

All items were measured on a scale from one to seven. In addition, three demographic variables were used as control variables, namely, age (ratio), gender (1 = male; 2 = female) and education (ordinal).

Results

Table 2 presents the descriptive statistics of the research variables and the intercorrelations between them. The results revealed acceptable reliability of the variables. Because of the very high correlation between distributive justice and procedural justice (0.075; p < 0.001) it was decided to combine the formal procedure scale and the interactional justice scale into one scale presenting procedural justice. As for the remaining correlations, none of them (except the relationship between the two dimensions of OCB) exceeded 0.60, thus reducing the possibility of multi-collinearity.

Additionally, the study performed several confirmatory factor analyzes of the research variables (Table 3). First, the paper compared the fit of a three-factor model for emotional intelligence to the fit of an alternate one-factor model. The results revealed superior fit indices for the three-factor model than those found for the one-factor model. Second, the fit of a three-factor model for DT was compared to the fit of an alternate one-factor model. Again, the results for the three-factor model revealed a superior fit. Similar results were discovered for the superiority of a two-factor model for organizational justice, a three-factor model for burnout, a two-factor model for CWB and a three-factor model for OCB (Table 3). These results are consistent with the absence of common method variance.

Emotional intelligence, in-role performance organizational citizenship behavior and counterproductive work behavior

Hierarchical linear modeling (HLM) analyzes were performed for each of the dependent variables (three OCB and in-role variables and two CWB variables). Table 4 presents the
| Scale                          | Source                                      | No. of items | Sample items                                                                 |
|-------------------------------|---------------------------------------------|--------------|-----------------------------------------------------------------------------|
| OCB and in-role performance   | Williams and Anderson (1991)                | 21 items, seven for each dimension | In role: 1. Adequately complete assigned duties  
2. Performs tasks that are expected of him/her  
OCB altruism 1. Helps others who have been absent  
2. Goes out of way to help new employees  
OCB organization 1. Conserves and protects organizational property  
2. Takes undeserved work breaks (R) |
| CWB (two dimensions)          | Spector, Fox, Penney, Bruursema, Goh, and Kessler (2006) | 33 items, 15 items for organizational CWB and 18 items for individual CWB | Organizational CWB 1. Purposely failed to follow instructions  
2. Took supplies or tools home without permission  
Individual CWB 1. Verbally abused someone at work  
2. Hit or pushed someone at work |
| Emotional intelligence        | Schutte et al. (1998)                       | 33 items, 13 for ability to express emotions and 10 for each of the other dimensions | Ability to express emotions 1. Aware of emotions as experienced  
2. Easily recognize emotions as experienced  
Ability to regulate emotions 1. Know how to make a positive emotion last  
2. Use good moods to keep trying  
Ability to use emotions 1. New ideas when in a positive mood  
2. Problem-solving when in a positive mood |
| Dark triad (three dimensions) | Jones and Paulhus (2014)                    | 27 items, 9 for each dimension | Psychopathy 1. Payback needs to be quick and nasty  
2. People who mess with me always regret it  
Narcissism 1. People see me as a natural leader  
2. I hate being the center of attention. (R)  
Machiavellianism 1. Most people can be manipulated  
2. It is not wise to tell your secrets |
| Burnout (three dimensions)    | Chan (2006) (based on Maslach 1986)         | 9 items, 3 for each dimension | Emotional exhaustion 1. Used up at end of workday  
2. Worked too hard on job  
Depersonalization 1. Became callous toward people  
2. Treated students impersonally  
Personal accomplishment 1. Had a positive influence on others’ lives  
2. Accomplished worthwhile things in job |

Table 1.  
Research scales (continued)
results of the HLM analysis. $H1$ was meagerly and partially supported: only one dimension of emotional intelligence, the ability to express emotions (Line 4), was related to individual OCB (positively). $H2$ was partially supported: the ability to use emotions (Line 6) was negatively related to CWB.

Dark triad, in-role performance, organizational citizenship behavior and counterproductive work behavior

$H3$ was not supported: psychopathy (Line 9) was not related to in-role performance and OCB and Machs (Line 7) alone was negatively related to in-role performance. $H4$ was partially supported: psychopathy (Line 9) was significantly related to CWB (positively).

Core self-evaluation, in-role performance, organizational citizenship behavior and counterproductive work behavior

$H5$ was not supported: no relationship was found between core self-evaluation (Line 10), in-role performance and OCB. $H6$ was partially supported: core self-evaluation (Line 10) was negatively related to CWB (Table 4).

Organizational justice, in-role performance, organizational citizenship behavior and counterproductive work behavior

$H7$ was partially supported: procedural justice (Line 15) was positively related to individual and organizational OCB. $H8$ was not supported: distributive justice (Line 14) was positively related to individual CWB, contrary to the hypothesis.

Burnout, in-role performance, organizational citizenship behavior and counterproductive work behavior

$H9$ was supported: emotional exhaustion (Line 11) was negatively related to in-role performance and individual OCB (Table 4), and personal accomplishment (Line 13) was positively related to in-role performance. $H10$ was strongly supported: the three dimensions

| Scale                                      | Source                          | No. of items | Sample items                                                                 |
|--------------------------------------------|---------------------------------|--------------|-------------------------------------------------------------------------------|
| Core-self evaluation                       | Judge et al. (2003)             | 12 items     | 1. I determine what will happen in my life                                    |
|                                            |                                 |              | 2. When I try, I generally succeed                                            |
| Organizational justice (three dimensions)  | Niehoff and Moorman (1993)      | 20 items, 5 for distributive justice, 6 for formal procedures, 9 for interactional justice | 1. My work schedule is fair                                                   |
|                                            |                                 |              | 2. I feel that my job responsibilities are fair                               |
|                                            |                                 |              | *Distributive justice*                                                        |
|                                            |                                 |              | 1. Job decisions are made by the general manager in an unbiased manner        |
|                                            |                                 |              | 2. All job decisions are applied consistently across all affected employees  |
|                                            |                                 |              | *Formal procedures*                                                           |
|                                            |                                 |              | 1. My general manager explains very clearly any decision made about my job   |
|                                            |                                 |              | 2. The general manager offers adequate justification for decisions made about my job |

