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**PSYCHO-PEDAGOGICAL PARTICULARS OF DEVELOPING
TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOR FROM
PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS**

Specialty 531.01 – General Theory of Education

ABSTRACT

of the Doctoral Thesis in Educational Sciences

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LIST OF ABBREVIATIONS:

OCB – organizational civic behavior

GE – experimental group

GC – control group

CONCEPTUAL LANDMARKS OF RESEARCH

Relevance of the research theme

Dynamic transformations in society influence the development of these societies, but can also lead to changes in the characteristics of individuals and the environment. The COVID-19 pandemic led to a sudden shift from in-person school education to online distance learning, taking all educational actors by surprise. Teachers, not having time to prepare, had to adapt along the way. Several studies have been conducted, which have reflected the difficulties faced by school teachers during the period of online education. During the COVID-19 pandemic, both teachers and students faced a unique situation. This unique experience generated a certain uncertainty and stress, requiring them to adapt to the new way of working during the pandemic and its challenges.

Highly engaged teachers put more effort into helping their students, colleagues, and ultimately schools achieve their academic goals. The COVID-19 pandemic has had a significant but contradictory impact on education around the world.

According to the UNESCO report (2021), despite the efforts made for online education, more than 500 million people were excluded from access to education [60, p.1]. For example, lack of adequate access to computers or connected devices for appropriate online learning, digital skills gaps of parents/ carers and teachers are perceived as one of the most critical barriers to effective distance learning nationally [36, p.1]. These difficulties brought new responsibilities to teachers, which were added to their existing workload [30, p.13]. Pandemic measures, including those taken in schools, marked the social characteristics of teachers, which were influenced by the additional burden. According to the recent study, Israeli teachers reported more OCBs "during COVID-19" than "before COVID-19," mostly towards students, less towards the school and parents, and least towards colleagues [25, p.2]. School teachers were also observed to show reduced commitment to their organizations during the online teaching period, and this was associated with increased personal stress [apud 59].

Today, many organizations both in the public and private sectors assess human resources as a valuable asset. Therefore, they invest their effort, time, and monetary resources to recruit, attract, and preserve eligible candidates, brand the organization as a desirable workplace, increase employee satisfaction, and establish a unique organizational strategy and culture. Researchers and practitioners have recognized the significant impact of OCB on the success of an organization.

Organizational citizenship behavior, which is an element of organizational culture, is defined as behavior individuals exhibit at their discretion, which is not directly apparent to or recognized by the organization's official reward system. Elements of this behavior cumulatively promote the efficient function and effectiveness of the organization [30, p.708], and therefore directly affect the 'success' of the organization, whether it is measured by "organizational efficiency", "organizational purpose", "organizational institutionalization", or "organizational survival" [31, p.85].

Organizational citizenship behavior (OCB), which is known as extra-role behavior, is an important factor for the organization to maintain the survival and achievement of organizational goals [63]. OCB can be very effective in human resource management because it can motivate and direct employees to increase performance, which means more than just completing their formal tasks.

Description of the situation in the research field and identification of the research problems

Organizational Citizenship Behavior (OCB) is one of the most widely studied topics in organizational behavior research. Organ, D. and his colleagues (Bateman, T., Smith, C., Near, J.) were the first to propose the term "Organizational Citizenship Behavior" in 1983 [apud 54].

The multitude of publications over the years confirms that organizational citizenship behaviors (OCB) are firmly incorporated in the structure of the fields of organizational behavior and industrial-organizational psychology. For example, since Organ and his colleagues such as Bateman, T. & Organ, D. [23]; Smith, C., Organ, D., & Near, J. [apud 63] first proposed the term

(in the early part of the 1980s), over 650 articles have been published on OCBs and related constructs. The following topics were explored: organizational citizenship performance by Borman, W. [27], extra-role behavior by Van Dyne, L., Cummings, L. and McLean, P. [61], and contextual performance by Borman, W. & Motowidlo, S. [apud 27] and others.

At the same time, the topic of OCB in education has been addressed more in recent years: Hanson, J., Niqab, M., & Arif, T. [38]; Ismail, S., Ismail, I. A., Omar, Z., Alias, S. N., & Rami, A. A. M. [43]; DiPaola, M., & Tschannen-Moran, M. [35]; Njagi, S. [50]; Demir, K. [34]; Zeinabadia, H. [64]; Hidayat, R. & Patras, Y.E. [40]; Huda, S. et al. [41; 42] and others.

In Israel, the subject was explored by some authors. Connection between OCB and education was explored by: Cohen, A. & Caspari, L. [32]; Bogler, R., & Somech, A. [26] focused on the effect of teachers' participation in decision making (PDM) on their OCB; Nasra, M. A. [48] and Arar, K. & Nasra, M. [18] analyzed OCB in the Arab education system in Israel; Bogler, R., & Somech, A. [25] investigated teachers' organizational citizenship behavior (OCB) during the COVID-19 pandemic; Nasra, M. și Heilbrunn, S. [49] examine the effect of transformational leadership on OCB.

Satisfaction of Jewish and Arab Teachers in Israel was studied by Bsoul T. and Vasiliuța-Ștefănescu M. [28]; Balalis, H. [19; 21]. Individual Values, Organizational Commitment, and Participation in a Change in relation with Israeli Teachers was studied by Cohen, A. & Caspari, L. [32]. The Effect of Gender on Job Satisfaction Among Teachers in Arab Government Schools in Israel was studied by authors: Shamma, F., Badarny, L.A. [56] and others.

In Romania, some aspects of OCB were examined by Negura, G. [9]; Tataru, F., Tataru, R., [14]; Nuță, E-A. [10]; Zlate, M. [15] and others.

Analyzing the situation in the field in the Republic of Moldova, we find the conduct of research on organizational behavior in the activity of institutions, as follows: Jorovlea, E. [8]; Demerji, I. [5] etc., analyzed various aspects of organizational behavior in economic units.

Some aspects that correlate with dimensions of OCB in education were addressed by Andrițchi, V. [1], Cojocaru, V., Guțu, V., Șevciuc, M. [3], Patrașcu, D. [11] with focus on management of human resources; Cepraga, L., Gogoi, E. [29] – the learning environment. Goraș-Postică, V. [7] analyzed spiritual counseling in the activity of the teaching staff; Gogoi [6]; Andrițchi, V., Balan, T. [17] examine the teachers' mentorship.

The subject of Teacher's Job Satisfaction was analyzed by several authors: Chetraru, A., Bolea, Z. [3]; Potâng, A. [12] and others. Rosca, L. [13] approaches education of civic behavior in the contemporary democratic state in the context of civic education.

At the same time, The Reference Framework of the National Curriculum (2017) includes the Taxonomy of Transversal Competences: 1) Lifelong learning; 2) Complex and critical thinking; 3) Effective communication; 4) Collaboration/teamwork; 5) Responsible citizenship; 6) Employment. In the context of this research, the transversal competence of responsible citizenship is of interest, which stipulates that a responsible citizen must assume the following roles: a) demonstrate individual responsibility; b) practice a healthy lifestyle; c) understand and promote the democratic principles of freedom, justice and equality; d) participated in activities that promote the public good [2, p.25]. These positions contain connection points with OCB components.

Based on the analysis of the specialized literature regarding OCB we derived the idea of a conceptual inhomogeneity regarding both the names of the dimensions that subsume its structure, as well as their number. Cultural differences have determined different theoretical-conceptual models.

Although we mention a significant number of studies on OCB, we find that the educational field is explored fragmentarily. Consequently, a need for a more in-depth analysis emerged to explore OCB more deeply in the educational context.

So, the premises and the contradictions which have been mentioned above have been the basis for the formulation of the research problem: What are the theoretical and methodological benchmarks to enhance the Teachers' Organizational Citizenship Behavior in educational institutions to make it more efficient?

The object of research: the process of development of Teachers' Organizational Citizenship Behavior.

The Goal of the research consists in determining the theoretical and methodological foundations of the development of teachers' Organizational Citizenship Behavior to increase their efficiency.

Research hypothesis: the process of developing the Teachers' Organizational Citizenship Behavior will be more efficient if we will: establish the epistemological and methodological context of the Organizational Citizenship Behavior in relation to the education system; analyze the determinants and dimensions of teachers' OCB; explore the correlation between Organizational Citizenship Behavior and Job Satisfaction; elaborate, implement, and validate the Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior.

Objectives of the research are the following:

1. Analysis of conceptual approaches on Organizational Citizenship Behavior, including concerning the education system;
2. Identification of the determinants of Organizational Citizenship Behavior;
3. Highlighting the Psychopedagogical particulars of development of teachers' organizational civic behavior which constitute the background for current research;
4. Conceptualization of the formation of Teachers' Organizational Citizenship Behavior;
5. Elaboration and validation of the Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior.

Synthesis of the research methodology and justification of the research methods. Our research is based on the identification, analysis and updating of different concepts, theories, documents in the field of pedagogy, organizational psychology, human resources management, economy, sociology dedicated to Organizational Citizenship Behavior, including in education.

As specific epistemological benchmarks served: OCB' ideas and concepts by Organ, D. [52; 53; 46]; Podsakoff, P. et al. [54; 55]; Bogler, R., & Somech, A. [26]; Cohen, A. & Caspari, L. [32]; Demir, K. [34]; Hanson, J., Niqab, M. & Arif, T. [38] and others.

The theoretical and methodological aspects of the research based on the following approaches: the Ajzen' Theory of Planned Behavior [16]; the Maslow' hierarchy of needs Theory [47]; Social Exchange theory [appud 58]; the Knowles' Adult Learning Theory [45]; Bandura's social learning theory [22], Skinner's "reinforcement theory" [57], The theory of human resources [66], Vroom's Expectancy Theory [67], Rogers' Theory of Personality Development [68].

The research methodology theoretical methods: synthesis, generalization, classification, systematization, comparison, modeling, surveys; empirical methods: observation, testing, questionnaires, conversations, ascertaining, formative and control pedagogical experiment, statistical methods: Cronbach's alpha, students' t test for independent samples, students' t test for a single sample, MSQ (MINNESOTA SATISFACTION-QUESTIONNAIRE), etc.

The scientific novelty and originality of the research consists in: updating the process of developing of Teachers' Organizational Citizenship Behavior in Israel, which represents an educational-formative approach achieved by exploring the determinants and the Teachers' OCB Profile, the relationships between OCB and job satisfaction in public and private educational institutions; conceptualizing the teachers' OCB training and highlighting the psycho-pedagogical particularities; developing and implementing the Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior, which contributed to the efficiency of their activity.

