



## Mapping Contextual Performance and Teacher Performance in South Punjab: A Comparative Study in Public and Private Educational Institutions

Tehreem Fatima<sup>1</sup>, Zahra Sabtain<sup>2</sup>

<sup>1</sup>\*ISCS University of Punjab Quaid-e-Azam Campus Lahore

<sup>2</sup>Government College University Lahore

\*Correspondence: [tehreemali015@gmail.com](mailto:tehreemali015@gmail.com)

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This study investigates the relationship between Contextual Performance (CP) and teacher performance in the educational landscape of South Punjab. Conducted across both public and private educational institutions, the research aims to compare and contrast the levels of CP exhibited by teachers in these settings. The study delves into the impact of CP on teachers' performance, exploring how these voluntary behaviors influence educational outcomes. A convenience sampling method was employed to assess the performance of instructors in both government and private schools. This involved selecting a sample of principals and teachers for evaluation purposes. As a result of the researchers' meticulous efforts, all 300 surveys were distributed to teachers, and 60 questionnaires were dispatched to principals, indicating a high level of engagement from the participants. In order to achieve accurate findings, the researchers employed various statistical methodologies in the analysis of the collected data. Based on the findings of this study, it was observed that school instructors exhibited a high level of CP, with a special emphasis on traits such as compassion, politeness, and conscientiousness. The results of the study indicated a statistically significant association between CP and the performance of instructors in both public and private educational institutions. Utilizing comprehensive data analysis from a diverse sample of educators, this comparative study provides insights into the significant role of CP in shaping teacher effectiveness within the educational framework of South Punjab's public and private institutions.

**Keywords:** Contextual Performance, Government and Private Schools, Educator

### Introduction:

Amidst the multifaceted landscape of educational institutions in South Punjab, Pakistan, the interplay between Contextual Performance (CP) and teacher performance emerges as a compelling area of exploration. This study ventures into this intricate relationship, aiming to map the dimensions of CP exhibited by educators and its impact on their professional effectiveness within this specific geographical context. The educational domain thrives on the symbiotic relationship between teacher conduct and job performance. This research endeavors to unravel the complexities within this relationship by focusing on the nuanced manifestations of CP among instructors and its influence on their effectiveness in South Punjab's educational settings. By delving into the behavioral patterns of teachers and their corresponding impact on job performance, this study aims to delineate how CP traits such as compassion, politeness, and conscientiousness manifest among educators in both government and private educational institutions in this region. The context of South Punjab serves as the canvas for this exploration, seeking to ascertain whether distinctions between institutional types wield an influence on the

manifestation of citizenship behavior among instructors and subsequently affect their efficacy in nurturing the learning environment. Through a meticulous approach, employing established scales such as the TJP scale, this research aims to dissect the intricate relationship between teacher behavior and professional effectiveness in South Punjab.

Quality education plays a pivotal role in transforming societies, acting as an effective force to instill accountability among individuals, mitigate poverty, and foster socio-economic growth within a community. Despite claims by numerous schools in Pakistan regarding their commitment to quality education, there are clear indications of widespread deficiencies in educational standards. To address this issue, implementing refined recruitment processes, robust training and development initiatives, and effective compensation and performance reward systems for the teaching workforce becomes imperative. In the ever-evolving landscape, organizations continually confront changes that significantly impact their stability. Navigating these shifts necessitates strategic management approaches, allowing organizations to adapt to and manage threats that jeopardize their existence. Moreover, heightened competition among institutions underscores the imperative for continual knowledge acquisition and awareness.

Human Resource Management (HRM) practices play a pivotal role in this competitive milieu by introducing and efficiently managing new information within organizations, thereby facilitating organizational change and preserving competitiveness. Another critical component contributing to quality education is intellectual capital, stimulating competition among organizations and enhancing employee performance. Comprising skills, professional knowledge, experience, and innovative capabilities, intellectual capital serves as a cornerstone for organizations' competitive advantage, persisting even in the absence of individual contributors. Teachers, considered the primary source of school effectiveness, transmit their skills and experiences among peers, elevating institutional performance while contributing significantly to the development of social capital within a society. This intellectual capital can be delineated into three dimensions: Human capital, social capital, and Organizational capital. Human capital encompasses specialized knowledge, skills, leadership traits, innovations, motivation, and adaptability, with education and training constituting its most substantial investment. Social capital embodies an organization's social relationships, coordination, interaction, and communication skills with external stakeholders, including customers, partners, government entities, and suppliers. On the other hand, Organizational capital encompasses all informational resources within institutions, spanning databases, manuals, processes, strategies, and procedural frameworks. Elevating the standard of education in schools also hinges on fostering CP.

