



The Aspect of Spirituality in Teacher Performance as Viewed Through Organizational Citizenship Behavior

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Abstract. It is widely acknowledged that teacher performance significantly influences the productivity of educational institutions; high performance boosts productivity, while low performance diminishes it. Teacher performance is affected by a range of direct and indirect factors. Among these, spirituality and organizational citizenship behavior (OCB) are identified as psychological factors that partially impact performance. This study aims to investigate the effect of spirituality on performance, mediated by organizational citizenship behavior. Employing a quantitative correlational research design, the study targets a population of 1,400 teachers from Public Junior High Schools in Magelang Regency, with a sample size of 200 respondents selected through Probability Sampling. Data was collected using a questionnaire. The study's results reveal key path coefficients: the path coefficient from spirituality to organizational citizenship behavior ($X-Z$) is 0.349, indicating a significant relationship. Additionally, the path coefficient from organizational citizenship behavior to performance ($Z-Y$) is 0.718, showing a strong impact. Consequently, the indirect effect of spirituality on performance through organizational citizenship behavior ($X-Z-Y$) is 25% ($0.349 \times 0.718 = 0.250$). The direct path coefficient from spirituality to performance ($X-Y$) is 0.065, indicating a smaller but still notable influence. Importantly, the indirect effect of spirituality through organizational citizenship behavior (0.250) surpasses its direct effect (0.065), demonstrating that organizational citizenship behavior significantly mediates the relationship between spirituality and performance. In conclusion, the findings highlight that organizational citizenship behavior, partially influenced by spirituality, plays a crucial role in enhancing teacher performance. Teachers with strong spirituality are more likely to exhibit positive organizational citizenship behaviors, ultimately leading to improved performance in educational institutions.

Keywords: Spirituality, Performance, Organizational citizenship behavior.

1 Introduction

Law Number. 20 of 2003, Article 3, states that the aim of national education is to develop the potential of learners so that they become faithful, devout, morally upright, healthy, knowledgeable, capable, creative, and independent individuals [1]. This implies that teachers are required not only to teach but also to have the primary duty of

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educating and guiding learners [2]. Therefore, schools are required to have teachers with high-quality performance.

It must be acknowledged that a crucial issue related to the management of educational institutions is the performance of teachers. It is acknowledged that low teacher performance leads to decreased productivity in educational institutions (schools), whereas high teacher performance enhances their productivity and overall quality. The issue of teacher performance is influenced by a variety of factors, both direct and indirect.

Spirituality is regarded as one of the factors that can enhance psychological well-being, ultimately influencing performance [3]. The spiritual issues have actually attracted the attention of researchers in the field of psychology. The implications for organizational development are that spirituality is not only beneficial to individuals but also to organizations. The spirituality referred to is something broad in the realm of human potential that relates to ultimate goals, higher entities, God, love, compassion, and purpose [4].

Spirituality is seen as a cause of the prevalence of commitment levels in the workplace, and then employees who are more committed will work harder and be happier [5]. Spirituality has an interesting relationship with organizational citizenship behavior [6]. Spirituality generates positive affect and then promotes organizational citizenship behavior [7].

Organizational citizenship behavior is a psychological aspect that encompasses voluntary actions not specified in job descriptions, thus supporting the effectiveness of goal achievement [3]. Porshariati et al. found a significant correlation between workplace spirituality and organizational citizenship behavior among physical education teachers in Tehran [8]. Spirituality positively influences organizational citizenship behavior and affective commitment. Work spirituality can predict both organizational citizenship behavior and organizational affective commitment, underscoring the advantages of adopting a new perspective on work spirituality. This suggests that spirituality can be leveraged to enhance organizational performance, productivity, and profitability [4].

Furthermore, organizational citizenship behavior is also assumed to have an influence on individual performance within the organization. Better citizenship behavior in an individual will impact their performance positively [9]. An organization will function more effectively if employees contribute beyond their formal duties. Employees working in organizations with high performance exhibit better organizational citizenship behavior compared to those in organizations with lower performance [10].