The results obtained in the research that contributed to solving the scientific problem reside in the theoretical and methodological substantiation of the process of forming organizational civic behavior in teachers in Israel, carried out based on determining the psycho-pedagogical particularities of the development of Teachers' OCB; developing the Teachers' OCB Profile; identifying and validating the theoretical and methodological benchmarks of the Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior, based on the conceptual framework for the development of Teachers' CCO, which contributed to the efficiency of teachers' activity, confirmed by the ability to demonstrate adaptability (resilience) in ordinary times, as well as in crisis.

The theoretical significance of the research is ensured by: conceptualizing the formation of Teachers' Organizational Citizenship Behavior; contributions to the theory of education by transferring the OCB concept from the economic sphere to the pedagogical sphere, based on social, pedagogical and psychological foundations; highlighting the structure and contents of the Teachers' OCB Profile, composed of seven dimensions: supportive behavior, effective relationships, organizational consciousness, personal initiative, civic virtue, organizational loyalty and personal development; scientific argumentation of the relevance and necessity of OCB training in the context of contemporary trends in education; conceptualizing and elaborating the Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior, focused on a set of general, theoretical and praxiological benchmarks.

The practical value of the research is represented by: the exploration of the Teachers' OCB Profile, which, adapted to the context, can serve as a model of practical behavior, useful both in ordinary times and in crisis; the development and validation of the Program for the development of Teachers' Organizational Citizenship Behavior, a theoretical and praxiological construct that includes: arguments, principles, objectives, content units, activities structured on the dimensions of the OCB Profile. Teachers, who developed the OCB dimensions based on the psychopedagogical training program, demonstrated greater adaptability (resilience) compared to those who did not participate in the program. The experimental results and conclusions of the research can be used in organizing the process of continuous training of teachers in Israel and Republic of Moldova.

The implementation of the scientific results: took place in Israeli general schools and Holon Institute, through practical activities, with teachers' staff.

Approval of scientific results: within the Department of Education Sciences, Moldova State University; validated through publication in specialized scientific journals, communications in scientific forums (The Sixth International Conference on Adult Education. Education for Peace and Sustainable Development, November 9th-11th, 2023. Moldova State University; National Scientific Conference with International Participation "Integration through Research and Innovation", November 10-11, 2020, Village University of Moldova; National Scientific and Didactic Conference with International Participation "Current Problems of Real Science Didactics" May 11-12, 2018, Tiraspol State University, Chisinau, etc.).

Publications in the field: 10 scientific articles.

Volume and structure of the thesis: 143 pages of basic text, including Annotations, Introduction, three chapters, Conclusions and recommendations, 17 tables, 22 figures, Bibliography (232 titles), 5 appendices.

Keywords: Organizational Citizenship Behavior, OCB profile, teachers, private educational institution, public educational institution, Psycho-pedagogical program for the development of OCB, determinants, job satisfaction.

THESIS CONTENT

In the **Introduction**, the actuality, importance and relevance of the research topic are presented, the research field and the research topic are described, based on the identification of contradictions, premises and its effects on the education system in Israel. The main purpose and objectives of the research, the experimental dimensions of Teachers' OCB are formulated.

The **First Chapter 1, „Theoretical approaches on the Organizational Citizenship Behavior within the education system”**, presents conceptual delimitations regarding Organizational Citizenship Behavior in the first part. The second part focuses on theoretical dimensions/evolution of the concept of Organizational Citizenship Behavior in the education system; the third part analyzes the determinants of OCB.

As mentioned above, the concept of Organizational Citizenship Behavior was proposed by Organ in the 1980s, gaining momentum and substantiation in recent years and becoming the subject of many studies. The definition of Organizational Citizenship Behavior is "the behavior of the individual, acting in his own discretion, which is not directly accepted by the formal reward system, and the accumulation of these behaviors promotes the efficient and effective function of the organization" [apud 53, p.86].

The general approach to Organizational Citizenship behavior is based on three criteria: (1) The employee performs tasks beyond his official job requirements; (2) He/ she does so freely (nobody has instructed or asked him to do so); (3)The behavior is not officially rewarded (the employee does not get any money or other compensation for expressing this behavior).

A closer examination of the existing literature on OCB reveals its focus on the conceptualization and definition of this behavior, the factors associated with its occurrence in an organization, and the ways in which it influences the employee and the organization. Due to its limited scope, the current study will only discuss the first two parameters. Early definitions of the term “ Organizational Citizenship Behavior” emphasize that it is not compensated by the organization but is driven by the employee’s discretion and that the employee is not trained regarding the manifestations of such behavior. According to the evaluation of the employee’s performance level, Organizational Citizenship Behavior of employeesit was compared with the functional behaviors included in the job description [58].

At the same time, we reiterate that OCB offers a number of benefits: OCB can boost employee morale; increases the level of significance of employees' work; contributes to increasing employee performance and productivity; in fact, research shows that OCB positively predicts performance; creates better social interactions between employees; reduces stress; creates a sense of community among employees; favors the institution's image.

In relation to the educational system, we consider the following components appropriate, which formed the basis of this research (adapted from Podsakoff, P. and others [54; 55]): helping behavior, sportiness, organizational loyalty, organizational compliance, personal initiative, civic virtue, personal development.

Although the subject represents a continuing interest for society in general and, in particular, for the educational field, the term organizational citizenship behavior has only emerged in recent decades, as the lack of scientific research on OCB in relation to education has been noted.

A study of German teachers found that curriculum identification was an important variable that could predict organizational citizenship behavior among teachers, while a study of American teachers found a positive correlation between a positive school environment and teachers’ OCB [37; 39; 49]. It should be noted that most studies have been based on quantitative methodology, focusing on understanding the correlation between this phenomenon and different variables, and less on defining the phenomenon and its components [apud 61].

The current research aims to expand the scope of discussion regarding organizational citizenship behavior among teachers by using qualitative research methods that allow for the investigation of teachers' subjective conceptualizations of their organizational citizenship behavior in their respective schools.

The epistemology of organizational citizenship behavior concepts was established based on ideas, concepts and theories (Ajzen's Theory of Planned Behavior, Maslow's Theory of Needs, Self-Efficacy Theory, Social Learning Theory, Social Exchange Theory, etc.), which demonstrate their positive impact on personality formation from a holistic point of view, a reality that has permanently concerned researchers in the fields of education, psychology, economics and sociology: Organ, D. [52; 53]; Bogler, R. et al. [26]; Jorovlea, E. [8]; Podsakoff, P. et al. [54; 55]; Andrițchi, V. [1]; Cojocaru, V., Guțu, V., Șevciuc, M. [4]; Potâng, A. [12] etc.

We note: the research field of Organizational Citizenship Behavior is constantly changing. The foundations of Organizational Citizenship Behavior were laid by the sociology of work, managerial theory, organizational theory, etc. Research conducted in the field of organizational behavior has contributed to finding means of streamlining production activity. More recently, the topic has been extended to the educational field.

Studies on Organizational Citizenship Behavior among teachers have revealed a paucity of publications on this topic. Findings from quantitative studies show that Organizational Citizenship Behavior among teachers is directed towards students, staff, and the school [20; 26; 51].

Based on the specialized literature, we explored several components for analyzing OCB in relation to teachers' behaviors (Figure 1, developed by the author).



Fig.1. Teacher's OCB components

OCB can be increased if in the learning process, institutions and managers apply positive treatment and meet teachers' expectations, develop mutual trust and pay attention to teachers' professional satisfaction [64]. The more teachers have OCB behavior, the higher the organizational efficiency [50; 59] and their positive effects can accelerate the achievement of objectives and the quality of education effectively. It is found that teachers with OCB bring much more benefits compared to teachers who only perform their main tasks. At the same time, in some educational institutions there are teachers who perform their duties only according to the job description, without practicing OCB; being observed the unwillingness to stay at school for a long time, the teacher immediately goes home after lessons [41].

Considering the above, the present research explores a comprehensive framework and theoretical basis that explains the development of teachers' OCB.

The success of schools fundamentally depends on teachers who are willing to go beyond expectations of the normative role [35]. Organizational citizenship behavior (OCB) is a useful term to describe voluntary, extra-role behaviors exhibited by employees that are not recognized by the formal reward system and have a general, positive effect on the functioning of the organization, which cannot be enforced through an employment contract. OCB is a matter of individual choice,

the non-observance of which is not considered a reason for punishment. Accordingly, OCB of teachers refers to all voluntary and helpful behaviors extended to colleagues, managers and students [35].

At the same time, as a result of the Covid-19 pandemic, the educational scenario has changed unpredictably. On the one hand, it was necessary to adapt to the crisis, on the other hand, it is important to rally around new educational trends, as follows: online learning; distance learning; hybrid learning; home learning; mobile learning; personalized learning; project-based learning; gamification, etc. [65]. New trends involve the reassessment/adjustment of both the knowledge and skills of all parties involved in the educational process.

Thus, it is important to understand the benefits for all actors in education, especially teachers and learners. Because they can create appropriate learning environments to transmit and absorb knowledge and skills most effectively.

Taking into account the ideas mentioned above, but also the new trends in education, we propose our definition: *Within the school, teachers' OCB is a multidimensional phenomenon, which includes voluntary and supportive behaviors extended to colleagues, managers, students and parents at the personal and organizational levels. OCB includes behavioral values that increase the satisfaction and empowerment of teachers and support the efficient functioning of the institution, by stimulating its capacity to stabilize and capitalize on the human potential it has.*

Based on a review of the literature and research in the field, we can conclude that OCB is a complex phenomenon, manifested through a diversity of components/dimensions, which can be approached from several perspectives: social, psychological and pedagogical/educational.

From a social perspective, OCB is approached from a microstructural perspective, which involves the analysis of relationships between teachers-teachers/managers, teachers-students, and social structures (community, family, educational institution), and from a macrostructural perspective, which involves the determinants of OCB in the context of social and educational transformations.

From a psychological perspective, OCB is approached through the lens of multiple causes, connected to the dynamics of the teacher's personality development, at the individual level and in his/her relationships with the school, family, community: self-image, emotional and social intelligence, motivation for activity/change, attitude towards oneself and the school and social environment, school organizational commitment, self-efficacy, social and emotional problems, values and perceptions, etc.

From a pedagogical perspective, OCB is approached as a consequence of the influence of the strategies used by teachers (ICT skills), classroom management, school climate, and educational leadership, but also of the possibility of resolving the contradictions generated by social and educational transformations, the need to ensure quality education.

Based on the analysis of the specialized literature, we can mention several determinants of organizational citizenship behavior (OCB).

Arar, K. and Nasra, M. analyzed the relationships between principals' leadership style, occupational perceptions, and OCB [18]. Ismail, S. et al. [43]; DiPaola, m. și Tschannen-Moran, M. [35] explored the impact of school climate on OCB. Huda, S., Soefijanto, T. și Supriyati, Y. [42] investigated the impact of trust and job satisfaction on teachers' citizenship behavior.