An organization refers to a collective of individuals who collaborate and communicate to achieve common goals. A team, on the other hand, consists of individuals working together toward shared objectives, sharing similar interests, and engaging in comparable actions. Organizations cater to fundamental needs like sustenance, clothing, housing, leisure, healthcare, and transportation [1].

Establishing relationships has emerged as a successful strategy for fostering sociability, pleasure, and support among individuals. Essential elements within an organization include personnel, processes, resources, and financial capital. An individual working within an organization is often termed a human resource. Human resource management holds paramount importance within enterprises, surpassing the significance of other components, owing to the heightened emphasis placed on the human element. The success of an organization hinges on the dedication and commitment of its human resources [2].

The school is commonly perceived as a learning organization, akin to other institutions. Beyond its formal objectives, it encompasses informal goals like fostering camaraderie and facilitating shared interests, alongside structured criteria for membership and hierarchical roles. Research groups concur that several factors within the educational environment impact instructors' performance. Extensive studies delve into these elements, demanding substantial

investments of time, effort, and financial resources from researchers. Teacher efficiency is influenced by diverse aspects, including CP, spanning both internal and external facets within educational institutions [3].

Teachers' active participation in school changes, going beyond their assigned duties, significantly aids the school's functionality across various contexts. These behaviors, though voluntary, carry substantial weight in securing the survival and success of an educational institution. The term "CP" refers to extra-role behaviors, emphasizing actions that exceed formal job requirements. [4]. In recent times, scholars and educators have shown increased interest in this subject. CP refers to the voluntary actions employees undertake, going beyond explicit job requirements, often without explicit reward or recognition from the organization. However, these voluntary efforts significantly contribute to the efficient operation of educational institutions [5].

Contextual Performance encompasses voluntary actions beyond job duties explicitly outlined in descriptions. Formal incentive programs are used by institutions to encourage desired behaviors. Actors possess the authority to oversee and execute specific tasks. CP reflects an individual's preferred behavior patterns, distinguished by uniqueness, importance, and discretionary nature, surpassing anticipated performance and boosting productivity. Responsibilities fostering social and psychological bonds for educational institution improvement aren't part of official duties and may be reciprocated [6].

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Multiple behavioral psychologists emphasize three fundamental behaviors crucial for optimal school functioning. Educators are advised to actively integrate into the educational institution, sustain affiliation within it, consistently meet job requirements, and engage in spontaneous, genuine actions that surpass written mandates. This extracurricular behavior, akin to CP, significantly impacts academic achievement and the overall efficacy of the organization [8]. The addition of these supplementary role behaviors is seen as pivotal in achieving academic goals and nurturing academic success. These behaviors imply that within an educational institution, teachers who find satisfaction in their profession might exert discretionary effort beyond their assigned duties, largely propelled by intellectual motivations rather than mere obligation [9].

The inclination of teachers to exert their utmost effort and surpass the expected level of performance serves as a valuable mechanism for promoting the effective functioning of educational institutions. CP encapsulates discretionary actions not explicitly anticipated or incentivized, yet believed to significantly impact a school's mission achievement. CP embodies a collection of ethically sound, commendable, and enthusiastic actions surpassing individuals' prescribed duties, vital for an educational institution's present and future effectiveness. Empirical evidence underscores those social connections act as potent catalysts for CP. Observing fair administration of justice fosters contentment, subsequently influencing behavior in multifaceted ways. This suggests that fostering an environment of fairness and equity within educational institutions can profoundly shape teachers' discretionary efforts, ultimately enhancing institutional effectiveness [10].

Indeed, evidence suggests that CP provides substantial benefits to educational institutions and their teachers. These advantages span diverse facets, including managing the work environment, cost savings, resource revitalization, and allocation. Furthermore, CP

enhances teacher efficiency, improves academic outcomes, elevates service quality, and concurrently reduces costs. This multifaceted impact underscores the value of cultivating CP within educational settings, presenting a win-win scenario by fostering a more effective, efficient, and harmonious institutional environment [11]. By cultivating positive attitudes, CP also boosts teachers' appeal to both students and the institution. In reducing turnover, two primary areas encompass the examination of supplemental role behavior. The first highlights the necessity for active involvement and contribution within the academic setting. The second concept underscores the importance of refraining from actions that might potentially harm the educational institution. Balancing proactive engagement and conscientious avoidance of detrimental behaviors is essential in promoting a constructive and conducive academic environment [12].

