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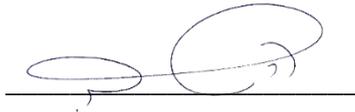
BALLALIS HILA

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

531.01 – General Theory of Education

PhD thesis in Educational Sciences

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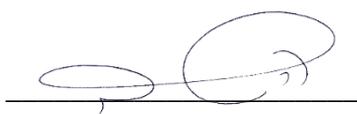
BALLALIS HILA

**PARTICULARITĂȚI PSIHOPEDAGOGICE DE DEZVOLTARE
A COMPORTAMENTULUI CIVIC ORGANIZAȚIONAL LA
CADRELE DIDACTICE DIN INSTITUȚIILE EDUCAȚIONALE
PUBLICE ȘI PRIVATE**

531.01 – Teoria generală a educației

Teză de doctor în științe ale educației

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CHIȘINAU, 2025

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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, Psycho-pedagogical Program, determinants for the development of OCB, 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' OCB, 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 reperi 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 психологических 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 психологической конструкции, которая включает: аргументы, принципы, цели, содержание тем, виды деятельности, структурированные по измерениям профиля ОГП. Учителя, которые развили измерения ОГП на основе психологической 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.

ACRONYMS

OCB – Organizational Citizenship Behavior

JS – Job Satisfaction

ICT – Information and Communications Technology

SEN – Special Education Needs

SET – Social Exchange Theory

TPB – Theory of Planned Behavior

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INTRODUCTION

The research theme relevance

The dynamic transformations in society influence the development of these societies, but they can lead to changes in the characteristics of individuals and the environment. The COVID-19 pandemic led to the sudden transition from school education with physical presence to online distance education, taking all educational actors by surprise. The teachers, not having time to prepare, had to adapt along the way. Several studies have been conducted, reflecting the difficulties faced by school teachers during online education. During the COVID-19 pandemic, both teachers and students have experienced a unique situation. This unique experience generated some uncertainty and stress, requiring them to adapt to the new working way 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 [196, 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 [101, p.1]. These difficulties brought new responsibilities to teachers, which were added to their existing workload [78, p.13]. Pandemic measures, including those taken in schools, marked the social characteristics of teachers, which were influenced by the additional burden. The survey's quantitative analysis revealed that 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 [52, 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 188].

In order to ensure functionality, the social structure of an organization needs balance, which is actually quite sensitive, all components determining each other. For organizations to achieve their quality goals, they should create structures and relationships to ensure that their members rally around and focus on a goal [apud 191, p.2]. Batugal, M. & Tindowen, D. mentioned that “human resources are the driving force of an organization, and managing their capabilities will contribute a lot in realizing the quality and productivity of the organization” [apud 208, p. 12].

Researchers and practitioners have recognized the significant impact of OCB on the success of an organization.

The most common definition of organization is a goal-oriented social entity, engaged in the design and/ or production and/ or distribution and/ or maintenance of products and/ or the provision of services to meet various needs [211]. On a more practical level, organizations are purposeful systems that produce goods or services through a coordinated and regulated series of actions. Any organization (small/ large/ private/ public/ production/ service organization) has various characteristics that distinguish it from other social frameworks. The assumption is that organizations are distinct entities that can be identified and classified. According to organizational theory, identifying the organizational framework, processes, and features, enables the characterization and description of each organization's unique profile. In other words, understanding the organization's profile contributes to the understanding of its structure and the ability to predict its production and output, which sheds light on how groups and individuals within the organization respond to various organizational structures.

Organizations in every sector work hard to achieve success and meet the goals and objectives they have set as part of their organizational vision. Today's dynamic and ever-changing environment has led to the wide-spread awareness that human resources (employees) should be invested in and encouraged to develop positive attitudes towards the organization for which they are employed, which affects their performance and inclination to go beyond what is officially required of them [203].

It is therefore necessary to classify the organizations in order to find a theoretical explanation for their establishment and function. This is usually done by dividing organizations into two categories: public sector organizations and private sector organizations. In the organizational field, there are significant distinctions between the public and the private sectors, mainly in terms of the organizations' vision and strategic goals. A private organization's objective is to earn monetary revenue, and it is therefore driven by economic/ business incentives. The driving force behind public sector organizations on the other hand, is a social or political cause, and economic considerations therefore become a mere means to an end.

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.

Several studies concluded that organizational culture, organizational justice, and organizational commitment influence Organization Citizenship Behavior (OCB) [183; 205; 208].

Organizational culture has an extensive interpretation. Some researchers: such Daft, R. [apud 208] defines organizational culture as a set of values, beliefs, and understandings, that are shared with all members; Chatman, J. & O'Reilly, C. [66] – as the norms that characterize a workgroup or organization. Thus, organizational culture is a set of values, norms, beliefs and social conventions common to all members of the organization. Hence, behavioral norms among coworkers and collective codes of conduct are shared, albeit implicitly. Organizational culture defines the nature of relationships among subordinates, subordinates and their supervisors, and employees and customers, thereby shaping the organizational climate and spirit. Organizational culture guides the way people relate and conduct mutual exchanges within the organization, establishes values and provides a basis for effective organizational functioning.

Organizational citizenship behavior, which is an element of organizational culture, is defined as behavior individuals exhibit at their own 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 [70, 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" [71, 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 [208]. 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.

The description of the situation in the research domain

Organizational Citizenship Behavior (OCB) is one of the most widely studied topics in organizational behavior research [apud 164]. Organ, D. and his colleagues (Bateman, T., Smith, C., Near, J.) were the first who propose the term "Organizational Citizenship Behavior" in 1983 [163].

Research in the field of Organizational Citizenship Behavior is large, where job attitudes were considered as important determinant of OCB: Organ, D. & Ryan, K. [154], and the role that OCB's play in unions and its members: Skarlicki, D.&Latham, G. [apud 112], and in performance appraisals of salesperson and managers: Mackenzie, S., Podsakoff, P. & Fetter, R. [apud 165]. Also, researchers observed that individual performance is highly influenced by its inner motivational forces and social surroundings: Steers, R., Mowday, R. & Shaprio, D. [190].

According to the number of articles published in the last quarter century, the picture emerges 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 Bateman, T. & Organ, D. [47]; Smith, C., Organ, D., & Near, J. [apud 208] 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. [57], organizational spontaneity by George, J. & Jones, G. [99], extra-role behavior by Van Dyne, L., Cummings, L. and McLean, P. [197], voice behavior by Van Dyne, L., Graham, J. & Dienesch, R. [198]), and contextual performance by Borman, W. & Motowidlo, S. [apud 58]. Perhaps more impressive is the fact that the vast majority of these articles (66%) have been published since the turn of the 21st century [165, p.122].

We note several publications dedicated to exploring Organizational Citizenship Behavior in relation to other factors in the field of education in recent years: Hanson, J., Niqab, M., & Arif, T. [107]; Ismail, S., Ismail, I. A., Omar, Z., Alias, S. N., & Rami, A. [120]; DiPaola, M., & Tschannen-Moran, M. [89]; Njagi, S. [150]; Demir, K [87]; Zeinabadia, H. [214]; Rose, K. [172]; Hidayat, R.&Patras, Y. [113]; Huda, S. et al. [115; 115]; Toker, K., Tekarslan, E. [192]; Zhou, P. & Huang, J. [215] and others.

In Israel, the subject was explored by some authors.

Connection between OCB and education was explored by: Cohen, A.&Caspari, L. [75]; Bogler, R., & Somech, A. [53; 54] focused on effect of teachers' participation in decision making (PDM) on their OCB; Nasra, M. [146] and Arar, K.&Nasra, M. [33] analyzed OCB in the Arab education system in Israel; Bogler, R., & Somech, A. [52] investigated teachers' organizational citizenship behavior (OCB) during the COVID-19 pandemic; Nasra, M. și Heilbrunn, S. [147] examine the effect of transformational leadership on OCB.

Satisfaction of Jewish and Arab Teachers in Israel was studied by Bogler, R. [54]; Balalis, H. [40; 43]; Bsoul T. and Vasiliuță-Ștefănescu M. [60]. Individual Values, Organizational Commitment, and Participation in a Change in relation with Israeli Teachers was studied by Cohen, A.&Caspari, L. [75]. Naji Saleh analyze Satisfaction of Arab school teachers in Israel for distance learning and the difficulties they face during the pandemic Corona [149]. The Effect of Gender on Job Satisfaction Among Teachers in Arab Government Schools in Israel was studied by authors: Shamma, F., Badarny, L.A. [177] and others.

In Romania, some aspects of Organizational Citizenship Behavior (OCB) were examined by Panaite, M. [16]; Negura, G. [14]; Gavril, D. [9]; Tataru, F., Tataru, R., [23]; Nuță, E. [15]; Zlate, M. [24] and others. Zlate, M. [24] attributes to the notion of Organizational Behavior (OB)

three meanings: phenomenological, scientific and pragmatic. These understandings, his lordship considers, are illustrated very well in the three perspectives of defining the term, offered by Organ, D. and Bateman, T. [apud 24, p. 37]: 1) OB - a set of psychosocial phenomena; 2) OB - object of study and 3) OB - center of interest for different groups.

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. [13]; Demerji, I. [8] 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; 2], Cojocaru, V., Guțu, V., Șevciuc, M. [7], Patrașcu, D. [17] with focus on management of human resources. Cepraga, L., Gogoi, E. [65] explored the pedagogical dimension of the physical learning environment; Goraș-Postică, V. [11] analysed elements of spiritual counseling in the activity of the teaching staff; Gogoi, E. [10] and Andrițchi, V., Balan, T. [31] examine the teachers' mentorship; Suman, E., Potâng, A. [21] analysed organizational personality type and others.

The subject of Teacher's Job Satisfaction was analyzed by several authors: Gorincioi, V. [12]; Chetaru, A., Bolea, Z. [5]; Potâng, A. [18]; Șevciuc, M. and Mereuță, R. [20]. Rosca, L. [19], 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) participate in activities that promote the public good [4, p.25]. The "EDUCATION 2030" Development Strategy recognizes that the continuous development of teachers' performance is the key strategy for promoting quality education in Moldova [22, p.8]. These positions contain connection points with OCB components.

From the reading of the existing articles and researches in the specialized literature referring to the 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. Some studies [163] attests to the fact that, although cultural differences are unanimously recognized, the structure of organizational citizenship behavior can be found in the following 7 dimensions: altruism, fair play, organizational loyalty, organizational conformity, individual initiative, civics and personal development.

We note that a significant number of studies on OCB have been conducted in different organizations. Despite tendency to explore the issues related to Organizational Citizenship Behavior (OCB), more in depth analysis needed. However, limited literature can be found in the context of educational practices. Hence, the purpose of this research is to explore deeper into OCB within an 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 institution to make it more efficient?

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

The purpose 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 of 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 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 Psycho-pedagogical 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 Psycho-pedagogical particulars of development of teachers' organizational civic behavior that are created a background for current research.
4. Conceptualisation of the formation of Teachers' Organizational Citizenship Behavior.
5. Elaboration and validation of the Psycho-pedagogical 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. [154; 155]; Podsakoff, P. et al. [165]; Bogler, R., & Somech, A. [52; 53]; Cohen, A. & Caspari, L. [75]; Demir, K. [87]; Hanson, J., Niqab, M., & Arif, T. [107] and others.

The theoretical and methodological aspects of the research based upon the following approaches: the Ajzen' Theory of Planned Behavior [28]; the Maslow' hierarchy of needs Theory [139]; Social Exchange theory [apud 185]; the Knowles' Adult Learning Theory [132]; Bandura's social learning theory [45], Skinner's "reinforcement theory" [180], The theory of human resources [223], Vroom's Expectancy Theory [224], Rogers' Theory of Personality Development [225].

The research methodology included several methods: theoretical methods: synthesis, generalization, classification, systematization, comparison, modeling, surveys; empiric methods: observation, testing, questionnaires, conversations, ascertaining, formative and control pedagogical experiments, statistical methods: Cronbach's alpha, students' t test for independent samples, students' t test for a single sample, MSQ (MINESOTA 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' OCB, 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 in the Republic of Moldova.

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

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

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

The Summary of thesis

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**, entitled „*Theoretical approaches on the Organizational Citizenship Behavior within the education system*”, includes in its first part Conceptual delimitation and explanation theories on Organizational Citizenship Behavior (OCB). The second part of this chapter, focuses on theoretical dimensions on Organizational Citizenship Behavior in relation to the education system. The third part of the chapter includes analysis of Determinants of Organizational Citizenship Behavior. We conclude the importance of understanding OCB as a context-related phenomenon, especially in the context of new education trends. The development of OCB must consider complex interventions, structured in a psycho-pedagogical program that addresses as many factors as possible risk/determinants of development at the individual, social, and educational levels. Literature reviews in the field, that created theoretical premises for current research.

The **Second chapter**, entitled „*Methodological framework for the development of Teachers' Organizational Citizenship Behavior*”, focuses on Conceptualization of the formation of Teachers' Organizational Citizenship Behavior, that includes analysis of national educational context in Israel, including public and private institutions, identification Job Satisfaction as main OCB determinant; elaboration of the Teachers' OCB Profile. Also, 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, objectives, content, activities.

The **Third chapter**, entitled „*The Experimental Framework for Improving Teachers' Organizational Citizenship Behavior*”, presents, in its first part, the Initial findings of the Teachers' Organizational Citizenship Behavior in relation with Job Satisfaction. The second part of the chapter reflects findings on the validation of the Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior. The chapter reflects the results of the formative pedagogical experiment, description, analysis, and the interpretation of the results obtained. Exploring teachers' OCB and job satisfaction in this study showed that teachers tend to perform beyond their required duties. It seems that the more they feel supervisors and peers create an enhancing and empowering climate at school, the more teachers are willing to perform higher OCB. Moreover, complementary, at the additional research stage, the author explored the dimensions of the teacher's OCB during COVID-19, through the lens of the effectiveness of the Psycho-pedagogical Program. The results showed that Israeli teachers, who participated in the mentioned program before the pandemic, reported the functionality of practically all OCB dimensions “during COVID-19”.

The chapter **General Conclusions and Recommendations** contains the synthesis of the main ideas, the scientific and experimental results of the investigation, the recommendations and suggestions of the possible research perspectives. This research is a valuable scientific-methodological tool for teaching staff, managers in their educational and managerial activity, and politicians.

1. THEORETICAL APPROACHES ON THE ORGANIZATIONAL CITIZENSHIP BEHAVIOR WITHIN THE EDUCATION SYSTEM

1.1. Conceptual delimitation on Organizational Citizenship Behavior

In this section we will analyze the Organizational Citizenship Behavior as a main concept in the organizational behavior literature. Of the different terminology used in research literature to describe actions that go beyond the formal, obligatory aspects of one's job, the term "organizational citizenship behavior" has won the most scholarly attention. This term refers to professional activities performed without direct compensation, which are perceived as significant to the organization's efficiency and function [155; 198; 207].

"Organizational citizenship behavior" is a term introduced by Organ, D. [154], who is considered to have 'fathered' the theory in the late 1970s, early 1980s. The term has emerged over the years, and has become the subject of a rising number of studies. The term 'organizational citizenship behavior' is relatively new in terms of performance analysis, but it refers to a lasting phenomenon of voluntary behavior and mutual aid without request for official remuneration.

As mentioned above, the concept was proposed by Organ in the 1980s, which has gained momentum and substantiation in the last few years, and has become the subject of many studies. The definition of the term 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 155, p.86].

Organizational citizenship behavior must meet three criteria:

- ✓ The employee performs tasks beyond his official job requirements;
- ✓ He/ she does so freely (nobody has instructed or asked him to do so);
- ✓ The behavior is not officially rewarded (the employee does not get any money or other compensation for expressing this behavior).

Since the 1980's, dozens of articles about organizational citizenship behavior among employees in various sectors were published in many administrative and organizational publications, [72; 143; 154; 195]. Research on this subject was primarily conducted in the United States, followed by a series of cross-cultural studies that investigated the components and characteristics of the phenomenon in various countries [180]; detecting differences among respondents from various locations [160; 162]. Chhokar, J. and others have shown, for instance, that collective societies have a higher social expectation for organizational citizenship behavior than individualistic societies [69]. Respondents from countries with a collective culture assumed

that organizational citizenship behavior is an integral and even natural part of their job. A deeper examination of the existing literature on organizational citizenship behavior reveals its focus on the conceptualization and definition of this behavior, the factors associated with its emergence in an organization, and the ways 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 for by the organization, but it is conducted at the employee's discretion, and that the employee is not professionally instructed to express such behavior. According to the evaluation of the employee's level of performance, the employees' organizational citizenship behavior was compared to functional behaviors included in the job description [149].

Organ, D.'s comprehensive definition emphasizes the positive organizational outcomes of this behavior [155, p.86]. He defines organizational citizenship behavior as follows: Personal behavior performed at the employee's personal discretion, which is not directly accepted by the organization's formal reward system. The term 'personal discretion' refers to behavior that is not part of the job's mandatory requirements, or in other words, is not included in the professional employee-employer contractual agreement; in fact, organizational citizenship behavior is a matter of personal choice, such that its absence cannot lead to reprimand.

This definition implies that an employee's organizational citizenship behavior is considered valuable to the organization and its success even though administrators cannot obligate employees to display it, as noted by Motowidlo, S. [144].

In recent years, Organ redefined the concept and named organizational citizenship behavior as "contribution to the function and strength of the social and psychological context that supports task performance within an organization" [155, p.91]. Employees will express this behavior within an organization only when they believe their superiors will remunerate their behaviors sufficiently, an assumption that contradicts the previous definitions of this organizational phenomenon.

In light of the aforementioned definition and others offered by related research literature [154], it seems that organizational citizenship behavior is defined as a multidimensional concept [155, p.89] "... which includes all of the individual's positive behaviors in the organization such as traditional role behaviors, behaviors that go beyond the job description, and political behaviors such as full participation in the organization". These cannot be found in the job description but are nevertheless desired by the organization and recognized as valuable to individuals (other employees, for instance) and the organization as a whole [175; 186]. Along with this point of view and the holistic perspective of qualitative research, which emphasizes the need for thorough, comprehensive profiling of the phenomenon's various components for the finding of complexities

and contradictions behind different social phenomena, the present study is established on the early, comprehensive definitions of the term ‘organizational citizenship behavior’ [166]. The qualitative researcher begins their study with the widest possible scope, allowing respondents to express a wide range of perspectives in reference to the phenomenon under investigation.

The rationale behind the need for organizational citizenship behavior

Organizational citizenship behavior is a way of managing interdependent relationships among those working in a team, which has the ability to increase collective outcomes and results, and reduce the organization’s need to invest expensive resources in basic function and maintenance, therefore freeing up resources for the benefit of productivity and output. This behavior also enhances others’ ability to perform their job, as they have more time to establish efficient planning, scheduling, problem solving tactics, and more [183; 187].

Organizational citizenship behavior belongs to a certain class of selected behaviors, performed despite the fact that evading them does not ordinarily entail punishment. These behaviors have an important impact on the effectiveness and efficiency of professional teams and organizations and therefore contribute to the organization’s general output.

Bolino, M. and Turner, W. [55] noted that organizational citizenship behaviors should be managed in order to be maintained, and monitored to ensure their positive effect; under these circumstances, they will indeed improve and encourage employee performance in an organization rather than cause damage.

Although Organ, D. [154, p. 775] defined organizational citizenship behavior as “The behavior of the individual, acting in his own discretion, which is not directly acknowledged by the official reward system, and the accumulation of these behaviors promotes the efficient and effective function of the organization”, he also argued that this definition was too broad—as there are many behaviors that go unrewarded and are not an official part of the employee’s job description. He therefore indicated that this behavior, which depends on the employee’s personal discretion, produces “extra” outputs (“above and beyond” the role) for the organization that are outside the obligatory parameters of one’s role.

In reference to this, Van Dyne, L., Cummings, L., and McLean, P. [197, p.216], proposed a broad definition of “behaviors outside the role” (Extra Role Behaviors - ERB), which stem from the employee’s personal judgment, benefit the organization or are intended to benefit the organization, and exceed existing role expectations. Therefore, organizational citizenship is functional, and includes pro-social organizational behavior (which involves helping others) stemming from individual, collective, or organizational intention. These helping behaviors are not officially assigned by the organization for which the individual is employed, and do not involve

target outcomes, direct compensation, or alternatively, penalties for their lack.

Organ, D. [154] came up with the initial principles of organizational citizenship behavior, which describe employees' willingness to go above and beyond the set requirements of their role:

1. **Pro-social behavior:** Employee behaviors that go beyond the job description (going “the extra mile” or being highly considerate); voluntary behaviors that are not necessarily rewarded by the organization.
2. **Altruism (helping):** Benevolence, giving without expectation of reward, the individual's personal concern for the wellbeing of others. Helping those who are weight down for no particular reason, for instance: helping another employee who is absent from work or helping a certain employee catchup to his/her workload.
3. **Thoughtfulness/ kindness:** Courtesy, taking action to prevent problems, conflicts, and misunderstandings with other employees, in order to prevent them from getting into trouble and interfering with the rights of others.
4. **Civic spirit:** Responsible intervention in organizational processes. Being updated on what is happening in the organization by attending non-mandatory meetings, for instance, which are important for making changes or fixing setbacks.
5. **Conscientiousness:** Compliance with organizational rules and regulations, even when no one notices, for example; abstain from extended breaks, or not missing work even when there is an ethical reason to. These are not necessarily personality features, but also the result of a sense of duty.
6. **Sportsmanship:** What employees choose not to do. For instance: keeping away from complaints that waste valuable time on trivial matters, not focusing on the ‘wrong’ and the ‘negative’. Taking things easy, being tolerant to challenges related to work, being positive and optimistic even to the decisions that somebody disapproves.
7. **Loyalty to the organization:** Defending the organization when it is criticized, show appreciation to the organization, promote the organization's products, and so on.

At the same time, in the situation of encouraging OCB by making it part of the performance management process, there are some challenges. First of all, organizational citizenship behavior is voluntary. OCB actions and behaviors are not part of an employee's contractual obligations, they can rather be considered as an added bonus. In this sense, rewarding people based on something voluntary, which is not part of the official contract, may seem unfair, incorrect.

Second, considering people's OCB may stress employees because they may feel they have no choice. Also, since not everyone has the same possibilities to engage in organizational citizenship behavior for different reasons (especially personal) this can create a sense of injustice.

For example, people who have a family with young children may not have time to attend after-hours company events.

Third, managers and others involved in the process of evaluating employees, may often miss/not notice the manifestation of their OCB. In fact, it is highly likely that a lot of moments can be missed, e.g. when one of their team members helps a colleague with their workload or asks a colleague how their sick child is doing. On the one hand, this is just a human, normal thing. On the other hand, it can cause problems when people are evaluated based on these behaviors.

Main Variables Associated with Organizational Citizenship Behavior

One of the main challenges in the research on organizational citizenship behavior is the link between behavior and multiple personal, organizational, and environmental variables [198]. Numerous works have shown a positive correlation between organizational citizenship behavior and different personality-related, demographic, and cognitive variables [129; 199; 201]. For instance, a positive connection was set between organizational citizenship behavior, moral and ethical tendencies, and the need for independence of the employees [131; 138]. Analysis of cognitive variables showed a positive correlation between organizational citizenship behavior and job satisfaction, commitment toward the organization, sense of dignity, and disinterest in rewards [131; 140; 143]. Similarly, it was found that emotion has a crucial effect on organizational citizenship behavior [117; 128]. Employees who were emotionally connected to their organization tended to exhibit organizational citizenship behavior. Emotionally charged conflicts between home and work-life were found to have a negative correlation with organizational citizenship behavior [140; 141].

Findings regarding the correlation between organizational citizenship behavior and demographic variables were found to be contradictory [142]. For example, while Stamper & Van Dyne discovered that part-time employees exhibited fewer helping behaviors than full-time employees, Schanke found that the "education" variable was the only demographic factor associated with organizational citizenship behavior [189].

The significance of gender to organizational citizenship behavior is also controversial. Some researchers claim that there is no connection between gender and organizational citizenship behavior, while Kidder, D.'s works have revealed that women are likely to show more altruistic behavior in the organization in comparison with men, who exhibit more civic virtue [129; 130]; [42]. Farrell, S. and Finkelstein, L. [96] found that female employees tend to show higher levels of OCB-helping behavior, while males show higher participation OCB civic virtue behavior. Others show that females are more likely to report performing OCB-altruism than males [117].

Organizational variables connected with the exhibition of organizational citizenship behavior include feedback, internally rewarding tasks, and innovation in the workplace. Work-related routine, ambiguity of the role, bureaucratic structures, and job-related conflicts were found to have a negative correlation with organizational citizenship behavior, especially with elements of altruism, such as courtesy and dignity [142; 144; 185]. One of the most prominent variables discovered in relationship to organizational citizenship behavior is the nature of the principal's leadership. Relationships between the principal and his subordinates based on commitment, mutual trust and decency were positively correlated with organizational citizenship behavior. These types of relationships were found to have a beneficial impact on the extent of employees' altruism [76; 145; 206].

At the same time, positive and negative consequences of OCB should be mentioned.