Organizational citizenship behavior (OCB) is crucial across various fields, including education where it is practiced by teachers. The organizational citizenship behavior of teachers is divided into three categories: organizational citizenship behavior towards students, towards teams or colleagues, and towards the organization, namely the school. Teachers who exhibit organizational citizenship behavior serve as examples of good educators. If teachers have high organizational citizenship behavior, they will be ready to perform tasks beyond their job descriptions indirectly [11].

The reality on the ground indicates that the performance of teachers is not yet optimal. In the field, it is still found that the performance of teachers does not meet expectations, including: (1) incomplete lesson preparation; (2) tardiness in class attendance; (3) eagerness to leave quickly; (4) insufficient teaching ability; (5) lack of teaching skills; (6) lack of enthusiasm in performing duties; (7) insufficient commitment and discipline; (8) perception of duties not meeting expectations; and (9) qualifications that do not comply with applicable regulations [1].

In a similar issue, the situation is not significantly different at the State Junior High Schools in Magelang Regency. Preliminary interviews conducted by the author with the Magelang Regency Education Office on May 24, 2023, revealed that some teachers in State Junior High Schools in Magelang Regency do not have a strong commitment to the school's organized programs and activities

The interim findings from the interview with the school principal on June 3, 2023, indicate several issues that suggest problems with teacher performance. These issues are evident from various phenomena, namely: (1) teachers lack enthusiasm in completing tasks related to instructional materials, (2) some teachers still do not have well-developed teaching programs, (3) teacher creativity in selecting strategies and teaching methods often relies on lecture methods, and (4) some teachers prioritize personal interests over fulfilling their duties as educators. A slightly different set of preliminary findings occurred in another school, where some teachers still exhibit subpar performance, as evidenced by their limited role as instructors rather than fully embracing their responsibilities as teachers, although this is observed in a small number.

Building on the above background, this research aims to provide in-depth insights into the factors influencing teacher performance. The results of this study are expected to serve as a foundation for the development of more effective educational strategies and programs to enhance teacher performance.

2 Methods

This study is a quantitative associative research with a correlational nature, meaning it investigates the relationships between two or more variables. Specifically, the research design employs a causal relationship, which is a cause-and-effect relationship. Therefore, in this study, there are independent variables (variables that influence) and dependent variables (variables that are influenced) [12]. In this research, spirituality serves as the independent variable, while teacher performance is the dependent variable. Organizational citizenship behavior (OCB) acts as a mediating variable, functioning as an intermediary between spirituality and teacher performance. This mediation implies that spirituality indirectly influences changes or outcomes in teacher performance through its impact on organizational citizenship behavior [13].

The research is conducted at State Junior High Schools in Magelang Regency, with respondents being teachers from these schools. The research period is from May 20 to June 20, 2023. The population of this study consists of 1,400 teachers from 42 junior high schools in Magelang Regency. The sampling technique in this research uses Probability Sampling. To determine the members of the population to be included in the

research sample, a lottery method is employed. This involves assigning numbers to teachers, with each teacher having an equal chance of being selected. Arikunto established a rule for determining the sample selection process: if the number of subjects is less than 100, it is preferable to take all of them to make it a population study. If the number of subjects is large, a sample size between 10-15% or 20-55% can be taken [14]. Therefore, 200 respondents are selected to represent the sample for this research.

The data collection techniques in this research uses a questionnaire. The analysis of this research involves using Path Analysis.

3 Results and Discussion

3.1 Spirituality of Junior High School Teachers in Magelang Regency

In this study, spirituality is assessed across nine dimensions: transcendent dimension, meaning and purpose in life, mission in life, sacredness of life, material values, altruism, idealism, awareness of the tragic, and fruits of spirituality. Each dimension is evaluated using four questionnaire items, resulting in a total of 36 items dedicated to measuring spirituality. Scores for spirituality were computed by summing the scores from all items, and these scores were subsequently classified into five categories: Very Good, Good, Sufficient, Poor, and Very Poor. Detailed findings from the descriptive statistical analysis of spirituality among junior high school teachers in Magelang Regency are presented in Table 1.