The influence of job satisfaction, leadership, and organizational climate on OCB was studied by Bismala, L. [24]. Through job satisfaction felt by teachers, effective leadership, and a positive organizational climate, teachers will be willing to go beyond formal tasks and deliver performance beyond the institution's expectations.

Skarlicki, D.&Latham, G. examined OCB in an academic setting, noting it as a two-component structure, organizational and interpersonal, that underlies OCB [apud 35].

Considering the wide spectrum of OCB determinants, we selected and updated the most relevant ones for education (Figure 2): job satisfaction, organizational climate, organizational commitment, role perceptions/equity perceptions, leadership behavior, individual dispositions, motivations, and demographic variables (gender, age, years of work experience).

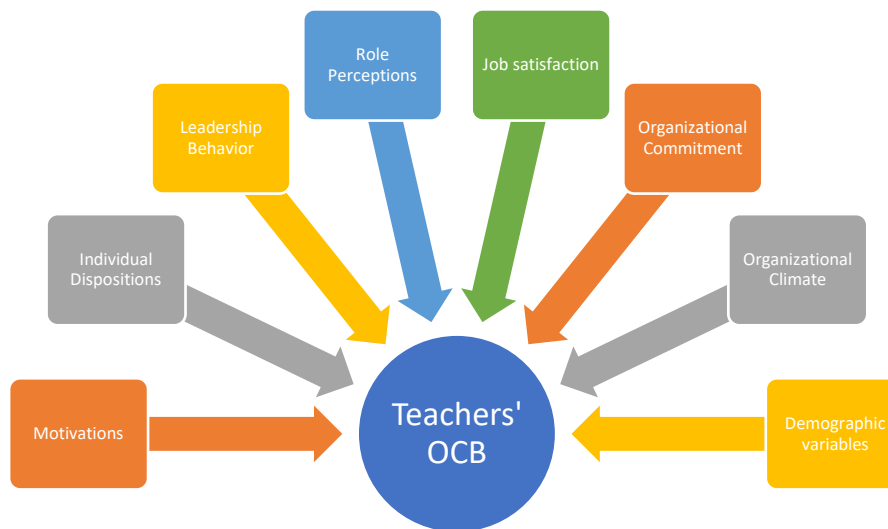


Fig.2. Teachers' OCB Determinants

Taking as reference the ideas of several authors [24; 65], we wish to highlight the trends and attitudes that determine the importance of OCB:

- Global competition in the field of human resources, especially organizational support for substantial internal teacher initiatives, has further increased the importance of OCB.
- The trend of increased exploration of teamwork requires more OCB.
- Organizational performance and especially the role of substantial and internal initiatives of teachers (investing additional time, providing support to students, using technologies) streamlining in order to adapt to change.
- Increasing the importance of education quality and student satisfaction (based on individual and social needs) aims to leverage the multilateral components of teachers' OCB to meet the stated socio-economic requirements.

Teachers' OCB has an important social impact. Given that not many employees in profit-oriented organizations can and are able to implement OCB without expecting a reward, Teachers' OCB can serve as a model for other public and private organizations.

We conclude the importance of understanding OCB as a context-related phenomenon, especially in the context of new educational trends. Through theoretical investigation, it was found that OCB is a multifaceted phenomenon, manifested through a diversity of components/dimensions, highlighted on two levels of approach: personal and organizational, which can also be approached from several perspectives: social, psychological and pedagogical/educational. The analysis of different approaches and theories, research with reference to OCB in education allowed us to deduce and formulate conceptual and praxiological benchmarks for the development of this phenomenon in educational institutions.

The **second chapter, „Methodological Framework for Developing Teachers' Organizational Citizenship Behavior”**, focuses on the conceptualization of teachers' organizational citizenship behavior training, which includes analyzing the national educational context in Israel, identifying job satisfaction as the main determinant of OCB; developing the OCB Teacher Profile.

The conceptual approach of the research on the training/development of teachers' OCB focuses on the analysis of different national and international approaches to this phenomenon and on the finding that OCB is the result of the action of a complex of determining factors in interdependent relationships. As important landmarks, we noted the analysis of the Israeli education system, including the specificity of public and private educational institutions.

Exploring the determinants of OCB has allowed the identification of a visible correlation with job satisfaction. Findings of the relationship between job satisfaction and OCB vary across studies, but also prevail in the preferences of the teachers involved in the present research. Werner [62] states that only satisfied employees seem more likely to exhibit positive behaviors that can effectively contribute to the overall functioning of the organization. Employees will tend to exhibit organizational citizenship behaviors more likely when they feel satisfied with their jobs, versus the support or benefits (e.g., positive work experiences) provided by the organization or their colleagues [64]. etc.

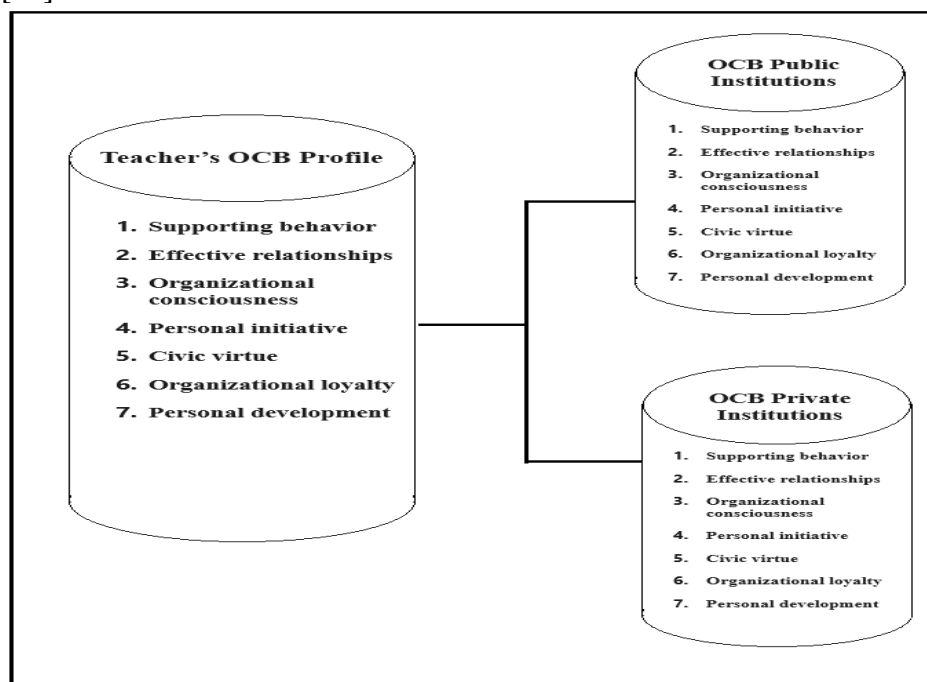


Fig.3. Model of Teachers' OCB dimensions in public and private educational institutions

The specifics of the private and public sectors in OCB and job satisfaction. Literature review shows that work motivation among public sector employees and managers is very different from that of their private sector counterparts [39; 40]. Sometimes, when samples of private and public sector employees contain too many differences in gender, age, education, job content, or hierarchical level, differences in work motivation can be explained simply by these demographic or organizational factors.

Public sector employees often make the choice to provide worthy service to society. They are motivated by a strong desire to serve the public interest [37; 44], a sense of community service not found among their private sector counterparts [45], and a drive to advance the public interest [37]. Public sector employees exhibit a stronger service ethic than private sector employees [44]. Motivation for public service encompasses elements such as the opportunity to have an impact on public affairs, a commitment to serving the public interest, and an interest in achieving social justice [39; 40].

Taking into account the specifics of our research focused on the development of OCB of teachers covering the two sectors of public and private educational institutions, we wish to propose the following OCB Model of teachers in the aforementioned institutions (Figure 3). The Model reflects the dimensions of the OCB Profile of teachers, which has been explored in public and private educational institutions.

At the same time, the psychopedagogical influence on teachers in order to develop OCB involves achieving objectives that can be established in relation to the profile of the OCB teacher. The analysis of the determining factors and dimensions of the manifestation of OCB allowed us to model a profile of the teacher with OCB (table 1, developed by the author).

Table 1. Teachers' OCB Profile (prepared by the author)

	OCB Dimensions	Descriptors
1	Supportive behavior	<ul style="list-style-type: none"> • guides/helps students with additional materials in class and outside of school • guides/supports new colleagues, • provides support to absent colleagues by redistributing learning tasks in classes • volunteer for school committees/ • volunteering in working with parents outside of school hours
2	Effective networking	<ul style="list-style-type: none"> • doesn't waste working hours with various complaints • shows patience, empathy, tolerance in solving work problems • demonstrates dedication to the benefit of the group and the institution • intervenes in preventing conflicts between colleagues, between managers and other teachers • establishes assertive communication with students' parents, other educational actors • tends to have a positive attitude towards others
3	Organizational awareness	<ul style="list-style-type: none"> • internalizes the organization's rules and regulations, even when they are not subject to external oversight • intervenes in conflict prevention, avoiding unpleasant situations that affect one's own rights and those of others • demonstrates punctuality • demonstrates discipline • avoids extra breaks
4	Personal initiative	<ul style="list-style-type: none"> • demonstrates personal/organizational initiative that goes beyond the daily requirements of the job description • proposes possible improvements to the teaching process/curriculum, • mobilizes volunteers for new initiatives • accepts some forced but necessary changes
5	Civic Virtue	<ul style="list-style-type: none"> • it is displayed through participation in staff meetings • reports potential risks that the organization may face in the future • demonstrates commitment to the institution as a whole • demonstrates willingness to accept personal responsibility for the success of the institution • supports the involvement of students/colleges in community projects
6	Organizational loyalty	<ul style="list-style-type: none"> • promotes the institution as a whole • protects the institution's reputation from external threats • promotes the image of the institution in society by participating in various social activities • mobilizes students/colleagues/parents in promoting the institution
7	Personal development	<ul style="list-style-type: none"> • voluntarily participates in professional development programs • participates in didactic and scientific activities, beyond the mandatory ones • participates in internships, professional mobility, etc. based on personal commitment, without imposition from the administration.

Therefore, the conceptual framework of teachers' OCB development includes a set of theoretical provisions, determinants, strategies and goals of this process and can be presented in the form of a summary and table (Table 2, developed by the author).