From our point of view, the following Model, proposed by Academy to Innovate HR [216], is relevant for our research (Figure 1.1):



Fig.1.1. Organizational Citizenship Behavior [216]

Benefits of OCB

We've already mentioned a few benefits of organizational citizenship behavior above, but here is a (non-exhaustive) overview:

- OCB can boost employee morale;
- It increases people's levels of work meaningfulness;
- It contributes to increasing employee performance and productivity; in fact, research shows

that OCB positively predicts performance;

- It creates better social interactions between employees;
- It reduces stress;
- It creates a sense of community among employees;
- It is good for your Employer Brand.

Based on this methodology and previous definitions of the concept of organizational citizenship behavior, the definition used in this study refers to several aspects of organizational citizenship behavior: (1) Behavior that extends beyond the obligatory job tasks (2) Behavior driven by personal choice (3) Behavior directed toward others or toward the organization (4) Avoidance of behavior that is harmful to the organization. It is essential to note that unplanned, unofficial rewards for organizational citizenship behavior do not contradict the study's working hypothesis. For instance, a teacher who reports performing civic behavior within the organization without expecting rewards or compensation may still be compensated by an administrator who sees their behavior as a positive act. Organizational citizenship behavior is not a synonym for altruism. Over the years, the related scholarly literature proposed various conceptualizations of organizational citizenship behavior [130; 138; 155; 208].

At the same time, Organizational citizenship behavior is defined as a multidimensional concept "... which includes all of the individual's positive behaviors in the organization such as traditional role behaviors, behaviors that go beyond the job description, and political behaviors such as full participation in the organization" [155, p.89]. These are not officially included in the job description but are nevertheless desired by the organization and perceived as valuable to individuals (other employees, for instance) and the organization as a whole [76].

Over the years, several ways of conceptualizing OCBs have emerged: Bateman, T. & Organ, D.; Organ, D. [154;155]; Van Dyne, L., Graham, J. and Dienesch, R. [198]; Williams, L. & Anderson, S. [207]. However, two conceptualizations remain the most popular: those developed by Organ, D. [154; 155] and Williams, L. and Anderson, S. [207].

Originally, Organ proposed a five-factor OCB model consisting of altruism, courtesy, conscientiousness, civic virtue, and sportsmanship. However, he subsequently expanded this model to include two other dimensions (peacekeeping and cheerleading) [apud 165, p.23].

The second major conceptualization of OCB is the proposed one by Williams, L. and Anderson, S. [207]. More specifically, they call behaviors aimed at benefiting other individuals OCBI, while behaviors aimed at benefiting the organization are called OCBO. In addition, the authors' categorization scheme incorporates most other OCB-related constructs into it [35, p.138].

Podsakoff et al. identified nearly 30 different forms of behavior and classified them into seven common dimensions. Organ's dimensions of altruism, courtesy, peacekeeping, and cheerleading were combined into a "helping" behavior construct [163]. Later Podsakoff, P. presented another conceptualization [163, p. 514] which listed seven components of organizational citizenship behavior. It will be used as a conceptual framework for data analysis in the current study.

The first component, **helping behavior** [133; 134], which grabbed the most scholarly attention, refers to voluntarily assisting others with work-related challenges and includes behaviors such as mentoring new employees, avoiding harmful acts towards fellow employees, and advising colleagues on how to avoid failure.

The second component, **sportsmanship**, was defined by Organ, D. [155] as "willingness to suffer inevitable job-related discomfort without complaining, and behaving courteously even in difficult situations." Employees who display sportsmanship usually avoid wasting work hours on various complaints, exhibit self-sacrifice for the benefit of the group, and tend to have a positive attitude toward others.

Organizational loyalty is the third component noted by Podsakoff, P. and others [163]. This component refers to large-scale promotion of the organization, both by defending it against external threats and by promoting its image within the corporate environment. It was measured using a scale developed by MacKenzie, S. and others that included parameters such as "eagerness to share good news about the organization with people outside it" or "willingness to protect the organization's reputation." [apud 38, p.254]

The fourth component, **organizational compliance**, refers to the employee's internalization of the organization's rules and regulations, even when they are not subject to external supervision. Due to the fact that employees do not usually comply with rules and regulations undisputedly, this component is perceived as organizational citizenship behavior. It also includes behaviors such as coming on time [73; 136], not taking extra breaks, etc.

The fifth component, **personal initiative**, is also considered organizational citizenship behavior, as organizational initiative extends beyond the basic daily job requirements of an employee. When an employee recommends potential improvements, engages in new initiatives, or accords with enforced change [131], he is considered to show organizational citizenship behavior.

The sixth component, **civic virtue**, focuses on the employee's commitment to the organization overall, and their willingness to take personal responsibility for its success. This component is expressed by participation in staff meetings and reporting potential risks the

organization may face in the future [38, p.258].

The final component, **personal development**, indicates voluntary employee engagement in professional development programs, but has yet to be empirically substantiated. Citizenship behavior includes assisting others with job-related challenges, volunteering, sharing ideas for new products, offering creative and constructive suggestions, coming to work on time, pushing supervisors to higher standards, inspiring work group collaboration, and engaging in organizational governance [163]. OCB is also defined as a type of behavior that emphasizes the discretion of people which is not directly rewarded to enhance the organization's performance: Chib, S; Bakhshi, A., Turnipseed, P. & Turnipseed, D. [apud 120].

Organizational civic behavior is defined by Reykowski, J. as "behavior oriented towards helping, protecting, supporting, developing other people, without expecting rewards" [apud 208]. Psychologists and sociologists include it in the category of "extra-role" behaviors - spontaneous behaviors that appear in addition to "in-role" behaviors, those that conform to the formal prescriptions of organizations. The motivation of "extra-role" behaviors is mainly aimed at the need for integration into the group, the need for non-conflictual relations with the members of the organization, through disinterested support based on feelings of civility, altruism and respect. Extra-role behaviors train a series of perceptions, attitudes, emotions. Requirements, interests, values and affective dispositions that enhance the formal dimension of the organization in which the in-role behaviors are located and support the effective functioning of the organization, by stimulating its capacity to stabilize and capitalize on the human potential it has.

Based on literature review, we would like to propose the structured OCB' dimensions/ components, according to different authors that explored the OCB Concept (Table 1.1):

Table 1.1. Dimensions of OCB (elaborated by author)

Author	Dimensions
Organ, D. [154]	Altruism
	Conscientiousness
	Sportsmanship
	Courtesy
	Civic virtue
Williams, L. and Anderson, S. [207]	Individual – directed OCB (OCBI)
	Organization – directed OCB (OCBO)
Lin, S. [apud 208]	Identification with the organization
	Assistance to colleagues
	Harmony
	Righteous
	Discipline
	Self-improvement

Van Dune, L., Graham, J. & Dienesh, R. [198]	Obedience
	Loyalty
	Participation
Farh, J., Earley, P. and Lin, S. [apud 208]	Identification with the organization
	Sportsmanship
	Conscientiousness
	Interpersonal Harmony
	Protecting Company Resources
Podsakoff, P. et al. [163]	Helping behavior
	Sportsmanship
	Organizational loyalty
	Organizational compliance
	Individual initiative
	Civic virtue
	Self-development
Andritchi, V. [1] with focus on human resources (teaching staff)	Professional conscience
	Fairness in relationships
	The deep engagement of the student in the educational act and his performances
	Training and development
	Support and counselling

Explanation Theories related Organizational Citizenship Behavior

Social cognitive behavioral models have been used in different fields (e.g., psychology and medical research) to predict, explain and change human behavior [28]. One of the most prominent models in the social cognitive field is the Ajzen' Theory of Planned Behavior (TPB) [27].

The Theory of Planned Behavior (TPB) provides a theoretical model that links beliefs regarding an attitude object to the enactment of volitional behavior. The TPB highlights three antecedents: behavioral beliefs and attitudes towards the behavior, normative beliefs and subjective norms, and control beliefs and perceived behavioral beliefs (figure1.2) [218]. It should be mentioned, the TPB holds that cognitive antecedents of behavior are mediated by behavioral intent in that specific behaviors are more strongly related to behavioral intent than non-specific behaviors: Ajzen, I. [27]; Ajzen, I. [28].

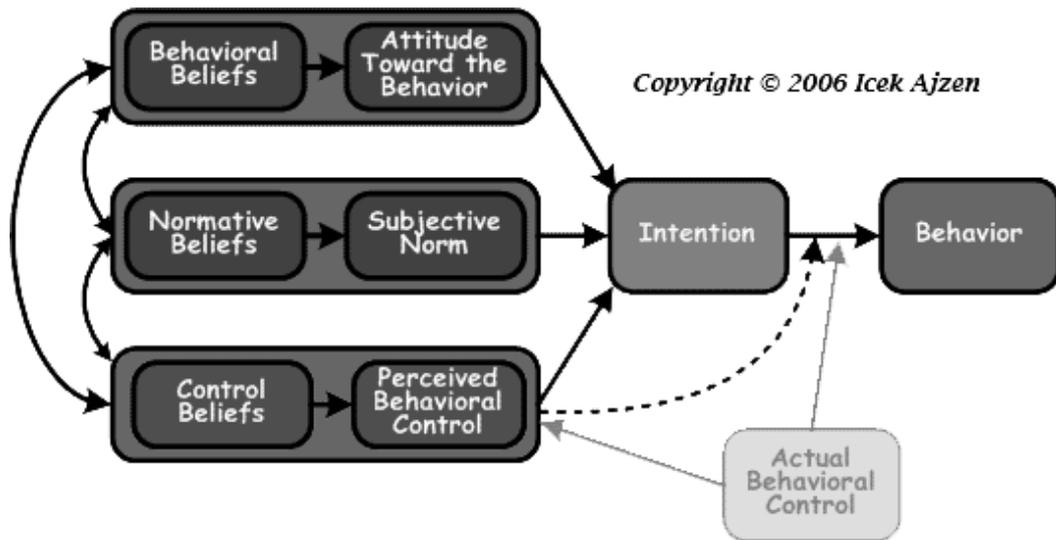


Fig.1.2. The Conceptual Model of the Theory of Planned Behavior [218]

The TPB is commonly used to describe the determinant factors that guide the performance of many behaviors volitionally. In relation to education, TPB can be used as a framework for understandings of teachers', students', or others' intentions and/or behaviors. This can contribute to identify the determinant factors and the beliefs that influence teachers' intention to perform or not perform a specific behavior.

As relevant theory we suppose *Maslow's hierarchy of needs* theory [139] that explaining human motivation based on the pursuit of different levels of needs (Figure 1.3). As for OCB, Maslow's theory reflected practically all the components of needs above the 2nd level: helping behavior, sportsmanship, organizational loyalty, organizational conformity, personal initiative, civic virtue, and personal development.



Maslow's hierarchy of needs

Fig.1.3. Maslow' theory of needs [212]

Self-efficacy Theory: Bandura' Self-efficacy refers to an individuals' belief in their capacity to execute behaviors that are necessary to produce specific performance attainments [45]. Self-efficacy refers to the belief in the ability to exercise control over one's motivation, behavior and social environment.

One of the important theories from the pedagogical perspective that underlies organizational citizenship behavior is the theory of social learning. The theory of social learning, proposed by Bandura, A. [45], aims at the importance of observing, modeling and imitating the behaviors, attitudes and emotional reactions of the people around. Note that a key aspect of social learning theory, in which individuals learn and adopt behaviors by observing others, is Observational Learning. Observational Learning often involves modeling after those who are important/ valuable, high status, famous, rewarded or encouraged people in our lives.

According to this theory, leaders and colleagues who adopt ethical behaviors are perceived as role models by others. Respectively, employees (teachers and school staff) will adopt behaviors similar to those of leaders or colleagues, which may cause them to become altruistic and prosocial towards other colleagues and the organization [86].

At the same time, young teachers with higher education pursue self-realization. But they need support, conditions to accumulate work experiences and favorable organizational atmospheres.

Social Exchange Theory (SET) was defined by Blau, P. and Emerson, R. as an action-reaction system of exchange based on reward mechanisms for the exchange of values [apud 185]. When approaching direct social interactions between different actors, SET proposes to consider four elements: trust, commitment, reciprocity and power. SET is based on the idea that people accept to be part of groups that offer them certain benefits and leave these groups when they no longer receive benefits from them [185].

In other studies (Wang, Y & Sung, W.), employees' organizational citizenship behaviors may be based on *social comparison theory*. According to the social comparison perspective, ethical leadership can influence behaviors and the contagion of organizational citizenship behaviors [202]. Thus, if employees are compared with their colleagues and are placed in favorable positions relative to them regarding the accomplishment of tasks, if they are treated appropriately by their bosses and establish good relationships with leaders, they are more likely to adopt OCB [apud 202]. Following several studies, it was found that favorable social comparisons develop self-esteem so that employees exhibit OCB, by stimulating positive attitudes and behaviors [apud 202].

At the same time, Spence, J. et al. [187] suggested that favorable social comparisons had positive effects on OCB, by inducing positive effects and emotions. Superior leadership can affect

OCB through the process of social comparison, because employees can compare themselves to each other based on the treatment they receive from the boss (Kim, S., et al.). On the other hand, following unfavorable social comparisons of some employees, by inhibiting positive attitudes and behaviors, OCB may be negatively affected: Buunk, P. et al.; Brown, D., Ferris, D., Heller, D. & Keeping, L. [apud 208].

From the pedagogical perspective, in the context of this research, we propose the Knowles' Adult Learning Theory [132] approach as the basis for the development of OCB. To understand the needs of adult learners, Knowles, M. identified five defining characteristics that differentiate adults from their younger counterparts: self-concept, adult learner experience, readiness to learn, learning orientation, motivation to learn (Figure1.4.). These assumptions offer a more realistic perspective on how to involve and educate adults, in our case taking into account the specifics of working with teaching staff.

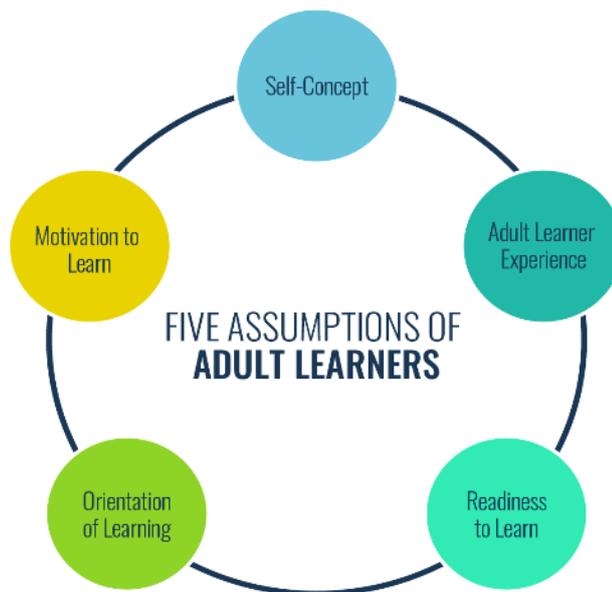


Fig.1.4. Knowles' Adult Learning Theory characteristics [229]

At the same time, changes in goals, organizational structure (tools), leadership understanding, time perception, and the impact of these changes cause employees to show a tendency to decrease their commitment to organizations (Toker, K., Tekarlan, E. [192]). All these issues negatively affects organizational citizenship behavior. Therefore, managers need to deeply understand the evolution of these concepts in order to identify more effective strategies in building employee citizenship.

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

1.2. Theoretical dimensions on Organizational Citizenship Behavior in relation to the education system

The quality of education becomes a benchmark of human resources in a country. The quality of education can be seen from the learning included in the curriculum, lesson plans, and learning activities in the classroom. In Israel, Governance focuses special attention on the access of all pupils and students to education, with a special focus on the quality of education. Educational institutions carry out their duties to educate students as expected by parents and the nation. An educational institution is an organization that manages education that has certain goals, to be able to achieve its objectives, therefore this organization needs to be managed properly and correctly [53].

If there is a bad relationship between educational managers, both between colleagues, between school directors and teachers or between administrators and directors and teachers, this becomes an obstacle in their activity. That is why educational institutions need harmony so that all tasks can be performed perfectly. This shows the importance of the presence of Organizational Citizenship Behavior (OCB) [115].

The current research has focused on organizational citizenship behavior primarily in the industrial and services sectors, but has refrained from investigating this behavior in educational organizations. The search for studies of organizational citizenship behavior among teachers uncovered few articles on the subject [91; 101; 109; 146; 147]. The findings of these quantitative studies reveal that organizational citizenship behavior among teachers is oriented toward the students, the staff, and the school. Job satisfaction was found to be a crucial component among factors that encourage organizational citizenship behavior in teachers and their co-workers [110; 111].

A study of German teachers found that identification with the educational program is an essential variable that can predict organizational citizenship behavior among teachers. At the same time, an American study revealed a beneficial correlation between a productive school environment and the organizational citizenship behavior of teachers and staff [104; 147]. It is important to remember, however, that most studies were based on quantitative methodology, and

conducted with the intention of understanding the correlation between this phenomenon and different variables, and less so for the purpose of defining the phenomenon and its components, as mentioned by Van Dyne, L. and others [198]. The current research intends to extend the scope of the discussion regarding organizational citizenship behavior among teachers by using qualitative research methods that allow investigation of teachers' subjective conceptualizations of their organizational citizenship behavior at their respective schools [38].

Williams, L. and Anderson, S. first introduced the notion of behaviors oriented towards the individual and the organization [207], which, in an educational setting, includes behaviors directed towards students, teacher colleagues, and entire school. OCBs operate indirectly; they influence the social and psychological environment of organizations, which influence the technical core. Since it involves an extra role behavior of some teachers toward students and teachers, OCB affects the technical core. These teachers assist students with class materials, acquire expertise in new areas that benefit their work, create special assignments for higher- or lower-level students, volunteer for school committees, establish learning programs for substitute teachers, help absent colleagues by assigning learning tasks to their classes, and work collaboratively with others. All these OCBs relate to the technical core of the organization.

However, in the case of teachers who exhibit OCBs, they also help to achieve organization goals. This is reflected through extra role behaviors toward the organization, by organizing social activities for students, by volunteering for roles and tasks that are not part of their jobs, offering helpful suggestions to improve the school environment and by organizing joint activities with parents above the norm.

Podsakoff et al. identified nearly 30 different forms of behavior and classified them into seven common dimensions. Organ's dimensions of altruism, courtesy, peacekeeping, and cheerleading were combined into a "helping" behavior construct [163].

Based on specialized literature, we explored several components to analyze OCB in relation with teachers' behaviors (figure 1.5), prepared by author.

The first component, **helping behavior**, earned the most scholarly attention. This component means that teachers help students with class materials, acquire expertise in new areas that contribute to their work, volunteer for school committees, help absent colleagues by assigning learning tasks to their classes, and work collaboratively with others etc.

The second component, **sportsmanship**, targets teachers who show a "sportsmanlike" spirit, usually avoiding losing their working hours with various complaints, show self-sacrifice for the benefit of the group and the institution, and tend to have a positive attitude towards the others, dedication.



Fig.1.5. Teacher's OCB components (prepared by author)

The third component is **organizational loyalty** and refers to the promotion of the institution as a whole, both by protecting its reputation from external threats and by promoting its image in the society.

The fourth component, **organizational compliance**, refers to teachers' internalization of the organization's rules and regulations, even when they are not subject to external oversight. This component aligns with the high-level organizational culture, including behaviors such as punctuality, disciplinarity, avoiding extra breaks, etc.

The fifth component, **personal initiative**, is also considered OCB, given that teachers' organizational initiative goes beyond the daily requirements according to the job description. Moreover, this behavior includes situations when a teacher proposes possible improvements to the didactic process/ curriculum, volunteers for new initiatives or accepts some forced changes.

The sixth component, **civic virtue**, manifests itself through attending staff meetings and reporting potential risks the organization may face in the future. This behavior aims at the teachers' commitment to the institution as a whole, but also at their willingness to accept personal responsibility for its success.

The final component, **personal development**, refers to the voluntary participation of teachers in professional development programs, participation in didactic-scientific activities, professional internships, etc. The important thing is the personal commitment, in this sense, without imposing on the administration [35].

In the context of what has been elucidated above, based on the interviews (pre-study) with the 30 teachers, we find that the helping behaviors were presented as an excellent relationship between "old" teachers (with more experience) and "new" teachers (with less experience), showing in support, encouragement, collaboration. Respondents reported emotional support for "new" teachers, being listened to on workplace issues, initiated in recognizing school culture and many teaching problems. All this, the experienced teachers offered without any monetary reward for their help or without being obliged to do so by the regulations of the Ministry of Education in Israel.

At the same time, we would note that such a phenomenon is predominant mainly in primary schools, while in secondary schools, the tendency to absorb the "new" teacher is taking shape more.

The most basic definition includes the role of the teacher pedagogical knowledge transfer, and effective management of the classroom. In accordance with this, the interviewees attributed pedagogical knowledge transfer, assessment and measurement of the achievements of learners, social education, and preparation rate of official role of the teacher tasks, i.e., tasks that the teacher is committed to make *Ex officio*. The teacher is committed to "covering the material "in accordance with the curriculum, preparing students for exams, making sure that the students really understand the material, preparing a lesson, giving assignments, assessing the achievements of learners, track their progress and to educate its students to democratic values and moral. These tasks included in one form or another circular Director General (1994), which defined the roles of teachers and missions [35, p.16].

In contrast, and somewhat surprisingly, initiating changes and innovations and their execution rate, diverse teaching methods and curriculum, individualized instruction and assessment depth, and comprehensive achievements of the students were seen by respondents as manifestations of civil behavior in school teachers. Unlike various educational reforms over the years, which emphasized the importance of teacher initiatives, integrates teaching methods, and various evaluation tools, the respondents in this study did not catch these aspects of the role of the teacher as part of the tasks that require the teacher but on the contrary, such discretionary, creativity and innovation in teaching were seen as components of civil behavior teachers at school.

Teachers indicated that they are rewarded for increased knowledge transmitted to students in the classroom or for the Development of new programs, such as "programs of excellence in the subject space, mathematics, of Sciences". Civil behavior was reflected in the development of textbooks, workbooks, brochures exercises, and the like for the children of their class. After all, they could settle for magazines purchased by students and textbooks approved by the Ministry of Education.

Another expression of OCB among teachers teaching significantly adjusted to the needs and capabilities of the student in the classroom, the teaching method described in the literature as contributing to the effectiveness of teaching in schools where learning is not in groups. Especially in high schools, many teachers teach different content for different students, teachers use a variety of teaching methods according to the student's level, even if this instruction consumes time and effort is not rewarded. Respectively, these activities were perceived by the majority of pre-study participants as OCB. At the same time, a good number of respondents, especially in the core system, believed that such a performance is an integral part of the official job description for a teacher [35, p.17].

Cohen, A. et al. [75] stated that a better understanding of the relationship between climate and OCB can provide the management with more strategies to increase OCB. According to Pozveh, A. and Karimi, S. [162], leaders who have good social and communication skills can create a positive environment in which employees aim to achieve organizational goals, including making efforts beyond the formal and legal requirements of their job.

In an educational environment, several studies have been conducted to determine the relationship between climate and OCB [apud 162]. However, those studies have been conducted among staff in the higher education system which differs from the school system. Moreover, although several empirical studies have been conducted on the relationship between climate and OCB in schools: Cohen, A. et al. [75]; Garg, P. & Rastogi, R.; Tschannen-Moran, M. & Hoy, A., more up to date literature is needed to support current studies and to expand the literature [apud 120].

Teacher behavior that plays truant without a clear reason, Kosrudin, K., Hafizh, F. [apud 115] does not want to help fellow teachers who are struggling, slothful in making lesson plans independently, even copy-paste or download from the internet. This behavior reflects the absence of teacher' OCB. Maybe the teachers have not been able to complete the main tasks and functions how can OCB behave. In this case, OCB can be raised if institutions and leaders do appropriate analysis and meet teacher expectations, positive conduct towards teachers and mutual trust, and pay attention to job satisfaction of teachers in the learning process: Lambert, E. and Hogan, N. [apud 115]. The more teachers who have OCB behavior, the more functional organizational effectiveness and their positive effects can further the achievement of targets. Respectively, the quality of education, which ultimately benefits can be achieved by schools, hence improving OCB in the learning process in educational institutions should not be underestimated.

Based on this description, it can be concluded that teachers who show OCB bring much more benefits compared to teachers who only perform their main tasks. Unfortunately, not all

teachers want to engage in OCB. Many occur in various educational institutions, teachers only perform their duties as teachers without wanting to show OCB behavior can be seen with evidence that many teachers do not stay long at school, so the teacher after completing the task immediately goes home [115; 127; 151].

Taking into consideration of the above, this research explores a comprehensive framework and the theoretical basis explaining the Teachers' OCB development.

Greater understanding of OCBs in school settings will make an important contribution toward nurturing school effectiveness. The two dimensions of OCB, altruism (OCBI) and generalized compliance (OCBO), certainly have the potential to enhance the effectiveness of schools in the same way they contribute to other kinds of organizations. Teachers do the work in public schools. Schools, as organizations, can be described in terms of client-serving professionals operating in a bureaucratic setting. Theoretically, this bureaucratic setting is incompatible with the needs and expectations of professionals [90].