Table 1.
Table 2. Descriptive statistics, reliabilities (bold), and inter-correlations among research variables (N = 509)

| Variables                      | M   | SD  | 1     | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9     |
|-------------------------------|-----|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| **Demographics**              |     |     |       |       |       |       |       |       |       |       |       |
| 1. Age                        | 40  | 8.1 | -0.23*** |      |       |       |       |       |       |       |       |
| 2. Education                  | 2.4 | 0.55 | 0.17*** | 0.22*** | 0.69  |       |       |       |       |       |       |
| 3. Gender                     | 1.8 | 0.42 | -0.08 | 0.03  |       |       |       |       |       |       |       |
| **Emotional intelligence**    |     |     |       |       |       |       |       |       |       |       |       |
| 4. Ability to express emotions | 5.2 | 0.64 | 0.11* | 0.17*** | 0.22*** | 0.69  |       |       |       |       |       |
| 5. Ability to regulate emotions | 5.5 | 0.61 | 0.08  | 0.13** | 0.28*** | 0.54*** | 0.62  |       |       |       |       |
| 6. Ability to use emotions    | 5.8 | 0.63 | 0.03  | 0.02  | 0.22*** | 0.57*** | 0.56*** | 0.74  |       |       |       |
| **Dark triad**                |     |     |       |       |       |       |       |       |       |       |       |
| 7. Machiavellianism            | 4.9 | 0.74 | -0.02 | 0.00  | 0.11* | 0.32*** | 0.31*** | 0.33*** | 0.66  |       |       |
| 8. Narcissism                 | 4.7 | 0.73 | -0.04 | 0.11* | 0.21*** | 0.33*** | 0.36*** | 0.31*** | 0.41*** | 0.66  |       |
| 9. Psychopathy                | 2.5 | 0.57 | -0.06 | -0.16** | -0.21*** | -0.29*** | -0.25*** | -0.18*** | -0.12** | 0.60  |       |
| 10. Core self-evaluation      | 5.4 | 0.69 | 0.02  | 0.12* | 0.21*** | 0.52*** | 0.56*** | 0.50*** | 0.28*** | 0.30*** | -0.40*** |
| **Organizational justice**    |     |     |       |       |       |       |       |       |       |       |       |
| 11. Distributive justice      | 4.7 | 0.90 | 0.07  | 0.12** | 0.12* | 0.27*** | 0.22*** | 0.17*** | 0.31*** | 0.22*** | -0.28*** |
| 12. Procedural justice        | 5.2 | 0.85 | 0.07  | 0.13** | 0.25*** | 0.41*** | 0.43*** | 0.41*** | 0.36*** | 0.37*** | -0.51*** |
| **Burnout**                   |     |     |       |       |       |       |       |       |       |       |       |
| 13. Emotional exhaustion      | 3.8 | 1.3  | -0.08 | -0.13** | -0.16*** | -0.21*** | -0.19*** | -0.15*** | -0.09* | -0.12** | 0.26*** |
| 14. Depersonalization         | 1.7 | 0.91 | -0.16** | -0.19** | -0.28*** | -0.31*** | -0.34*** | -0.13** | -0.17*** | 0.36*** |       |
| 15. Personal accomplishment   | 2.6 | 1.1  | -0.06 | -0.24*** | -0.14** | -0.32*** | -0.32*** | -0.25*** | -0.19*** | -0.27*** | 0.26*** |
| **CWB (self-report)**         |     |     |       |       |       |       |       |       |       |       |       |
| 16. Organizational            | 1.2 | 0.29 | -0.14** | -0.21*** | -0.33*** | -0.34*** | -0.34*** | -0.39*** | -0.16*** | -0.19*** | 0.34*** |
| 17. Personal                  | 1.2 | 0.26 | -0.21** | -0.18** | -0.26*** | -0.31*** | -0.24*** | -0.33*** | -0.14*** | -0.14*** | 0.31*** |
| **OCB (Principals’ report)**  |     |     |       |       |       |       |       |       |       |       |       |
| 18. Personal                  | 3.1 | 0.36 | 0.12* | 0.21*** | 0.06  | 0.16*** | 0.08  | 0.02  | 0.06  | 0.15*** | -0.17*** |
| 19. Organizational            | 4/0 | 0.28 | 0.10  | 0.07  | 0.06  | 0.09  | 0.03  | 0.04  | 0.12** | 0.15  | 0.08  |
| 20. In-role                   | 4.1 | 0.28 | 0.05  | 0.17** | 0.12** | 0.18*** | 0.21*** | -0.18*** | -0.09  | 0.14  | -0.12*** |

**Note:** *p ≤ 0.05; **p ≤ 0.01; ***p ≤ 0.001. Gender: 1 = male; 2 = female (continued)
| Variables | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|-----------|----|----|----|----|----|----|----|----|----|----|----|
| Demographics | | | | | | | | | | | |
| 1. Age | | | | | | | | | | | |
| 2. Education | | | | | | | | | | | |
| 3. Gender | | | | | | | | | | | |
| Emotional intelligence | | | | | | | | | | | |
| 4. Ability to express emotions | | | | | | | | | | | |
| 5. Ability to regulate emotions | | | | | | | | | | | |
| 6. Ability to use emotions | | | | | | | | | | | |
| Dark triad | | | | | | | | | | | |
| 7. Machiavellianism | | | | | | | | | | | |
| 8. Narcissism | | | | | | | | | | | |
| 9. Psychopathy | | | | | | | | | | | |
| 10. Core self-evaluation | 0.73 | | | | | | | | | | |
| Organizational justice | | | | | | | | | | | |
| 11. Distributive justice | 0.31*** | 0.60 | | | | | | | | | |
| 12. Procedural justice | 0.48*** | 0.41*** | 0.89 | | | | | | | | |
| Burnout | | | | | | | | | | | |
| 13. Emotional exhaustion | -0.31*** | -0.36*** | -0.36*** | 0.63 | | | | | | | |
| 14. Depersonalization | -0.41*** | -0.34*** | -0.47*** | 0.44*** | 0.61 | | | | | | |
| 15. Personal accomplishment | -0.32*** | -0.29*** | -0.42*** | 0.15*** | 0.28*** | 0.65 | | | | | |
| CWB (self-report) | | | | | | | | | | | |
| 16. Organizational | -0.40*** | -0.21*** | -0.35*** | 0.33*** | 0.54*** | 0.29*** | 0.82 | | | | |
| 17. Personal | -0.30*** | -0.14*** | -0.30*** | 0.30*** | 0.48*** | 0.18*** | 0.72*** | 0.88 | | | |
| OCB (Principals’ report) | | | | | | | | | | | |
| 18. Personal | 0.07 | 0.15*** | 0.24*** | -0.21*** | -0.20*** | -0.18*** | -0.13*** | -0.10* | 0.68 | | |
| 19. Organizational | 0.11* | 0.13*** | 0.18*** | -0.13*** | -0.13*** | -0.10*** | -0.07 | -0.07 | 0.24*** | 0.65 | |
| 20. In-role | 0.25*** | 0.13*** | 0.18*** | -0.31*** | -0.38*** | -0.23*** | -0.20*** | -0.18*** | 0.21*** | 0.25*** | 0.62 |
of burnout (Lines 11–13) were significantly related positively to the two dimensions of CWB (except personal accomplishment for individual CWB).