Table 2. The Conceptual framework of the development of Teachers' OCB

No.	Conceptual approaches and dimensions	Content	Comments
1.	The OCB concept: OCB – multi-faceted, social, psychological, pedagogical, economic, cultural phenomenon	Within the school, teachers' OCB is a multidimensional phenomenon, which includes voluntary and supportive behaviors extended to colleagues, principals, students, and parents at personal and organizational levels. OCB represents behavioral values that increase teacher satisfaction and empowerment and support the effective functioning of the institution by stimulating its capacity to stabilize and capitalize on its human potential.	
2.	Determinants	Teachers' OCB is influenced by several factors: Job Satisfaction, Organizational Climate, Organizational Commitment, Role Perceptions/Fairness Perceptions, Leadership Behavior, Individual Dispositions, Motivations and Demographic Variables (Gender, Age, Years of Work Experience).	Job satisfaction identified as the main determinant of OCB
3	Theories and perspectives	Relevant theories - Theory of Planned Behavior (TPB), - Maslow's hierarchy of needs theory, - Self-efficacy theory, - social learning theory, - Social exchange theory, - Social comparison theory	OCB is a complex phenomenon, manifested through a diversity of components/ dimensions, which can be approached from several perspectives: social, psychological and pedagogical/educational.
4	The national educational context in Israel	Institution type: Private and public institutions	Specifics of private and public educational institutions
5	Strategies and methods for training OCB	Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior	
6	Results	Teachers' OCB Profile	Teacher's efficiency

The conceptualization of teachers' OCB development focuses on a holistic approach to the subject: pedagogical, psychological, social perspectives. In this sense, the grounded conceptual approach represents a reference framework for the development of a formative praxiological approach.

Respectively, the *Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior* was designed based on psychologically, pedagogically and methodologically grounded conceptual approaches and represents a praxiological construct that includes: arguments, theories, principles, objectives, content units, activities.

The Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior was built based on the analysis of specialized literature and also on personal interviews that were conducted among teachers working in both the public and private sectors. The program includes 7 modules – OCB dimensions, structured in sessions by content units, which can be expanded according to needs, with specific objectives, content units, activities and tools.

The specific objectives of the Psychopedagogical Program for the development of teachers' organizational citizenship behavior are: familiarizing teachers with the essence and importance of OCB, including the benefits and challenges related to it; identifying and analyzing the determinants of OCB at a personal and professional level; developing skills related to the dimensions of OCB (Teachers' OCB Profile) by becoming aware of their importance and value in professional activity.

The Program includes a separate system of specific activities for teachers, with a view to developing OCB at the personal and organizational/professional levels. We emphasize that the Program includes only those specific activities that are directly oriented towards the development of OCB. In this regard, the valences of continuous training of teachers can and must be updated. All these activities are structured in table 3 (prepared by the author).

Table 3. Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior

Dimension 1. Supportive behavior		
Theoretical framework		
Explanatory theories	<p><i>"Reinforcement Theory"</i> (Skinner), also called the Theory of Consolidation/Strengthening, is based on the premise that behavior that generates a pleasant result is likely to be repeated.</p> <p><i>Social exchange theory</i> (Newman, Kiazad and Cooper), refers to the fact that employees are susceptible to adopting prosocial behaviors similar to those exhibited by leaders. Accordingly, young teachers, receiving support from seniors, can take on positive models in the future.</p>	
Training principles	<ul style="list-style-type: none"> ▪ <i>The principle of approaching the learner as a "producer"</i>, which, through education and professional training, brings investments in human capital (not just as a "consumer"). ▪ <i>The principle of learner-centeredness</i> It involves placing the emphasis in instruction on the learner, and not on the subject matter. ▪ <i>The principle of individual and differentiated treatment of the learner</i> (in the training process, the individual characteristics of the students are taken into account: age, gender, level of previous training, intellectual and physical potential, etc.) 	
Methodological framework		
Training objectives	Content units	Training activities
<p>Learners will be able to:</p> <ul style="list-style-type: none"> ➤ to identify ways to guide students both in formal (in lessons) and non-formal (extracurricular activities) contexts; ➤ to propose ways to guide newcomer colleagues; ➤ to apply positive teaching support practices to colleagues who replace absent teachers; ➤ to offer new colleagues digital tools with the aim of updating 	<ul style="list-style-type: none"> • Ways to guide students in lessons and in extracurricular activities. Student inclusion • Ways to guide new colleagues. • Positive teaching support practices in various educational situations. • ICT – as a support and development tool. • Volunteering within educational institutions. 	<ul style="list-style-type: none"> ✓ Creating an algorithm for preparing methodological support for future trainers in working with various groups: <ul style="list-style-type: none"> - student inclusion - adult education (senior classes), etc. ✓ Analysis of case studies on ways to guide new colleagues (e.g. teacher training days, teacher evenings, support meetings/groups, ICT assistance).

<p>and optimizing the educational process;</p> <ul style="list-style-type: none"> ➤ to design volunteer activities for school committees; ➤ to design extracurricular work activities with parents. 	<ul style="list-style-type: none"> • Volunteer activities with students' parents. 	<ul style="list-style-type: none"> ✓ Simulating problematic situations related to the absence of colleagues and relevant solutions (e.g. redistribution of learning tasks, carrying out lessons in classes). ✓ Developing plans/scenarios for volunteer activities: support for the elderly (e.g. in placement centers); support for people from vulnerable groups (e.g. charity actions), etc.
Dimension 2. Effective relationships		
Theoretical framework		
Explanatory theories	<p><i>Hierarchy of needs theory</i>(Maslow)Regarding OCB, it refers to practically all dimensions of OCB (starting with level 2), based on effective networking.</p> <p><i>Adult learning theory</i> (Knowles) provides an understanding of the needs of adult learners (teaching staff) based on the identification of five defining characteristics compared to younger learners: self-concept, life experience, desire to learn, learning orientation, and motivation to learn.</p>	
Training principles	<ul style="list-style-type: none"> ▪ <i>The principle of satisfying the individual's higher needs</i>(self-esteem, recognition, professional fulfillment, etc.) ▪ <i>The principle of the importance of interpersonal relationships</i>aims at learning through interaction with others, collective experiences; interpersonal relationships establish values, norms and models of behavior, interaction styles) ▪ <i>The fundamental principle of organizing the adult education process</i>emphasizes that adults learn better and more efficiently in less formal contexts, through activities, flexible methods and techniques, adapted to their needs, interests and aspirations. 	
Methodological framework		
Training objectives	Content units	Training activities
<p>Learners will be able to:</p> <ul style="list-style-type: none"> ➤ to identify ways to manage emotions when solving work problems; ➤ to identify problems that can generate interpersonal and group conflict situations; ➤ to prevent conflict situations that may affect personal rights and those of others, by proposing solutions to resolve them; ➤ to propose ways of assertive communication with colleagues, parents and other educational actors. 	<ul style="list-style-type: none"> • Emotions management • Time management • Occupational burnout and its prevention • Conflicts at work from the perspective of human rights (typologies, management, prevention) • Assertive communication in the educational environment. 	<ul style="list-style-type: none"> ✓ Emotion management exercises in various work problem situations. ✓ Anti-burnout exercises. ✓ Role-playing games – conflict management. ✓ Preventing conflict situations (based on case studies through group work, the Gallery Tour, etc.) ✓ Simulating assertive communication situations with peers, parents, and other educational actors. ✓ Personal psycho-emotional counseling and support for senior and new (junior) teachers.
Dimension 3. Organizational consciousness		
Theoretical framework		
Explanatory theories	<p><i>Theory of planned behavior</i> (Ajzen) can be used as a framework for understanding the intentions and/or behaviors of teachers, students, or other educational actors. It can help identify the determinants and beliefs that influence teachers' intention to perform or not perform a certain behavior.</p>	

	<i>Human Resources Theory / Theory Z</i> (Ouchi) considers the full realization of the person in his work environment through adherence to the culture and spirit of the institution and through his full realization in the organization.	
Training principles	<ul style="list-style-type: none"> ▪ <i>The principle of normative commitment</i> It aims at the student's compliance with the rules of the institution, the internalization by teachers of the rules and regulations of the organization. ▪ <i>The principle of organizational responsibility in correlation with individual responsibility</i> is based on the fact that awareness of the organization's values allows for increased responsibility and human dignity. 	
Methodological framework		
Training objectives	Content units	Training activities
Learners will be able to: <ul style="list-style-type: none"> ➤ identify the rules and regulations of the institution; ➤ to comply with the rules and regulations of the institution, regardless of internal or external monitoring; ➤ to analyze the components of the institution's organizational culture; ➤ to propose ways for employees to comply with the institution's rules and regulations. 	<ul style="list-style-type: none"> • Institutional Rules and Regulations (IRR). • Ways to comply with the rules and regulations of the institution. • Organizational benefits through compliance with the institution's rules and regulations. • The organizational culture of the institution (components, nexus with teachers, correlation of values with rules and regulations). 	<ul style="list-style-type: none"> ✓ Working with relevant documents: Institutional Statute, Code of Ethics, Operating Regulations, etc. ✓ Analysis of case studies regarding RRI compliance. ✓ Analysis of the job description in relation to the OCB dimensions. ✓ SWOT analysis of the institution's organizational culture. ✓ Analysis of the school's support methods for teaching staff (e.g. discounted health insurance, tributes, etc.)
Dimension 4. Personal initiative		
Theoretical framework		
Explanatory theories	<p><i>Self-efficacy theory</i> (Bandura) refers to an individual's belief in their ability to execute behaviors necessary to produce specific performance.</p> <p><i>Human resources theory / Theory Y.</i> (McGregor) finds that the most effective way to achieve organizational objectives is to align them with the needs and goals of the organization's members.</p>	
Training principles	<ul style="list-style-type: none"> ▪ <i>The participatory principle</i> It aims at participatory practices as ways of determining people's real commitment to the organization and personal fulfillment. ▪ <i>The principle of creativity</i> refers to approaching students' creativity as a combined activity of biological, psychophysiological and social functions involved in producing the new and original. ▪ <i>The principle of active and conscious learning</i> It requires learners to participate in acquiring knowledge on their own, both individually and under the guidance of teachers. 	
Methodological framework		
Training objectives	Content units	Training activities
Learners will be able to: <ul style="list-style-type: none"> ➤ identify job description responsibilities vs. personal/organizational initiative; ➤ to propose possible improvements to the teaching process/curriculum; ➤ to mobilize volunteers from among students and colleagues for new organizational initiatives; 	<ul style="list-style-type: none"> • Organizational initiatives (modalities, typologies, models, impact). • Responsibilities vs. personal/organizational initiatives. • Ways to mobilize volunteers for new personal/organizational initiatives (specifics of 	<ul style="list-style-type: none"> ✓ Analysis of job description responsibilities in relation to organizational initiatives (comparative study). ✓ Creating an algorithm for preparing a methodical support for personal initiatives (e.g. preparing meals together; going on a weekend at the end of the year for the whole team - socializing; semester - lunch