Success in schools fundamentally depends on teachers who are willing to go beyond the voluntary role's expectations: DiPaola, M. & Tschannen-Moran, M. [89]. Organizational citizenship behavior (OCB) is a useful term to describe these voluntary behaviors and has originally been introduced by Organ, D. [154]. Derived from Katz's (1964) idea of extra-role behaviors, Organ, D. [155, p.85] defines OCB as a set of helpful, discretionary and extra-role behaviors expressed by employees that are not directly or clearly accepted by the formal reward system and have an overall positive effect on the operation of the organization, also they cannot be enforced by the employment contract. OCB is a matter of individual choice and failure to display such behavior is not generally considered as a cause for punishment. Based on this definition, OCB of teachers refers to all voluntary and helping behaviors extended to colleagues, principals, and students [83].

In the context of our research, the specific approaches of OCB related components by Moldovan researchers. In relation to education system, several Moldovan researchers, such as Andrițchi, V. [1], Cojocaru, V. [6], Cojocaru, V., Guțu, V., Sevcuic, M. [7] have explored human resources management, which correlates with OCB dimensions such as: supportive behavior and organizational consciousness. The pedagogical dimension of the physical learning environment was analysed by Cefraga, L. and Gogoi, E. [65]. The teaching staff responsibility to create a learning environment that facilitates, stimulates, and optimizes the students' abilities to learn to easily adapt to the dynamic changes of society is correlating with supportive behavior. The same subject is researched by Andrițchi, V.[2], who considered that the teacher's task is to create and maintain a context in which students can construct their own knowledge, with the teacher as a guide.

Researcher Goras-Postica, V. [11] investigates the key roles and responsibilities of the teacher as a motivating agent, leader, counselor, model, reflective professional, and also a counselor. Furthermore, the author confirms that the teacher assumes a multitude of roles, the exercise of which is dependent on his personality, the role of counselor being at the epicenter of them, as the importance of the basic responsibilities, which interrelate with the others, in an obvious and specific way [11]. All of these falls within the components of supportive behavior, effective relationship and personal initiative of OCB.

Another important aspect of the contemporary teacher's profile, explored by researchers from Moldova, is mentoring. Gogoi, E. [10] approaches the professional development of teachers through mentoring activities; Andrițchi, V. and Balan, T. [31] analyze axiological dimensions of teacher professional development mentoring. Mentoring as a phenomenon and process correlates with the components of support behavior, effective relationships, personal initiative and personal development of OCB. Thus, mentoring, being anchored in professional training programs, becomes a tool oriented towards the development of the teaching career [10].

Meanwhile, as a result of the Covid-19 pandemic, the educational scenario has changed unpredictably. To remain and adapt to the crisis, new things happen in the world of educational trends. Furthermore, a recent study highlights that schools' reliance on OCB is high during times of crisis; therefore, viable training programs are inevitable [52].

For complexity of picture, we note the 10 Popular Trends in Education (2023 – 2025). Find out what's coming up in 2023 and beyond through the handpicked list below: 1. Online learning; 2. Distance learning; 3. Blended learning; 4. Social-emotional learning; 5. Homeschooling; 6. Mobile learning; 7. Personalize learning; 8. Project-based learning; 9. Gamification; 10. Bite-sized learning [220]. The new trends imply the reevaluation/ adjustment of both the knowledge and the skills of all parties involved in the educational process.

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

Taking into consideration the mentioned above ideas, but also the new trends in education, we would like to 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 represents 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.*

We would like to stress attention on importance to change the focus from helping to supporting behaviors. Help is more associated with the helplessness of other colleagues. Considering the specific work of teachers, who necessarily have basic professional knowledge and skills, it is more relevant to use the term support. In this sense, the support offered to colleagues aims at guidance/ providing support in adaptation, use of technology, compliance with regulations and compliance with role changes/ new tasks in the school.

In the context of our research, we find the connection between teachers' OCB and transversal competences. "Transversal skills and competences (TSCs) are learned and proven abilities which are commonly seen as necessary or valuable for effective action in virtually any kind of work, learning or life activity. They are "transversal" because they are not exclusively related to any particular context (job, occupation, academic discipline, civic or community engagement, occupational sector, group of occupational sectors, etc.)." [194, p.4]

In line of this, experts highlighted Self-management skills and competences, as ability to act reflectively, responsibly, according to values, by accepting feedback, and by seeking opportunities for personal and professional development [194, p.13], that includes working efficiently; taking a proactive approach; maintaining a positive attitude; demonstrating willingness to learn. All these points correlated directly with OCB components such personal initiative, civic virtue, personal development.

For example, the concept of "new professionalism" highlights some of the basic requirements for contemporary teachers, as well as professional commitment to learning, professional autonomy, and dynamic understanding of learning (the teacher has shared responsibility for the learning outcomes of students and at the same time is also a "student" active and reflective), as well as cooperation and connection with the community [adapted from 64].

The importance of teachers' transversal competencies is recognized in the organization of the teaching and learning process and their professional development, as well as in the process of teaching these competencies to their students. "Learning to learn" is recognized as the key lifelong learning competence in European policy documents [194].

In the context of trends in Education, it is essential to examine the relationship between skills, motivational factors, activities and the school environment, as well as the role of teachers' personality. Teachers' personality moderates the effects of professional development programs on their students' cross-skill development skills, as well as the effects of the professional development of these newly acquired skills on their professional status [64]. In this sense, there is a need to approach the teacher's personality through the prism of OCB profile.

Thus, for most teachers already employed, additional effort is needed to develop these

skills through professional development. And here the transversal competence correlates with the OCB component of personal development. Thus, this combination can contribute to increasing the teacher's ability to deal with increasingly demanding situations in diverse educational environments and can have benefits for the teacher's image in society.

Based on review of literature and research in the field, we can conclude that OCB is a complex phenomenon, manifested by 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.

Conclusions: Behavior in schools is different from that found outside educational institutions. Schools, compared to non-educational institutions, are the structures that provide services by teachers. Teachers, in general, assume responsibilities dedicated to providing the best services to their most important customers – children. In this sense, the influence of the nature of the work on the teacher's OCB is different compared to other institutions.

1.3. Determinants of Organizational Citizenship Behavior

The rising interest in the effects that OCBs have on these types of outcomes has several fine reasons. First, if OCBs do have positive relationships with organizational effectiveness criteria, then it is important for us to quantify these effects so that we have a more complete picture of the potential impact that OCBs have on the “bottom line” of the organization. Second, exploring the relationships between OCBs and organizational effectiveness criteria is also important because,

despite the fact that OCBs are assumed to be positively related to unit or organizational effectiveness, there is some evidence that this assumption sometimes is false.

There is a lot of literature regarding the potential dysfunctional consequences of OCB, including increased levels of role overload, stress, and work–family conflicts [56]. Thus, identifying the effects of OCBs on organizational effectiveness will allow researchers and managers to more accurately consider the potential positive and negative consequences that may result from encouraging OCBs on the part of employees. Finally, if both OCBs and task performance contribute to managerial evaluations and reward allocation decisions, then it is important to determine which of these variables managers give the greatest consideration to in their decision-making processes.

However, based on literature analysis, we can mention several determinants of Organizational Citizenship Behavior (OCB). Kashif, M., Khan, Y., and Rafi, M. identified the determinants of OCB in the Telecommunication Sector of Pakistan such: Job Satisfaction and Organizational Commitment, Role Perceptions, Leadership Behavior and LMX, Fairness Perceptions, Individual Dispositions, Motivational Theories and Employee Age [128].

The Effect of Organizational Culture, Organizational Justice, and Organizational Commitment on Organizational Citizenship Behavior (OCB) was explored by Winarsih, S., Riyanto, S. [208]. Podsakoff, P. & McAllister, L. [166] studied Organizational Justice and Citizenship Behavior, the Mediating Role of Trust.

Arar, K. and Nasra, M. analyzed the relationships between principals' leadership style, occupational perceptions and OCB [33]. Ismail, S. et al. [120]; DiPaola, M. & Tschannen-Moran, M. [89] explored the School Climate impact on OCB. Huda, S., Soefijanto, T. & Supriyati, Y. [116] investigated impact of Trust and Work Satisfaction on Teachers' Citizenship Behavior.

The influence of Job satisfaction, leadership, and organizational climate on OCB was studied by Bismala, L [51]. Employees will want to do more than general tasks and carry out conduct beyond organizational expectations through job satisfaction that is felt by employees, productive leadership, and a positive organizational ambience.

Skarlicki, D. & Latham, G. examined OCB in a university setting, supporting a two-factor structure, organizational and interpersonal, underlying organizational citizenship behavior [apud 90].

There are three important factors in the study of organizational behavior, such as individuals, groups, and structures. This means that in order for individuals to work together as a team and accomplish the set goals, organizational structure is required. The organizational structure aspires to divide tasks and responsibilities according to expertise, description of each

work.

Taking into consideration the large spectrum of the OCB determinants, we selected and update the most relevant for education (figure 1.6): Job Satisfaction, Organizational Climate, Organizational Commitment, Role Perceptions/Fairness Perceptions, Leadership Behavior, Individual Dispositions, Motivations, and Demographic variables (Sex, Age, the years of working experience).

Every employee of an educational institution will produce performance. In turn, the accumulation of personal performance will have an impact on organizational performance. Accordingly, good performance of employees can provide good performance for the organization. In turn, employee performance is determined by various factors.

Successful organization is achieved when employees want to do additional things than just their main tasks and carry out conduct beyond the expectations of the organization. An example of organizational citizenship behavior is when teachers and principals have a very big commitment to the organization, with a great desire to sacrifice, without expecting something in return.



Fig.1.6. Teachers' OCB Determinants (elaborated by author)

Therefore, it is important to understand how OCB is in the organization. In many studies, OCB was found to influence the effectiveness of the organization. OCB relates to the effort used by the teachers to do more in the interests of the school. Helping colleagues to complete tasks or provide support during work is a good thing from a superior point of view. OCB has many advantages, such as improving the relation between teachers, between teachers and learners, improving organizational behaviour, increasing job satisfaction, etc.

It is engaging to study OCB because prosocial behavior is the output of voluntary attitudes that are far from the pragmatism and transactional factors that are commonly found in formal organizations, especially profit oriented. In addition, OCB also represents the fundamental nature of human beings who are sociable and helpful, who seem to be put away by the capitalist paradigm which requires pragmatism, profit, and individualism in the modern era [29].

We remind that several authors note that OCB can contribute to organizational successfulness, such Podsakoff, P., MacKenzie, S., Paine, D. & Bachrach, J. [163]. In relation to the educational system, this means:

- Increase teacher's personal productivity and the productivity of colleagues and managerial staff.
- Assist in organizing activities at the school level, both within and across work groups.
- Boost the organization's capacity to draw in and keep the top teachers.
- Increase organizational performance stability.
- Allows organizations to adapt more effectively to environmental changes in the context of new trends in education.

Based on ideas of several authors, eg. Borman, W. and Motowidlo, S. and others [apud 44] we would like to highlight the trends and attitudes determine the importance of OCB:

- Global competition in human resources, especially organizational support for substantial internal and employee (teachers) initiatives, has further increased the importance of OCB.
- Trend to an increased exploration of team-based work requires more OCB.
- Organizational performance and in particular the role of substantial and internal initiatives of teachers (investing extra time, providing support to students, use of technology) streamlining with the aim of adapting to change.
- The importance of quality of education and students' satisfaction (based on individual and social needs) are increasingly emphasized.

Teachers' OCB has important social impact. Considering that only some employees in the pro-profit orientation organization are able to implement OCB without an award, the teachers' OCB can serve as a model for other public and private institutions.

The norms, beliefs, and attitudes of the current organizational culture at the school have an impact on members' individual and group behavior, either positively or negatively. The work environment, which employees may sense directly or indirectly, and the organizational climate are two factors that are thought to have a significant impact on how employees behave [51]. Clarity, standards, accountability, flexibility, appreciation, and team commitment are the six climate dimensions. Permarupan, Mamun, & Ahmad consider that a positive workplace environment

promotes employee productivity and lowers attrition [apud 51, p.5].

Job characteristics, empowerment, relationships, performance, and rewards, standardization, managerial structure, power and centralization, participation management, conflict resolution, knowledge and innovation, risk taking, welfare and security, teamwork, communication, management style, compensation, fair valuation systems, and influence on OCB are all factors that contribute to an effective workplace culture [38; 51].

At the same time, as an important element of the organizational environment, the pedagogical – psychological environment plays an important role.

The term psychological climate is the interpretation that employees give about their work environment. This concept distinguishes the emotional aspect; concerned with human participation and interpersonal and social relationships. It is associated with the happiness that employees feel when performing tasks with their colleagues, thereby creating a good working environment. Cognitive aspect; it is the psychological engagement, self-understanding and personal growth that is demonstrated and that the employee feels in his/ her position, which translates into a perception of personal growth that employees experience in their workplace.

Finally, the instrumental aspect of the psychological environment; participation in tasks and work processes, demonstrating the value employees place on their roles and their development in tasks performed for the organization [apud 141]. To actively interact with the emergence of OCB psychological environment, we use social exchange theory (Blau, P.) [apud 141] which emphasizes the role of perception, perception of fairness and reciprocity have again. Psychological climate includes all perceptions that employees have about their work, including perceptions of the company's values, formal and informal activities, ethics, co-workers, and employee's performance and their usefulness to the organization.

Teachers' organizational citizenship behavior role in promoting school development and student growth was studied by Zhou, P. & Huang, J. [215]. The study results indicate that through the mediating effect of psychological empowerment, self-leadership has a significant indirect effect on teachers' organizational citizenship behavior.

Job satisfaction refers to the desires or positive feelings that people have towards their work, emotional feelings that are helpful and positive person after performing the task. Talachi, R., Gorji, M., & Bin Boerhannoeddin, A. [apud 51, p.3] consider that lack of job satisfaction causes low staff morale and has a negative effect on organizational productivity.

Job satisfaction is a multi-developed concept that incorporates individual capacities, attitudes, convictions, and value systems. To accomplish job satisfaction, it is significant for

training staff to have the qualities of good sentiments and perspectives, responsibility, and obligation. Furthermore, they should have decisive reasoning, and explicit wanting to accomplish skill and occupation fulfillment, which are expected to oversee and control their fulfillment, and that outcomes in a lovely inclination, positive attitude, obligation and responsibility [apud 51, p.3] to themselves and others (colleagues, principals, students and parents).

Work fulfillment with pointers individual capacities, perspectives, convictions, value systems, positive attitudes, responsibilities, obligations, segment factors like age, orientation, training, conjugal status, attributes of the actual work (like working hours, pay, proficient status, movement area), pay, advancement, colleagues, management, nature of work conditions, authority, and social relations, influence OCB [51].

According to Garcia-Bernal, J. et al. [apud 226], job satisfaction (JS) is a psychological agreement that aims to increase one's level of competition and organizational success.

In the context of education, the various aspects of job satisfaction are thought to be significant, influencing the level of teachers' satisfaction and motivation [183], and suggesting that, in order for teachers and the educational system to succeed, decision-making bodies need to create employee-friendly policies [185]. Many authors recognize teachers' motivation and job satisfaction as crucial for the implementation of high standards of academic performance (Alderman, K.; Ingwu, E. & Ekefre, E.), assisting with the development of positive feelings among staff members about their work (Sirin, A.) [apud 116].

According to Huda, S. et al. [115], every teacher should take into account how important it is to feel satisfied in their work. This goes hand in hand with his responsibility to show his students a great deal of interest and attention in the work he does. A teacher will work diligently and completely to ensure that the anticipated outcomes of his work will bring satisfaction not only to himself but also to the students, the schools in which he or she works, and the local community.

Effective leadership can help leaders win the confidence of their followers, which makes other tasks simpler to complete because followers trust their leaders. There are connections between organizational commitment, leadership style, and job satisfaction. The effectiveness of work life is influenced by the leadership style (Swamy, D. & Nanjundeswaraswamy, T.) [apud 147]. In OCB, transformational leadership outperforms transactional leadership in terms of predictive power. Better than transactional leaders, transformational leaders can inspire their followers to take actions that go beyond the boundaries of the assigned role: Rodrigues, A. and Ferreira, M.; Khan, N., Ghouri, A., and Awang M.; Malik, S. et al.; Lian, L. & Tui, L., and others [apud 51]. While the focus of service leaders is on followers and the achievement of organizational goals is the responsibility of subordinates, the focus of transformational leaders (in the context of

the school - supervisors, principals) is directed toward the organization and its behavior builds on followers' commitment to organizational goals. If we refer to the indicators, leadership has objectives, moral principles, moral authority, demonstrating leadership through enthusiasm, commitment and courage and always learning, but also having effective skills that help them gain the trust of employees and influence their OCB [51].

Another significant factor is *Organizational commitment*. Meyer, J. et al. [apud 30] addressed organizational commitment as a three-part concept. The three components that make up organizational commitment, according to this model, are emotional (affective) commitment, continuity commitment, and normative commitment. According to Allen, N. and Meyer, J. the degree to which an employee embraces the objectives and standards of the organization, the emotional attachment they feel to it, and their willingness to stay on as employees are all examples of organizational commitment [apud 30].

A person's positive attitude toward an organization leads to affective commitment, which is a result of the interaction of that person's work experiences, perceptions, and personal traits (Mowday, R. et al.,) [apud 191]. According to Cengiz [apud 191], the affective commitment is a type of commitment that entails taking part in all of the organization's activities sincerely in order to advance it, better its existence, and set it apart from rivals in addition to adhering to the general functioning of the organization within the parameters of the rules established by the organization. Continuance commitment refers to an employee's willingness to stay with the company given the job benefits or costs associated with leaving (Balay, R. et al) [apud 29]. High levels of ongoing commitment may not always be associated with how much a person enjoys their work. The individual benefits that the individual receives as a result of the job can be considered as the cause if the continuance commitment level outweighs the general commitment level, according to Özkaya, M., Kocakoç, I. [apud 29].

When the normative commitment levels are high, an employee feels morally obligated to remain with the company. Meyer, J. and Allen, N, make the argument that an employee feels compelled to remain with the company because of a sense of obligation [apud 29]. According to Hoy, W. et al., [apud 29] teachers' opinions of the quality of the learning environment have an impact on their organizational commitment, which in turn has an impact on their job performance and the instruction they deliver in the classroom. Also, they state that affective schools are feasible when teachers have high levels of commitment. In addition, Özkaya, M. et al. contend that demographic traits may have a significant impact on commitment levels [apud 29].

Role and fairness perception: Role conflict and role ambiguity are two role perceptions of role stressors that have been found to have strong negative associations with OCB. Additionally,

according to Podsakoff, P. et al. [apud 166], role clarity and role facilitation are positively related to OCB. However, since employee satisfaction is correlated with OCB, it is known that both role ambiguity and role conflict have an impact on it. It is likely that satisfaction mediates at least a significant portion of the relationship between ambiguity, conflict, and OCB. In addition, OCB is positively correlated with how fairness is perceived, according to Moorman, R. [apud 157].

Role Overload. Role perceptions have an effect on some of the organizational citizenship dimensions, according to the review by Podsakoff, P. et al. [163]. Prior studies have mainly concentrated on the connection between OCB, role ambiguity, and role conflict. Another aspect of a person's job that could have an effect on OCB is role overload [155]. The impact of role overload as an antecedent of OCB has only been briefly studied. Having too many roles demands and not enough time to fulfill them is referred to as role overload (Coverman, S. [apud 163]). When an employee has too much to do in the time allotted, they feel overloaded (Kahn, W. et al. [apud 163]). The way that employees feel about themselves and their jobs is impacted by role overload. Role overload has been linked to decreased job satisfaction, feelings of anger, anxiety, and personal failure, according to earlier research (Kirmeyer, S. and Dougherty, T.) [apud 163]. As a result, workers who have a high level of role overload may be less likely to display OCB.

OCBs are behaviors that are outside the scope of one's official job duties, so engaging in them makes sense that it would take more time and effort, according to Bolino, M. [56]. However, workers who are overworked might not have the time or energy to assist others or exhibit OCBs. Due to the amount of work, they must complete in the time allotted, employees who have a high role overload may be subject to deadlines. Others, including their direct supervisor in the organization, are aware of these deadlines [55; 57]. As a result, when employees are overworked, it is more likely that they will focus all of their efforts and time on completing tasks that are visible to others rather than practicing good citizenship. Employees are less likely to devote themselves to the concerns of others in their work group, according to Jex and Thomas' theory, when they have a demanding workload. Cohen, A. [75] also made the case that more work makes people less helpful. Due to their decreased discretionary time and decreased commitment to their work group, it is possible to hypothesize that employees with increased workloads are less likely to display OCB, Organ, D. et al., [apud 155]

Individual dispositions (personal variables, positive affectivity, negative affectivity, conscientiousness, and agreeableness are all personality traits that have been found to predispose people to orientations that increase their likelihood of engaging in OCB, according to Organ, D. and Ryan, K. [154, p.776].

Positive behaviors do not appear to be dependent on characteristics like extraversion, introversion, or changeability. The lack of widespread use of personality measures in OCB studies may be due to the idealization of OCB as a set of behaviors primarily influenced by perceptions of the workplace. However, personality may be an important factor to control for in order to examine any potential moderating effects. [128, p.92]

Personal variables, also can include perceived self-efficacy, well-being (need for achievement, need for power, need for affiliation etc.). In this sense, the importance of understanding the specifics of the teacher's personality is outlined. We reiterate the fact that, unlike other fields, trained people with higher education come to the school. Usually having good theoretical training, young people need the experience to apply this knowledge in practice. Respectively, they need support from the most experienced. For their part, teachers with long years of work need to learn new technologies, new teaching-learning methods.

Motivation: By predicting five sources of motivation—intrinsic process, instrumental, self-concept-external, self-concept-internal, and goal internalization—Penner, L. et al. examined the relationship between personality and motivation. According to Barbuto, J., despite the fact that motivational theories serve as a background for OCB, researchers have cautioned that an individual's motivational sources affect how much positive behavior they engage in. The motivational theories typically apply less as an antecedent as a person is elevated to higher levels within the organization [apud 128].

Demographic factor. Employee Age: Early years (20-34) are those of establishment and settling down, according to Wagner, S. and Rush, M. [apud 205], whereas later years (35-55) are marked by a strong sense of self and location in relation to life and work among peers. Younger workers tend to be more flexible and align their needs with those of the organization. Older workers, on the other hand, often have a harder time aligning their needs with the goals and requirements of the organization. Based on a literature review and my own professional experience, there are some particular issues in the context of education. The young teachers are more familiar with ICT, more flexible and open to learn more. But they need more guidance regarding school organizational climate, organizational commitment and others.

At the same time, we conclude that all determinant factors have direct and indirect impact on teachers' OCB dimensions but in different ways.

We stated that Organizational Citizenship Behavior, which is the desire of teachers to make sacrifices, commit, and perform above organizational expectations, offers the education institution many advantages. Increased productivity is the main benefit, as highly aware teaching staff will work hard. OCB can effectively coordinate because it incorporates the idea of voluntarily

assisting (supporting) colleagues/coworkers. Responsibility, dedication, and a strong commitment to his work will all contribute to the organization's ability to solve problems.

1.4. Conclusions for Chapter 1

Based on review of the existing articles and researches in the specialized literature referring to the OCB, carried out nationally and internationally, we can make a series of conclusions regarding the issue of OCB, including in relation to education.

1. Through the theoretical investigation, it was found that OCB is a multifaceted construct, manifested by 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.
2. We conclude 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. Some studies attest the fact that, although cultural differences are unanimously recognized, the structure of organizational civic behavior can be found in the following 7 general dimensions: altruism (helping), fair play, organizational loyalty, organizational conformity, individual initiative, civics and personal development.
3. Teachers' OCB is influenced by several factors. The research field of Organizational Citizenship Behavior is continuously changing. The foundations of organizational behavior were laid by work sociology, managerial theory, organizational theory, etc. The research carried out in the field of organizational behavior contributed to finding the means of efficiency of the production activity. More recently, the topic was extended to the educational field. The current research will contribute to general theory of education by transfer of knowledge from economic field to psycho-pedagogical domain.
4. In the conditions of higher educational and social requirements, the importance of OCB is increasing, which is why interventions in this segment are essential. We conclude also the importance of understanding OCB as a context-related phenomenon, especially in the context of new education trends. The development of OCB must consider complex interventions, structured in a psycho-pedagogical program that addresses as many factors as possible risk/determinants of development at the individual, social, and educational levels.
5. The importance of OCB was identified, determined by: global competition in the field of human resources, which aims at new strategies to motivate adults to acquire new

knowledge and skills; the tendency towards an increased exploration of teamwork; organizational performance and especially the role of substantial and internal initiatives of teachers (investing extra time, providing support to students, using technology) efficiency in order to adapt to change; increasing the importance of quality of education and student satisfaction (based on individual and social needs).

6. The analysis of different approaches and theories, research with reference to OCB in education allowed us to deduce and formulate the conceptual and praxiological benchmarks for the development of this phenomenon in educational institutions.