Finally, the demographic control variables showed some noteworthy relationships. First, gender had a strong relationship with CWB, revealing that men perform CWB more than women. Interestingly, younger teachers were discovered to perform more individual CWB, while older teachers perform more individual OCB. Those with less education were found to perform more organizational CWB, while those with higher education performed more individual OCB.

**Discussion**

This study examined the relationship between personal and situational variables with two important work outcomes, namely, CWB and OCB. The relationships were examined in an Arab collectivist culture. One expectation of this study was that DT would have a weaker effect on the two work outcomes because of the social control mechanisms inherent in a collectivist culture. The findings provide reasonable support for this expectation. Psychopathy was positively related to the two dimensions of CWB; however, no relationship was discovered between Machs or narcissism and CWB. Additionally, although there was a negative relationship between Machs and in-role performance, no other relationships were found between the DT, OCB and in-role performance. **Grijalva and Newman (2015), following O’Boyle, Forsyth, Banks, and McDaniel (2012), explain these weak relationships by contending that cultures with high in-group collectivism (e.g. the Arab population examined here) suppress narcissistic expressions such as CWBs collectivist cultural cues may suggest to narcissists that there will be harsher sanctions for individuals who violate group norms and harm a group or organization, motivating them to refrain from performing CWBs.**

---

**Table 3. Confirmatory factor analysis of research variables (N = 509)**

| Variable          | Model                | df | $\chi^2$ | $\chi^2$/df | GFI  | CFI  | NFI  | NNFI | MC    | RMSEA |
|-------------------|----------------------|----|----------|-------------|------|------|------|------|-------|-------|
| **Emotional intelligence** | One-factor solution | 27 | 175.3    | 6.5         | 0.93 | 0.90 | 0.89 | 0.87 | 0.86  | 0.10  |
|                   | Three-factor solution| 24 | 71.33    | 3.07        | 0.97 | 0.97 | 0.93 | 0.95 | 0.96  | 0.06  |
| **Dark triad**    | One-factor solution  | 27 | 296.2    | 10.98       | 0.88 | 0.64 | 0.63 | 0.52 | 0.77  | 0.14  |
|                   | Three-factor solution| 24 | 86.16    | 3.59        | 0.96 | 0.92 | 0.89 | 0.88 | 0.94  | 0.07  |
| **Organizational justice** | One-factor solution | 9  | 139.5    | 15.48       | 0.92 | 0.89 | 0.89 | 0.82 | 0.88  | 0.17  |
|                   | Two-factor solution  | 8  | 0.35     | 4.38        | 0.98 | 0.98 | 0.97 | 0.96 | 0.97  | 0.08  |
| **Burnout**       | One-factor solution  | 37 | 380.7    | 14.1        | 0.85 | 0.61 | 0.59 | 0.47 | 0.71  | 0.16  |
|                   | Three-factor solution| 0.24| 118.98  | 4.96        | 0.95 | 0.89 | 0.87 | 0.84 | 0.91  | 0.08  |
| **CWB**           | One-factor solution  | 9  | 303.43   | 33.71       | 0.82 | 0.88 | 0.87 | 0.79 | 0.75  | 0.25  |
|                   | Two-factor solution  | 8  | 86.68    | 10.84       | 0.95 | 0.97 | 0.96 | 0.94 | 0.93  | 0.14  |
| **OCB**           | One-factor solution  | 27 | 309.38   | 18.87       | 0.81 | 0.52 | 0.52 | 0.37 | 0.62  | 0.19  |
|                   | Three-factor solution| 0.24| 189.93  | 7.91        | 0.93 | 0.84 | 0.82 | 0.76 | 0.85  | 0.12  |

**Notes:** GFI, goodness of fit index; CFI, comparative fit index; NFI, normed fit index; NNFI, non-normed fit index; MC, McDonald’s centrality; RMSEA, root mean square error of approximation; CWB, counterproductive work behavior; OCB, organizational citizenship behavior.
However, two issues remain unanswered by the above analysis, which future research should address. First, why was the above explanation not relevant for psychopaths? Is it because this trait affects CWB above and beyond the effects of culture? Second, there was a lack of any measurable relationship between the DT and OCB; this finding supports the contention that CWB and OCB are different, but not opposite constructs, considering the positive relationship between psychopathy and CWB.

Results showed a moderate to weak effect of emotional intelligence and core self-evaluation on CWB, OCB and in-role performance. Regarding emotional intelligence, only one dimension (ability to use emotions) was negatively related to the two dimensions of CWB. This finding provides some support for the study by Winkel, Wyland, Shaffer, and Clason (2011), who argued that emotionally intelligent individuals can “read” social situations in the workplace and identify opportunities to assist others. Here, emotional intelligence helped individuals identify situations in which they should refrain from behaviors that could harm their organization or coworkers. This finding highlights emotional intelligence as a concept that warrants further examination in its relationship to