<p>➤ to propose organizational initiatives that go beyond the daily requirements according to the job description.</p>	<p>working with young people, adults from different age groups, experience).</p>	<p>together at school: each teacher brings food from their mother's house and talks about it, etc.).</p> <ul style="list-style-type: none"> ✓ Analysis of the initiatives of the institution's employees (based on case studies through group work). ✓ Simulation of organizational initiatives (e.g. encouraging healthy eating among students; <i>screensavers</i> (teenagers protected on social networks); intergenerational dialogue: students teach in the senior class; contact with the community - volunteering activity in the community).
Dimension 5. Civic Virtue		
Theoretical framework		
<p>Explanatory theories</p>	<p><i>Social learning theory</i> (Bandura) is based on the idea that leaders and colleagues who adopt ethical behaviors are perceived as models for the well-being of others, and learners will adopt behaviors similar to those of leaders or colleagues, becoming prosocial towards other colleagues and the organization.</p> <p><i>Expectancy theory</i> (Vroom) emphasizes the importance of the "expectation-hope" relationship, which suggests the learner's belief that, after a changed behavior, a reward (in various forms, not necessarily monetary) will definitely come.</p>	
<p>Training principles</p>	<ul style="list-style-type: none"> ▪ <i>The principle of correlating the work environment with social requirements</i> aims to adapt working conditions to social trends (ICT use, reasonable accommodation/inclusion, resilience, security, etc.) ▪ <i>The principle of correlating personal expectations and organizational opportunities</i> aims at paying special attention to the needs and expectations of the students, the institution's activities being directed towards their/staff needs 	
Methodological framework		
Training objectives	Content units	Training activities
<p>Learners will be able to:</p> <ul style="list-style-type: none"> ➤ to identify the characteristics of civic virtue at the institutional level; ➤ demonstrate commitment to the institution, including by participating in staff meetings; ➤ to report potential risks that the organization may face in the future; ➤ demonstrate willingness to accept personal responsibility for the success of the institution; ➤ to support the involvement of students/colleges in community projects. 	<ul style="list-style-type: none"> • The concept of civic virtue at the institutional vs. societal level. • Commitments to the institution from the perspective of civic virtue. • Opportunities and risks of educational institutions. • Personal responsibility for the success of the institution (availability vs. obligation). • Ways to involve students/colleagues in community projects. 	<ul style="list-style-type: none"> ✓ Analysis of the essence/components of civic virtue at the institutional vs. societal level (comparative study). ✓ Analysis of case studies regarding examples of civic virtue at the institutional level (protection of adolescents online, discussion circles on civic citizenship, security, resilience to bullying, etc.). ✓ Identifying and reporting potential risks that the organization may face in the future (based on case studies through group work). ✓ Modeling community project initiatives (volunteer actions for people with disabilities and from vulnerable groups);

		public lessons on online adolescent protection, security and resilience in relation to violence in society and school; lectures to the police on how to work with children and parents, etc.).
Dimension 6. Organizational loyalty		
Theoretical framework		
Explanatory theories	<i>Human Resources Theory / Theory Z</i> (Ouchi) considers the full realization of the person in his work environment through adherence to the culture and spirit of the institution and through his full realization in the organization. Bandura's social learning theory is based on the idea that leaders and colleagues who adopt ethical behaviors are perceived as models for the well-being of others, and learners will adopt behaviors similar to those of the leaders or colleagues, becoming prosocial towards other colleagues and the organization.	
Training principles	<ul style="list-style-type: none"> ▪ <i>The principle of motivating the person</i> It aims at all the learner's states of need, which require satisfaction and which determine him to perform a series of actions in order to satisfy them. ▪ <i>The principle of diversity</i> aims to accept the fact that people can be different (based on gender, age, disability, Special Education Services, cognitive abilities, etc.), they must be treated with respect, understanding, tolerance. 	
Methodological framework		
Training objectives	Content units	Training activities
Learners will be able to: <ul style="list-style-type: none"> ➤ to identify ways and promote the institution as a whole; ➤ to protect the institution's reputation from external threats; ➤ to promote the image of the institution in society by participating in various social activities; ➤ to guide the mobilization of students/colleagues/parents in promoting the institution. 	<ul style="list-style-type: none"> • Ways to promote the institution as a whole. • The specifics of protecting the reputation and image of the institution from external threats • Strategies to promote the institution's image in society through participation in various social activities. • Psychopedagogical and social conditions necessary for the formation of organizational loyalty of teaching staff. • Examples of mobilizing students/teachers/parents in promoting the institution. 	<ul style="list-style-type: none"> ✓ Identifying, analyzing and reporting external threats to the school / proposing ways to protect the school's reputation from external threats (e.g. carrying weapons, conflicts, migration, etc.). ✓ Proposing ways to promote the school's image in society (e.g. by participating in various social activities: collaboration with the Israel Defense Forces - student volunteering; training for community specialists, etc.). ✓ Identifying, analyzing and promoting the necessary conditions (allocation of work spaces for teachers, equipment for teachers, training days, etc.). ✓ Modeling initiatives to involve students/teachers/parents in promoting the institution (open days, public actions, conferences, round tables, social networks, etc.).
Dimension 7. Personal development		
Theoretical framework		
Explanatory theories	<i>Personality theory</i> (Rogers) aims at personal development as a driver of people's functionality.	

	<i>Hierarchy of needs theory</i> (Maslow) Regarding OCB, it refers to practically all OCB dimensions (starting with level 2), with the need for esteem and personal fulfillment at the top of the pyramid, which are mutually conditioned by personal development.	
Training principles	<ul style="list-style-type: none"> ▪ <i>The principle of combining education and self-education</i> reflects the need for training-self-training and development-self-development of personality and society. ▪ <i>The principle of satisfying the individual's higher needs</i> reflects the need to capitalize on recognition in adult education, professional accomplishments that lead to personal development but are also satisfied as a result. 	
Methodological framework		
Training objectives	Content units	Training activities
Learners will be able to: <ul style="list-style-type: none"> ➤ to identify the components of personal development in relation to one's own professional needs; ➤ to voluntarily participate in professional development programs; ➤ to participate in scientific and educational activities; ➤ to participate in training courses, professional mobility, etc. based on personal commitment, without imposition from the administration. 	<ul style="list-style-type: none"> • Personal development (approaches, components, social connections). • Professional development from a personal, didactic-scientific, and social perspective. • Ways of personal and professional development (options/connections: internships, professional mobility): advantages vs disadvantages. 	<ul style="list-style-type: none"> ✓ Identification and analysis of personal development components through social connections. ✓ Proposing professional development modalities from a personal perspective (e.g. acquiring new knowledge in adjacent fields), scientific-didactic (e.g. using ICT, specialized courses; formal and informal roles within the system), social (e.g. involvement in social projects), etc. ✓ Modeling professional development situations (options/connections: internships, professional mobility): advantages vs disadvantages, etc.
Monitoring and Evaluation		

The effective implementation of the Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior in educational institutions requires relevant pedagogical, psychological, social and managerial conditions.

There are also a number of benefits that are more difficult to quantify than we can call qualitative results of the Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior. First of all, it is about the quality of life in the schools where the Program is implemented, the consequences of the state of satisfaction generated by improving the academic results of students, as well as their responsible involvement in the activities proposed by the educational unit. Second, it is about the quality personality of the students' lives that arises against the background of professional satisfaction.

The pedagogical expertise of the Psychopedagogical Program for the Development of Teachers' Organizational Citizenship Behavior confirmed its theoretical and methodological validity.

In **Chapter 3, „The Experimental Framework for Improving Teachers' Organizational Citizenship Behavior”**, the first part reflects the initial findings regarding teachers' OCB in relation to job satisfaction (diagnostic stage). The second part of the chapter reflects the findings regarding the validation of the Psychopedagogical Program for the Development of Teachers' Organizational Citizenship Behavior. The chapter reflects the results of the formative pedagogical experiment, the description, analysis and interpretation of the results obtained.

The exploration of teachers' OCB and job satisfaction in this study showed that teachers tend to perform beyond the required tasks. It seems that the more they feel that supervisors and colleagues create a climate of improvement and empowerment at school, the more teachers are willing to achieve a higher OCB.

The professional context of training appropriate OCB skills that is due to increased job satisfaction. To test the operational hypothesis of this paper, i.e. the existence of differences regarding organizational citizenship behavior and job satisfaction, three case studies were conducted. Study 1 and Study 3 were based on quantitative research instruments, while the second study was based on qualitative research instruments.

The study investigates the relationship between “job satisfaction” and “Organizational Citizenship behavior” and compares the terms of this relationship in the private and public sectors, using data collected from 109 participants. Of the 109 respondents, the proportion of men is 23% and women is 77% – a figure that reflects the gender distribution of the organizations. Of the total sample, 54 respondents were employed in the private sector, of whom 25.9% were men and 74.1% were women, and 55 respondents were employed in the public sector, of whom 20% were men and 80% were women.

For the purpose of this study, a questionnaire (Likert scale) was applied and divided into three parts (some questions taken from relevant research in Hebrew or English): The first part includes questions regarding "job satisfaction" (MSQ); the second section regarding "Organizational Citizenship behavior" was defined in the questionnaire through a list of statements related to the investigated phenomenon; the third section - demographic.

The rationale for the current study is anchored in previous studies that have established a link between job satisfaction and OCB. Early detection of OCB is quite important. Job satisfaction is still the main indicator of organizational citizenship behavior.

Results. In light of current research, the researcher explored the following operational hypotheses, obtaining the following results: according to which there is a relationship between "job satisfaction" and "Organizational Citizenship behavior", such that the higher the degree of job satisfaction, the more employees will exhibit Organizational Citizenship behavior (Fig. 4, developed by the author)).