2. METHODOLOGICAL FRAMEWORK FOR THE DEVELOPMENT OF TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOR

2.1. Conceptualization of the formation of Teachers' Organizational Citizenship Behavior

The concern for the study of the behavior of individuals in organizations dates back to the last century. The subject has been developed by several sciences. Thus, psychology focused on the formation of individual behavior based on experiences, attitudes, interpersonal relationships. Sociology focused on human interactions at the level of groups and society. Management deals, implicitly, with the interaction between the individuals of an organization. From psychology, organizational behavior took over the study of learning, motivation, personality, perceptions, training, job satisfaction, adopting individual decisions, measuring attitudes, etc. Sociology made its contribution with the phenomenology of group dynamics, communication, power and conflict management, with the analysis of intergroup behavior, with theories about organizations, about organizational change and organizational culture. Precisely from this level of knowledge, some researcher deduced the organizational behavior (CO) - border field, which includes all the human relations in a permanent dynamic within technological organizational structures [8; 13; 41].

Psycho-pedagogical particulars of development of teachers' organizational civic behavior include personal attributes, such as teacher's profile, and structural elements, such as a person's job context (national education context, education trends and needs, OCB determinants etc.).

All these issues will simultaneously shape the conceptualization of the formation of Teachers' Organizational Citizenship Behavior.

The conceptual approach of the research regarding the formation/development of Teachers' OCB focuses on the analysis of different national and international approaches of this phenomenon and on the finding that OCB is the result of the action of a complex of determinants in interdependent relationships.

As important landmarks we noted the analysis of education system in Israel, including specificity of public and private education institutions.

2.1.1. The national educational context in Israel

The Israeli education system is governed by national laws that are implemented by the Ministry of Education, Culture and Sport. The most important legislation governing primary and secondary education dates from 1949 and 1953, and from 1958 for higher education. Since 1949, public education has been compulsory and free for children aged between 3 and 15 (until grade

10). A legislative change extending the age for compulsory education to the 11th and 12th year of secondary school is gradually being introduced. Educational legislation prohibits discrimination based on ethnic origin [227].

The education system in Israel is relatively centralized under the supervision of the Ministry of Education. Ministry of Education determines the educational policies and national curricula, and implements national and international educational testing policies [228].

The national education system consists of 5 levels: pre-primary, primary, secondary, post-secondary and higher education. It is divided into 6 years of primary education (grades 1-6), 3 years of lower-secondary education (grades 7- 9) and 3 years of upper-secondary education (grades 10-12).

In Israel there is no clear distinction between academic education and higher professional education. Some programmes contain elements of both higher professional education and university education.

In general terms, primary and secondary education in Israel can be divided into 4 different school types. The school type will determine part of the curriculum, however all public schools financed by the Ministry of Education must provide the basic curriculum, supplemented by subjects that are relevant to the target group.

Public sector schools include:

- ✓ the secular schools, that offer the state-education curriculum in Hebrew as set by the Ministry of Education;
- ✓ the orthodox schools, that offer state-religious education in Hebrew, with greater attention devoted to religion and Jewish culture in combination with the national curriculum; and
- ✓ the Arab schools, that offer the state curriculum in Arabic, in combination with a greater focus on Arab history, culture and beliefs [227].

Most pupils attend schools in the state-education sector. In addition to schools in the public sector, there are also independent schools that operate outside the national system but that are still accredited. According to a law from 1968, all schools in Israel must have a license to provide education.

Regardless of the track chosen, all pupils must satisfy the requirements of the core curriculum, the general components of which are set by the Ministry of Education. However, grades 10-12 offer more space for additional and specialist subjects outside the core curriculum, depending on students' ambitions and aptitude.

General and technology tracks. The main difference between the curricula of the general and technology tracks is the amount of time spent on general and technology subjects, respectively.

Both tracks prepare students for their final exams, and for admission to tertiary education.

The Israeli educational system is divided into Jewish, Arab and Christian sectors. The Jewish sector is further divided into Secular (“Mamlachti”), Religious (“Mamlachti Dati,”), Independent (“Atzmai” – Beit Yaakov and Haredi) and semi-private schools [227].

Hebrew is the language of instruction in all schools therefore Hebrew language skills are required. Teachers of English as a second language also need to speak Hebrew but not on the same level as those who teach other subjects. The Ministry of Education offers specialized Ulpan for teachers on a semi-regular basis.

A teacher's paycheck consists of a base salary plus various allowance. Base salary depends on academic degree and experience. Experience abroad is recognized; if the person has taught in schools before making Aliyah, submit supporting documentation (letter from the principal or head of department) to prove the experience. If a person does military service in Israel every year, this service is considered additional experience. In addition, certain bonuses are available for teaching and/or housing in certain areas and this should be checked with individual schools.

Additional study, such as work outside the degree, can provide points toward salary. Except that overtime is determined based on base pay only (not based on bonuses).

The benefits of working for the Ministry of Education include paid sabbaticals and additional training. Sabbatical contests: Teachers are entitled to a council sabbatical every 6 or 7 years (at their choice). If someone takes a sabbatical after 6 years, you are eligible to receive 66% of the previous year's salary; he receives a higher salary if he takes a sabbatical after 7 years. The teacher can keep up to 1/3 of a teaching post throughout the sabbatical year [227].

Additional training: Misrad Hachinuch encourages teachers to study. Most teachers are enrolled in some kind of training program. In many cases, Misrad Hachinuch pays part or all of the tuition for academic studies. Funding decisions are made by a special committee, each case being analyzed individually.

Required degrees depend on which grade level you want to teach. In elementary or high school, a minimum of a BA (or B.Ed) and a Teudat Hora'ah (teaching certificate) are required. In order to teach on the high school level (grades 10-12) and the Bagrut, it is also recommended to get a subject specific Teudat Hora'ah. To teach in an Israeli college, a PhD is a must.

It should be noted that the person could start a teaching position without an official license, but must obtain a license during the first year of teaching. Teachers who have been trained abroad must undergo additional training before entering the school system or during their first two years of teaching.

The Ministry of Education has a special “Morim Olim” program to help immigrant teachers become qualified to teach in Israel and integrate as smoothly as possible into the Israeli educational system. Olim Teachers should contact one of the following supervisors at the Ministry of Education to review their academic and professional credentials, and to help them find a teaching position [227].

Since 2007, Israeli teachers have been given the option of joining a national educational reform initiated by Israel’s Ministry of Education and the country’s national union of elementary-school teachers. This reform affects work conditions and compensation for those who join (for instance, those teachers earn higher salaries in return for working more hours), but not for those who choose not to join (Israel Ministry of Education 2009). The reform also offers an opportunity to examine another concept worthy of attention: organizational commitment. Despite the growing body of research on organizational commitment, very little research has examined commitment in times of change, eg. Shkolnik, F.; Kondratuk, O. et al. [apud 183]. Moreover, among researchers who have examined this subject, most have studied the role of organizational commitment in shaping individuals’ reactions to organizational change (Lau, C. and Woodman, R.; Madsen et al.; Meyer, J. et al. [apud 183]). Few have empirically examined engagement among employees who had the privilege of making decisions about participation in activities.

According to Ministry of Education, the main objectives at secondary education were the following: increased school autonomy, increased students’ independent work, cluster and interdisciplinary subjects, alternative means of evaluation. Special think should be mentioned: teamwork by the school teaching staff, combining different fields of knowledge and applying alternative methods of evaluation [230].

At the same time, organizational commitment is connected with psycho-emotional state of teachers, including capacities to resilience to burnout.

In Israel, 65% of teachers are satisfied with their career choice, the TACK poll for Herzog Academic College revealed, compared to 23% who are 'satisfied enough' but not planning to continue the career path permanently and just 11% who are 'dissatisfied.' [222].

The survey shows that 55% of teachers chose the profession out of love for children and the desire to impact Childrens’ lives; 35%, out of a desire to impart values to the next generation; 5% due to family pressure; 3% due to the many days off and other benefits; and 3% due to the job security teachers' unions provide in contradistinction to other fields [222].

72% of teachers would recommend teaching as a profession to their own students, compared to 28% who would not. Of those, more male teachers (88%) would recommend the field of education over women (69%). Despite this, 82% of respondents said that teachers' low salaries

are the prime factor driving young Israelis away from the profession, with just 18% saying the pay has "little or no" impact on that choice. 32% of teachers stated that salary alone would make them leave education, compared with 27% who named discipline problems and poor student relations as the cause of burnout, 23% the workload, 14% poor evaluations, and 4% a different factor.

The study provides a glimmer of hope regarding the state of Israel's education system, which according to Central Bureau of Statistics (CBS) data in July, is suffering from sky-high burnout and teacher turnover [222].

That study revealed that one in every four new teachers in the elementary school system dropout within five years and one in three in the high school system. Teacher turnover in primary education stood at 23%, in junior high at 33%, and secondary education at 37%. The survey followed another CBS announcement in June that Israeli teachers make 37% less than teachers of the same educational field in OECD countries [222].

All the above mentioned facilitate the understanding of the educational context in Israel, the psycho-pedagogical conditions in which teachers work.

Taking into consideration the specificity of Israel and Moldova education system, statistical data regarding profile of education system in Moldova were included in Appendix 5. The current research opens new perspectives for comparative analysis in the future based on both countries.

2.1.2. Teachers' OCB and Job Satisfaction as determinant of OCB

As we mentioned in chapter 1, based on a review of the literature and studies in the field, the determining factors of OCB were identified. Among the most influential factors we mention those of Job Satisfaction, Organizational Climate, Organizational Commitment, Role Perceptions/Fairness Perceptions, Leadership Behavior, Individual Dispositions, Motivations, and Demographic variables (Sex, Age, the years of working experience) etc.

For example, Job Satisfaction can be considered one of the main factors of OCB (based on literature review), but it also appears often in correlation with other determinants. In this sense, OCB, in our view, is a complex and lasting process.

Moreover, according to the data of the pre-study testing of the teachers (60), we have identified the priority of the determinants in their view. The participants had only 1 single option to choose (Table 2.1, prepared by author).

Table 2.1. Determinants from teachers' view (elaborated by author)

Nr.	Determinants	Teachers from public institutions	Teachers from private institutions
1.	Job Satisfaction	23 (with focus on wage)	30 (with focus on wage)
2.	Organizational Climate	5	0
3.	Organizational Commitment	0	0
4.	Role Perceptions/ Fairness Perceptions	0	0
5.	Leadership Behavior	0	0
6.	Individual Dispositions	0	0
7.	Motivations	2	0
8.	Demographic variables	0	0
	Total	30 persons	30 persons

Taking into consideration of the mentioned above results, we decided to explore Job Satisfaction as determinant of OCB.

Job satisfaction is defined as a conglomerate of employee's feelings and beliefs towards their profession [99]. The concept of job satisfaction is so large that it cannot be defined in a single manner. The level of employee satisfaction can range from extreme satisfaction to extreme dissatisfaction. Besides employees' attitudes towards work itself, there are other aspects that influence satisfaction, such as colleagues, superiors, subordinates, attitudes towards the type of work performed by employees, and others.

Numerous scholars, including [121; 200], have investigated the relationship between variables such as age, gender, rank, and length of service as they relate to job satisfaction.

As a result of the literature review, it has been observed the broad spectrum of factors influencing Job satisfaction.

For example, Wang, Y. [200] concludes that organizational environment, salary and benefits, career planning and leadership style are positively related to employee satisfaction. At the individual level, age, education level and work experience are mainly studied, and due to the different characteristics of the studied industries, different scholars have come up with various conclusions [196].

Scholars İpşirli, M. and Namal, M. [121] mentioned ten factors within the categories of work (place) and personal behaviour as well as the relationship between job satisfaction as a whole. Respectively, Work(place) Related Factors refers to: 1. Salary System, 2. Career Expectations, 3. Job Security, 4. Work Environment and Company Culture, 5. Occupational Health, 6. Working Hours and Flexibility, 7. Job Content and Type. As Employee Personal/Behavioural Factors: 1. Socio-Demographic Attributes (Gender, Education Level, Work Experience Years, Age, Health, Marital Status etc.), 2. Psycho-Social Attributes (Personal Characteristic Reflections, Neuroticism,

Extroversion, Transparency/ Openness, Negotiability), 3. An Increase in Needs and Need to Compare.

Among the multitude of factors, we would like to mention some in particular.

- **Personality:** The person's feelings and thoughts towards his work, but the overall positive or negative attitude towards the workplace is very important. Thus, an individual's personality is an influential factor.
- **Values:** Values reflect a person's beliefs and influence their behavior. Preferences for work may differ between individuals, based on works values. Thus, people who prefer a job that offers economic benefits rely on extrinsic values of work, which cover tangible things such as income, working time, pension schemes or insurance. In this sense, these values are external to the individual, as they are not connected to the way one works or the content of one's work (Kaasa, A. [apud 100]). Others may look for self-fulfillment in a workplace based on intrinsic values, which, according to Arendt, revolve around personal development and self-fulfillment in work [apud 100]. They emphasize the importance an individual places on “the opportunities for further development of personal skills and the interest in work promoted by the activity” (Tarnai, C. et al.) [apud 100]. Someone who focused on these values may prefer, for example, a job in which they have the freedom to decide what they do, even if it means having less security (an extrinsic value) [100]. Accordingly, values influence satisfaction.
- **Working conditions:** Important aspects of job satisfaction are related to: the people they work with and their working relationships, together with the working physical and organizational conditions, the correlation of rights and obligations, satisfaction with the tasks that a person performs (interesting or boring) etc.
- **Social influence:** Colleagues and managers have a significant effect on job satisfaction. In the case of teachers, the appreciation of students and parents is equally important.

Taking into consideration the large variety of JS variables, we would like to examine The Facet Model of Job Satisfaction [85]. According to this model, job satisfaction is a sum of all related parameters and each parameter has a certain weight, depending on the role and the employee.

The different aspects include: **Utilization of ability** - to what extent can the employee apply their range of skills and abilities in the role. **Achievement** - the employee's sense of accomplishment in their work. **Activity** - how busy and involved is the employee with their work. **Promotion** - opportunities for advancement. **Company policy** – does the policy suit the employee.

Compensation – the payment the employee receives for his work. **Creativity** – to what extent does the employee generate new ideas. **Moral values** - how do these compare to the moral values of the employee. **Recognition** – is the employee recognized for his work. **Responsibility** – the degree of responsibility the employee has in terms of decision-making and taking action. **Security** – to what degree does the workplace provide stability and security. **Social service** - contribution to society. **Social status** – how the role is perceived by the community. **Superior’s human relations** – the manager/ director’s interpersonal conduct. **Superior’s technical abilities** - the superior’s technical skills in relationship to their work. **Diversity** – how diverse is the role and what it entails. **Working conditions** – physical conditions, location, comfort, and so on [85].

Several studies have investigated teacher-related factors for job satisfaction. Evidence from existing studies indicates that teachers’ software, including colleague/staff collaboration, teacher self-efficacy, educational background, and professional development, may have an essential role in promoting teachers’ job satisfaction [201, p.2331]. In this regard, we reiterate the relevance of the Conceptual Model of Job Satisfaction presented in Figure 2.1, which is based on previous studies of the relationships between teachers' job satisfaction and school or teacher factors [201, p.2332].



Fig. 2.1. The conceptual model of teacher job satisfaction [201]

In relation to education, conditions can be explained as workplace conditions and environment; motivational climate and competitive environment; organizational commitment, culture and climate; no administrative responsibilities for teachers; subjective well-being; no work-family conflict; parental involvement etc. [214].

Promotional opportunities and managerial support are considered as the key factors influencing job satisfaction among both teaching and non-teaching staff [50]. Moreover, the authors highlight the crucial role of interpersonal relations in job satisfaction. Positive relationships with colleagues, characterized by mutual respect and support, enhance employees' overall job satisfaction [50].

In the context of the educational system, several researchers address the psychological aspects of satisfaction. The job satisfaction analysis with its content dimensions has allowed the identification of the psychological sources of job satisfaction. Thus, Chetaru, A. and Bolea, Z. [5] identified a high level of job satisfaction concerning the dimensions of the college, the nature of the work, and supervision. The dimensions of work less associated with job satisfaction were benefits, salary, and rewards (Moldova case). The fact that most teachers tend to find sources of professional satisfaction despite precarious socio-economic conditions offers an optimistic perspective on the psychological potential of teachers. This is very important for the pedagogical field, where the central stake is educating the younger generation and capitalizing on the human potential of the community [5].

We evoke a current concern among researchers to clarify the axiological system of teacher training. According to Borozan, M. position, the axiology of professional teacher training is determined by the mission of pedagogical culturalization of the educational environment and focuses on clarifying the nature of values, on the internalization and interpretation of the significance of knowledge values, considering the explicit/implicit mode of value transfer in education etc. [3].

All issues can be correlated with job satisfaction and OCB components.

Regarding teacher's personality there are several aspects: personal realization, status and respect can be explained as a sense of duty and responsibility; responsibility and recognition; personal advancement, achievement and development; working status and conditions; gender, age and marital status; self-efficacy; respect from community; teaching attitude; personal aspirations; regarding teaching as an interesting profession; self-evaluation; level of education and experience; job status and rank; level of work involvement; spiritual well-being of teachers; positive character strengths; self-awareness; spiritual intelligence; and emotional management and emotional maturity. Also, the interpersonal relationship with students and teachers; working and sympathetic relationships; and connecting with students for learning and support should be considered [210; 214].

On the other hand, the main factors of job dissatisfaction for the teachers were identified: the lack of administrative support; avoidance; no constructive feedback; lack of autonomy;

insufficient pedagogical knowledge; lack of professional commitment; interpersonal relationship problems; demotivation; perceived no-growth; perceived over-qualification; limited career development; instability of employment; emotional exhaustion; anxiety; becoming stressed and burnt out; and increased weekly course hours and class size etc. [210; 214].

Some researchers showed that intrinsic job satisfaction has significant direct effect on OCB. Schnake, M et al. [176]; Chiu, S. & Chen, H.[apud 214] has found that only intrinsic job satisfaction contributed to OCB. This reveals that motivating intrinsic job satisfaction internally motivates the employee to display positive work behaviors (e.g., OCB), according to Organ, D. [155]. Previous studies on the correlation between job satisfaction and OCB have mainly referred to general job satisfaction. The Job Satisfaction dimensions have remained out of attention.

Moderators for OCB and Job Satisfaction

Alongside the importance of OCB and job satisfaction as key organizational behavior components, several demographic variables were found to moderate the relationships between these concepts.

First, professional and workplace seniority was found to influence levels of both OCB and job satisfaction. Seniority affects wages and professional value; it represents experience, persistence, and the ability to adapt (e.g. [88]).

Literature on the subject shows contradictory findings on the relationship between seniority in the workplace and withdrawal behavior. Some researchers did find a negative correlation between these factors [88; 89]. Becker's side-bet theory [48], however, claims that the more one has contributed to the organization the more difficult it will be for them to leave. A positive correlation was found between employee seniority and organizational commitment, such that the more seniority an employee has in the organization, the greater their organizational commitment will be [90; 92; 93]. Other studies did not find a significant correlation between employee seniority and job satisfaction [92; 94; 95].

A possible reason for the lack of consistency in previous findings is that some investigated role seniority, some workplace seniority, and some professional seniority. Seniority may affect employees differently depending on their profession, age, and the nature of their role.

In addition, age of employees was also found to correlate with job satisfaction, such that the older the worker the higher their level of satisfaction [95; 96]. There are several different opinions regarding the correlation between organizational commitment and employees' age. Some researchers [93] claim there is a positive correlation between these components, as the older the employee the less alternatives there are for employment. Other researchers found a negative correlation between these variables [97], such that the older the employee, the less organizational

commitment they exhibit.

Moreover, Meyer, J and Allen, N [apud 93] found a positive correlation between an employee's age, workplace seniority, and organizational commitment. The underlying concern is that the older the employee and the more seniority they have in the organization, the greater their organizational commitment will be.

Relationships between Job Satisfaction and Organizational Citizenship Behavior

Empirical studies carried out by various researchers to establish the relationship between OCB and Job satisfaction but the findings of job satisfaction-OCB correlations vary across different research studies.

Bateman, T. and Organ, D. [47] examined the relationship between job satisfaction and OCB and found a correlation between employee satisfaction and supervisory OCB.

Organ, D and Ryan, K [154] investigated the relationship between job satisfaction and OCB and noted that there is a modest relationship of job satisfactions with that of Altruism. They also found that civic virtue, courtesy, sportsmanship is sufficient predictor of satisfaction however civic virtue is less related to satisfaction than other OCB measure.

The higher the degree of job satisfaction among university teachers, the higher the level of organizational commitment [200; 201; 202]. A significant difference was found between male and female secondary school teachers' job satisfaction, but no significant difference was found between male and female secondary school teachers' professional commitment. A positive effect existed between the organizational climate, job satisfaction and job involvement of teachers of both urban and rural schools, which verified the influence of the school urban-rural discrepancy on teachers and students' achievement, according to Wang, K. et al. [201].

A significant positive relationship was found between the school organizational climate and teachers' job satisfaction. The teachers' satisfaction with their work and level of responsibility were found to be the biggest contributing factors to their job satisfaction.

The teachers' work motivation and satisfaction were found to be significantly positive when correlated with the organizational commitment. Job satisfaction, organizational administration and leadership were considered to be the most important pillars of educational organizations that help all stakeholders achieve their objectives to compete at regional, national, and international levels.

The foundational keywords used by the different authors and researchers to define, describe and explain job satisfaction, its phenomena and levels in their studies were job satisfaction, dimensions of job satisfaction, factors of job satisfaction, job satisfaction sources, leadership, organizational culture, organizational climate, teachers' commitment, teachers'

personal responsibility, decision-making, support system, students' achievement, work engagement, teamwork, performance, self-efficacy, teacher empowerment, teachers' trust, monetary benefits, psychological well-being, emotional intelligence, social support, life satisfaction and motivation [202; 203; 210; 214].

2.1.3. Specificity of private and public sectors in OCB and Job Satisfaction

In the literature review so far, we reviewed theories in regard to organizational citizenship behavior and job satisfaction. The main goal of this study is to examine these variables among employees in the private and public sectors, and specifically differences between them. Therefore, in the current chapter we will present empirical studies that examined these differences.

Reviews of the relevant literature reveal that work motivation among public sector employees and managers is very different from that of their private sector counterparts [129,130]. However, most research on the subject devotes limited attention to the relative importance of the causes of these differences [124]. For example, compared to factors such as age or gender, how important is the sector that an employee works in? In particular, the hierarchical level at which an employee works cannot be neglected. In comparing public sector and private sector employee motivation, strong interaction effects have been found between work motivation and management level [129]. In addition, most of the research fails to control for relevant explanatory variables, often because of very small sample sizes [125; 126]. Sometimes, when samples of private sector 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.

Employees in the public sector often make a choice to deliver a worthwhile service to society. They are motivated by a strong desire to serve the public interest [131,134], by a sense of service to the community that is not found among their private sector counterparts [132] and by an urge to promote the public interest [133]. Public sector employees show a stronger service ethic than private sector employees [131]. Public service motivation comprises elements such as the opportunity to have an impact on public affairs, commitment to serving the public interest, and an interest in achieving social justice [130; 134].

This choice of the "good cause" is certainly not the only choice that public sector employees make. Most workers constantly make choices between work and family. Some opt for a more balanced life with less work–family conflict, whereas others show high degrees of work commitment and organizational citizenship behavior, putting in extra time and effort. Can some of the observed differences between public sector and private sector employees be explained by such a positive choice, adding to a further understanding of the differences in work motivation

between public sector and private sector employees? [214]

The research has consistently found that private sector employees and managers value economic rewards more highly than do public sector employees and managers [132, 134]. Direct economic benefits are less important for public sector employees than for those in the private sector [135]. Pay is a much greater motivator for private sector employees, supervisors [136], and managers [137] than it is for their public sector counterparts. Unlike private sector managers, public sector managers are not strongly motivated by pay expectancy [138]. Based on an analysis of 34 empirical studies, Boyne [59] found support for only 3 out of 13 hypotheses about the differences between public sector and private sector management. This study was not a real meta-analysis, however, because it gave equal weight to all studies included and may have overlooked other significant differences. Although we acknowledge that this might lead to a slightly skewed picture, the fact that one of three positive results indicated less materialism in public managers largely corroborates previous assumptions. For example, based on an analysis of 14 national surveys, Crewson, P. [81] concludes that economic rewards are most important to private sector employees.

In a critical review of the empirical literature – and in an effort to “debunk negative stereotypes” – Baldwin, J. concludes that private sector and public sector employees are equally motivated. However, Baldwin, J.’s summary table makes clear that most of the cited studies deal with public sector managers, not street-level public sector employees. Baldwin, J.’s conclusion of equal motivation, then, may be relevant only for managers and not for other employees [apud 62].

Different organizational [154; 153] or national cultures [155] can explain many differences. Nevertheless, the fact that public sector managers have weaker organizational commitment than their private sector counterparts is one of the three hypotheses supported by Boyne, G.’s overview of 34 empirical studies [59]. Balfour, D. and Wechsler, B. [44] found different correlations between public sector employment and several dimensions of commitment. The only consistent finding is a negative correlation between public sector employment and the willingness to expend extra effort. This dimension, “willingness to exert considerable effort,” is one of the three factors associated with commitment.