Table 1. Frequency Distribution Table of Spirituality Junior High School Teachers in Magelang Regency

No	Interval	Frequency	Percentage (%)	Label
1	$X > 134,47$	34	17	Very Good
2	124,16 – 134,47	70	35	Good
3	113,85 – 124,16	74	37	Sufficient
4	103,53 – 113,85	18	9	Poor
5	$X < 103,535$	4	2	Very Poor

The results of the descriptive analysis indicate that 34 respondents (17%) have very good spirituality, 70 respondents (35%) have good spirituality, 72 respondents (37%) have sufficient spirituality, 18 respondents (9%) have poor spirituality, and 4 respondents (2%) have very poor spirituality.

The analysis results of teachers' spirituality above show that 78% of teachers' spirituality is categorized as sufficient, good, and very good. This indicates that teachers possess dimensions of transcendence, meaning and purpose in life, mission in life, sacredness of life, spiritual satisfaction, altruism, idealism, awareness of the tragic, and the fruits of spirituality that are quite good.

3.2 Organizational citizenship behavior of Junior High School Teachers in Magelang Regency

The Organizational Citizenship Behavior variable consists of five dimensions, namely: (1) Altruism; (2) Civic virtue; (3) Conscientiousness; (4) Courtesy; and (5) Sportsmanship. The total number of items in the Organizational Citizenship Behavior questionnaire is 25 statements. Each indicator comprises five items.

The Organizational Citizenship Behavior score is obtained by summing the total score of Organizational Citizenship Behavior and then categorized into 5 categories: Excellent, Good, Fair, Poor, and Very Poor.

The results of the descriptive statistical analysis of Organizational Citizenship Behavior among Junior High School Teachers in Magelang Regency can be seen in the following Table 2.

Table 2. Table of Organizational Citizenship Behavior Frequency Distribution Junior High School Teachers in Magelang Regency

No	Interval	Frequency	Percentage (%)	Label
1	$X > 85,25$	38	19	Very Good
2	78,45 – 85,25	54	27	Good
3	71,65 – 78,45	70	35	Sufficient
4	64,85 – 71,65	30	15	Poor
5	$X < 64,85$	8	4	Very Poor

The results of the descriptive analysis depict that 38 respondents (19%) exhibit excellent organizational citizenship behavior, 50 respondents (25%) demonstrate good organizational citizenship behavior, 70 respondents (35%) display satisfactory organizational citizenship behavior, 30 respondents (15%) manifest insufficient organizational citizenship behavior, and 12 respondents (6%) show very poor organizational citizenship behavior. This implies that 81% of teachers possess organizational citizenship behavior ranging from satisfactory to excellent.

From the analysis of organizational citizenship behavior, it is evident that teachers' organizational citizenship behavior is classified as good, indicating that employees carry out their tasks with (1) Altruism; (2) Civic virtue; (3) Conscientiousness; (4) Courtesy; and (5) Sportsmanship.

Teachers with good organizational citizenship behavior not only fulfill their primary duties but are also willing to undertake extra tasks such as collaboration, assistance, providing suggestions, active participation, offering extra services to users, and effectively managing their work time.

3.3 The Performance of Junior High School Teachers in Magelang Regency

The Performance variable consists of 10 dimensions, namely: (1) professional knowledge; (2) instructional planning; (3) instructional strategies; (4) differentiated instruction; (5) assessment strategies; (6) assessment uses; (7) positive learning environ-

ment; (8) academically challenging environment; (9) professionalism; and (10) communication. The total number of items in the teacher performance questionnaire is 40 statements, comprising four items for each indicator. Teacher performance scores are obtained by summing the total teacher performance scores and then categorized into 5 categories: Excellent, Good, Fair, Poor, and Very Poor. The results of descriptive statistical analysis regarding the performance of Junior High School Teachers in Magelang Regency can be seen in the following Table 3.