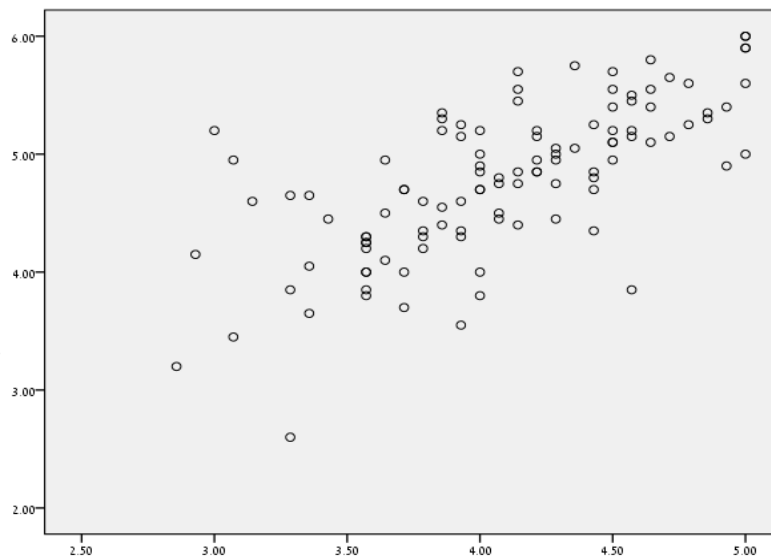


Fig.4. The relationship between job satisfaction and organizational citizenship behavior

Hypothesis (H2) predicted a distinction in the correlation between “job satisfaction” and “organizational citizenship behavior” in the public versus private sector, the hypothesis being confirmed. Moreover, it is evident that the overall mean of “job satisfaction” and the overall mean of “organizational citizenship behavior” was higher in the public than in the private sector (Fig. 5, developed by the author).

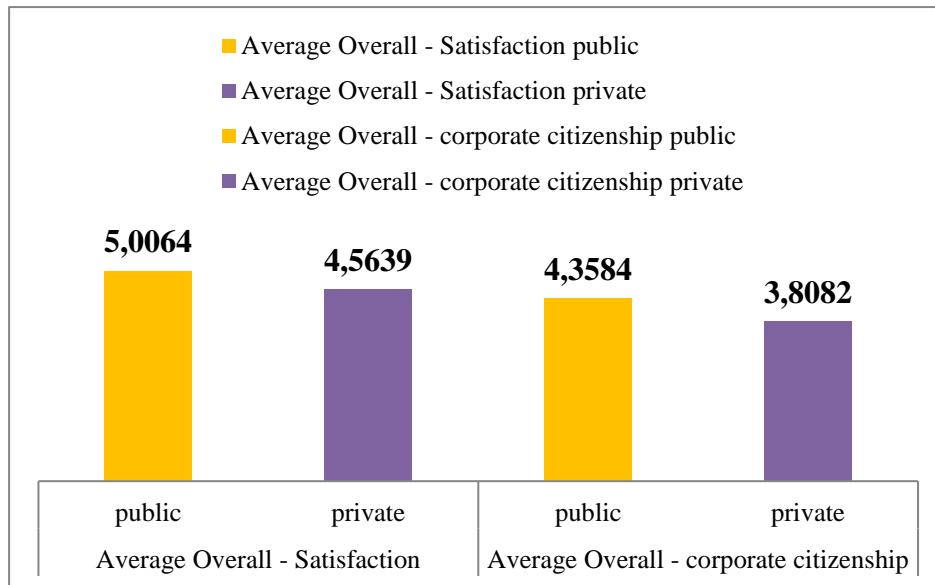


Fig. 5. Difference between the averages in job satisfaction and Organizational Citizenship behavior per sector

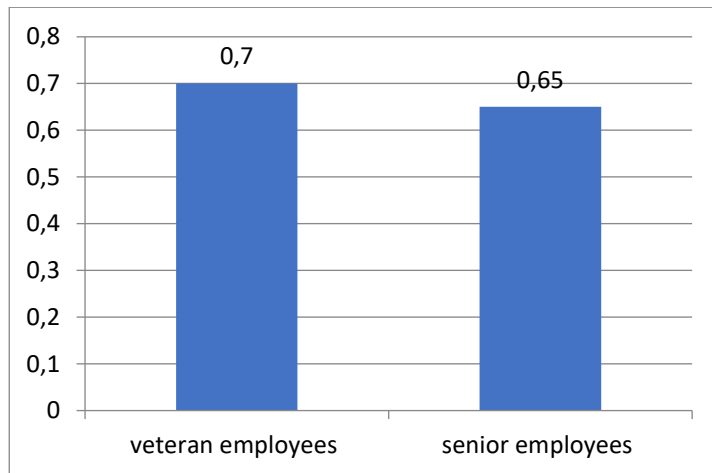


Fig. 6. Difference between veteran and senior employees in correlations of job satisfaction and Organizational Citizenship behavior

Hypothesis (H3) claimed that the correlation between “job satisfaction” and “OCB” would be stronger among veteran employees compared to those with limited seniority. The hypothesis was confirmed, with differences identified, with the correlation between “job satisfaction” and “OCB” being stronger among veteran employees. But no significant correlation was found between the relationship between job satisfaction and OCB and seniority (Fig. 6, (developed by the author).

Qualitative results. Some teachers who participated in the study had a family history of helping others. However, many noted that teachers who are parents of young children are limited in their ability to demonstrate a OCB and stay at school after school hours. Family was found to have an impact on teachers' ability to perform tasks beyond what is required, especially after official school hours.

Another group of factors highlighted by respondents concerned the school climate and student body. Good communication between teachers, a pleasant atmosphere, and norms that support Organizational Citizenship behavior were cited as positive influences on this type of behavior. Respondents emphasized the need for “a good atmosphere, an atmosphere of encouragement, good staff, real warmth” that would inspire teachers to go beyond the boundaries of their official duties. One high school teacher highlighted the kind of atmosphere needed to motivate teachers to go beyond expectations: Many have assumed that OCB is more common among teachers in schools for socio-economically disadvantaged populations, an assumption supported by research on patterns of emotional care and giving among teachers [32].

The second part of the chapter reflects the findings regarding the validation of the Psychopedagogical Program for the development of teachers' Organizational Citizenship behavior.

The participants in the training program were selected from those who participated in the diagnostic phase and the case studies. In the private sector, 45 teachers participated in the psychopedagogical program (GE/intervention) and 45 did not participate (control group/CG). Similarly, 55 of the public sector teachers participated in the program (GE), while 55 teachers did not participate (CG). The results are as follows:

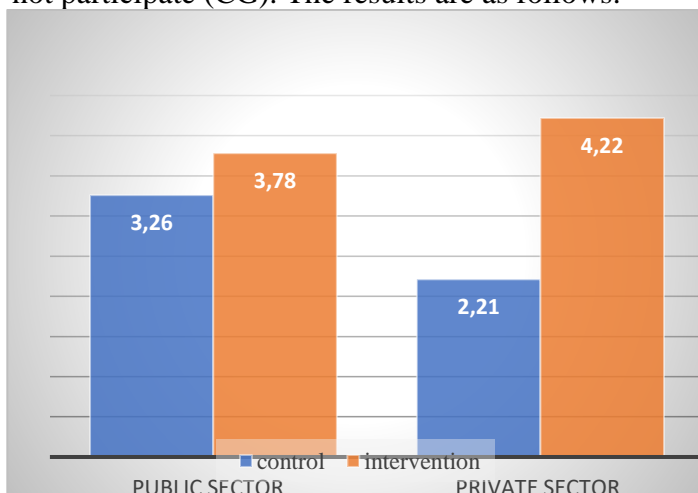


Fig. 7. Interaction between group and sector in terms of job satisfaction

Teachers who participated in the psychopedagogical program reported higher job satisfaction compared to teachers in the GC.

At the same time, public sector teachers reported higher job satisfaction compared to private sector teachers.

While among teachers from both sectors, who benefited from the psychopedagogical program and reported higher job satisfaction compared to the CG, a greater increase was indicated in the private sector compared to the public sector (fig. 7, (prepared by the author).

While among teachers in both sectors who benefited from the psychopedagogical program and reported higher OCB compared to CG, a slightly higher but non-significant increase was indicated in the private sector compared to the public sector (table 4/author).

Table 4. Means and standard deviations of OCB according to study groups

	Private sector	Public sector
Intervention	4.5 (0.78)	4.01 (1.21)
Control	2.97 (0.78)	3.21 (0.87)

The results showed a significant distinction in the correlation between OCB and job satisfaction and especially between employees who participated in the intervention program and employees who did not participate (control).

As can be seen in Table 5, a stronger correlation was found between OCB and job satisfaction, especially among employees in the public sector and, to a lesser extent, between these variables in the private sector. Similarly, the intervention based on the psychopedagogical program was shown to create stronger relationships between job satisfaction and OCB, compared to the control group.

Table 5 Correlations between OCB and job satisfaction according to study groups

	Private sector	Public sector
Intervention	0.682**	0.821**
Control	0.392*	0.521**

* $p < .05$, ** $p < .01$

In conclusion, the experiment demonstrated that the psychopedagogical program for teachers was able to improve both Organizational Citizenship behavior and job satisfaction compared to the control group. Furthermore, the intervention strengthens the associations between OCB and job satisfaction, especially among the intervention group. Finally, the psychopedagogical program had a slightly greater effect among teachers in the private sector. We believe that this is due to the fact that participants in the public sector practice some components of OCB more often, while colleagues in the private sector are more motivated by the material factor.

Post-evaluation of the Psychopedagogical Program for the Development of Teachers' Organizational Citizenship Behavior. The previous experimental phase ended in January-February 2020, and starting March 11, 2020, Israel imposed social distancing and other rules to limit the spread of COVID-19. The pandemic has generated multiple challenges, also affecting the education system, with enormous pressures on all educational actors (students, teachers, school management, parents).

In this context, the author of this research continued to explore the topic of teachers' OCB. Working with some participants in the psychopedagogical program (mostly online), but also with people who did not participate in this program before the pandemic, allowed the Post-Evaluation of the Psychopedagogical Program for the Development of Teachers' Organizational Citizenship Behavior. The author set out to explore the dimensions of teachers' OCB during COVID-19, through the lens of the effectiveness of the aforementioned program.

The subject was approached from a quantitative and qualitative perspective. The quantitative analysis was carried out based on the questionnaire developed by the author, to examine the extent to which teachers applied the dimensions of OCB during the pandemic compared to ordinary times (Pre-COVID). This stage was attended by 40 teachers who benefited from the psychopedagogical program (20 from public schools and 20 from private schools) – the experimental group (EG). The participants answered the question: in what way were the components of OCB functional before the pandemic and during the pandemic? The results are presented in tab. 6 and 7 (by author).

Table 6. Answers of participants in the formative program (GE) in public schools

OCB Dimensions	Pre-COVID (N20)			COVID-19 (N20)		
	low	medium	high	low	medium	high
Supportive Behavior			20			20
Effective Relationship			20			20
Organizational awareness		3	17		3	17
Personal initiative		4	16		3	17
Civic Virtue		3	17		3	17
Organizational Loyalty		3	17		3	17
Personal Development			20			20

Table 7. Answers of participants in the Psychopedagogical Program (GE) in private schools

OCB Dimensions	Pre-COVID			COVID-19		
	low	medium	high	low	medium	high
Supportive Behavior		4	16		2	18
Effective Relationship		4	16		2	18
Organizational awareness		8	12		4	16
Personal initiative		5	15		3	17
Civic Virtue		8	12		4	16
Organizational Loyalty		8	12		4	16
Personal Development		2	18			20

The quantitative analysis was supplemented by qualitative analysis, conducted through the focus group method. The participants' responses were synthesized, providing a broader picture per OCB dimension.