CP positively influences the psychological and social environment within which instructors' function, ultimately enhancing school productivity. Presently, extracurricular activities draw students eager to excel academically, pursue professional aspirations, and engage in teaching roles. A distinction often emerges between an individual's behavior within an educational setting and their conduct in other contexts. Educators prioritizing students' academic success and striving for comprehensive education are frequently affiliated with non-profit institutions, commonly recognized as schools [13].

In a parallel vein, the significance of performance is held in high regard by both individuals and collectives, including educational institutions. The successful attainment or surpassing of both quantitative and qualitative objectives is contingent upon performance in a crucial manner. It can be characterized as the management, execution, and completion of routine activities in order to achieve certain objectives based on predetermined criteria. The aggregate of an individual's beliefs and sentiments pertaining to their professional endeavors can be encapsulated as performance. This phenomenon is commonly known as the result or product of a task and is intricately linked to student well-being, the educational institution's goals, and financial backing. In the majority of situations, it can also denote the degree of proficiency with which an individual executes a specific task or fulfills a particular role in alignment with predetermined criteria or benchmarks [14].

The assessment of an individual's achievement in the professional setting often involves the examination of five key factors: job skills, motivation for innovation, work quality and quantity, and comprehension of job responsibilities. Although it can be challenging to accurately articulate these conditions, this particular characteristic is of utmost importance as it is closely associated with the achievement and productivity of the organization. This might instead be perceived as the comprehensive contribution of an educator that is recognized by the educational institution [15].

Moreover, ensuring the performance and competency of instructors has consistently remained a paramount concern in the field of education. Assert that the effectiveness of a teacher is contingent upon their adept utilization of a cohesive set of information, beliefs, behaviors, and abilities to meet the objectives and standards of the developmental process at the prescribed level. The correlation between a teacher's efficacy in employing teaching methods and strategies and their professional achievements is significant. The job performance of a teacher is determined by their aptitude and proficiency in effectively integrating all pertinent and essential elements that contribute to educational advancement. The determination pertains to the extent of a teacher's engagement in routine daily responsibilities necessary for the efficient functioning of the educational institution. The observable attitudes of teachers towards outcomes associated with instructional goals serve as a reliable measure of their effectiveness in performing their professional duties [16].

CP significantly contributes to enhancing organizational performance by offering effective methods for managing staff interdependencies and fostering improved performance

through collaborative teamwork. The argument asserts the critical role of CP in enhancing school effectiveness, highlighting the inadequacy of solely relying on formal or traditional in-role behavior to achieve high-performance levels. Multiple empirical studies have highlighted the impact of cognitive bias on performance outcomes. Promoting collaboration through CP is seen as advantageous, benefiting both individuals and groups within the organizational context [17].

CP showcases measurable impacts, notably reflected in student progress and overall school success. Employees exhibiting high CP levels experience an improved work environment, reduced managerial needs, and decreased supervision frequency. By fostering an environment conducive to students' focused efforts and active engagement, classrooms become more efficient learning settings. A strong positive correlation exists between CP and work performance, emphasizing the need for educators to surpass routine responsibilities to comprehensively support students' academic achievements. Studies have established a noteworthy positive link between CP and work performance, underlining its significance in educational settings [18].

It seems there might be a slight mix-up in the phrasing. The implementation of Organizational Change and Business Process Reengineering has indeed shown a positive impact on performance across various dimensions. This impact is evident in enhancing service quality, efficient resource allocation, fostering innovation, generating savings, and reducing expenses. Additionally, statements indicate that the utilization of CP by instructors led to an enhancement in the school's performance [19]. Research has shown that engaging in CP has a positive impact on academic performance, contributes to the achievement of educational goals, and provides students with a competitive advantage over their peers. Conducted a study that found that engaging in CP has several positive outcomes within the educational context. These outcomes include enhancing school productivity, boosting teachers' self-assurance and satisfaction, reducing expenses, and improving student accomplishment [20].

The aforementioned phenomenon leads to a reduction in administrative productivity and the allocation of discipline resources. Further exploration is warranted to examine the correlation between the concept of CP and teacher effectiveness across many cultural and educational contexts [21]. Despite the significance of this subject, there has been a limited amount of research conducted on it in South Punjab. The present study aims to examine the influence of CP on teacher performance, taking into consideration the existing gap in knowledge on this relationship [22].

The study aimed to evaluate the extent of CP exhibited by teachers in both public and private schools, explore the correlation between CP and teachers' performance, and assess the impact of CP on teachers' performance in public and private educational institutions [23].