Table 3. Frequency Distribution Table of Junior High School Teachers' Performance in Magelang Regency

No	Interval	Frequency	Percentage (%)	Label
1	X > 138,41	54	27	Very Good
2	132,5 – 138,41	74	37	Good
3	114,77 – 126,59	64	32	Sufficient
4	102,95 – 114,77	8	4	Poor
5	X < 102,95	-	-	Very Poor

The results of the descriptive analysis depict that 54 respondents (27%) exhibit excellent performance, 74 respondents (37%) demonstrate good performance, 64 respondents (32%) display satisfactory performance, and 8 respondents (4%) manifest insufficient performance. This means that 64% of teachers have good to excellent performance.

3.4 The Influence of Spirituality on Performance Through Organizational Citizenship Behavior of Public Junior High School Teachers in Magelang Regency

The interconnection between spirituality, performance, and organizational citizenship behavior of teachers can be observed in Fig.1.

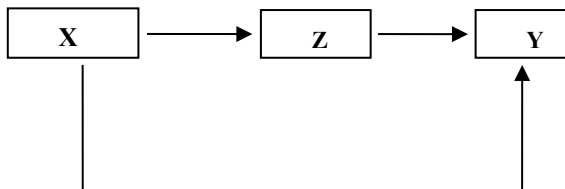


Fig. 1. The Influence of Spirituality on Performance Through Teachers Organizational Citizenship Behavior

Caption:

X = Spirituality

Y = Teacher Performance

Z = Organizational Citizenship Behavior"

The results of the path analysis examining the influence of spirituality on performance through the organizational citizenship behavior (OCB) of public junior high school teachers in Magelang Regency are presented in Table 4.

Table 4. Results of Path Analysis of the Influence of Spirituality on Performance Through Organizational Citizenship Behavior of Junior High School Teachers in Magelang Regency

Direct Influence							
No	Path Coefficient	Beta	Test value	p	Coeff.	Descrip.	Proportion of Influence
1	X – Z	0,349	0,000	0,070	Sign.		7,0 %
2	X – Y	0,322	0,000	0,065	Sign.		6,5 %
3	Z – Y	0,718	0,000	0,426	Sign.		42,6 %
Indirect Influence							
4	X – Z ₃ – Y	0,349 X 0,718 = 0,250					25 %
		0,250 > 0,065					

Caption:

X = Spirituality Y = Teacher Performance

Z = Organizational Citizenship Behavior

Based on the findings presented in Table 4, the path coefficient indicating the influence of spirituality on organizational citizenship behavior (X–Z) is 0.349, while the path coefficient indicating the influence of organizational citizenship behavior on performance (Z–Y) is 0.718. Consequently, the indirect effect of spirituality on performance through organizational citizenship behavior, acting as a mediating variable (X–Z–Y), amounts to 25.0% ($0.349 \times 0.718 = 0.250$). The coefficient representing the direct influence of spirituality on performance (X–Y) is 0.065, illustrating that the indirect effect (0.250) outweighs the direct effect (0.065).

Based on the data analysis presented in Table 4, the research confirms a significant influence of spirituality on the performance of public junior high school teachers in Magelang Regency through organizational citizenship behavior. This suggests that organizational citizenship behavior is partially influenced by spirituality. Moreover, organizational citizenship behavior significantly affects teacher performance.

From this research, it appears that spirituality influences performance through organizational citizenship behavior. Teachers with good spirituality will exhibit good organizational citizenship behavior, ultimately affecting teacher performance.

The research results indicate alignment with theories and previous research findings, showing that spirituality influences organizational citizenship behavior [6]. Spirituality generates positive affect and subsequently encourages organizational citizenship behavior [7]. Porshariati et al. [8] demonstrate a significant relationship between workplace spirituality and organizational citizenship behavior among physical education teachers in Tehran.

Furthermore, organizational citizenship behavior is assumed to have an impact on individual performance within the organization. Organizational citizenship behavior correlates positively with teacher performance. Consciousness, altruism, citizenship,

virtue, and kindness are significant components of OCB for performance. Teachers with good OCB ultimately become better performers in classroom scenarios [15].

Higher organizational citizenship behavior will have a positive impact on performance [9]. Katz, as cited in Bolino, Turnley, and Bloodgood [10], asserts that an organization will function more effectively if employees contribute beyond their formal duties. Many researchers prioritize their studies on identifying antecedent factors of organizational citizenship behavior, as exemplified by Organ and Ryan, as well as Podsakoff et al., in Bolino, Turnley, and Bloodgood. However, Karambayya has empirically tested the relationship between organizational citizenship behavior and organizational performance. It is suggested that employees working in organizations with high performance tend to exhibit better organizational citizenship behavior compared to those working in organizations with lower performance.