Findings: Israeli teachers who participated in the psychopedagogical program before the pandemic reported the functionality of practically all components of the CCO “during COVID-19”. They acknowledged that participation in the psychopedagogical program helped them to withstand the challenges of the pandemic due to the development of skills on the dimensions of the CCO. This was particularly reiterated by teachers in private educational institutions. Accordingly, it was reconfirmed that the program had a stronger impact on teachers in the private sector. We believe that this can be explained by the more frequent daily exploration of the CCO components by teachers in the public sector.

Teachers who did not participate in the training program acknowledged facing more challenges in their work “during COVID-19” than “before COVID-19”.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The theoretical and practical research conducted has allowed the identification and explanation of the psychopedagogical particularities of the development of Teachers' Organizational Citizenship behavior, which include personal attributes, such as the teacher's profile, and structural elements, such as a person's work context (national education context), educational trends and needs, determinants of OCB, etc.).

The analysis, synthesis, interpretation of theoretical references and research results regarding the exploration of teachers' Organizational Citizenship behavior (OCB) as a strategy for streamlining teachers' activity confirm the purpose of the research by achieving the expected objectives. Regarding the findings established in the theoretical plan and research methodology, we formulate the following general conclusions:

1. The research conducted aims at one of the current, complex problems of education, namely the efficiency of the teaching staff's activity. Following the evolution of the scientific guidelines on OCB, based on the analysis of pedagogical, psychological, sociological and organizational approaches, the essence of the basic concepts was established: *Supportive behavior, Effective relationships, Organizational awareness, Personal initiative, Civic virtue, Organizational loyalty, Personal development, OCB determinants*, etc. Through the theoretical study, we formulated our own definition of the concept of OCB of teachers (subchapter 1.2). It was deduced that OCB is a complex concept, manifested through a diversity of dimensions, which must be approached from multiple perspectives: social, psychological and pedagogical.
2. The current research contributes to the development of the general theory of education by transferring knowledge from the economic field to the psycho-pedagogical field. In the context of higher educational and social demands, the importance of OCB is increasing, which is why interventions in this segment are essential. *Through the theoretical analysis of various theories in sociology, psychology, and economics in relation to OCB, the author offers a broad interdisciplinary connection, demonstrating the importance of approaching educational phenomena/models from multiple perspectives.* We also conclude the importance of understanding OCB as a context-related construct, especially in the context of new educational trends. The development of OCB must consider complex interventions, structured in a psycho-pedagogical program that addresses as many risk factors/determinants of development at the individual, social and educational levels as possible.
3. The scientific originality of the research is ensured by examining the trends of change in Teachers' Organizational Citizenship behavior from a historical perspective in Israel; *addressing the connections between transversal competencies and teachers' OCB; assessing the relationships between Organizational Citizenship behavior and job satisfaction, between public and private educational institutions.* As important elements of the psychopedagogical peculiarities of Teachers' OCB development, we have developed the *Conceptual Framework for Teachers' OCB Development (subchapter 2.1)*, *established the indicators for assessing teachers' Organizational Citizenship behavior (Teachers' OCB Profile, subchapter 2.1)*, *the principles and identified characteristics of adult learners (subchapter 2.2).*
4. Taking as a reference the theoretical approaches from sociology, economics, psychology and pedagogy in relation to OCB, the Psychopedagogical Program for the Development of Teachers' Organizational Citizenship Behavior was developed (subchapter 2.2) and validated. The arguments, principles, objectives, content, and activities of the Psychopedagogical Program, experimentally validated (subchapter 3.2), can serve as a valuable tool in streamlining the work of teachers. The significant impact of the program was confirmed by the fact that teachers who developed the dimensions of OCB based on the training program demonstrated greater adaptability (resilience) compared to those who did not participate in the program.

5. The exploration of teachers' OCB and job satisfaction in this study revealed that teachers tend to perform beyond the required tasks. In situations where supervisors and colleagues create a positive and empowering climate in the educational institution, more teachers are willing to achieve a higher CCO. On the other hand, when teachers are not supported and appreciated, there is a tendency to have lower job satisfaction and also a lower OCB. This finding is important, as it can help to make teachers' work more efficient and reduce risk factors. The current research contributes to expanding the space for discussions on organizational civic behavior among teachers by using qualitative research methods, which allowed for the investigation of teachers' subjective conceptualizations of OCB in the respective schools.
6. **The research hypothesis was confirmed**, so that the development of teachers' Organizational Citizenship behavior can be more effective if: the epistemological and methodological context of Organizational Citizenship Behavior in relation to the education system is established; the determining factors of teachers' OCB are analyzed; the correlation between Organizational Citizenship behavior and job satisfaction is explored; the Psychopedagogical Program for the development of teachers' Organizational Citizenship behavior is developed, implemented and validated.
7. **The problem of scientific research was solved** by developing, implementing and validating the Psychopedagogical Program for the Development of Teachers' Organizational Citizenship Behavior, which contributed to increasing the efficiency of teachers' work, confirmed by the ability acquired through the unique option to practice practically, which was developed within the experiential framework of the research itself, namely the ability to demonstrate adaptability (resilience) in ordinary times, as well as in crisis, which is a key skill needed in the new volatile era of our existence.

Recommendations based on this research and the results obtained:

For General political factors

1. Management in both types of education institutions (public and private sectors) should deepen the debate on the relationship between job satisfaction and organizational citizenship behavior in their organization, in recognition of their organizational goals. This approach responds to the intention of the current study, which aims to promote dialogue and awareness around this issue.
2. It is recommended to adopt a policy of collaboration with teachers, as this will encourage their identification with the organization's policies and better align organizational values with employees, strengthening their sense of belonging, trust and commitment.
3. Pay attention to relationships within educational institutions and carry out activities, incorporated into the annual work plan, that strengthen the connection between management and teaching and auxiliary staff and between teachers themselves, at the team and/or institutional level. This will develop channels of open dialogue and cooperation, which can create a positive work environment and an organizational culture that encourages Organizational Citizenship Behavior and mutual responsibility among teachers.

For institutions in the educational sector:

1. Promoting "active listening" among teachers and strengthening their organizational "spirit". For example: organizing roundtables for teachers to express their opinions; conducting job satisfaction surveys (examining parameters related to the role itself, the social climate and interpersonal relationships between teachers and managers); using regular management reviews to bring up various topics in relation to the objectives, raising open questions about teachers' job satisfaction. It is important to analyze the findings and categorize them by content in order to establish an action plan..

2. It is recommended to motivate and reward teachers for their contribution to the organizational atmosphere and environment, and not strictly for performance and quantitative objectives, which can cultivate a competitive organizational climate.

For public sector institutions:

1. Deepen awareness and concern for teachers' job satisfaction. Given the problem of limited financial compensation and the dynamic and changing nature of job satisfaction, a periodic investigation of the factors affecting satisfaction in different organizational sectors (e.g., by position and age) should be conducted, recognizing that employees face changing conditions almost daily.
2. We recommend creating opportunities for teachers to give back to others, each according to their own personal choice and discretion, both within and outside the organization, as part of "corporate social responsibility"; this will help them develop a sense of fulfillment and self-efficacy, especially in a supportive workplace.

Research limitations and recommendations for other research:

1. Given the diversity of approaches to the dimensions of OCB in both Israel and Moldova, a more in-depth comparative analysis is needed, in accordance with the national educational and cultural context.
2. The study focused on teachers and principals of educational institutions. More institutions and participants could be investigated across levels and specialties. Sampling methods, such as stratified sampling, could be used to test different departments or distinct groups for more in-depth segmentation, thus making the research findings useful to specific groups in the education system.
3. The investigative approach was conducted before COVID-19, being limited by the pandemic. Following the pandemic, educational institutions in Israel and Moldova have undergone a process of organizational change and are at different stages of organizational development. Therefore, it would be useful to explore the dimensions of OCB and professional satisfaction in different educational environments, including by integrating ICT into curricula.
4. The research did not set out to investigate teacher resilience. However, the research results demonstrated that the daily exploration of teachers' OCB dimensions contributed to the formation of adaptive capacity (resilience) in crisis conditions. Consequently, new investigative perspectives emerge for Israel and Moldova – to explore teacher resilience (by capitalizing on CCO dimensions), as a transversal competence, extremely necessary in the context of the multiple crises we may face.

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LIST OF SCIENTIFIC, SCIENTIFIC-METHODICAL, DIDACTIC PUBLICATIONS
of Ms. Hila BALLALIS, PhD student at the Department of Educational Sciences,
Moldova State University

Articles in various scientific journals: *In journals from the National Register of specialized journals, indicating the category (Category B)*

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ANNOTATION

BALLALIS Hila, „*Psycho-pedagogical particulars of developing teachers' organizational citizenship behavior from public and private educational institutions*”,
PhD in education sciences, Chisinau, Republic of Moldova, 2025

Thesis structure: Annotations, Acronyms, Introduction, 3 chapters, 143 pages of basic text, 17 tables, 22 figures, Conclusions and recommendations, Bibliography (232 titles), 5 Appendices. The obtained results are published in 10 scientific publications.

Keywords: Organizational Citizenship Behavior, OCB Profile, teachers, private education institution, public education institution, Psychopedagogical Program for the development of OCB, determinants, job satisfaction.

The Field of Research: General Theory of Education.

The Goal of the research: consists in determining the theoretical and methodological foundations of the development of the Teachers' Organizational Citizenship Behavior to increase teachers' efficiency.

The research objectives: Analysis of conceptual approaches on Organizational Citizenship Behavior, including concerning the education system; Identification of the determinants of Organizational Citizenship Behavior; Highlighting the Psycho-pedagogical particulars of development of teachers' organizational civic behavior which constitute the background for current research; Conceptualization of the formation of Teachers' Organizational Citizenship Behavior; Elaboration and validation of the Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior.

The scientific novelty and originality of the research consists in: updating the process of developing of Teachers' Organizational Citizenship Behavior in Israel, which represents an educational-formative approach achieved by exploring the determinants and the Teachers' OCB Profile, the relationships between OCB and job satisfaction in public and private educational institutions; conceptualizing the teachers' OCB training and highlighting the psycho-pedagogical particularities; developing and implementing the Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior, which contributed to the efficiency of their activity.