| Dependent variables | CWB individual | CWB organization | OCB individual | OCB organizational | In-role performance |
|---------------------|----------------|------------------|----------------|--------------------|---------------------|
| *Intercept*         | 1.45***        | 1.70***          | 2.935***       | 3.649***           | 3.768               |
| **Demographics**    |                |                  |                |                    |                     |
| 1. Age              | -0.04***       | -0.002           | 0.004*         | 0.001              | 0.001               |
| 2. Education        | -0.36          | -0.049*          | 0.067*         | 0.009              | 0.029               |
| 3. Gender           | -0.82***       | -0.118***        | 0.016          | -0.006             | -0.011              |
| **Emotional intelligence** |      |                  |                |                    |                     |
| 4. Ability to express emotions | -0.033 | 0.005           | 0.064*         | -0.009             | -0.007              |
| 5. Ability to regulate emotions | 0.033       | 0.010           | -0.007         | -0.033             | 0.033               |
| 6. Ability to use emotions | -0.062**      | -0.084***        | -0.060         | -0.004             | 0.026               |
| **Dark triad**      |                |                  |                |                    |                     |
| 7. Machiavellianism | -0.016         | -0.011           | 0.008          | 0.018              | -0.034*             |
| 8. Narcissism       | 0.007          | -0.001           | 0.035          | 0.031              | 0.021               |
| 9. Psychopathy      | 0.054**        | 0.040*           | -0.019         | -0.010             | 0.026               |
| 10. Core self-evaluation | -0.008   | -0.044*          | -0.053         | 0.029              | 0.038               |
| **Burnout**         |                |                  |                |                    |                     |
| 11. Emotional exhaustion | 0.023**       | 0.022           | -0.041***      | -0.007             | -0.043***           |
| 12. Depersonalization | 0.084***       | 0.105***        | -0.033         | -0.010             | -0.024              |
| 13. Personal accomplishment | 0.001       | 0.023*          | -0.012         | -0.003             | 0.028*              |
| **Organizational justice** |      |                  |                |                    |                     |
| 14. Distributive justice | 0.028*       | 0.016           | -0.004         | -0.003             | -0.000              |
| 15. Procedural justice | 0.012          | 0.029           | 0.055*         | 0.053***           | -0.005              |
| 2 log likelihood    | -15.1          | 44.8            | 387.5          | 130.8              | 97.7                |

**Notes:** *p ≤ 0.05; **p ≤ 0.01; ***p ≤ 0.001. Gender: 1 = male; 2 = female

Work behavior in a collectivist culture
work performance outcomes. Moreover, only one significant relationship was found between core self-evaluation, OCB and CWB. The expected negative relationship between core self-evaluation and organizational CWB showed that core self-evaluation may have a preventive effect against performing CWB. Future research should examine core self-evaluation and its relationship to OCB and CWB.

One of the most important results of this study is the relationship of burnout, OCB, in-role performance and CWB. Two dimensions of burnout were positively related to the two dimensions of CWB. One dimension of burnout (emotional exhaustion) was negatively related to individual OCB and in-role performance, as expected. The strong relationship between burnout, individual OCB and in-role performance confirms the findings of Liu, Zhou, and Che (2019), and provides strong support for the COR model of stress (Hobfoll & Freedy, 1993). According to this model, burnout occurs in response to either the loss or perceived loss of resources, and one way by which employees may seek to protect resources is to put less effort into their work, resulting in lower job performance (Halbesleben & Bowler, 2005) and OCB.

The positive relationship between burnout and CWB supports the significant positive relationship between the two reported by Shkoler and Tziner (2017), who showed that employees who feel an emotional imbalance may try to create a sense of balance and reduce negative feelings by exercising coping strategies, including CWB. Koon and Pun (2018) found a positive relationship between emotional exhaustion and workplace incivility; excessive job demands give rise to emotional exhaustion, which leads to workplace incivility. This implies that organizations should take preventative steps to alleviate employees’ emotional exhaustion by reducing the pressure of job demands wherever possible.

The positive relationship between procedural justice and the two dimensions of OCB support the meta-analysis of Cohen-Charash and Spector (2001), who explained that, as employees perceive procedural justice to be a part of organizational conduct and, as they want to keep their work organization just, they will contribute to the betterment of their fellow employees by contributing more than their role demands. The positive relationship between distributive justice and individual CWB was not expected and can be related to the perceptions of Arab teachers as deprived minorities (Cohen, 1999). This assumption is strengthened by the finding of no relationship between distributive justice and CWB in a sample of Jewish teachers in Israel (Cohen & Diamant, 2017).

The findings of this study showed significant relationships between the demographic variables and CWB, for example, strong negative relationships between gender and the two dimensions of CWB, strong negative relationships between age and individual CWB and negative relationships between education and organizational CWB. These relatively strong relationships challenge the very weak relationship between demographic variables and CWB found in the meta-analysis of Berry et al. (2007). In addition, this study found significant relationships between the demographic variables and OCB. Age and education were positively related to individual OCB. Stronger relationships between demographic variables and OCB were found by Abd El Majid and Cohen (2015), also among Arab teachers. This finding should also be compared to the very weak relationship between age and education and OCB found in the meta-analysis of Carpenter, Berry, and Houston (2014). These findings underscore the possibility that demographic variables have a stronger effect on CWB and OCB in collectivist cultures than in individualistic ones. This possibility should be tested in future studies.
Practical implications
The current study has several practical implications. First, results suggest that organizations should pay more attention to the role of burnout in relation to OCB and CWB. For example, the organizational climate of respect is inversely related to burnout; developing a positive organizational climate can reduce burnout and increase OCB (Osatuye, Moore, Ward, Dyrenforth, & Belton, 2009). Managers should be aware that some of these strategies may increase employees’ workload, which, in turn, increase the likelihood of burnout, thereby increasing CWB, and reducing OCB and possibly, job performance. The above pattern was mentioned by Koon and Pun (2018), who found a positive relationship between emotional exhaustion and workplace incivility. Koon and Pun (2018) explained that excessive job demands give rise to emotional exhaustion, which, instigates workplace incivility. This implies that organizations should take preventative steps in alleviating employees’ emotional exhaustion by reducing the pressure of job demands (Koon and Pun, 2018). Organizations that want to encourage more OCB and less CWB should not overload employees or deplete their resources (Cohen & Abedallah, 2015; Shkoler & Tziner, 2017).

Second, the positive relationship between procedural justice and the two dimensions of OCB support the findings of Cohen-Charash and Spector (2001), who, based on their meta-analysis, explained that, as employees perceive procedural justice to be a part of organizational conduct, and, as they desire a just work organization, they will be willing to contribute to the betterment of their organization and fellow employees by spontaneous and informal activities. This implies that organizations and managers should be aware of and sensitive to the perceptions of their employees of the fairness of organizational procedures. Organizations and managers should better communicate the procedures in the organization and the effort made by the organization to make just procedures, which requires organizational transparency (Cohen-Charash & Spector, 2001).