The contrasting view, espoused by proponents of public-service motivation [156] is that individuals are drawn to careers in public service primarily by a unique set of altruistic motives such as wanting to serve the public interest, effect social change, and shape the policies that affect society. This perspective views public service as a distinct profession or calling to which certain types of people are morally compelled. This implies that job seekers do not necessarily view private sector and public sector jobs as competing options; an individual who is drawn to a career

in public service would choose a public sector job even if the economic rewards were not competitive with comparable jobs in the private sector [203].

A review of the OCB literature in schools suggests a growing interest in exploring the dimensions of OCB. The different factors in relation to the specific status of the educational institution affect the level of satisfaction and motivation of the teachers. Accordingly, employee-friendly policies are needed for teachers and the education system to succeed. Job satisfaction and teacher motivation are crucial for teaching quality and high academic performance.

Analysis of conceptual approaches and theories of Organizational Citizenship Behavior in relation to the education system, analysis of relation between OCB and Job satisfaction and reflection on the specificity of OCB in private and public education institutions, created a background for current research.

Taking into consideration the specificity of our research focused on Teachers' OCB development covering the two sectors public and private educational institutions, we would like to propose the following Model of Teachers' OCB in the mentioned above institutions (Figure 2.2). The Model reflects the Teachers' OCB Profile dimensions, which has been explored in public and private educational institutions. OCB dimensions are the same but the context is different.

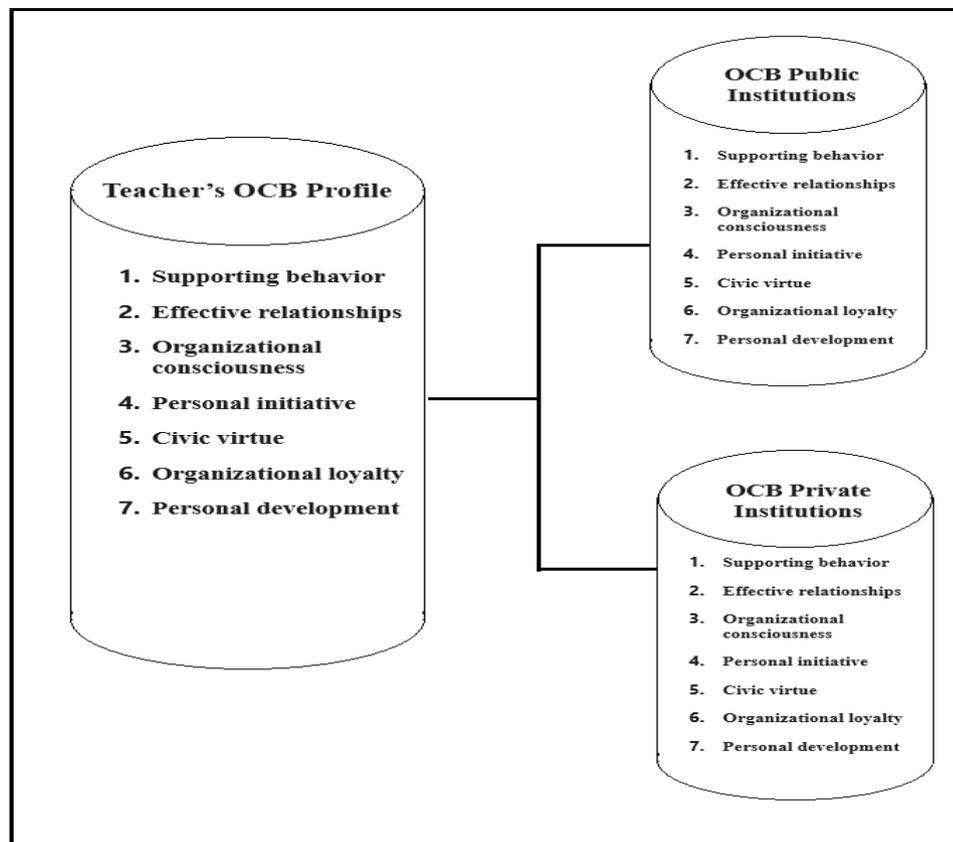


Fig.2.2. Model of Teachers' OCB dimensions in public and private educational institutions (elaborated by author)

2.1.4. Entry points for teachers' OCB in education system

The dynamics of human evolution imposes new tasks on teachers today, very different tasks than the ones they had in the industrial society. Accordingly, a range of skills are required that differ from the image of a typical teacher.

We align ourselves with the position of some authors, who consider that the description of key competences and the state of different fields of education generate a different vision of the functions and roles of the contemporary teacher and his professional competences [127].

At the European level, the importance of "Transversal skills and competences" (TSCs) formation has been firmly established, which are "transversal" because they are not exclusively related to any particular context (job, occupation, academic discipline, civic or community engagement, occupational sector, group of occupational sectors, etc.) [190, p.4].

The European Council has adopted an updated Council Recommendation on Key Competences for Lifelong Learning [194], with focus on supporting educational staff in implementing competence-based teaching and learning approaches; promoting a variety of learning approaches and contexts from the perspective of lifelong learning. Moreover, LifeComp conceptual reference model was elaborated, that describes nine competences structured in 3 intertwined competence areas: Personal, Social, and Learning to learn [135].

The continuous education of teachers remains among the important challenges in the educational policy of the European Union. The professional development of teaching staff, with focus on transversal skills and competences is considered as a strategic factor in ensuring quality education.

In the context of the mentioned above, we note the convergence of the concept of teachers' OCB with the contents of the transversal competencies of teaching staff. Moreover, this concept can contribute to the continuous training of teachers, but in a more flexible format, non-prescriptive and can be used as a basis for the development of curricula and learning activities.

At the same time, the psycho-pedagogical influence on teachers in order to develop OCB implies the achievement of some goals that can be established in relation to the profile of the OCB teacher. The analysis of the education trends, determining factors and the dimensions of OCB manifestation, allowed us to model a **Profile of the OCB oriented teacher** (Table.2.2)

Table 2.2. Teachers' OCB Profile (elaborated by author)

Nr.	OCB Dimensions	Descriptors
1	Supporting behavior	<ul style="list-style-type: none">• guides/ helps students with classroom and extracurricular materials• support the development of their students, show opportunities, discover potentials in the conditions of a changing society and

		<p>democracy</p> <ul style="list-style-type: none"> • guides/ support new colleagues • help absent classmates by assigning learning tasks in classes • volunteer for school committees/ volunteer to work with parents outside the program
2	Effective relationships	<ul style="list-style-type: none"> • do not waste working hours with various complaints • shows patience, empathy, tolerance in solving work problems • shows dedication for the benefit of the group and the institution • intervenes in the prevention of 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 consciousness	<ul style="list-style-type: none"> • internalize the organization's rules and regulations, even when they are not subject to external oversight • intervenes in the prevention of conflicts, avoiding unpleasant situations that affect one's own rights and those of others • demonstrates punctuality • demonstrates discipline • avoid extra breaks
4	Personal initiative	<ul style="list-style-type: none"> • demonstrates personal/ organizational initiative, which exceeds the daily requirements according to the job description • proposes possible improvements to the didactic process/curriculum, • mobilize volunteers for new initiatives • accepts some forced but necessary changes
5	Civic virtue	<ul style="list-style-type: none"> • manifests itself through participation in personal meetings • reports potential risks that the organization may face in the future • shows commitment to the institution as a whole • demonstrates the availability of an acceptance of 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 • solving issues by negotiating with teaching staff, students and parents • contribute to the functioning of the school as a learning organization • support the colleagues to work in the education challenges conditions • promotes the institution's image in society by participating in various social activities

7	Personal development	<ul style="list-style-type: none"> • voluntary participation in professional development programs, • participation in didactic-scientific activities, • learning how to function in a multicultural environment and to cooperate with others • participation in internships, professional mobility, etc. • based on personal commitment, without imposition from the administration.
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So, the conceptual framework of Teachers' OCB development, elaborated by author, includes a set of theoretical provisions, determinants, principles, strategies and purposes of this process and can be presented in summary and tabular form (Table 2.3.).

Table 2.3. The conceptual framework of the development of Teachers' OCB

(elaborated by author)

No.	Conceptual	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	Psycho-pedagogical Program for the development of Teachers' Organizational Citizenship Behavior	
6	Results	Teachers' OCB Profile	Teacher efficiency

The conceptualization of Teachers' OCB development focuses on an integral approach to issues: pedagogical, psychological, social perspectives. In this sense, the grounded conceptual approach represents a frame of reference for the elaboration of a formative praxiological approach.

2.2. The Psycho-pedagogical Program for the development of Teachers' Organizational Citizenship Behavior

The Psycho-pedagogical Program for the development of Teachers' Organizational Citizenship Behavior is designed based on psychologically, pedagogically and methodologically grounded conceptual approaches (paragraph 1.2; 2.1.) and represents a praxiological construct that includes: arguments, objectives, content, activities. When developing the OCB psycho-pedagogical program, we took into account the interconnection of the respective approaches/elements.

Program includes two main components: theoretical framework and methodological framework.

Theoretical framework is based on explanatory theories and principles that are connected with specific OCB dimension. As relevant theories to consolidate the OCB dimensions can be considered the following:

- The Skinner, B.' "reinforcement theory" [180] is based on the consideration that the behavior that generates a pleasant result is likely to be repeated. In relation to OCB, this theory helps to understand that individuals are motivated to perform certain behaviors when they perceive a likelihood that their efforts will lead to successful performance and desired results;
- Social exchange theory (Newman, A., Kiazad, K. and Cooper, B.) [apud 185], refers to the fact that employees are likely to adopt prosocial behaviors similar to those displayed by leaders. Accordingly, young teachers, receiving support from seniors, can take over positive models in the future;
- The Maslow, A.' Hierarchy of Needs Theory [139] in terms of CCO, basically refers to all dimensions of CCO (starting with level 2), based on effective relationships; having at the

top of the pyramid the need for esteem and personal fulfillment, which are mutually conditioned by personal development;

- The Knowles, M.' Adult learning theory [132] offers the development of the needs of adult learners based on the identification of five defining characteristics compared to younger people: self-concept, life experience, desire to learn, orientation to learning and motivation to learn. In the context of our research, the theory provides entry points to understand and explore the teaching staff – adult learners' needs;
- The theory of planned behavior (Ajzen, I.) [28] can be used as a framework for understanding the intentions and/or behaviors of teachers, students or other educational actors. This can help to identify the determinants and beliefs that influence teachers' intention to perform or not to perform a certain behavior;
- The Human resources theory/ Theory Z (Ouchi, W.) [223] considers the full realization of the person in his work environment by adhering to the culture and the spirit of the institution and by his full realization in the organization. Theory Z can contribute to the development of OCB by emphasizing the need for organizations to be concerned with the holistic well-being of their employees, which includes their physical, social and emotional demands. Respectively, support activities for teachers, health programs, effective communication, intergenerational connections, exploring family values can help achieve this;
- The Self-efficacy theory (Bandura, A.) [45] refers to an individual's belief in his ability to perform behaviors necessary to produce specific performances. In relation to OCB in school, the self-efficacy of teachers, through the positive energy they bring, can involve the manifestation of a pleasant attitude towards colleagues, students, principals or the school, contributing to the improvement of pro-social behavior;
- Human resource theory / Theory Y. (McGregor, D.) [223] finds that the most effective way to achieve organizational goals is to harmonize with the needs and goals of the organization's members. In relation to OCB, the theory provides explanations that teachers must make the most of their work through fulfillment, gratitude and inspiration. Accordingly, control, rewards and disciplines are not the only tools to invigorate teachers. They can focus on the destinations they are looking for with self-direction and discretion;
- The Social learning theory (Bandura, A.) [45] 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;

- Vroom, V.'s expectancy theory [224] emphasizes the importance of the "expectation-hope" relationship, which suggests the learner's belief in the fact that, after a changed behavior, a reward will necessarily come (in different forms, not necessarily monetary);
- The Rogers, C.'s Theory of Personality [225] aims at personal development as the engine of people's functioning. The theory offers a positive perspective on work relationships: when teachers enjoy relationships based on a high level of respect from colleagues and towards their colleagues, they are likely to develop a sense of vitality. Increasing feelings of vitality can help improve both job performance and citizenship behaviors.

The scheme of the connections between theories, principles and OCB dimensions is presented in the Table 2.4, elaborated by author.

Table 2.4. Connections between theories, principles and OCB dimensions

(elaborated by author)

Theories	Principles	OCB dimensions
The Skinner' "reinforcement theory"	<ul style="list-style-type: none"> • The principle of approaching the learner as a "producer", • The principle of focusing on the learner • The principle of individual and differentiated treatment of the learner 	Supporting behavior
Social exchange theory (Newman, Kiazad and Cooper)		
The Maslow's Hierarchy of Needs Theory	<ul style="list-style-type: none"> • The principle of satisfying the higher needs of the individual • The principle of the importance of interpersonal relationships • The fundamental principle of organizing the adult education process 	Effective relationships
The Knowles' Adult learning theory		
The theory of planned behavior (Ajzen)	<ul style="list-style-type: none"> • The principle of normative commitment • The principle of organizational responsibility in correlation with individual responsibility 	Organizational consciousness
The Human resources theory/ Theory Z (Ouchi)		
The Self-efficacy theory (Bandura)	<ul style="list-style-type: none"> • The participatory principle • The principle of creativity • The principle of active and conscious learning 	Personal initiative
Human resource theory/ Theory Y. (McGregor)		
The Social learning theory (Bandura)	<ul style="list-style-type: none"> • The principle of correlating the working environment with social requirements • The principle of correlating personal expectations and the opportunities of the organization 	Civic virtue
Vroom's expectancy theory		
The Human resources theory/ Theory Z (Ouchi)	<ul style="list-style-type: none"> • The principle of motivating the person • The principle of diversity 	Organizational loyalty
The Social learning theory (Bandura)		

The Rogers's Theory of Personality	• The principle of combining education and self-education	Personal development
The Maslow's Hierarchy of Needs Theory	• The principle of satisfying the higher needs of the individual	

Taking into consideration that target groups are teachers – adult persons, in our research we explored the characteristics of adults' learners [updated from 126] to make training more efficient:

- ✓ Adults need a safe and open learning environment;
- ✓ Adults like to use their life experience to facilitate learning;
- ✓ Adults need to learn practically and contextually;
- ✓ Adults are pragmatic and results-oriented;
- ✓ Some adults feel the need for self-control;
- ✓ Adults want to use their time dedicated to learning as efficiently as possible;
- ✓ Adults want to obtain learning results that can be put into practice immediately;
- ✓ Adults have high expectations from the trainer;
- ✓ Life experience makes them more attentive and selective;
- ✓ Adults are resistant to change and less flexible;
- ✓ Adults like more solve problems, during learning process;
- ✓ Some adults have lost their training to learn;
- ✓ Learning is put on the back burner;
- ✓ Adults have many emotional barriers;
- ✓ Some adults have potential physical limitations given their age and health status.

At the same time, we can mention that the following job satisfaction variables were found to be significant to the prevalence of organizational citizenship behavior (noted in order of significance):

- "The way in which my place of employment enforces its policy";
- "The opportunity to be constantly busy";
- "The relationships among my colleagues";
- "The opportunity to do things for others".

All these items were expressed in the Psycho-pedagogical Program. Regarding to "The way in which my place of employment enforces its policy", intervention program included group activities in which teachers were asked to give examples how their school enforced the policy of Ministry of Education and also improving school climate. Regarding to the item "The opportunity to be constantly busy", in the intervention teachers were asked to write a diary of all the activities

they do at school every day. Regarding to the item "The relationships among my colleagues", teachers were asked to evaluate their peers and also themselves in educational missions. Finally, regarding "The opportunity to do things for others", teachers were instructed to conduct social interactions with peers in order to enhance cooperation.

As stated above, The Psycho-pedagogical Program for the development of Teachers' Organizational Citizenship Behavior (Table 2.5) was built based on literature review and also personal interviews that were conducted amongst teachers who work both in the public sector and private sector.

Table 2.5. The Psychopedagogical Program for the development of Teachers' Organizational citizenship behavior (elaborated by author)

The Psycho-pedagogical Program for the development of Teachers' Organizational citizenship behavior (OCB)
Background
<p>The dynamic transformations in society influence the development of these societies, but they can lead to changes in the characteristics of individuals and the social environment.</p> <p>Highly engaged teachers put more effort into helping their students, colleagues, and ultimately schools achieve their academic goals.</p> <p>Organizational citizenship behavior (OCB) is known as extra-role behavior. Respectively, this is an important factor for the survival and achievement of the school's organizational objectives.</p> <p>Organizational citizenship behavior belongs to a certain class of selected behaviors, performed despite the fact that evading them does not ordinarily entail punishment. These behaviors have an important impact on the effectiveness and efficiency of teaching staff and schools and therefore contribute to the organization's general output.</p> <p><i>In the frame of school, Teachers' OCB is a multidimensional construct, that includes voluntary and supporting behaviors extended to colleagues, principals, students, and parents at personal and organizational levels. OCB represents behavioral values that increase teachers' satisfaction and empowerment and support the effective operation of the institution, by stimulating its ability to stabilize and capitalize on the human potential at its disposal.</i></p> <p>Based on literature review and professional experience, we would like to propose the structured OCB' dimensions/ components as basic of Teacher's OCB Profile: Supporting behavior, Effective relationships, Organizational consciousness, Personal initiative, Civic virtue, Organizational loyalty, Personal development.</p> <p>In order to explore/ develop the mentioned dimensions, the Psycho-pedagogical Program for the development of Teachers' Organizational Citizenship Behavior is proposed. The program is structured according to OCB dimensions, including the components of the corresponding theoretical and methodological framework.</p> <p>This <i>Psycho-pedagogical Program</i> aims to develop teachers' organizational citizenship behavior (OCB).</p> <p><i>The specific objectives</i> of the Psycho-pedagogical Program for the development of Teachers' Organizational Citizenship Behavior are:</p> <ul style="list-style-type: none"> • familiarize teachers with the essence and importance of OCB, including the benefits and challenges related to it;

<ul style="list-style-type: none"> • identify and analyze the dimensions of OCB on a personal and professional level; • develop skills connected to the dimensions of OCB (Teachers' OCB Profile) through awareness of their importance and value in professional activity. • finality The program' finality is to make the work of teachers in the school more efficient by developing the Teachers' OCB Profile. 		
Dimension 1. Supporting behavior		
The theoretical framework		
Explanatory theories	<p><i>The Skinner' "reinforcement theory"</i> is based on the consideration that the behavior that generates a pleasant result is likely to be repeated.</p> <p><i>Social exchange theory (Newman, A., Kiazad, K. and Cooper, B.)</i>, refers to the fact that employees are likely to adopt prosocial behaviors similar to those displayed by leaders. Accordingly, young teachers, receiving support from seniors, can take over positive models in the future.</p>	
Principles	<ul style="list-style-type: none"> ▪ <i>The principle of approaching the learner as a "producer"</i>, who, through education and professional training, brings investments in human capital (not just as a "consumer"). ▪ <i>The principle of focusing on the learner</i> implies placing the emphasis in training on the learner, and not on the subject of study. ▪ <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.) 	
The methodological framework		
Objectives	Content units	Learning activities
<p>Learners will be able to:</p> <ul style="list-style-type: none"> ➤ to identify ways of guiding students both in a formal context (in lessons) and non-formally (extracurricular activities); ➤ to propose ways to guide new colleagues; ➤ to apply positive teaching support practices to colleagues who replace absent teachers; ➤ to offer new colleagues digital tools with the aim of updating and optimizing the educational process; ➤ to design volunteer activities for school committees; ➤ to design extracurricular work activities with parents. 	<ul style="list-style-type: none"> • Methods of guiding students in lessons and in extracurricular activities. Inclusion of students • Ways to guide new colleagues. • Positive teaching support practices in various educational situations. • ICT – as a support and development tool. • Volunteering in educational institutions. • Voluntary activities with the students' parents. 	<ul style="list-style-type: none"> - Elaboration of an algorithm for the preparation of methodical support for future trainers in working with various groups: inclusion of students; adult education (classes for seniors), etc. ✓ Case study analysis of ways to guide new colleagues (eg teacher training days, teacher evenings, support meetings/ groups, ICT support). ✓ Simulation of problematic situations related to the absence of colleagues and the relevant solutions (e.g. redistributing the tasks of carrying out lessons in classes). ✓ Elaboration of plans/ scenarios of volunteering 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		
The theoretical framework		
Explanatory theories	<p><i>The Maslow's Hierarchy of Needs Theory</i> in terms of CCO, basically refers to all dimensions of CCO (starting with level 2), based on effective relationships.</p> <p><i>The Knowles' Adult learning theory</i> offers the development of the needs of learners (teaching staff) based on the identification of five defining characteristics compared to younger people: self-concept, life experience, desire to learn, orientation to learning and motivation to learn.</p>	
Principles	<ul style="list-style-type: none"> ▪ <i>The principle of satisfying the higher needs of the individual</i> (self-actualization, 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 conduct, styles of interaction) ▪ <i>The fundamental principle of organizing the adult education process</i> emphasizes the fact that adults learn better and more efficiently in less formal contexts, through activities, through flexible methods and techniques, adapted to their needs, interests, and aspirations. 	
The methodological framework		
Objectives	Content units	Learning activities
<p>Learners will be able to:</p> <ul style="list-style-type: none"> ➤ to identify ways of managing emotions in solving work problems; ➤ to identify problems that can generate situations of interpersonal and group conflicts; ➤ to prevent conflict situations that may affect personal rights and those of others, by proposing solutions to solve 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 through the lens of human rights (types, management, prevention) • Assertive communication in the educational environment. 	<ul style="list-style-type: none"> ✓ Emotion management exercises in different work problem situations. ✓ Anti-burnout exercises. ✓ Role playing games – . conflict management. ✓ Prevention of conflict situations (based on case studies through group work, the Gallery method, etc.) ✓ Simulation of assertive communication situations with colleagues, parents, other educational actors. ✓ Offering counseling and personal psycho-emotional support for senior and new (junior) teachers.
Dimension 3. Organizational consciousness		
The theoretical framework		
Explanatory theories	<p><i>The theory of planned behavior (Ajzen)</i> can be used as a framework for understanding the intentions and/or behaviors of teachers, students or other educational actors. This can help to identify the determinants and beliefs that influence teachers' intention to perform or not to perform a certain behavior.</p>	

	<i>The Human resources theory / Theory Z (Ouchi)</i> considers the full realization of the person in his work environment by adhering to the culture and the spirit of the institution and by his full realization in the organization.
Principles	<ul style="list-style-type: none"> ▪ <i>The principle of normative commitment</i> aims at the student's compliance with the institution's rules, the teachers' internalization of the organization's rules and regulations. ▪ <i>The principle of organizational responsibility in correlation with individual responsibility</i> is based on the fact that the awareness of the organization's values allows the increase of responsibility and human dignity.

The methodological framework

Objectives	Content units	Learning activities
<p>Learners will be able to:</p> <ul style="list-style-type: none"> ➤ to identify the rules and regulations of the institution; ➤ to comply with the institution's rules and regulations, 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"> • Rules and Regulations of the Institution (RRI). • Ways to comply with the institution's rules and regulations. • Organizational benefits through compliance with the institution's rules and regulations. • Organizational culture of the institution (components, nexus with teachers, correlation of values with rules and regulations). 	<ul style="list-style-type: none"> ✓ Work with relevant documents: Statute of the institution, Code of ethics, Regulation of operation of the institution, etc. ✓ Analysis of case studies related to RRI compliance. ✓ Analysis of the job description in relation to the dimensions of the CCO. ✓ SWOT analysis of the institution's organizational culture. ✓ Analysis of ways of support from the school for the teaching staff (e.g. discounted health insurance, tribute, etc.)