Based on research findings, Podsakoff [16] highlights several advantages of organizational citizenship behavior (OCB) on organizational performance: (1) OCB boosts coworker productivity; (2) OCB enhances leadership effectiveness; (3) OCB helps conserve organizational resources; (4) OCB aids in preserving scarce energy resources needed for group functions. Additionally, the supportive behaviors associated with OCB, such as fostering morale, team spirit, and group cohesion, reduce the need for leaders to dedicate time and effort to maintaining group functionality. Furthermore, employees who display courteous behaviors towards colleagues mitigate intra-group conflicts, thereby reducing managerial time spent on conflict resolution. (5) OCB facilitates effective coordination of group activities; (6) OCB strengthens the organization's ability to attract and retain top talent; (7) OCB promotes stability in organizational performance; and (8) OCB enhances the organization's adaptability to environmental changes.

A longitudinal study with a sample of 27 restaurants in the U.S. conducted by Koys in Bolino et al. [17] found that organizational citizenship behavior has a significant impact on organizational effectiveness. Organizational citizenship behavior can facilitate organizational performance by acting as "lubricant" in the social machinery of the organization. The organizational citizenship behavior of teachers significantly influences their participation in decision-making, thus having a significant impact on the school's success in achieving its goals

Imron [18] posits that organizations operate more effectively when employees go beyond their formal roles. In high-performance organizations, employees typically demonstrate enhanced organizational citizenship behavior compared to those in lower-performing ones. This behavior acts as a "lubricant" in the organization's social machinery, facilitating smoother operations and interactions. Particularly in educational settings, teachers' organizational citizenship behavior plays a crucial role in influencing their involvement in decision-making processes, thereby significantly impacting the school's ability to achieve its objectives.

The findings of the above research are also consistent with Wirawan's [17] explanation that organizational citizenship behavior has an impact on the improvement of both the quantity and quality of individual employee productivity, which in turn influences organizational performance. It is also added that organizational citizenship behavior

also affects organizational effectiveness and efficiency, team cohesion, employee morale, esprit de corps, and the ethical behavior of employees, which are currently faced by public organizations (government).

Several empirical facts indicate that organizations with employees exhibiting good organizational citizenship behavior will have better performance compared to other organizations [19]. If an organization has individuals with a high level of organizational citizenship behavior, it is expected that the organization will be capable of facing challenges arising from environmental changes, both internal and external [11].

Thus, it can be concluded that spirituality has an effect on individual performance within an organization, both directly and through the mediation of organizational citizenship behavior. Schools with teachers who possess good spirituality will lead to teachers having good organizational citizenship behavior, ultimately resulting in better teacher performance.

4 Conclusion

Based on the data analysis and discussion presented, the following conclusions can be drawn: (1) The path coefficient of spirituality on organizational citizenship behavior ($X-Z$) is 0.349, and the path coefficient of organizational citizenship behavior on performance ($Z-Y$) is 0.718. Consequently, the indirect effect of spirituality on performance through organizational citizenship behavior as a mediating variable ($X-Z-Y$) is 25% ($0.349 \times 0.718 = 0.250$). The direct influence coefficient of spirituality on performance ($X-Y$) is 0.065, indicating that $0.250 > 0.065$. Therefore, the influence of spirituality on performance through teachers' organizational citizenship behavior is highly significant. This finding suggests that organizational citizenship behavior is partially influenced by spirituality. Furthermore, organizational citizenship behavior significantly impacts teacher performance. Teachers with strong spirituality tend to exhibit good organizational citizenship behavior, which ultimately enhances their performance. (2) Spirituality affects individual performance within the organization both directly and through the mediation of organizational citizenship behavior. Schools with teachers who possess strong spirituality are likely to have teachers with good organizational citizenship behavior, which, in turn, contributes to improved teacher performance.

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