Third, the weak effect of DT on OCB and CWB suggests that the ethnic composition of employees should be considered by organizations and managers in managing dark personalities. Based on these findings and those of Liu and Cohen (2018) in a Chinese context, it can be concluded that collectivist cultures that promote the advancement of the group rather than the individual may provide stronger environmental constraints against DT than more individualistic cultures. Behaviors that constitute DT traits might not be socially desirable in non-Western societies because in collectivist cultures individuals have a strong sense of duty to family and others that form their societal in-group (Robertson et al., 2016). This finding should be considered when managing dark personality traits in the workplace.

Limitations
Two limitations are noteworthy. First, because one of the independent variables was collected from only one source, the likelihood of common method errors exists. Second, this study examined one occupation in one culture, so caution is advised before generalizing the findings. However, despite these limitations, the findings have important implications that can inform both future research and the practice of organizational management. Chief among these is the conclusion that organizations that depend upon employees’ extra-role contributions to function effectively must protect them from resource depletion and burnout.

Declaration of interest statement
The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.
References

Abd El Majid, E. & Cohen, A. (2015). The role of values and leadership style in developing OCB among Arab teachers in Israel. Leadership & Organization Development Journal, 36 (3), 308-327, doi: 10.1108/LODJ-06-2013-0077.

Ang, S., Van Dyne, L., & Begley, T. M. (2003). The employment relationships of foreign workers versus local employees: A field study of organizational justice, job satisfaction, performance, and OCB. Journal of Organizational Behavior, 24 (5), 561-583, doi: 10.1002/job.202.

Ansari, M. E., Maleki, S. V., & Mazraeh, S. (2013). An analysis of factors affected on employees’ counterproductive work behavior: The moderating role of job burnout and engagement. Journal of American Science, 9 (1), 350-359.

Ashkanasy, N. M. & Daus, C. S. (2002). Emotion in the workplace: The new challenge for managers. Academy of Management Perspectives, 16 (1), 76-86, available at: www.jstor.org/stable/4165815, doi: 10.5465/ame.2002.6640191.

Banks, G. C., Whelpley, C. E., Oh, I. S., & Shin, K. (2012). (How) are emotionally exhausted employees harmful? International Journal of Stress Management, 19 (3), 198-216, doi: 10.1037/a0029249.

Berry, C. M., Ones, D. S., & Sackett, P. R. (2007). Interpersonal deviance, organizational deviance, and their common correlates: A review and meta-analysis. Journal of Applied Psychology, 92 (2), 410-424, doi: 10.1037/0021-9010.92.2.410.

Bourdage, J. S., Lee, K., Lee, J. H., & Shin, K. H. (2012). Motives for organizational citizenship behavior: Personality correlates and coworker ratings of OCB. Human Performance, 25 (3), 179-200, doi: 10.1080/08959285.2012.683904.

Bowling, N. A., Wang, Q., & Li, H. Y. (2012). The moderating effect of core self-evaluations on the relationships between job attitudes and organisational citizenship behavior. Applied Psychology, 61 (1), 97-113, doi: 10.1111/j.1464-0597.2011.00458.x.

Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes: An examination among senior managers. Journal of Managerial Psychology, 18 (8), 788-813, doi: 10.1108/02683940310511881.

Carmeli, A. & Josman, Z. E. (2006). The relationship among emotional intelligence, task performance, and organizational citizenship behaviors. Human Performance, 19 (4), 403-419, doi: 10.1207/s15327043hup1904_5.

Carpenter, N. C., Berry, C. M., & Houston, L. (2014). A meta-analytic comparison of self-reported and other-reported organizational citizenship behavior. Journal of Organizational Behavior, 35 (4), 547-574, doi: 10.1002/job.1909.

Chan, D. W. (2006). Emotional intelligence and components of burnout among Chinese secondary school teachers in Hong Kong. Teaching and Teacher Education, 22 (8), 1042-1054, doi: 10.1016/j.tate.2006.04.005.

Cohen, A. (1999). The relation between commitment forms and work outcomes in Jewish and Arab culture. Journal of Vocational Behavior, 54 (3), 371-391, doi: 10.1006/jvbe.1998.1669.

Cohen, A. (2016). Are they among us? a conceptual framework of the relationship between the dark triad personality and counterproductive work behaviors (CWBs). Human Resource Management Review, 26 (1), 69-85, doi: 10.1016/j.hrmr.2015.07.003.

Cohen, A. (2018). Counterproductive work behaviors: Understanding the dark side of personalities in organizational life, Routledge, doi: 10.4324/9781315454818.

Cohen, A. & Abedallah, M. (2015). The mediating role of burnout on the relationship of emotional intelligence and self-efficacy with OCB and performance. Management Research Review, 38 (1), 2-28, doi: 10.1108/MRR-10-2013-0238.

Cohen, A. & Diamant, A. (2017). The role of justice perceptions in determining counterproductive work behaviors. The International Journal of Human Resource Management, 30 (20), 1-24, doi: 10.1080/09585192.2017.1340321.
Cohen, A. & Kirchmeyer, C. (1995). A multidimensional approach to the relation between organizational commitment and nonwork participation. *Journal of Vocational Behavior, 46* (2), 189-202, doi: 10.1006/jvbe.1995.1012.

Cohen-Charash, Y. & Spector, P. E. (2001). The role of justice in organizations: A meta-analysis. *Organizational Behavior and Human Decision Processes, 86* (2), 278-321, doi: 10.1006/obhd.2001.2958.

Colquitt, J. A. (2001). On the dimensionality of organizational justice: A construct validation of a measure. *Journal of Applied Psychology, 86* (3), 386-400, doi: 10.1037/0021-9010.86.3.386.

Crawshaw, J. R., Cropanzano, R., Bell, C. M., & Nadisic, T. (2013). Organizational justice: New insights from behavioural ethics. *Human Relations, 66* (7), 885-904, doi: 10.1177/0018726713485609.

Cropanzano, R., Rupp, D. E., & Byrne, Z. S. (2003). The relationship of emotional exhaustion to work attitudes, job performance, and organizational citizenship behaviors. *Journal of Applied Psychology, 88* (1), 160-169, doi: 10.1037/0021-9010.88.1.160.