The study's aim is to assess the impact of CP on teacher effectiveness. A survey design within descriptive research was chosen to ensure reliable data collection, as it facilitates a comprehensive evaluation of the issue under investigation. This approach serves to acquire data, verify hypotheses, or address concerns related to the present and historical aspects of the investigated issue. Survey research commonly employs questionnaires and interviews for data collection, and in this inquiry, data was gathered using the CP scale and TJP scale [24].

## **Methodology:**

### **Research Population:**

The research focused on secondary school educators teaching 9th and 10th grades in government and private schools across Gujrat and Sialkot districts in South Punjab. Utilizing a pragmatic sampling strategy, a total of 300 educators (150 from government schools and 150 private instructors) were selected from 60 schools (30 government and 30 private), with an even urban distribution between Gujrat and Sialkot. Approximately three teachers were chosen from



each school to participate in the study. Additionally, 60 principals from the pre-selected schools were included to assess and gain insights into teachers' performance.

### Demographics:

Demographically, the study aimed for a gender-balanced representation among educators, revealing a distribution of 129 women (43%) and 171 men (57%). The mean age for male teachers ranged from 33 to 35 years, while female teachers fell within the 29 to 30 years age range. Principal gender distribution showed 40 males (66.6%) and 20 females (33.3%). The data collection process involved the active participation of teachers and principals from the sampled schools.

### Procedure:

The procedure encompassed the careful selection of schools, teachers, and demographic representation. Instrumentation involved the use of a closed-ended questionnaire, divided into sections evaluating Contextual Performance (CP) with 20 items assessing Altruism, Civic Virtue, Conscientiousness, Courtesy, and Sportsmanship, and another 20 items dedicated to assessing Human Capital, Social Capital, and Organizational Capital under the umbrella of Teacher Job Performance (TJP). A Likert scale ranging from "Not true" to "Very true" was employed. The questionnaire was self-developed based on existing literature and validated through face validity and reliability checks via test-retest procedures.

### Data Analysis:

#### Quantitative Analysis:

Statistical methods to analyze the relationship between CP, IC, HRM practices, and teacher performance.

#### Comparative Analysis:

Comparing CP scale and TJP practices across government and private institutions. This comprehensive questionnaire aims to collect data on Contextual Performance, and intellectual capital practices to analyze their impact on the study's objectives and hypotheses, facilitating a comprehensive understanding of the factors influencing teacher effectiveness in South Punjab's educational landscape [25].

### Results and Discussion:

The data in Table 1 portrays insights from 300 study participants. Examination of the respondents' age distribution revealed 28% in the 28-30 years bracket and 20% in the 31-35 years category. Moreover, 32% fell within the 36-40 years age range, while the predominant group, comprising 30%, were aged over 40 years. In terms of professional qualifications, 18% held a Bachelor of Education, 80% possessed a Master of Education, and approximately 2% had alternative professional qualifications like a diploma in education. Concerning teaching experience, 21% had 1-5 years of experience, 39% had 6-10 years, and a substantial segment of 40% had 11-15 years of experience. Additionally, around 12% possessed 16-20 years of teaching experience, while 5% had over 20 years of teaching experience. Analyzing academic qualifications, 89% held a master's degree, and 11% possessed advanced degrees, such as a Master of Philosophy (M.Phil.).

**Table 1: Demographic Profile of Respondents (N=300)**

Demographic Characteristics	Frequency	Percentage
<b>Age</b>		
28-30 years	84	28.0
31-35 years	60	20.0
36-40 years	96	32.0

More than 40 years	90	30.0
<b>Professional Qualification</b>		
B.Ed.	54	18.0
M.Ed.	240	80.0
<b>Experience</b>		
1-5 years	63	21.0
6-10 years	117	39.0
11-15 years	120	40.0
16-20 years	36	12.0
More than 20 years	15	5.0
<b>Academic Qualification</b>		
Master	267	89.0
M. Phil	33	11.0

The data analysis encompassed various factors impacting teachers' Contextual Performance and Task Performance (TP). Gender comparison revealed a significant difference in TP between male ( $M = 69.169$ ,  $SD = 11.548$ ) and female ( $M = 69.4983$ ,  $SD = 13.24905$ ) teachers ( $t = -1.392$ ,  $p = 0.002$ ), while CP did not show any significant variance based on gender. Job type distinctions indicated a significant difference in TP between permanent ( $M = 73.6392$ ,  $SD = 12.9851$ ) and contract ( $M = 59.7859$ ,  $SD = 14.79832$ ) teachers ( $t = 2.791$ ,  $p = 0.002$ ), with no significant disparity in CP across job types. Conversely, academic qualification and teaching experience yielded no significant differences in either CP or TP among teachers. Notably, a linear regression analysis revealed a substantial relationship between CP and TP at the secondary level, with CP explaining 41% of TP variance ( $\beta = 0.83021$ ,  $p = 0.002$ ). These findings suggest that while gender and job type influence TP, they do not significantly impact CP. Academic qualifications and teaching experience, meanwhile, did not exhibit discernible effects on either CP or TP among teachers.