Dimension 4. Personal initiative

The theoretical framework

Explanatory theories	<p><i>The Self-efficacy theory (Bandura)</i> refers to an individual's belief in his ability to perform behaviors necessary to produce specific performances.</p> <p><i>Human resource theory / Theory Y. (McGregor)</i> finds that the most effective way to achieve organizational goals is to harmonize with the needs and goals of the organization's members.</p>
Principles	<ul style="list-style-type: none"> ▪ <i>The participatory principle</i> aims at participatory practices as ways of determining the real commitment of people in the organization and in personal achievement. ▪ <i>The principle of creativity</i> refers to the approach to students' creativity as a combined activity of biological, psychophysiological and social functions involved in the production of the new and the original. ▪ <i>The principle of active and conscious learning</i> requires that learners participate alone in acquiring knowledge both individually and under

	the guidance of teachers.	
The methodological framework		
Objectives	Content units	Learning activities
<p>Learners will be able to:</p> <ul style="list-style-type: none"> ➤ to identify the responsibilities from the job description vs personal/ organizational initiative; ➤ to propose possible improvements to the didactic process/ curriculum; ➤ to mobilize volunteers from among students and colleagues for new organizational initiatives; ➤ to propose organizational initiatives that go beyond the daily requirements according to the job description. 	<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 (specific work with young people, adults from different age groups, experience). 	<ul style="list-style-type: none"> ✓ Analysis of the responsibilities in the job description 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 the weekend at the end of the year for the whole team - socializing; semester - lunch together at school: each teacher brings food from the mother's house and tells about this etc.). ✓ 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; screensavers (adolescents protected on social networks); intergenerational dialogue: students teach in the class of seniors; contact with the community - volunteer activity in the community).
Dimension 5. Civic virtue		
The theoretical framework		
Explanatory theories	<p><i>The Social learning theory (Bandura)</i> 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>Vroom's expectancy theory</i> emphasizes the importance of the "expectation-hope" relationship, which suggests the learner's belief in the fact that, after a changed behavior, a reward will necessarily come (in different forms, not necessarily monetary).</p>	
Principles	<ul style="list-style-type: none"> ▪ <i>The principle of correlating the working environment with social requirements</i> aims at adapting working conditions to social trends (use of ICT, reasonable accommodation/ inclusion, resilience, security, etc.). ▪ <i>The principle of correlating personal expectations and the opportunities of the organization</i> aims to pay special attention to the needs and 	

	expectations of the students, the institution's activities being directed to their/ staff's needs.	
The methodological framework		
Objectives	Content units	Learning activities
<p>Learners will be able to:</p> <ul style="list-style-type: none"> ➤ to identify the characteristics of civic virtue at the level of the institution; ➤ demonstrate commitment to the institution, including by participating in personal meetings; ➤ to report potential risks that the organization may face in the future; ➤ to demonstrate the availability of an acceptance of 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 level of institution vs society. • 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 of involving students/ colleagues in community projects. 	<ul style="list-style-type: none"> ✓ Analysis of the essence / components of civic virtue at the level of institution vs society (comparative study). ✓ Analysis of case studies regarding examples of civic virtue at the institutional level (protection of teenagers online, discussion circles about 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). ✓ Initiative modeling of community projects (volunteer actions for people with disabilities and from vulnerable groups; public lessons on the protection of teenagers online, 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		
The theoretical framework		
Explanatory theories	<p><i>The Human resources theory/ Theory Z (Ouchi)</i> considers the full realization of the person in his work environment by adhering to the culture and the spirit of the institution and by his full realization in the organization.</p> <p><i>The Social learning theory (Bandura)</i> 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>	
Principles	<ul style="list-style-type: none"> ▪ <i>The principle of motivating the person</i> aims at the set of needs of the learner, which need to be satisfied and which cause them to carry out a series of actions with the aim of satisfying them. ▪ <i>The principle of diversity</i> aims to accept the fact that people can be different (by gender, age, disability, SEN, cognitive abilities, etc.), you must treat them with respect, understanding, tolerance. 	

The methodological framework		
Objectives	Content units	Learning activities
<p>Learners will be able to:</p> <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 institution's image 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 institution's reputation and image from external threats • Strategies for developing the institution's image in society by participating in various social activities. • Psychopedagogical and social conditions necessary for the formation of the 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 (eg 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.). ✓ Identification, analysis and promotion of the necessary conditions (allocation of workspaces for teachers, equipment for teachers, training days, etc.). ✓ Shaping initiatives to involve students/ teachers/ parents in promoting the institution (open doors day, public actions, conferences, round tables, social networks etc.).
Dimension 7. Personal development		
The theoretical framework		
Explanatory theories	<p><i>The Rogers's Theory of Personality</i> aims at personal development as the engine of people's functioning.</p> <p><i>The Maslow's Hierarchy of Needs Theory</i> in terms of OCB, refers to virtually all dimensions of OCB (starting with level 2), having at the top of the pyramid the need for esteem and personal fulfillment, which are mutually conditioned by personal development.</p>	
Principles	<ul style="list-style-type: none"> ▪ <i>The principle of combining education and self-education</i> reflects the necessity in training-self-training and development-self-development of personality and society. ▪ <i>The principle of satisfying the higher needs of the individual</i> reflects the need to valorize in adult education recognition, professional achievements, which lead personal development but are also satisfied as a result of it. 	
The methodological framework		
Objectives	Content units	Learning activities
Learners will be able to:	• Personal	✓ Identifying and analyzing the

<ul style="list-style-type: none"> ➤ to identify the components of personal development in relation to their own professional needs; ➤ to voluntarily participate in the professional development program; ➤ to participate in scientific-didactic activities; ➤ to participate in training courses, professional mobility, etc. based on personal commitment, without imposition from the administration. 	<p>development (approaches, components, social connections).</p> <ul style="list-style-type: none"> • Professional development from a personal, didactic-scientific, social perspective. • Ways of personal professional development (options/connections: internships, professional mobility): advantages vs disadvantages. 	<p>components of personal development through social connections.</p> <ul style="list-style-type: none"> ✓ Proposing ways of professional development from a personal perspective (e.g. acquisition of new knowledge in adjacent fields), scientific- didactic (e.g. ICT use, 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 & Evaluation		
<ul style="list-style-type: none"> ❖ Monitoring: within this program is the use of activity-based monitoring – observing, managing and evaluating the implementation of program activities, including based on practical products. ❖ Monitoring will allow the current verification of the learners' performance in relation to the training objectives. ❖ The evaluation at the end of the program is based on the MSQ Questionnaire (<i>MINNESOTA SATISFACTION- QUESTIONNAIRE</i>) and the <i>Program Evaluation Questionnaire</i>. 		

The effective implementation of the Psycho-pedagogical Program for the development of Teachers' Organizational Citizenship Behavior in high school educational institutions requires a set of pedagogically determined conditions, psychological, social and managerial.

There are also a number of benefits that are more difficult to quantify than we can call qualitative results of the Psycho-pedagogical 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 contentment generated, by improving the school results of the students, as well as by their responsible involvement in the activities proposed by the educational unit. Second, it's about the quality-of-life personality of the student arising from the background of professional satisfaction.

Of course, through the Program proposed by us, it will not be possible to totally empowerment teachers, instead, we believe that their school and personal life could be significantly improved, premises for school success will be created and the degree of attractiveness of the school will thus increase. Furthermore, although these qualitative results are more difficult

to measure, their existence should not be overlooked, as they represent an additional indication of the success of our Program.

Validation of the Psycho-pedagogical Program for the development of Teachers' Organizational Citizenship Behavior as a theoretical construct through the pedagogical expertise method

Stages of expertise:

- establishment of the group of experts
- development of evaluation descriptors
- carrying out the assessment.

First of all, the group of experts was formed, selected based on the following characteristics: psycho-pedagogical skills, interest, experience of participating in experimental programs, representatives from private and public schools. The following persons were selected during the procedure for the formation of the group of experts:

1. Expert – school manager from private institution;
2. Expert – school teacher from private institution;
3. Expert – expert in education sciences;
4. Expert – school manager from public institution;
5. Expert – school teacher from public institution.

Before the expertise procedure, we discussed with each expert in order to ensure that they have the same understanding of the objectives and evaluation criteria of the program.

Program evaluation criteria:

1. The level of argumentation of the Program concept.
2. The validity of the theoretical framework of the Program (correspondence of theories and principles).
3. The validity of the methodological framework (structural components: objectives, content units, and learning activities).
4. The validity of Teacher's OCB Profile.

Statistical analysis and interpretation of the results of the Program for the development of Teachers' Organizational Citizenship Behavior expertise

The evaluation criteria were presented in four compartments. Each compartment included a number of basic criteria and, respectively, two descriptors marked with "a" and "b". Answer variants were proposed for each criterion. The proposed appreciation scale comprised the score between 1 (the lowest) and 10 (the highest). The results of the expertise are reflected in table 2.6, elaborated by the author.

Table 2.6. Results of the program expertise (elaborated by author)

Nr.	Descriptor number	Descriptor symbol	Exp.1	Exp.2	Exp.3	Exp.4	Exp.5
I. The level of argumentation of the Program concept							
1.1.	The concept of the program is argued from pedagogical, psychological, and social perspectives	1.1.a. to a great extent 1.1.b. to a small extent	9	9	9	10	9
1.2.	The concept of the program is related to pedagogical science	1.2.a. to a great extent 1.2.b. to a small extent	9	10	10	10	10
Total: 95 points							
II. The validity of the theoretical framework of the Program							
2.1.	The theories addressed: The Theory of Planned Behavior (Ajzen), Maslow's hierarchy of needs theory, Self-efficacy Theory (Bandura), Social learning theory (Bandura), Knowles' Adult Learning Theory, The theory of human resources, Rogers' Theory of Personality, Theory of expectations by V.H. Vroom provides an understanding of OCB dimensions	2.1.a. to a great extent 2.1.b. to a small extent	9	9	10	10	9
2.2.	The learning principles are correlated with the approached theories, structured on OCB dimensions	2.2.a. to a great extent 2.2.b. to a small extent	9	9	10	10	9
Total: 94 points							
III. The validity of the methodological framework							
3.1.	Objectives, content units and learning activities are structured according to OCB dimensions	3.1.a. to a great extent 3.1.b. to a small extent	9	9	10	10	9
3.2.	Learning activities are relevant and can contribute to development of the OCB dimensions	3.2.a. to a great extent 3.2.b. to a small extent	9	9	10	10	10
Total: 95 points							

IV. The validity of Teacher's OCB Profile							
4.1.	The exploration of OCB dimensions (as indicators) can ensure the effective activity of teachers	4.1.a. to a great extent 4.1.b. to a small extent	9	9	10	10	10
4.2.	The development of Teacher's OCB Profile can contribute to increase the efficiency of school activity	4.2.a. to a great extent 4.2.b. to a small extent	9	9	10	10	9
Total: 95 points							

The maximum accumulated value can be 400 points (8x50).

The minimum accumulated value can be 40 points.

The average value is calculated according to the formula: = $V_{max} + V_{min} / Nr. \text{ disk.}$

$$400+40/8 = 55$$

The program will be valid if it accumulates 55+1 points.

To calculate the average score, we applied the following formula:

$$(Cr.I+Cr.II+Cr.III+Cr.IV)/5 \text{ or } (95 + 94 + 95 + 95)/5 = 75.8 \text{ points.}$$

Thus, as a result of the pedagogical expertise of the Program for the development of Teachers' Organizational Citizenship Behavior, we found its theoretical-methodological validity. Analysis of expertise descriptors shows the following:

- The concept of the program is argued from pedagogical, psychological, and social perspectives
- The concept of the program is related to pedagogical science
- The theories addressed: The Theory of Planned Behavior (Ajzen), Maslow's hierarchy of needs theory, Self-efficacy Theory (Bandura), Social learning theory (Bandura), Knowles' Adult Learning Theory, The theory of human resources, Rogers' Theory of Personality, Theory of expectations by V.H. Vroom provides an understanding of OCB dimensions
- The learning principles are correlated with the approached theories, structured on OCB dimensions
- Objectives, content units and learning activities are structured according to OCB dimensions
- Learning activities are relevant and can contribute to development of the OCB dimensions
- The exploration of OCB dimensions (as indicators) can ensure the effective activity of teachers

- The development of Teacher's OCB Profile can contribute to increase the efficiency of school activity.

2.3. Conclusions for Chapter 2

The analysis of different approaches, concepts related to education and OCB domain, allowed to identify Psycho-pedagogical peculiarities of the development of the Teachers' Organizational Citizenship Behavior.

1. Psycho-pedagogical peculiarities of the development of the Teachers' Organizational Citizenship Behavior include the personal and structural elements. Personal elements involve personal attributes, such as interpersonal skills, characteristics included in the Teachers' Profile (Supporting behavior, Effective relationships, Organizational consciousness, Personal initiative, Civic virtue, Organizational loyalty, Personal development), developed by us Taking into consideration that target groups in our research are teachers – adult persons, we structured also the main characteristics of adults' learners.
2. In the context of our research, several structural elements of psycho-pedagogical peculiarities of the development of the Teachers' Organizational Citizenship Behavior were identified and highlighted. Analysis of the work context of the Israeli teachers such the national educational context in Israel, analysis of Job satisfaction as main OCB' determinant, and identification of specificity of private and public education institutions, national and international experiences allowed us to derive a frame of reference for teachers' OCB development in educational institutions. Moreover, taking into consideration of the teachers' pre-study testing results, the Job Satisfaction as determinant of OCB was explored.
3. The reference framework, proposed by us, includes a system of conceptual and praxiological provisions: the definition of the OCB phenomenon, the OCB dimensions, and determinants, explanation theories and principles, activities and instruments. The analysis of the theories, determinant factors and the dimensions of OCB manifestation, allowed us to model a Teachers' OCB Profile. The Model of Teachers' OCB dimensions in public and private educational institutions was structured.
4. In the context of our research, we established the convergence of the concept of teachers' OCB with the contents of the transversal competencies of teaching staff. Moreover, this concept can contribute to the continuous training of teachers, but in a more flexible format, non-prescriptive and can be used as a basis for the development of learning activities.

5. The conceptual framework of the research constitutes the basis for the elaboration of a Psycho-pedagogical Program for the development of Teachers' Organizational Citizenship Behavior. The program includes 7 modules – OCB dimensions, structured in sessions based on content units, that can be extended according to the needs, with specific objectives, content units, activities and instruments. Proposed program can be seen as a praxiological model for Teachers' OCB development, as well as a psycho-pedagogical and managerial strategy in education institution in order to make it more efficient.
6. In the context of the present research, we proposed and explored the Pedagogical expertise of the Psycho-pedagogical Program for the development of Teachers' Organizational Citizenship Behavior as an innovative tool. The pedagogical expertise confirmed the theoretical and methodological validity of the program.

3. THE EXPERIMENTAL FRAMEWORK FOR IMPROVING TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOR

3.1. Initial findings of the Teachers' Organizational Citizenship Behavior

The current study's rationale is anchored in previous studies that established a link between organizational citizenship behavior and job satisfaction [42]. The early detection of organizational citizenship behavior is quite important. According to Smith, P. et al. [182], satisfaction with the work itself is a strong indicator of organizational citizenship behavior. He found, after seven years of research, that job satisfaction is still the leading indicator of OCB [42].

In fact, some behavioral researchers even claimed that job satisfaction is the sole indicator of organizational citizenship behavior. But according to Penner, L., Midili, A. and Kegelmeyer, J. [159], job satisfaction is only one cause that can maximize the indication and prediction of this behavior. Moreover, Moorman, R. [143] found that job satisfaction is more strongly associated with cognitive motives than behaviors that reflect emotional motives.

Payne, S. and Simsarian, W. [158] added the idea that job satisfaction is positively correlated specifically with organizational citizenship behavior that includes service-orientation, customer satisfaction, and customer loyalty, while emotional commitment was shown to be unrelated.

Studies conducted by Ilies, R., Scott, B. and Judge, T. [119] found that on an individual basis, a positive correlation can be found between the work experience and seniority of the sample group overtime and their job satisfaction and organizational citizenship behavior.

In addition to seniority, it was emphasized that the work itself is the greatest source of motivation and there is no need to search for external motivating factors. Organizations must therefore assign work in a way that generates significant motivating factors [103].

The current research was focused on exploring the theoretical and experimental framework of development and improvement of Teachers' OCB, based on theories and principles from the reference field. The theoretical benchmarks determined and elucidated in the Model of Teachers' OCB dimensions in public and private educational institutions, the Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior, and the Teachers' OCB Profile, substantiated our research and guided us in carrying out the pedagogical experiment.

In the frame of pedagogical experiment three studies were conducted. Study 1 and study 3 used quantitative research tools, while the second study used qualitative research tools in order to enrich findings.

The basic research periods

The research has been carried out from December 2017 to February 2020 and included 4 stages, as structured in the following Table 3.1.

Table 3.1. Stages of pedagogical experiment (elaborated by author)

Nr/ Stages	Period	Purpose	Tools and Measures
I. PRELIMINARY INVESTIGATION			
1	July - October 2017	1. Review and analysis of the literature, documents OCB-related and teachers' OCB which was the basis for the conceptualization of the formation of Teachers' OCB 2. Data collection 3. Conceptualization of the formation of Teachers' Organizational Citizenship Behavior	Desk review of literature, researches, official documents Analysis, generalization, of the information and data Elaboration of the the Model of Teachers' OCB, the draft of Psycho-pedagogical Program, and the Teachers' OCB Profile
II. ASCERTAINING EXPERIMENT			
2.	November 2017 – February 2018	1 Diagnosis of the teachers' Organizational Citizenship Behavior (in public and private education institutions)	MSQ (MINESOTA SATISFACTION-QUESTIONNAIRE and other statistical tools Quantitative study 1 Qualitative study 2
3.	March – July 2018 Pre-training stage	2. Gathering information regarding the main components of the Psycho-pedagogical Program for the development of Teachers' OCB: planning and and adaptation of interventions 3. Validation of the Psycho-pedagogical Program by experts	Psycho-pedagogical Program for the development of Teachers' Organizational Citizenship Behavior (updated) Experts' evaluation
III. FORMATIVE EXPERIMENT			
4.	September - 2018-	1. Implementation of the Psycho-pedagogical Program for the development of Teachers' OCB/ defined the situation related to enhancing OCB and Job Satisfaction among teachers. 2. Teaching participants how to get more involved in the job context.	Teaching using classroom, groups sessions. Quantitative study 2
IV. CONTROL EXPERIMENT			
5.	October 2019- February 2020	1. Establishing the relationship between the ascertaining stage and the	Analysis, generalization, systematization, summary, and

		formative stage and validating the effectiveness of the program. 2. Data on OCB and Job Satisfaction was also gathered from teachers among teachers from both sectors that didn't participate in the intervention 3. Working out the research findings	description of the experimental research results; studying connections between the theoretical and empirical conclusions, elaborating perspective directions for further scientific researches in the domain
ADDITIONAL STAGE (POST-COVID-19)			
	September - December 2023	1. Explore the dimensions of the teacher's OCB during COVID-19, through the lens of the effectiveness of the aforementioned psycho-pedagogical program/ Post-evaluation of the Psycho-pedagogical Program for the Development of Teachers's OCB	Questionnaire Focus group Comparative analysis

Wegge, et al. [200] established that there is a distinct connection between an employee's objective working conditions and subjective measures of motivation.

The professional context of forming adequate OCB skills

In order to test the operational hypothesis of this work, meaning differences at organizational citizenship behavior and job satisfaction, three studies were conducted. Study 1 and study 3 used quantitative research tools, while the second study used qualitative research tools in order to enrich findings.

3.1.1. Study 1 – Quantitative Correlational study

The Research Problem

The characteristics of contemporary organizational reality include instability, uncertainty, constant change, and inability to predict the future. Organizations' desire and need to successfully achieve their strategic goals in the short and long term is an axiom. Organizations and their administrative teams invest resources in professional tools, methods of operation, guidelines, and effective ways of executing proper business practices, as well as in creating a competitive business strategy that channels the company's various components in one unified direction.

Therefore, most organizations undergo a lengthy and complex strategic process that involves establishing an organizational vision, determining which objectives constitute its foundation, and forming an effective and premeditated plan of operations that accounts for changes, some fast and some gradual, in order to allow the organization to maximize its business potential. In other words, these organizations work to establish an effective organizational strategy that corresponds with the organization's definition of success.

The new (and often chaotic) reality that has taken shape in recent decades has created the need for new models that can analyze it. According to the Complexity Theory [73; 74; 75], thinking in terms of chaos and complex systems contradicts former conceptions that emerged out of Newtonian paradigms, according to which the world operates by preset patterns that can be investigated, understood, and used to predict what is likely to occur. Complexity theories are based on non-linear assumptions – which assume the absence of direct and proportional cause and effect in systematic processes and the inability to accurately predict systematic behavior, and emphasize the interaction between parts of the system (as opposed to the parts themselves) and the processes of systematic components' self-organization (as opposed to structured control of processes, e.g. 'top- down' management).

In other words, an organization can invest input and internal resources, formulate a vision and a strong, competitive business strategy (based on competition, dynamic business strategy, or customer-oriented strategy) adapted to the organization's values, but the results will be 'unsuccessful'. As aforementioned, a successful business strategy is something everyone strives for, but one cannot simply rely on good luck.

In light of this, what factors *do* affect business strategy or organizational 'success'? All organizational factors influence business strategy, even if only some contribute to its formation. The process of strategic planning, setting goals, objectives and measures of success, usually involves the organization's management team and sometimes the representative shareholders (board of directors). Most organizations make sure to involve managers and directors who will participate in implementing the strategy (this is the only way to make them feel like they are part of the process and responsible for the strategy's success).

However, after the strategic plan is formulated, printed, and distributed, the employees are the ones who work to realize it; and if they do not understand it, are not inspired by it, or do not feel a sense of obligation toward it, the strategy will not be successfully implemented [76].

It is therefore clear that one of the most important and valuable organizational resources is human resources, which suggests the importance of employees' positive approach toward the organization, expressed in two primary spheres: "organizational citizenship behavior" as a function of organizational 'success' and "job satisfaction" as main determinants of OCB.

On the other hand, if employees once had to prove that they deserve to work at a certain organization, today any given organization is equally responsible for investing in branding itself as a 'desirable workplace'. At the same time, the level of freedom employees enjoys in choosing their place of employment and moving between organizations, which creates a consistent rise in the conditions they may demand and receive, significantly decreases employee loyalty and the

ability to maintain employees in one organization long-term. High turnover is becoming an increasing burden on organizations, and can significantly reduce the earnings of companies that suffer from it. Cost estimations of employee turnover determine that it is 10 times more expensive than an employee who is already absorbed into the organization and functioning at an average level.

The causes for leaving a place of employment, considering leaving, or exhibiting early signs of leaving (behavioral withdrawal), especially due to emotional reasons, can be seen as an expression of lacking job satisfaction and a need for change. At times, an employee may develop negative attitudes and feelings toward the organization, which are the reverse of organizational citizenship behavior [77].

Taking into consideration of the teachers' pre-study testing results, we decided to explore Job Satisfaction as determinant of OCB.

We also seek to determine whether there is a difference in these organizational positions between the private sector and the public sector. Specifically, current study will examine the following questions:

- ✓ Is there a correlation between "organizational citizenship behavior" and "job satisfaction"?
- ✓ Is there a difference in the correlation between "organizational citizenship behavior" and "job satisfaction" in the public sector versus the private sector?
- ✓ Is there a correlation between "organizational citizenship behavior", "job satisfaction" and "seniority"?

The study's practical objective is to illuminate the significance of "job satisfaction" and the cultivation of an organizational atmosphere that encourages "organizational citizenship behavior" in both the private and public sectors. The purpose of the study is to serve as a catalyst for organizations to adopt aware management practices that increase these factors within organizations.

Research operational Hypotheses

In light of current theoretical and research literature the research hypotheses are as follows:

(H1) There is a correlation between "organizational citizenship behavior" and "job satisfaction".

(H2) A difference will be indicated in the correlation between "organizational citizenship behavior" and "job satisfaction" between the public and private sectors.

(H3) The correlation between "organizational citizenship behavior" and "job satisfaction" will be stronger among employees with significant seniority than those with limited seniority.

Research Schema

The research schema (Figure 3.1) presents the comparative variable “sector type” (private sector and public sector), which is correlated to the independent variable "organizational citizenship behavior" and therefore to the dependent variable "job satisfaction". The correlation between these variables is connected with personal/demographic variables such sex, age, seniority and attending the staff meeting. The arrows linking the variables with the public and private sectors are balanced, although previous studies have shown a stronger link between these variables in the public sector compared to the private sector.

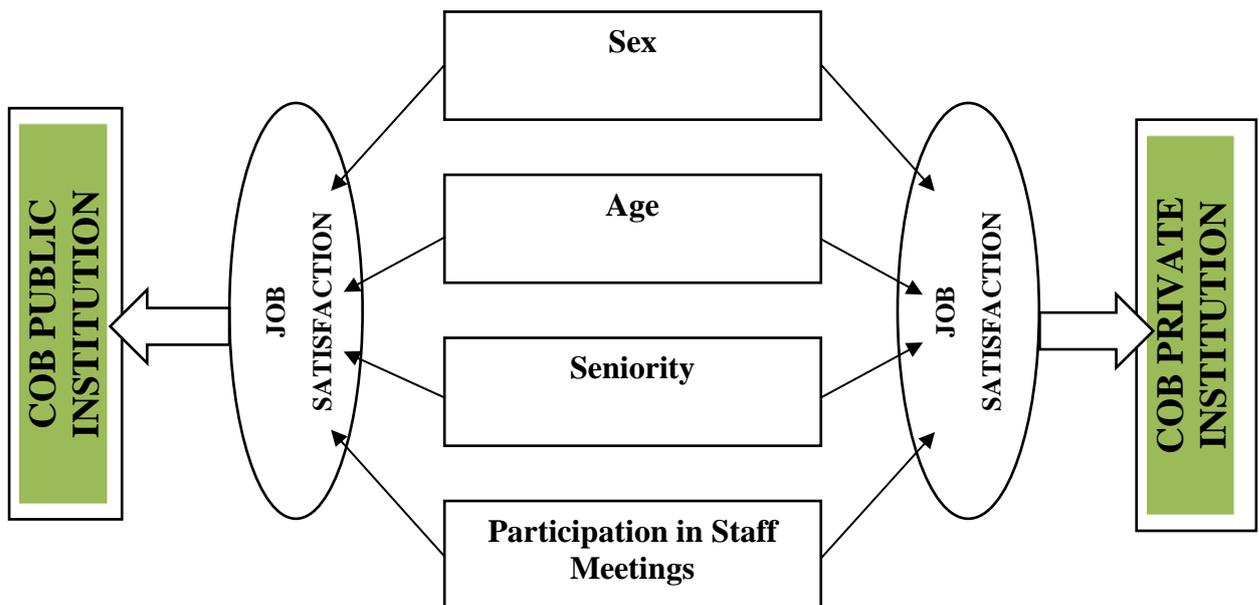


Fig.3.1. The Research Schema (elaborated by author)

Variable 1: Organizational Citizenship Behavior (Independent variable)

Nominal setting: The behavior of the individual, acting in their own discretion, which is not directly recognized by the formal reward system, and the accumulation of these behaviors promotes the efficient and effective function of the organization [30].