D'Amato, A. & Zijlstra, F. R. H. (2008). Psychological climate and individual factors as antecedents of work outcomes. *European Journal of Work and Organizational Psychology, 17* (1), 33-54, doi: 10.1080/13594320701307420.

Dalal, R. S. & Carpenter, N. C. (2018). The other side of the coin? Similarities and differences between organizational citizenship behavior and counterproductive work behavior, In P. M. Podsakoff, S. B. MacKenzie, & N. P. Podsakoff, (Eds). *The oxford handbook of organizational citizenship behavior* (pp. 69-90). Oxford University Press, doi: 10.1093/oxfordhb/9780190219000.013.4.

Day, A. L. & Carroll, S. A. (2004). Using an ability-based measure of emotional intelligence to predict individual performance, group performance, and group citizenship behaviours. *Personality and Individual Differences, 36* (6), 1443-1458, doi: 10.1016/S0191-8869(03)00240-X.

Deshpande, S. P., Joseph, J., & Shu, X. (2005). The impact of emotional intelligence on counterproductive behaviour in China. *Management Research News, 28* (5), 75-85, doi: 10.1108/01409170510629050.

Devonish, D. & Greenidge, D. (2014). The relationship between ability-based emotional intelligence and counterproductive work behavior (CWB) in response to job stressors and organizational justice: Some mediator and moderator tests for autonomy and emotions. *Journal of Vocational Behavior, 59* (3), 291-309, doi: 10.1006/jvbe.2001.1803.

Emmerik, I. H. V., Jawahar, I. M., & Stone, T. H. (2005). Associations among altruism, burnout dimensions, and organizational citizenship behaviour. *Work & Stress, 19* (1), 93-100, doi: 10.1080/0267837050046283.

Ferris, D. L., Rosen, C. R., Johnson, R. E., Brown, D. J., Risavy, S. D., & Heller, D. (2011). Approach or avoidance (or both?): Integrating core self-evaluations within an approach/avoidance framework. *Personnel Psychology, 64* (1), 137-161, doi: 10.1111/j.1744-6570.2010.01204.x.

Fox, S., Spector, P. E., & Miles, D. (2001). Counterproductive work behavior (CWB) as response to job stressors and organizational justice: Some mediator and moderator tests for autonomy and emotions. *Journal of Vocational Behavior, 59* (3), 291-309, doi: 10.1006/jvbe.2001.1803.

Greenberg, J. (1990). Organizational justice: Yesterday, today, and tomorrow. *Journal of Management, 16* (2), 399-432, doi: 10.1177/0149206390160208.

Greenidge, D., Devonish, D., & Alleyne, P. (2014). The relationship between ability-based emotional intelligence and contextual performance and counterproductive work behaviors: A test of the mediating effects of job satisfaction. *Human Performance, 27* (3), 225-242, doi: 10.1080/08959285.2014.913591.

Grijalva, E. & Newman, D. A. (2015). Narcissism and counterproductive work behavior (CWB): Meta-analysis and consideration of collectivist culture, big five personality, and narcissism’s facet structure. *Applied Psychology, 64* (1), 93-126, doi: 10.1111/apps.12025.

Halbesleben, J. R. B. & Bowler, W. M. (2005). Organizational citizenship behaviors and burnout. In D. L. Turnipseed, (Ed.), *A handbook on organizational citizenship behavior: a review of “good soldier” activity in organizations* (pp. 399-414). Nova Science.
Hemmati, A., Rezapur, A., Hashemi, J., & Mohammadi, I. (2013). An investigation of the relationship between organizational citizenship behavior and emotional intelligence in employees’ payam noor university. *European Journal of Experimental Biology, 3* (5), 334-341.

Hershcovis, M. S., Turner, N., Barling, J., Arnold, K. A., Dupré, K. E., Inness, M., & Sivanathan, N. (2007). Predicting workplace aggression: A meta-analysis. *Journal of Applied Psychology, 92* (1), 228-238, doi: 10.1037/0021-9010.92.1.228.

Hobfoll, S. E. & Freedy, J. (1993). Conservation of resources: A general stress theory applied to burnout. In W. B. Schaufeli, C. Maslach, & T. Marek, (Eds), *Series in applied psychology: Social issues and questions. Professional burnout: Recent developments in theory and research* (pp. 115-129). Taylor & Francis.

Israel Central Bureau of Statistics. (2019). Selected findings. Retrieved from www.cbs.gov.il/he/subjects/Pages/%D7%9B%D7%95%D7%97%D7%95%D7%AA-%D7%94%D7%95 %D7%A8%D7%90%D7%94-%D7%9E%D7%95%D7%A8%D7%99%D7%9D-%D7%95%D7% 92%D7%A0%D7%A0%D7%95%D7%AA.aspx (accessed 5 September 2019).

Johnson, R. E., Rosen, C. C., & Levy, P. E. (2008). Getting to the core of core self-evaluation: A review and recommendations. *Journal of Organizational Behavior, 29* (3), 391-413, doi: 10.1002/job.514.

Jonason, P. K., Okan, C., & Özsoy, E. (2019). The dark triad traits in Australia and Turkey. *Personality and Individual Differences, 149*, 123-127, doi: 10.1016/j.paid.2019.05.058.

Jones, D. N. & Paulhus, D. L. (2014). Introducing the short dark triad (SD3): A brief measure of dark personality traits. *Assessment, 21* (1), 28-41, doi: 10.1177/1073191113514105.

Joseph, D. L. & Newman, D. A. (2010). Emotional intelligence: An integrative meta-analysis and cascading model. *Journal of Applied Psychology, 95* (1), 54-78, doi: 10.1037/a0017286.

Judge, T. A., Erez, A., & Bono, J. E. (1998). The power of being positive: The relation between positive self-concept and job performance. *Human Performance, 11* (2), 167-187, doi: 10.1080/08959285.1998.9668030.

Judge, T. A., Erez, A., Bono, J. E., & Thoresen, C. J. (2003). The core evaluations scale: Development of a measure. *Personnel Psychology, 56* (2), 303-331, doi: http://doi.org/10.1177/174465702003tb00152.x.