**Table 2:** Teachers' Task Performance Based on Various Factors

Factors	Category	Mean (M)	Standard Deviation (SD)	t-value	p-value
Gender	Male (TP)	69.169	11.548	-1.392	0.002
	Female (TP)	69.4983	13.24905		
Job Type	Permanent (TP)	73.6392	12.9851	2.791	0.002
	Contract (TP)	59.7859	14.79832		
Regression Analysis	CP vs TP	-	-	-	0.002

## Discussion and Conclusion:

In Pakistan's educational sphere, teachers face significant challenges as pivotal agents driving educational progress. Despite their dedication, these individuals encounter substantial hurdles in fulfilling their crucial roles. While various factors influence educators' performance, institutional variables play a direct or indirect role in shaping their classroom effectiveness. This study delves into how CP affects the efficacy of instructors in public and private schools in South Punjab. Many facets within educational institutions impact the performance of secondary school teachers in Punjab, a challenge in quantifying these ideas. Yet, adjustments were made to understand their interconnections using the most optimal methodologies. The study's outcomes reveal that educators in both public and private schools exhibit considerable levels of overall and specific CP. Calculations of mean and standard deviations gauged the current state of CP among instructors in both government and private schools. Aligned data from our study indicate a positive link between politeness as a CP dimension and employee performance. Educators were presumed to proactively support colleagues facing challenges, although

improvements in sportsmanship attitudes among both government and private school teachers remained limited.

However, teachers across both public and private schools expressed contentment with the conscientiousness displayed by their students, who adhere to school policies even in the principal's absence. Additionally, educators in both sectors were satisfied with the level of civic virtue prevalent in their environments. Overall, findings highlighted substantial levels of CP among teachers from both public and private schools, with similar observations of prevalent CP among teachers. Statistical analysis showcased satisfactory CP levels in both government and private educational institutions, with private school educators demonstrating slightly higher CP levels. Interestingly, while no significant differences in CP were observed between male and female teachers, female educators scored marginally higher on average, particularly in civic responsibility. Furthermore, a noticeable distinction in CP emerged between teachers in public and private institutions, with those in private schools displaying higher friendliness and more engaged CP behaviors. The study also indicated a modest yet significant link between CP and teaching effectiveness among government teachers. Factors such as moral conduct, a positive work environment, loyalty, equity, and satisfaction were noted to potentially influence CP. Similarly, within private schools, a slight positive association between CP and teacher effectiveness was observed. These findings support the idea of a positive relationship between CP, organizational climate, and job performance, emphasizing the moderate positive correlation between teachers' CP and their productivity.

The findings reveal a significant impact of CP on the performance of instructors in both government and private schools. Interestingly, there's a little discrepancy in the CP displayed between these two sectors. Engaging in CP aligns with schools' objectives of modernization, environmental consciousness, and resource efficiency. It also amplifies employee productivity, leading to cost savings and improved service quality. This underscores the critical role of CP in educational institutions, directly impacting student achievement by fostering a supportive social and psychological environment. Scholarly studies consistently affirm that CP enhances work performance, giving educational institutions a competitive edge. Moreover, this comprehensive assessment of CP in teachers notably influenced productivity in South Punjab. Ethical behavior perception, ethical climate, teacher character perception, and leadership exchange were identified as additional factors influencing teacher performance. Collectively, these points affirm the pivotal role of CP in maximizing educational effectiveness.

The study highlights the influential role of CP in shaping teachers' perceptions of students' academic achievements. Emphasizing the voluntary nature of CP, it underscores its invaluable contribution to performance enhancement and the establishment of a fair work environment. Leveraging these insights can greatly benefit school management, enabling more effective strategies and informed decision-making. This is particularly important when teachers handle responsibilities beyond their designated roles. It's crucial for both school principals and teachers to understand these traits, given their significant impact on CP levels and teacher effectiveness. Implementing targeted measures to enhance CP among instructors involves regulating and controlling factors that influence it.

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