Operational definition: Organizational citizenship behavior was defined in the questionnaire by a list of five statements selected for the purposes of this study from a questionnaire by O'Reilly, C., Chatman, J. and Caldwell, D. [apud 119]. Items: 21-25; in addition to a list of nine statements, items: 26-34, from a questionnaire by Sharma, J., Bajpai, N. and Holani, U. [178] which has an internal consistency coefficient, Cronbach's α (internal adapter), of $\alpha = 0.8$. The participants were asked to assess their level of agreement with each statement on a scale of 1 – 5, 1 being 'strongly disagree' and 5 indicating that the employee 'strongly agrees' with the statement. Items 21-34 examine the variable "organizational citizenship behavior" and Cronbach

's internal consistency coefficient α for this questionnaire portion is $\alpha = 0.899$. (Appendix 2, table B.2).

Variable 2: Job Satisfaction (dependent Variable)

Nominal setting: Satisfaction is defined as contentment [113]. Job satisfaction is defined as employees' overall sense of satisfaction with the circumstances of their work [25; 50; 117]. Herzberg, F. [apud 81] defined satisfaction as an employee's favorable disposition toward their job, expressed in their desire to maintain it, identify with its objectives, and contribute to achieving them.

Operational definition: Satisfaction is measured by a questionnaire – MSQ (MINNESOTA SATISFACTION-QUESTIONNAIRE) – developed by researchers at the University of Minnesota. The abbreviated questionnaire consists of twenty items designed to assess levels of job satisfaction in aspects such as promotion opportunities, working conditions, sense of achievement, and so on. The Hebrew version of this questionnaire was adapted by Aaron Tziner of Tel Aviv University (1988).

Demographic Variables: Confounders

Sector Type: 1 = Private, 2 = Public

Gender: 1 = Male, 2 = Female

Seniority: Number of years working in the organization

Age: Current age, in years

Participation in Staff Meetings: Variable indicating the level of employee involvement and participation in the organization's ongoing activity: a. Once a week, b. Every two weeks; c. Once a month; d. More than once a month; e. Do not participate.

Methodology

Research Population and Sample Group

The study investigates the relationship between "organizational citizenship behavior" and "job satisfaction" and, and compares the terms of this relationship in the private and the public institutions in education sector, **using data collected from 109 participants**. The sample is a convenience sample. The participants, both men and women, administrative and non-administrative employees, which were considered appropriate respondents, were randomly selected from all departments, branches, and divisions of the selected organizations (as aforementioned, in the public sector questionnaires were given to administrative staff only), i.e., the organizations' various departments/ branches are represented in the study.

Participants were sampled out of two main populations – education institutions from public sector and private sector. In regard to private sector, participants were sampled out of Private and

Public Schools in the center of Israel, participants were sampled based on H.I.T - Holon Institute of Technology [232]. It is important to note that since private school has more budgets, it was easier to conduct the research there.

Population: This study examines the relationship between "corporate citizenship behavior", and "job satisfaction" and comparing the relationship between the private sector and the public sector, attended 109 detainees.

The sample is a convenience sample. Subjects, men and women, members of the management team and management, considered as respondents affordable, were selected randomly from different type of the institutions, i.e., there is a representation of the departments/branches in different organization. Characteristics of the sample: Figure 3.2.; Appendix 2, Table B.4.

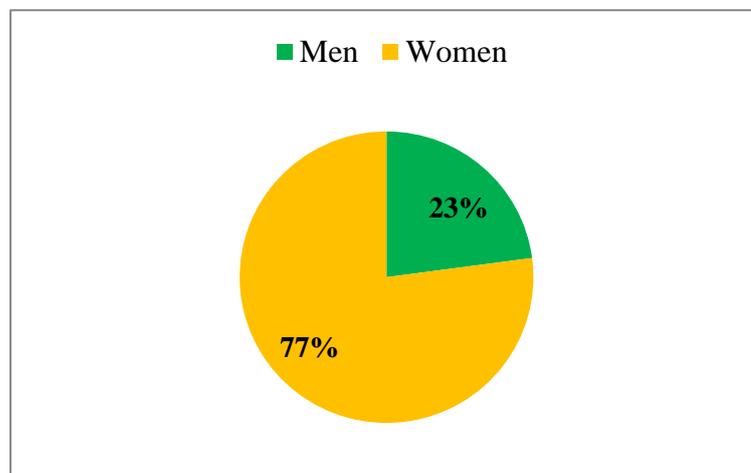


Fig.3.2. Sex sample population (elaborated by author)

Out of 109 respondents, rate of men is 23 % and 77 % women - a figure that reflects the gender distribution organizations (Figure 3.2).

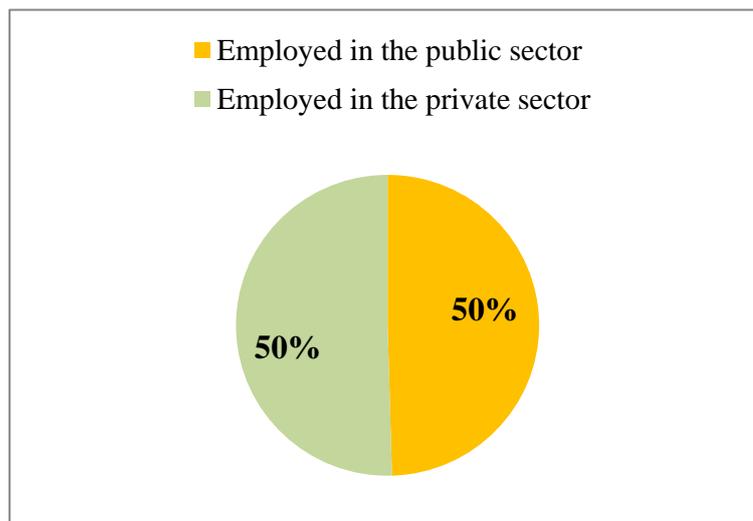


Fig.3.3. Number of people employed in the private and public sector
(elaborated by author)

The 54 respondents employed in the private sector, of which 25.9 % male and 74.1 % female, and 55 respondents employed in the public sector, of which 20% men and 80 % women (Figure 3.3).

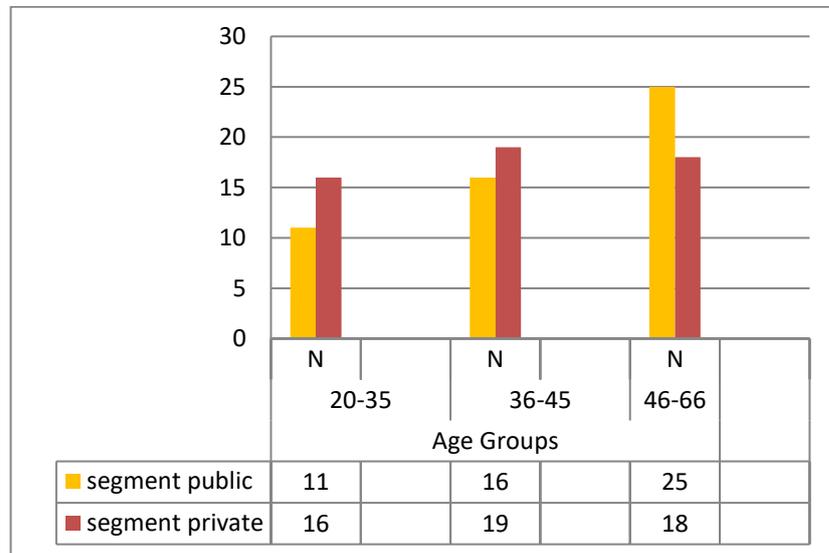


Fig.3.4. Age of persons employed in the private and public sectors
(elaborated by author)

High prevalence of respondents age group ranges from age 46 to 66 (41 %), followed by age group ranging from ages 36 to 45 (33.3 %) and finally a group of workers aged 20 to 35 (25.7 %). The average age of respondents working in the private sector 41.38 years and the average age of the respondents working in the public sector is 45.6 years - a total average age of respondents in both sectors is 43.47 years (Figure 3.4, elaborated by author); Appendix 2, Table B.5.

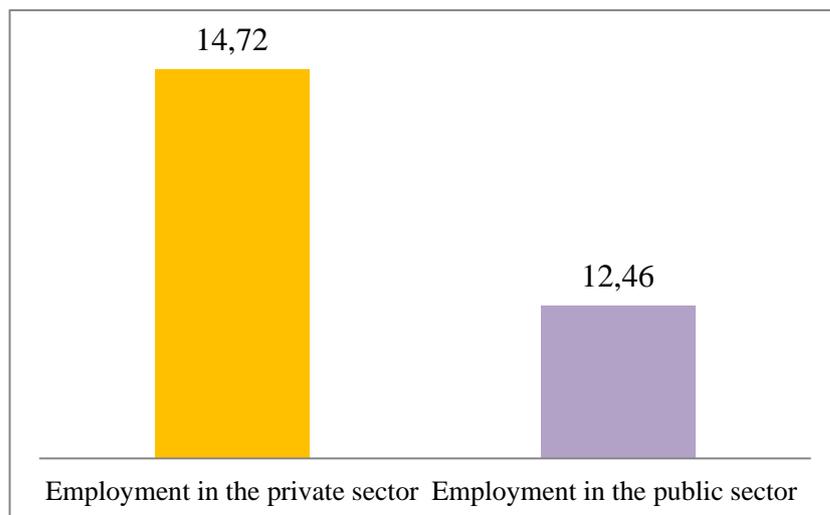


Fig.3.5. Average years of employment in the private sector and the average years of employment in the public sector (elaborated by author)

Average years of employment in the private sector is - 14.72 years and the average years

of employment in the public sector - 12.46 years (Figure 3.5).

Seniority file of the sample population, by sector, are reflected in Appendix 2, Table B.6.

Table 3.2. Seniority file of the sample population, by sector (elaborated by author)

	YEARS		Segment		Total
			Public	Private	
S E N I O R I T Y F I L E	1-5	N	16	10	26
		%	32.0%	18.9%	25.2%
	6-10	N	7	13	20
		%	14.0%	24.5%	19.4%
	11-15	N	10	9	19
		%	20.0%	17.0%	18.4%
	16-20	N	8	6	14
		%	16.0%	11.3%	13.6%
	21-25	N	5	4	9
		%	10.0%	7.5%	8.7%
	26-30	N	3	8	11
		%	6.0%	15.1%	10.7%
	31-35	N	1	3	4
		%	2.0%	5.7%	3.9%

Of all respondents: 25.2 % residing ranging from one year to five years; 19.4 % with tenure ranging from 6 years to 10 years: 18.4 % of employees with seniority from 11 years of work to 15 years: 13.6 % Employees with seniority between 16 years - 20 years: 8.7 % of all workers with seniority of 21 years in their organization - 25 years: 10.7 % with seniority of 26 years - 30 years; and 3.9 % employees with vast experience ranging from 31 years to 35 years in the organization (Table 3.2).

The above data represent valuable tools for a broader analysis of OCB. We reiterate that there is no agreement in the literature on the best source of OCB assessment, as these behaviors are not necessarily directed at the supervisor and can be directed at colleagues or clients [49]. Accordingly, we consider it important to explore various variables and instruments.

Data Collection

Identical questionnaires were distributed to all participants, in both the private and public sectors, who were then asked to state their opinion (based on personal experience and their perception of the organization for which they are employed) regarding variables related to "job satisfaction" and "organizational citizenship behavior".

The questionnaires were randomly distributed to employees who agreed to participate in the study in both the private and public sectors. Each employee from the different sectors independently filled out the questionnaire in their spare time. Employees were asked to anonymously return the questionnaires to a designated mailbox, or hand them to the researchers the following day in an unmarked envelope, in order to maintain anonymity and maintain the researchers' commitment to confidentiality and participants' privacy. There were no refusals and, in our estimation, the participants regarded the questionnaire seriously.

Research Tools

A questionnaire was created for the purposes of this study. It is comprised of multiple-choice questions (Likert scale), and divided into three parts (some questions were taken from relevant research in Hebrew or English): The first part includes questions regarding "job satisfaction" (MSQ), in which participants were asked to rate their satisfaction on a scale of 1 – 6 with 1 being 'not satisfied' and 6 being 'highly satisfied'.

The questionnaire asked respondents to indicate their level of satisfaction with different aspects of their work, on a scale of 1 – 6, 1 being 'not satisfied' and 6 – highly satisfied. Previous studies have yielded reasonable internal consistency coefficients – Cronbach's alpha (internal adapter) – for the overall satisfaction index, such as $\alpha = 0.86$. Items 1-20 examine the variable "satisfaction", and Cronbach's internal consistency coefficient α in this part of the questionnaire is $\alpha = 0.915$. (Appendix 2, Table B.1).

The internal consistency of the "job satisfaction" questionnaire portion is presented in Table 3.3, (prepared by author, based on SPSS).

Table 3.3. Internal consistency of the "job satisfaction" (author)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item - Total Correlation	Cronbach's Alpha if Item Deleted
The relationships among my colleagues	148.06	335.441	.387	.941
The opportunity to be constantly busy	147.68	336.072	.559	.939
The opportunity to work independently	148.23	338.086	.312	.941
The opportunity to occasionally perform different tasks	147.65	337.266	.417	.940
The way in which my superior handles their authority	148.12	324.513	.572	.939
The opportunity to feel that I am "someone" within the organization	148.23	320.734	.686	.938
My superior's ability to make decisions that concern me	148.07	332.717	.460	.940

The ability to do things that do not violate my conscience	147.68	339.683	.292	.941
The stability of my occupation	147.55	339.435	.430	.940
The opportunity to do things for others	147.56	334.156	.524	.939
The opportunity to instruct others	148.53	337.288	.352	.941
The opportunity to do something that allows me to utilize my skills	147.82	330.744	.549	.939
The way in which my place of employment enforces its policy	148.58	320.876	.742	.937
My salary in relation to the work I perform	149.28	317.868	.653	.938
My occupational promotion prospects	149.17	314.923	.657	.938
The freedom to use my personal judgment	148.28	321.090	.734	.937
The opportunity to experiment with my own methods	148.32	318.072	.738	.937
My working conditions	148.15	327.849	.587	.939
The relationships among my colleagues	148.06	335.441	.387	.941
The recognition I get for good job performance	148.14	321.842	.730	.937
The sense of accomplishment I feel in my occupation	148.07	322.995	.727	.937
I am ready and willing to assist my colleagues even if my superior does not require it	148.18	344.114	.364	.941
If a committee is established to improve organizational processes, I would be glad to participate, in addition to my ongoing duties	148.71	339.580	.416	.940
I follow the rules and regulations of the organization and encourage others do so	148.47	338.585	.503	.940
Sometimes I am willing to make concessions and compromises in order to maintain a positive work environment	148.62	342.422	.318	.941
I prefer to behave courteously toward my colleagues as I believe this creates a pleasant organizational atmosphere	148.29	340.969	.496	.940
My organization is a happy environment	148.94	329.738	.694	.938
Employees at my organization are generally pleased with their work	149.08	331.317	.634	.938
Employees at my organization are long-term employees (low turnover)	148.74	337.933	.404	.940
At my organization, employees show great motivation potential	149.14	332.786	.543	.939
Conduct at my organization is based in a sense of morality	149.13	330.076	.562	.939
At my organization, the work is a form of	149.41	324.300	.722	.937

self-expression				
At my organization, the degree of organizational commitment is very high	148.91	332.417	.531	.939
At my organization, the superiors/directors are supportive	149.11	326.025	.710	.938
Employees generally perceive administrative decisions to be just and fair	149.28	330.409	.631	.938

The second section regarding "organizational citizenship behavior" was defined in the questionnaire by a list of statements related to the phenomenon under investigation. Participants were asked to assess their level of agreement with each statement on a scale of 1-5 with a score of 5 indicating that the employee "strongly agrees" with the statement, while a score of 1 indicates that the employee "strongly disagrees" with the statement. As the statements regard employees' personal attitudes and positions, there was no "not relevant" option.

The internal consistency of the "organizational citizenship behavior" questionnaire portion is presented in Table 3.4, (prepared by author, based on SPSS).

Table 3.4. Internal consistency of Organizational Citizenship Behavior (author)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item - Total Correlation	Cronbach's Alpha if Item Deleted
I am ready and willing to assist my colleagues even if my superior does not require it	52.44	50.527	.370	.899
If a committee is established to improve organizational processes; I would be glad to participate, in addition to my ongoing duties	52.96	48.776	.410	.898
I follow the rules and regulations of the organization and encourage others do so	52.72	48.275	.517	.895
Sometimes I am willing to make concessions and compromises in order to maintain a positive work environment	52.88	48.995	.406	.898
I prefer to behave courteously toward my colleagues as I believe this creates a pleasant organizational atmosphere	52.55	49.139	.527	.895
My organization is a happy environment	53.20	45.255	.675	.888
Employees at my organization are generally pleased with their work	53.34	45.615	.635	.890
Employees at my organization are long-term employees (low turnover)	53.00	47.204	.478	.896

At my organization, employees show great motivation potential	53.39	44.889	.653	.889
Conduct at my organization is based in a sense of morality	53.39	44.369	.617	.891
At my organization, the work is a form of self-expression	53.67	42.483	.768	.883
At my organization, the degree of organizational commitment is very high	53.17	44.250	.680	.888
At my organization, the superiors / directors are supportive	53.37	43.327	.739	.885
Employees generally perceive administrative decisions to be just and fair	53.54	44.325	.720	.886

The third questionnaire portion includes demographic questions such as participants' age, gender, seniority, and more.

Quantitative Results

In this section we will present the statistical results of our study according to research questions.

Difference between organizational citizenship behavior and job satisfaction

The variables in the questionnaire were measured with the use scales for several items / questions with the range of possible scores in the first questionnaire portion on "job satisfaction" ranging from 1 - 6, and from 1 - 5 in the second questionnaire portion on "organizational citizenship behavior". For the purposes of analysis, relevant answers were combined for each item to create one measurement - the average of responses in each scale. The average of the "job satisfaction" scale was $M = 4.787$ and the standard deviation; $Sd = 0.644$; The average of the "organizational citizenship behavior" scale was $M = 4.085$ and the standard deviation $Sd = 0.521$. Means of the variables are presented in Appendix 2, Table B.7.

In light of current research literature, before the research hypotheses was tested, a trial was conducted to uncover whether there is a difference in the overall "job satisfaction" and "organizational citizenship behavior" averages between the private and public sectors. In order to test whether there is a significant difference a t-test for independent samples was conducted. Averages and standard deviations are shown in Appendix 2, Table B.8.

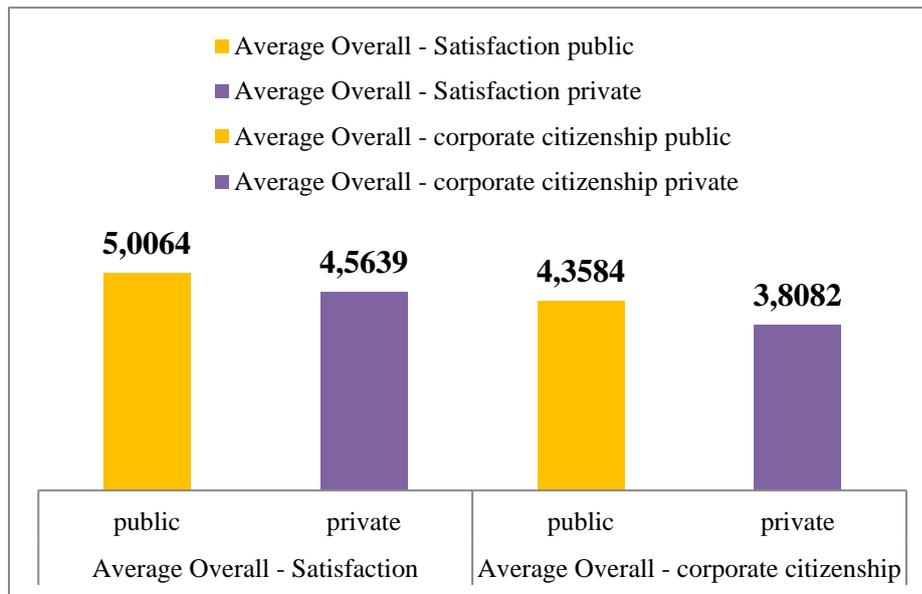


Fig.3.6. The mean difference in overall job satisfaction and organizational citizenship behavior averages by sector (elaborated by author)

The results indicated a significant difference at 95 % certainty. The differences in job satisfaction averages in the different sectors presented as $t(107) = 3.799$, $p < 0.05$ (two - sided), while differences in organizational citizenship behavior averages are $t(107) = 6.472$, $p < 0.05$ (two - sided). Therefore, *both the overall satisfaction averages and the organizational citizenship behavior averages showed a significant difference between the private and public sectors.* Moreover, with the use of a t-test (one-sided), it became evident that *the overall average of "job satisfaction" and the overall average of "organizational citizenship behavior" was higher in the public sector than the private sector.*

Afterwards, differences between averages of both variables were examined between Public Sector vs. the Private Sector by independent t-test. This examination revealed that employees at Public Sector reported higher job satisfaction ($M=5.00$, $SD=0.55$) in compare with employees at Private Sector ($M=4.56$, $SD=0.65$) ($t(107)=3.79$, $p<.01$).

Moreover, *employees at Public Sector reported higher organizational citizenship behavior* ($M=4.35$, $SD=0.46$) *compared with employees at Private Sector* ($M=3.80$, $SD=0.41$) ($t(107)=6.47$, $p<.01$). (figure 3.6).

Correlation between organizational citizenship behavior and job satisfaction

Hypothesis (H1) argues that *there is a relationship between "organizational citizenship behavior" and "job satisfaction", such that the higher the degree of job satisfaction, the more organizational citizenship behavior employees will exhibit.*

Relationship between "organizational citizenship behavior" and "job satisfaction" (H1) is shown in Table B.9 (Appendix 2).

Due to the discovery that the internal consistency of all questions related to the “job satisfaction” variable is high, and the internal consistency of questions related to the “organizational citizenship behavior” variable is high, a total average variable was determined separately for each variable. As these are two continuous variables, Pearson’s correlation coefficient (two-sided) was used to determine whether there is a distinct correlation between the two.

The results uncovered a positive, strong, and significant correlation between employees’ job satisfaction and organizational citizenship behavior, with 99% certainty, ($r(109) = 0.698, p < 0.01$). In order to examine job satisfaction factors that significantly contribute to organizational citizenship behavior, a multivariate regression analysis was conducted, with job satisfaction items (questions) as dependent variables and the total average of organizational citizenship behavior as the independent variable.

A one-way analysis by a variance (ANOVA) test uncovered a significant contribution at 95 % certainty, with 73% explained variance, is shown in Table B.10 (Appendix 2). Variables that significantly contribute to organizational citizenship are (noted according to their level of significance to variance): a. "The way in which my place of employment enforces its policy"; b. "The opportunity to be constantly busy"; c. "The relationships among my colleagues"; d. "The opportunity to do things for others", obtaining the following results $F(108)=11.73, p < 0.01$.

Therefore, H1 was confirmed, Figure 3.7 (elaborated by author) shows us this difference.

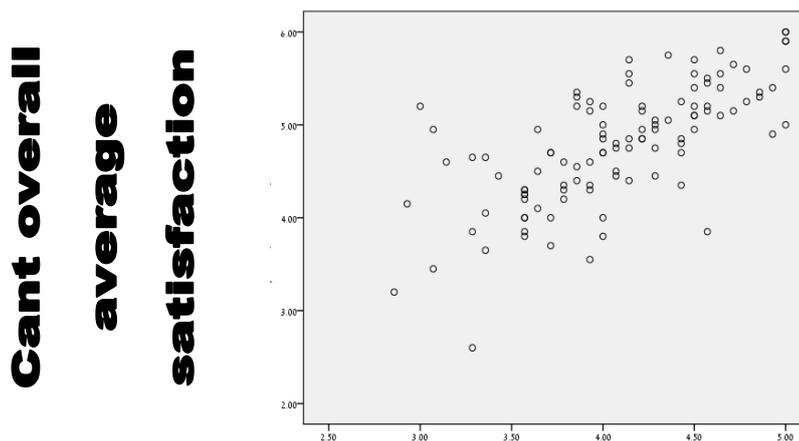


Fig. 3.7. The relationship between Organizational citizenship behavior and Job Satisfaction (elaborated by author)

Correlation between Organizational Citizenship Behavior and Job Satisfaction - the education institutions in Public Sector vs. the Private Sector

Hypothesis (H2) predicted a distinction in the correlation between "organizational citizenship behavior" and "job satisfaction" in the public sector versus the private sector. Therefore, when the intervening variable "sector" is maintained, the difference in the quality of the correlation between job satisfaction and organizational citizenship behavior in each sector is highlighted.