Judge, T. A., Locke, E. A., & Durham, C. C. (1997). The dispositional causes of job satisfaction: A core evaluations approach. *Research in Organizational Behavior, 19*, 151-188.

Jung, H. S. & Yoon, H. H. (2012). The effects of emotional intelligence on counterproductive work behaviors and organizational citizen behaviors among food and beverage employees in a deluxe hotel. *International Journal of Hospitality Management, 31* (2), 369-378, doi: 10.1016/j.ijhm.2011.06.008.

Karriker, J. H. & Williams, M. L. (2009). Organizational justice and organizational citizenship behavior: A mediated multifocal model. *Journal of Management, 35* (1), 112-135, doi: 10.1177/0149206307309265.

Koon, V. Y. & Pun, P. Y. (2018). The mediating role of emotional exhaustion and job satisfaction on the relationship between job demands and instigated workplace incivility. *The Journal of Applied Behavioral Science, 54* (2), 187-207, doi: 10.1177/0021886317749163.

Liu, W., Zhou, Z. E., & Che, X. X. (2019). Effect of workplace incivility on OCB through burnout: The moderating role of affective commitment. *Journal of Business and Psychology, 34* (5), 657-669, doi: 10.1007/s10869-018-9591-4.

Liu, Y. & Berry, C. M. (2013). Identity, moral, and equity perspectives on the relationship between experienced injustice and time theft. *Journal of Business Ethics, 118* (1), 73-83, doi: 10.1007/s10551-012-1554-5.

Liu, Y. & Cohen, A. (2018). Dark triad personalities and counterproductive work behaviors: An empirical examination of physicians in China. *The International Journal of Health Planning and Management, 33* (4), e985-e998, doi: 10.1002/hpm.2577.

Lyons, M. (2019). *The dark triad of personality: Narcissism, machiavellianism, and psychopathy in everyday life*, Academic Press.
MacLane, C. N. & Walmsley, P. T. (2010). Reducing counterproductive work behavior through employee selection. *Human Resource Management Review, 20* (1), 62-72, doi: 10.1016/j.hrmr.2009.05.001.

Martin, J., Knopoff, K., & Beckham, C. (1998). An alternative to bureaucratic impersonality and emotional labor: Bounded emotionally at the body shop. *Administrative Science Quarterly, 43* (2), 429-469, doi: 10.2307/2393858.

Martinson, B. C., Anderson, M. S., Crain, A. L., & De Vries, R. (2006). Scientists’ perceptions of organizational justice and self-reported misbehaviors. *Journal of Empirical Research on Human Research Ethics, 1* (1), 51-66, doi: 10.1525/jer.2006.1.1.51.

Maslach, C. (1986). Stress, burnout, and workaholism. In R. R. Kilburg, P. E. Nathan, & R. W. Thoreson, (Eds), *Professionals in distress: Issues, syndromes, and solutions in psychology* (pp. 53-75). American Psychological Association.

Miles, D. E., Borman, W. E., Spector, P. E., & Fox, S. (2002). Building an integrative model of extra role work behaviors: A comparison of counterproductive work behavior with organizational citizenship behavior. *International Journal of Selection and Assessment, 10* (1/2), 51-57, doi: 10.1111/1468-2389.00193.

Minkov, M. (2011). *Cultural differences in a globalizing world*, Bingley: Emerald.

Moorman, R. H. (1991). Relationship between organizational justice and organizational citizenship behaviors: Do fairness perceptions influence employee citizenship? *Journal of Applied Psychology, 76* (6), 845-855, doi: 10.1037/0021-9010.76.6.845.

Moorman, R. H., Blakely, G. L., & Niehoff, B. P. (1998). Does perceived organizational support mediate the relationship between procedural justice and organizational citizenship behavior? *Academy of Management Journal, 41* (3), 351-357, available at: www.jstor.org/stable/256913, doi: 10.5465/256913.

Niehoff, B. P. & Moorman, R. H. (1993). Justice as a mediator of the relationship between methods of monitoring and organizational citizenship behavior. *Academy of Management Journal, 36* (3), 527-556, doi: 10.2307/256591.

O’Boyle, E. H., Jr, Humphrey, R. H., Pollack, J. M., Hawver, T. H., & Story, P. A. (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior, 32* (5), 788-818, doi: 10.1002/job.714.

O’Boyle, E. H., Forsyth, D. R., & O’Boyle, A. S. (2011). Bad apples or bad barrels: An examination of group-and organizational-level effects in the study of counterproductive work behavior. *Group & Organization Management, 36* (1), 39-69, doi: 10.1177/1059601110390998.

O’Boyle, E. H., Forsyth, D. R., Banks, G. C., & McDaniel, M. A. (2012). A meta-analysis of the dark triad and work behavior: A social exchange perspective. *Journal of Applied Psychology, 97* (3), 557-579, doi: 10.1037/a0025679.

Organ, D. W. (1988). *Issues in organization and management series. Organizational citizenship behavior: the good soldier syndrome*, Lexington Books/D. C. Heath and Com.

Organ, D. W., Podsakoff, P. M., & MacKenzie, S. B. (2006). *Organizational citizenship behavior: Its nature, antecedents, and consequences*, SAGE Publications, doi: 10.4135/9781452231082.

Osatuke, K., Moore, S. C., Ward, C., Dyrenforth, S. R., & Belton, L. (2009). Civility, respect, engagement in the workforce (CREW) nationwide organization development intervention at Veterans health administration. *The Journal of Applied Behavioral Science, 45* (3), 384-410, doi: 10.1177/0021886309335067.

Parker, P. A. & Kulik, J. A. (1995). Burnout, self- and supervisor-rated job performance, and absenteeism among nurses. *Journal of Behavioral Medicine, 18* (6), 581-599, doi: 10.1007/BF01857897.

Paulhus, D. L. & Williams, K. M. (2002). The dark triad of personality: Narcissism, machiavellianism, and psychopathy. *Journal of Research in Personality, 36* (6), 556-563, doi: 10.1016/S0092-6566(02)00505-6.
Pines, A. M. & Zaidman, N. (2003). Israeli Jews and Arabs: Similarities and differences in the utilization of social support. *Journal of Cross-Cultural Psychology, 34* (4), 465-480, doi: 10.1177/0022022103034004006.