The results obtained in the research that contributed to solving the scientific problem reside in the theoretical and methodological substantiation of the process of forming organizational civic behavior in teachers in Israel, carried out based on determining the psycho-pedagogical particularities of the development of Teachers' OCB; developing the Teachers' OCB Profile; identifying and validating the theoretical and methodological benchmarks of the Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior, based on the conceptual framework for the development of Teachers' CCO, which contributed to the efficiency of teachers' activity, confirmed by the ability to demonstrate adaptability (resilience) in ordinary times, as well as in crisis.

The theoretical significance of the research is ensured by: conceptualizing the formation of Teachers' Organizational Citizenship Behavior; contributions to the theory of education by transferring the OCB concept from the economic sphere to the pedagogical sphere, based on social, pedagogical and psychological foundations; highlighting the structure and contents of the Teachers' OCB Profile, composed of seven dimensions: supportive behavior, effective relationships, organizational consciousness, personal initiative, civic virtue, organizational loyalty and personal development; scientific argumentation of the relevance and necessity of OCB training in the context of contemporary trends in education; conceptualizing and elaborating the Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior, focused on a set of general, theoretical and praxiological benchmarks.

The practical value of the research is represented by: the exploration of the Teachers' OCB Profile, which, adapted to the context, can serve as a model of practical behavior, useful both in ordinary times and in crisis; the development and validation of the Program for the development of Teachers' Organizational Citizenship Behavior, a theoretical and praxiological construct that includes: arguments, principles, objectives, content units, activities structured on the dimensions of the OCB Profile. Teachers, who developed the OCB dimensions based on the psychopedagogical training program, demonstrated greater adaptability (resilience) compared to those who did not participate in the program. The experimental results and conclusions of the research can be used in organizing the process of continuous training of teachers in Israel and the Republic of Moldova.

Implementation of the scientific results: took place in Israeli general schools and Holon Institute, through practical activities, with teachers' staff.

ADNOTARE

**BALLALIS Hila, „Particularități psihopedagogice de dezvoltare a comportamentului civic organizațional la cadrele didactice din instituțiile educaționale publice și private”,
teză de doctor în științe ale educației, Chișinău, Republica Moldova, 2025**

Structura tezei: Adnotări, Acronime, Introducere, 3 capitole, 143 pagini text de bază, 17 tabele, 22 figuri, Concluzii și recomandări, Bibliografie (232 titluri), 5 anexe. Rezultatele obținute sunt publicate în 10 publicații științifice.

Cuvinte cheie: comportament civic organizațional, Profil CCO, profesori, instituție de învățământ privată, instituție de învățământ publică, Program psihopedagogic de dezvoltare a CCO, factori determinanți, satisfacție în muncă.

Domeniul de cercetare: Teoria generală a educației.

Scopul cercetării: constă în determinarea fundamentelor teoretice și metodologice ale dezvoltării Comportamentului Civic Organizațional al profesorilor pentru eficientizarea activității profesorilor.

Obiectivele cercetării: analiza abordărilor conceptuale privind comportamentul civic organizațional, inclusiv în ceea ce privește sistemul de învățământ; identificarea factorilor determinanți ai comportamentului civic organizațional; evidențierea particularităților psihopedagogice ale comportamentului civic organizațional al profesorilor, care constituie fundalul cercetării actuale; conceptualizarea formării comportamentului civic organizațional al profesorilor; elaborarea și validarea Programului Psihopedagogic de dezvoltare a comportamentului civic organizațional al profesorilor.

Noutatea și originalitatea științifică a cercetării constă în: actualizarea procesului de formare a comportamentului civic organizațional la profesorii din Israel, care reprezintă un demers educațional-formativ realizat prin explorarea factorilor determinanți și a Profilului CCO al profesorilor, a relațiilor dintre CCO și satisfacția în muncă în instituțiile de învățământ publice și private; conceptualizarea formării CCO al profesorilor și evidențierea particularităților psihopedagogice; elaborarea și implementarea Programului psihopedagogic de dezvoltare a comportamentului civic organizațional al profesorilor, care a contribuit la eficientizarea activității acestora.

Rezultatele obținute în cercetare care au contribuit la soluționarea problemei științifice rezidă în fundamentarea teoretică și metodologică a procesului de formare a a comportamentului civic organizațional la profesorii din Israel, realizat în baza determinării particularităților psihopedagogice ale dezvoltării CCO la profesori; elaborarea Profilului CCO al profesorilor; identificarea și validarea reperelor teoretice și metodologice ale Programului psihopedagogic de dezvoltare a comportamentului civic organizațional al profesorilor, pe baza cadrului conceptual de dezvoltare a CCO al profesorilor, care a contribuit la eficientizarea activității profesorilor, confirmată prin capacitatea de a demonstra adaptabilitate (reziliență) în timp obișnuit, precum și pe timp de criză.

Semnificația teoretică a cercetării este asigurată de: conceptualizarea formării comportamentului civic organizațional al profesorilor; contribuții la teoria educației prin transferul conceptului CCO din sfera economică în context pedagogic, bazat pe fundamente sociale, pedagogice și psihologice; evidențierea structurii și conținuturilor Profilului CCO al profesorilor, compus din șapte dimensiuni: comportament de suport, relaționare eficientă, conștiință organizațională, inițiativă personală, virtute civică, loialitate organizațională și dezvoltare personală; argumentarea științifică a relevanței și a necesității formării CCO în contextul tendințelor contemporane în educație; conceptualizarea și elaborarea Programului psihopedagogic de dezvoltare a comportamentului civic organizațional al profesorilor, axat pe un ansamblu de repere generale, teoretice și praxiologice.

Valoarea practică a cercetării este reprezentată de: explorarea Profilului CCO al profesorilor, care adaptat contextului poate servi drept model de comportament practic, util atât pe vremuri obișnuite, cât și pe timp de criză; elaborarea și validarea Programului psihopedagogic de dezvoltare a comportamentului civic organizațional al profesorilor, construct teoretic și praxiologic care cuprinde: argumente, principii, obiective, unități de conținut, activități structurate pe dimensiunile Profilului CCO. Profesorii, care au dezvoltat dimensiunile CCO în baza programului psihopedagogic formativ, au demonstrat o adaptabilitate (reziliență) mai mare comparativ cu cei care nu au participat la program. Rezultatele experimentale și concluziile cercetării pot fi utilizate în organizarea procesului de formare continuă a cadrelor didactice în Israel și Republica Moldova .

Implementarea rezultatelor științifice: s-a desfășurat în școlile medii din Israel și Institutul Holon, prin activități practice cu cadre didactice.

АННОТАЦИЯ

БАЛЛАЛИС Хила, «Психолого-педагогические особенности формирования организационного гражданского поведения учителей государственных и частных образовательных учреждений», докторская диссертация в области педагогических наук, Кишинёв, Республика Молдова, 2025

Структура диссертации: аннотации, сокращения, введение, 3 главы, 143 страниц основного текста, 17 таблиц, 22 рисунка, выводы и рекомендации, библиография (232 наименования), 5 приложений. Полученные результаты опубликованы в 10 научных изданиях.

Ключевые слова: организационное гражданское поведение, ОГП профиль, преподаватели, частное образовательное учреждение, государственное образовательное учреждение, психолого-педагогическая программа развития ОГП, определяющие факторы, удовлетворенность работой.

Область исследования: Общая теория образования.

Цель исследования: состоит в определении теоретико-методологических основ развития организационного гражданского поведения учителей для повышения эффективности работы учителей.

Задачи исследования: анализ концептуальных подходов к организационному гражданскому поведению, в том числе применительно к системе образования; выявление определяющих факторов организационного гражданского поведения; выделение психолого-педагогических особенностей развития организационного гражданского поведения учителей, составляющих основу данного исследования; концептуализация формирования организационного гражданского поведения учителей; разработка и валидирование Психолого-педагогической программы развития организационного гражданского поведения учителей.

Научная новизна и оригинальность исследования заключается в: актуализации процесса формирования организационного гражданского поведения учителей в Израиле, представляющего собой образовательно-формирующий подход, достигаемый путем изучения определяющих факторов и Профиля ОГП учителей, взаимосвязи между организационным гражданским поведением и удовлетворенностью работой в государственных и частных учебных заведениях; концептуализации подготовки организационного гражданского поведения учителей и выделения психолого-педагогических особенностей; разработке и валидировании Психолого-педагогической программы развития организационного гражданского поведения учителей в целях повышения эффективности их деятельности.

Результаты, полученные в ходе исследования и способствовавшие решению научной проблемы, заключаются в теоретико-методологическом обосновании процесса формирования организационного гражданского поведения учителей в Израиле, выполненном на основе определения психолого-педагогических особенностей развития организационного гражданского поведения учителей; разработки Профиля ОГП учителей; выявления и обоснования теоретико-методологических основ Психолого-педагогической программы развития организационного гражданского поведения учителей, основанной на концептуальной базе развития ОГП учителей, что способствовало повышению эффективности деятельности учителей, подтвержденной способностью демонстрировать адаптивность (устойчивость) как в обычных, так и в кризисных ситуациях.

Теоретическая значимость исследования обеспечена: концептуализацией формирования организационного гражданского поведения учителей; вкладом в теорию образования путем переноса концепции ОГП учителей из экономической сферы в педагогическую на основе социальных, педагогических и психологических основ; выделением структуры и содержания Профиля ОГП учителей, состоящего из семи измерений: поддерживающее поведение, эффективные отношения, организационное сознание, личная инициатива, гражданская добродетель, организационная лояльность и личностное развитие; научной аргументацией актуальности и необходимости подготовки ОГП учителей в контексте современных тенденций в образовании; концептуализацией и разработкой Психолого-педагогической программы развития организационного гражданского поведения учителей, сфокусированной на комплекс общих, теоретических и праксиологических ориентиров.

Практическая ценность исследования представлена: применением профиля ОГП учителей, который, будучи адаптированным к контексту, может служить моделью практического поведения, полезной как в обычное время, так и в кризисных ситуациях; разработкой и валидацией Программы развития организационного гражданского поведения учителей, теоретической и праксиологической конструкции, которая включает: аргументы, принципы, цели, содержание тем, виды деятельности, структурированные по измерениям профиля ОГП. Учителя, которые развили измерения ОГП на основе психопедагогической программы, продемонстрировали большую адаптивность (устойчивость) по сравнению с теми, кто не участвовал в программе. Экспериментальные результаты и выводы исследования могут быть использованы при организации процесса непрерывного обучения учителей в Израиле и Республике Молдова.

Внедрение научных результатов: проводилось в средних школах Израиля и Институте Холона, посредством практической деятельности с преподавательским составом.

BALLALIS HILA

**PSYCHO-PEDAGOGICAL PARTICULARS OF DEVELOPING
TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOR FROM
PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS**

Specialty 531.01 – General Theory of Education

**ABSTRACT
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