Podsakoff, N. P., Whiting, S. W., Podsakoff, P. M., & Blume, B. D. (2009). Individual- and organizational-level consequences of organizational citizenship behaviors: A meta-analysis. *Journal of Applied Psychology, 94* (1), 122-141, doi: 10.1037/a0013079.

Quebbeman, A. J. & Rozell, E. J. (2002). Emotional intelligence and dispositional affectivity as moderators of workplace aggression: The impact on behavior choice. *Human Resource Management Review, 12* (1), 125-143, doi: 10.1016/S1053-4822(01)00054-7.

Robertson, S. A., Datu, J. A. D., Brawley, A. M., Purdy, C. L., & Mateo, N. J. (2016). The dark triad and social behavior: The influence of self-construal and power distance. *Personality and Individual Differences, 98*, 69-74, doi: 10.1016/j.paid.2016.03.090.

Ronen, S. & Shenkar, O. (1985). Clustering countries on attitudinal dimensions: A review and synthesis. *The Academy of Management Review, 10* (3), 435-454, doi: 10.2307/258126.

Rosen, C. C., Chang, C. H., Johnson, R. E., & Levy, P. E. (2009). Perceptions of the organizational context and psychological contract breach: Assessing competing perspectives. *Organizational Behavior and Human Decision Processes, 108* (2), 202-217, doi: 10.1016/j.obhdp.2008.07.003.

Sackett, P. R., Berry, C. M., Wiemann, S. A., & Laczo, R. M. (2006). Citizenship and counterproductive behavior: Clarifying relations between the two domains. *Human Performance, 19* (4), 441-464, doi: 10.1207/s15327043hup1904_7.

Salami, S. O. (2010). Emotional intelligence, self-efficacy, psychological well-being and students’ attitudes: Implications for quality education. *European Journal of Educational Studies, 2* (3), 247-257, doi: 10.18767/ejes.71026.

Salovey, P. & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality, 9* (3), 185-211, doi: 10.2190/DUGG-P24E-52WK-6CDG.

Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences, 25* (2), 167-177, doi: 10.1016/S0191-8869(98)00001-4.

Sesen, H., Çetin, F., & Basim, H. N. (2011). The effect of burnout on organizational citizenship behavior: The mediating role of job satisfaction. *International Journal of Contemporary Economics and Administrative Sciences, 1* (1), 40-64.

Shkoler, O. & Tziner, A. (2017). The mediating and moderating role of burnout and emotional intelligence in the relationship between organizational justice and work misbehavior. *Revista de Psicología Del Trabajo y de Las Organizaciones, 33* (2), 157-164, doi: 10.1016/j.rpto.2017.05.002.

Smith, S. F. & Lilienfeld, S. O. (2013). Psychopathy in the workplace: The knowns and unknowns. *Aggression and Violent Behavior, 18* (2), 204-218, doi: 10.1016/j.avb.2012.11.007.

Somech, A. & Drach-Zahavy, A. (2000). Understanding extra-role behavior in schools: The relationships between job satisfaction, sense of efficacy, and teachers’ extra-role behavior. *Teaching and Teacher Education, 16* (5/6), 649-659, doi: 10.1016/s0742-051x(00)00012-3.

Spector, P. E., Fox, S., Penney, L. M., Bruursema, K., Goh, A., & Kessler, S. (2006). The dimensionality of counter productivity: Are all counterproductive behaviors created equal? *Journal of Vocational Behavior, 68* (3), 446-460, doi: 10.1016/j.jvb.2005.10.005.

Stead, R., Fekken, G. C., Kay, A., & McDermott, K. (2012). Conceptualizing the dark triad of personality: Links to social symptomatology. *Personality and Individual Differences, 53* (8), 1023-1028, doi: 10.1016/j.paid.2012.07.021.

Szabó, Z. P., Czibor, A., Restás, P., & Bereczkei, T. (2018). The darkest of all the relationship between the dark triad traits and organizational citizenship behavior. *Personality and Individual Differences, 134*, 352-356, doi: 10.1016/j.paid.2018.04.026.
Taris, T. W. (2006). Bricks without clay: On urban myths in occupational health psychology. *Work & Stress, 20*(2), 99-104, doi: 10.1080/02678370600893410.

Trinidad, D. R. & Johnson, C. A. (2002). The association between emotional intelligence and early adolescent tobacco and alcohol use. *Personality and Individual Differences, 32*(1), 95-105, doi: 10.1016/S0191-8869(01)00008-3.

Webster, B. D. & Smith, M. B. (2019). The dark triad and organizational citizenship behaviors: The moderating role of high involvement management climate. *Journal of Business and Psychology, 34*(5), 621-635, doi: 10.1007/s10869-018-9562-9.

Whelpley, C. E. & McDaniel, M. A. (2016). Self-esteem and counterproductive work behaviors: A systematic review. *Journal of Managerial Psychology, 31*(4), 850-863, doi: 10.1108/JMP-01-2014-0008.

Williams, L. J. & Anderson, S. E. (1991). Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *Journal of Management, 17*(3), 601-617, doi: 10.1177/014920639101700305.

Winkel, D. E., Wyland, R. L., Shaffer, M. A., & Clason, P. (2011). A new perspective on psychological resources: Unanticipated consequences of impulsivity and emotional intelligence. *Journal of Occupational and Organizational Psychology, 84*(1), 78-94, doi: 10.1348/2044-8325.002001.

Wong, C. S. & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly, 13*(3), 243-274, doi: 10.1016/S1048-9843(02)00099-1.

About the authors
Aaron Cohen is a Professor of Management in the School of Political Science, University of Haifa, Israel. His current research interests include a commitment in the workplace, organizational fairness and misbehavior in organizations. His work has been published in the *Academy of Management Journal, Journal of Vocational Behavior, Journal of Management, Journal of Organizational Behavior* and *Human Resource Management Review*. He authored three books, namely, *Multiple commitments in the workplace: an integrative approach* (Lawrence Erlbaum Associates, 2003), *Fairness in the workplace: A global perspective* (Palgrave McMillan, 2015) and *Counterproductive Work Behaviors: Understanding the Dark Side of Personalities in Organizational Life* (Routledge, 2018). Aaron Cohen is the corresponding author and can be contacted at: acohen@poli.haifa.ac.il

Muhamad Abedallah, PhD completed his dissertation in the School of Political Science, University of Haifa, Israel.