Pearson's correlation coefficient (two - sided) was calculated separately in order to examine the distinction in the correlation between the two variables in each sector. Results showed a significant distinction in the correlation between the variables in the private and public sector. Furthermore, it was found that the strength of the correlation between "job satisfaction" and "organizational citizenship behavior" in the public sector ($r(55) = 0.720, p < 0.01$) was slightly more significant than the strength of the correlation between the same variables in the private sector ($r(54) = 0.589, p < 0.01$). Therefore, *there is a significant and moderate distinction in the correlation between "organizational citizenship behavior" and "job satisfaction" in the public sector versus the private sector (Figure 3.8). This means that there is a moderate correlation between these two variables, satisfaction and behavior, if one changes it leads to a change in the other, for example if satisfaction increases, behavior will also change, and at the same time there are differences between subjects in the private and public sectors in this aspect.*

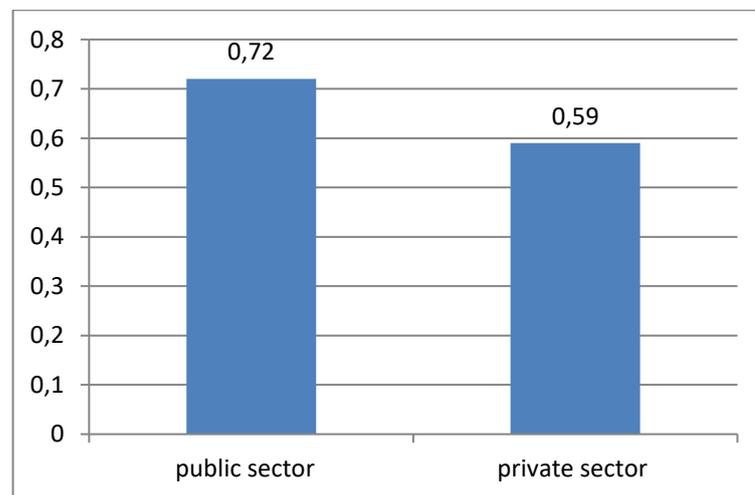


Fig.3.8. Difference between public sector versus the private sector at correlations of organizational citizenship behavior and job satisfaction (elaborated by author)

The Correlation between Organizational Citizenship Behavior and Job Satisfaction, according to Seniority

Hypothesis (H3) argued that the correlation between "organizational citizenship behavior" and "job satisfaction" will be stronger among veteran employees when compared to those with limited seniority. For observation and hypothesis substantiation purposes, the intervening variable "seniority" was maintained, and employees with limited seniority were defined as those with up to 5 years of experience, while employees with 5 years of experience or more were considered veteran employees. Pearson's correlation coefficient (two - sided) was separately calculated for each group in order to test the strength of the correlation between the variables among veteran employees and employees with limited seniority.

Examination of the correlation between the overall "job satisfaction" average and the overall "organizational citizenship behavior" average with seniority as the consistent variable, uncovered that the correlation between the two variables (job satisfaction and organizational citizenship behavior) was significant, positive, and strong among veteran employees (over 5 years of experience) ($r(77) = 0.707, p < 0.01$), with no significant difference in the strength of the correlation among limited senior employees (up to 5 years of experience) ($r(26) = 0.650, p < 0.01$), is shown in Table B.12, Appendix 2 (Figure 3.9).

Thus, the hypothesis was confirmed. There are differences, the correlation between "job satisfaction" and "organizational citizenship behavior" is stronger among veteran employees. But *no significant correlation was found between the relationship of job satisfaction to organizational citizenship behavior and employee seniority.*

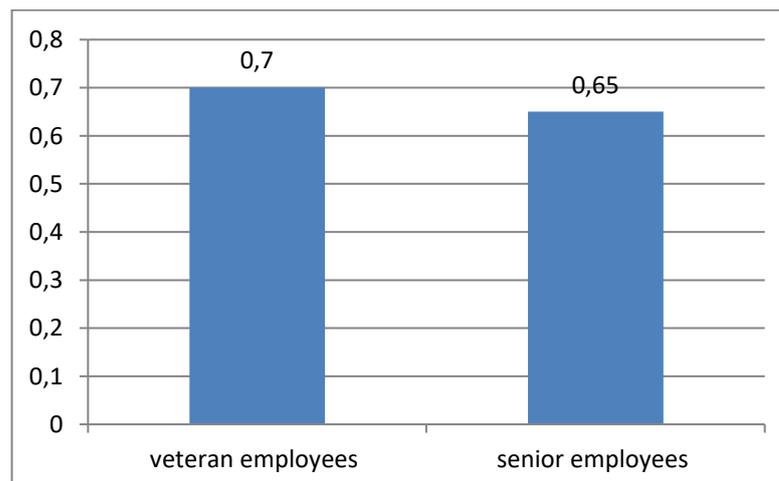


Fig. 3.9. Difference between veteran and senior employees of organizational citizenship behavior and job satisfaction (elaborated by author)

The Correlation between Organizational Citizenship Behavior and Job Satisfaction, according to Age Group

To show the relationship between the researched variables, we used the Pearson correlation coefficient. The correlation coefficient is a numerical measure, an index of the degree of association between two sets of scores. The range of values is from a maximum of +1.00, through 0.00, to -1.00. The "+" sign indicates a positive correlation - namely that the scores of one variable increases with the increase of the scores of the other variable. The "-" sign - indicates a negative correlation - that is, while the scores for one variable increase, the scores for the other variable decrease. In order to test the difference in the relationship between the variables in each age group, the intervening variable "age group" was consistent and Pearson's correlation coefficient (two - sided) was separately calculated for each age group. Appendix 2, Table B.13.

- There is a significant positive relationship between organizational citizenship behavior and job satisfaction in the 46-66 age group ($r=0.594$, $DF=43$, $p=0.001$), as the level of job satisfaction increases, the behavior also develops of organizational citizenship.
- There is a significant positive relationship between organizational citizenship behavior and job satisfaction in the 36-66 age group ($r=0.784$, $DF=35$, $p=0.001$), as the level of job satisfaction increases, the behavior also develops of organizational citizenship.
- There is a significant positive relationship between organizational citizenship behavior and job satisfaction in the 20-35 age group ($r=0.784$, $DF=27$, $p=0.001$), as the level of job satisfaction increases, the behavior also develops of organizational citizenship.

Therefore, *a negative correlation trend was found* between the age group variable and the strength of the correlation between the two variables (job satisfaction and organizational citizenship behavior) - *the older the age group*, the more the strength of the correlation between the variables declines.

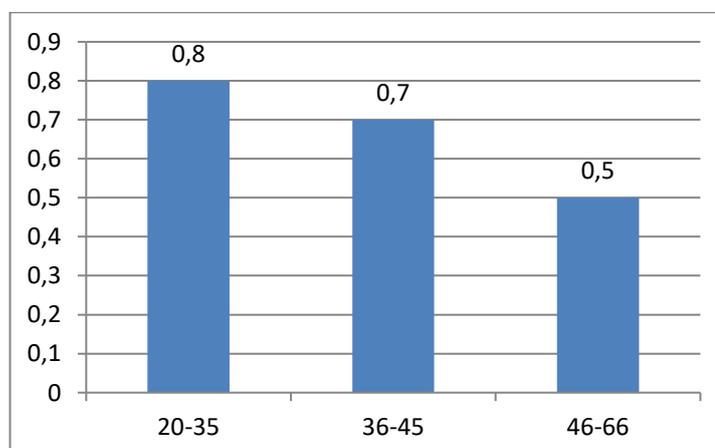


Fig. 3.10. Difference between age groups at correlations of organizational citizenship and behavior job satisfaction (elaborated by author)

We further note that the t-test for independent variables uncovered a significant difference in the correlation between “organizational citizenship behavior” and “job satisfaction” in relationship to age – the older the age group, the more “job satisfaction” and OCB. This means that there are differences in the manifestation of satisfaction depending on age, with older people being less satisfied compared to younger people, according to figure 3.10.

The Correlation between Organizational Citizenship Behavior and Job Satisfaction, according to Staff Meeting Participation

In order to examine the correlation between the variables "organizational citizenship behavior" and "job satisfaction" in relationship to staff meeting participation, items a-d in the relevant question were combined (Part C, Question 4 in the questionnaire) as “Participate in staff meetings” as opposed to item e, which was defined as “do not participate in staff meetings”. The intervening variable “participation in staff meetings" was the consistent variable and Pearson's correlation coefficient (two - sided) was calculated separately for each group (Appendix 1, Table B.14).

Results showed a distinct, positive, strong correlation with OCB and “job satisfaction” among the group of respondents who participate in staff meetings ($r(85) = 0.746, p < 0.01$) compared to those who do not participate in staff meetings ($r(22) = 0.545, p < 0.01$). Thus, the strength of the correlation increases with participation in staff meetings and taking an active part in collective thinking and decision-making (Figure 3.11).

A t-test of independent variables revealed a significant difference in OCB and “job satisfaction” between employees who participate in staff meetings and those who do not, such that employees who participate showed greater overall OCB and job satisfaction when compared to employees who do not participate in meetings. Those who attended the meetings have a higher relationship coefficient compared to those who did not attend. *Those who attended the meetings have a higher relationship coefficient compared to those who did not attend.*

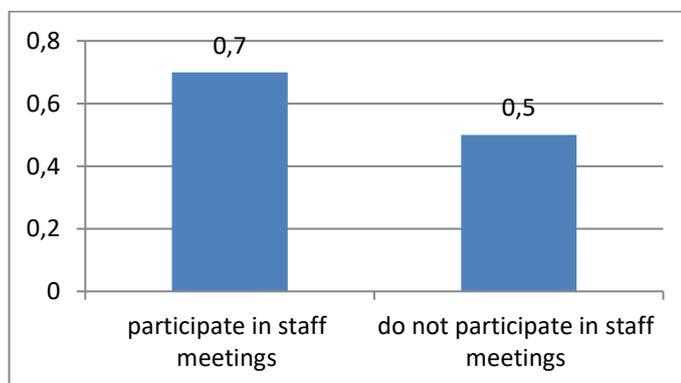


Fig.3.11. Difference between participation at staff meetings at correlations of organizational citizenship behavior and job satisfaction (elaborated by author)

The Quantitative Results of our research were complemented by Qualitative Study

3.1.2. Study 2 – Qualitative study

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

Methodology

This study is based on the qualitative paradigm for data collection and analysis, primarily because the phenomenon under study is complex and involves many relevant and interactive variables—without a conceptual framework that allows for description of the different variables related to the phenomenon in the educational sector. This creates the need to examine teachers' organizational citizenship behavior with the use of qualitative research methods that allow for an in-depth, holistic, and comprehensive description of the phenomenon's components, according to scholars such as Bruner [apud 34].

Participants

The study involved 70 respondents who were chosen using random sample while choosing randomly from school lists. The sample consisted of 50 teachers, 10 principals, and 10 supervisors. The use of several sources was driven by the need to investigate different perspectives on the phenomenon under study, and to ensure that its conceptualization is not strictly based on the employees or supervisors' perspective. This kind of narrow scope is a prevailing weakness of studies on organizational citizenship behavior that depreciates the credibility of research findings [51].

The teacher sample included 40 female teachers and 10 male teachers, according to the approximate ratio between men and women in the national educational system. The teachers' ages range from 28 to 64 (average: 43). All teachers included in the sample were permanent teachers, with 8-38 years of teaching experience (average: 17.42 years). The teachers were from Israel's central region, Tel-Aviv, and the southern and northern Ministry of Education districts. 25 are employed in the elementary school system, 11 work in middle schools, and 14 in post-primary schools. Most are secular and middle class.

The study involved 5 male principals and 5 female principals, half of which are from the elementary school system, three from private junior high schools, and two from the post-primary system. The respondents' ages ranged from 43 to 64 (average: 51.1) and their experience in administration ranged from one year to 34 years (average: 10.8). They came from three different Ministry of Education districts: the southern, central, and northern districts. As opposed to this

group, the sample of supervisors used in this research included 7 female supervisors and 3 male supervisors aged 45-59 (average: 51.3), who were employed in the northern, central, Tel-Aviv, southern, and Jerusalem Ministry of Education districts.

Sampling Method

The need to conduct qualitative research with as homogeneous a group as possible, in which the phenomenon under investigation is likely to be present, led to the use of the “purposive sampling” method, by which respondents are chosen according to a series of pre-set criteria [45]. Thus, equipped with the list of criteria detailed below, research assistants attempted to find suitable teachers for this study by using informants - a school principal and one of the school’s employees or fellow teachers.

Each informant was asked to recommend teachers who meet the following criteria:

(1) Are perceived to do beyond what is required at the school without receiving any kind of external reward;

(2) Are excited about their work and willing to help others;

(3) Teachers who did not work with school administrators or supervisors, as this could alter the impression of their organizational citizenship behavior (no teachers acting as grade coordinators or administrative deputies were interviewed);

(4) Teachers with at least 8 years of experience or more, with the assumption that they have acquired knowledge and skill in the educational profession and are therefore available to focus on organizational citizenship behavior in the educational organization [46]. It is important to note that supervisors have high seniority in teaching (above 15 years).

The assumption was that teachers who meet these criteria tend to exhibit organizational citizenship behavior at their school, and can therefore provide information about the model we examine and its origins. However, in light of theories proposed by Allen and others [apud 51], who claimed that many organizational citizenship behaviors may occur without administrators’ knowledge, I am aware that teachers who are not valued by the principal or have a close relationship with them, but do exhibit organizational citizenship behavior, were not sampled for this research – meaning there is a certain risk that principals chose teachers due to the ‘halo effect’ or other factors. This aspect might be one of the study’s possible weaknesses.

In addition, the choice of interviewees with different roles in the educational system and the school was driven by the assumption that they are in contact with teachers and observe their work, and are therefore able to confirm the presence of certain behaviors exhibited by the teachers, corroborate them, and simultaneously suggest additional components. Their inclusion in the study was based on the idea that what can be seen from within cannot be seen from without. And indeed,

these interviewees sometimes emphasized aspects of teachers' citizenship behavior that were not mentioned by the majority of teachers included in the study, although no significant distinction was found between the two groups' conceptualization of organizational citizenship behavior in the school.

The selection of supervisors and principals on the other hand, was done at random, i.e. without the use of any particular criteria outside of one year of experience in the role, assuming that an individual in their first year has yet to develop the kind of role identity that allows them to provide comprehensive information on the phenomenon from the perspective of their role in the organization.

Research tools

To gather information in this study, semi-structured interview was conducted. The semi-structured interview, which was the selected research method, allowed the uncovering of respondents' subjective perspectives regarding the phenomenon of teacher's organizational citizenship behavior in schools, as, despite the protocol interviewers relied on, this type of interview still allows significant flexibility, addresses the subjects raised by the interviewer, and enables a holistic examination of the phenomenon [53]. The interviews were conducted by four research assistants and took place between 2017-2018 in the respondents' offices or homes. At the beginning of each interview, the interviewer outlined the study's objectives (understanding the teacher's role) and asked the interviewee's permission to record the interview, while ensuring full immunity and anonymity. The interview proceeded with a series of questions formulated according to the different groups. Teachers were asked about their official role requirements (interviewers emphasized this did not concern other roles in the school system).

In order to avoid answers related to the teacher's moral obligations, the interviewer asked teachers to describe tasks they actually perform as part of their official job description. The next phase of the interview entailed asking teachers to note actions and behaviors they considered additional to the Ministry of Education requirements, those which are done at the teachers' personal discretion and are not compensated for (common phrases in response were "thinking outside the box", "contribution" and "*frayer*" [Hebrew slang for "sucker" or "fall guy"]). This led to investigation regarding different tasks and activities they themselves perform without being officially required to do so by the Ministry of Education.

During the second part of the interview, teachers were asked to indicate their motives for exhibiting organizational citizenship behavior and the factors that make performing tasks outside of their official role more or less difficult. It is important to note that to avoid "social desirability" the interviewer refrained from presenting organizational citizenship behavior as a more desirable

aspect of the role in question. Principals, supervisors, and parents were asked similar questions regarding their perception of teachers' official tasks, citizenship behavior at the school, and the motives and components related to this phenomenon.

Data Analysis

The analysis was conducted according to the four stages of analysis proposed by Marshall, C. & Rossman, G.: Data organization, generating categories, themes and patterns, testing the formed hypotheses, and searching for alternative explanations [141]. Thus, after the individual interview was drafted, it became the subject of analysis in order to identify primary categories, search for recurrences and central themes, and so on. The various categories were then coded, omitted and linked to central themes. The encoding process was done according to the principles of comparative analysis established by Glaser, G. and Strauss, A. [103], and included comparison of different elements that were encoded as categories and sub-categories. Finally, a comparison was drawn between the various categories used over the course of the study, which led to the identification of the main spheres of citizenship behavior among teachers, as well as their motivation and implementation in the school.

To establish the validity and reliability of the study, the analysis was mostly structured, i.e. guided by the aforementioned stages. In addition, each research assistant studied the categories identified by the lead researcher or other assistants, and suggested different options for connecting categories, reducing categories or sub-categories, or co-joining them with central themes. The different arenas of citizenship behavior among teachers that are listed below, are the result of lengthy discussions between the lead researcher and the research assistants regarding themes that arose during the study and the categories related to them. Peer review and structured analysis are regarded as a means of validating the analysis process in qualitative research. Analysis of the research data led to the identification of different arenas in which teachers exhibit citizenship behavior, including the student arena, the classroom arena, the school arena, and the staff room arena. It seems that displays of citizenship behavior or actions that go beyond the Israeli teachers' official job description mainly occur in these arenas.

Results of Qualitative study

In this section we will present results of content analysis of interviewed in order to explore *motives of teachers to facilitate OCB*. Main themes will be next presented.

➤ Organizational Citizenship Behavior Directed Toward Students

Teachers' official job description requires them to interact with students during the class assigned to them using the school's curriculum, and to be available to students during official reception times (general management regulations, 1994). According to respondents of the present

study, assisting struggling students after school, willingness to be available throughout the entire day, or showing a sense of compassion and empathy for students from disadvantaged families, all of which lead teachers to perform certain actions on their students' behalf, are all examples of organizational citizenship behavior among school teachers.

A teacher that assists their students with the taught material, or is willing to help individuals or groups of students catch up with personal meetings outside of class, is perceived by the respondents to be exhibiting organizational citizenship behavior, particularly due to the uncompensated effort involved in these initiatives, and the fact that these actions depend on the teacher's good will.

The following remarks by an elementary school principal express the voluntary nature of this behavior:

Interviewer: We discussed tasks that teachers are obligated to perform. What would you define as actions that go beyond the teacher's role and job requirements?

Principal: We have a teacher who noticed there was a group of unskilled second grade students who were still not comfortable and adept at reading, and volunteers by teaching a group of students at the end of her workday. She finishes at noon and stays until 2pm with a group of students, and assists them in her private, personal time. It's an initiative that I would not dare to require, but it is a blessed and amazing initiative that I make sure to note time and again because it goes above and beyond.

The school principal is aware that she does not have the formal authority to demand that the teacher assists her students after work hours at the school, meaning the teacher's initiative is an example of organizational citizenship behavior. This teacher and other respondents invest time and effort in activities that are not monetarily compensated for by the educational system and are not part of what is officially expected of teachers. Teachers are aware of this, as expressed by the following remarks of a middle school teacher:

Interviewer: What part of your work do you consider to go 'beyond', to be voluntary?

Teacher: I sit with students during recess or after school, or during windows of time throughout the day, sit with those who need help and reinforcement... if there is a child who needs help, no matter when, if he was absent, if he was present in the class and did not understand the material... or if they are just missing something and did not understand and have come to ask for help, I always help... I come early, I stay after hours, no problem...

The tone of this teacher's description expresses the feelings of many respondents, who, despite not being formally obligated to help students with learning difficulties outside of class, are essentially morally committed, and cannot say no to students' request for assistance. This tone also

expresses another element of teachers' organizational citizenship behavior that is expressed by active listening and caring.

While literature on teachers' emotions toward their students emphasized that the expression of emotion is an integral part of the teacher's job [12; 49], the respondents in this study believed that listening to the difficulties and needs of the student, paying attention to their experiences, and demonstrating care, are expressions of citizenship behavior among teachers, i.e. actions that depend on the teacher's discretion and good will. Teachers who tend to listen to their students out of the desire to know about their world and emotions, are exhibiting citizenship behavior at their school. This approach comes through in the words of one of the supervisors:

I think if a teacher knows that there are children who are having trouble and they check-in occasionally and ask what is going on at home, casually in the hallway... or say to a student: come sit with me, and sits and talks to them about what is happening at home, talks to them about friends... One of our problems here, from the conversations I've had with the students, is teachers' lack of attention, because there are students who feel they need a listening ear and do not find it at the school...

Hence, a teacher who initiates conversations with students, is interested in their lives and problems, and is alert to negative changes they might be undergoing, does so voluntarily, and cannot be obligated to display this behavior according to the supervisor. Teachers' citizenship behavior includes sensitivity to students' difficulties, listening to their struggles, and caring for them even after school hours.

When a high school teacher was asked who she thinks goes beyond expectations at her school, she replied:

...It is a teacher who is with the students at all times, not physically, but emotionally, and has them in his thoughts, a teacher whose job does not end when the students go home, they process the day, think about what needs to be done for different students... calls their parents and consults with them, tells them what they observed... tells them about good things that happened too.

Teachers' citizenship behavior therefore includes being alert to changes among the students (for example, dropping grades, slovenly appearance, weight loss, violent tendencies, or neglect), and paying attention to positive aspects of the student's life, such as a new haircut, a success, an important event in the family, and so on. However, it is important to note that several of the respondent teachers did not believe this kind of attentiveness to students is considered organizational citizenship behavior. For them, listening and paying attention to the students is an integral component of the teacher's official role.

Another example of expressing feelings toward students, which is perceived as a component of organizational citizenship behavior among teachers, concerns students from families in crisis. Respondents emphasized that demonstrating empathy and compassion for students from disadvantaged families is not part of the teacher's official duties, meaning, investing time and physical and mental effort to assist these students is perceived as organizational citizenship behavior. A high school teacher who was asked to describe a teacher that goes beyond their role requirements, mentioned this component:

...there is a student who comes from a home with no money, and the school has no money, so how creative are you willing to be for them to be able to go on a trip or get dental care... it is not written anywhere that you must do something about these matters, it is part of being a teacher who goes beyond.

Teachers did in fact report many actions they perform on their own volition for students from disadvantaged homes, including emotional support. An elementary school teacher said the following:

I have a case that brings into question the function of a certain mother... the girl is in a poor state, the parents are in the process of divorce... I meet with the girl in the afternoon if needed, even when she finds a locked door, she calls me and I come even though I live elsewhere... it seems intuitive to me.

Sometimes teachers' citizenship behavior is reflected in organizing food drives and donation fairs for students from disadvantaged families, or in a teacher bringing food for struggling students from their own home – actions that are widely considered to go beyond the teacher's official role. The following remarks by a school superintendent reinforce that these actions are perceived as an expression of organizational citizenship behavior:

Interviewer: Is there anything else teachers do beyond what is required?

Superintendent: In one of my other districts, where there are different socio-economic problems, there is certainly a group of teachers who come together to prepare sandwiches for students during breaks, or provide clothing or a computer for a student, or sneakers for an Ethiopian student who excels at athletics that he could not have gotten otherwise... these are very small things but they are heartwarming.

When it comes to feeling empathy and compassion toward students, it must be remembered that demonstrating such feeling involves personal pain, worry, and a personal price teachers pay for being emotionally involved in students' lives, which are outcomes that have been formerly identified in related scholarly literature [50]. Teachers indeed talked about having insomnia, difficult feelings, and emotional distress as a result of these voluntary initiatives. After all, they

could have just shut their ears and eyes, and still no one in the educational system could have forced them to express compassion and empathy toward struggling students, and certainly not to provide them with food and clothing.

➤ **Organizational Citizenship Behavior in the Classroom**

The most basic definition of the teacher's role includes duties such as transferring pedagogical knowledge, effective classroom management, and student evaluation. In-line with this approach, the respondents associated the transfer of pedagogical knowledge, evaluation of students' progress, social education, and preparation, as tasks that the teacher is obligated to perform as part of their official job description [58; 59].

According to the majority of respondents in the present study, the teacher is required to "cover the material" according to the curriculum, prepare the students for exams, make sure the students understand the material being taught, prepare a lesson plan, assign homework, evaluate the students' achievements, track their progress, and cultivate democratic and moral values. These tasks were included in one form or another in the general management regulation (1994) that defined the teacher's role and delineated the required duties.

Despite this fact, and somewhat surprisingly, initiating changes and innovation and implementing them in the classroom, diversifying teaching methods and educational content, individualized teaching and in-depth, comprehensive evaluation of students' scholarly achievements, were all perceived as examples of teachers' organizational citizenship behavior by the respondents. As opposed to different educational reforms over the years, which emphasized the importance of teachers who take initiative and incorporate new teaching methods and evaluation tools, the respondents involved in the study did not see these aspects as part of the teacher's obligatory duties, but rather as actions subject to the teacher's personal discretion. Creativity and innovation in teaching methods were perceived as components of organizational citizenship behavior among teachers.

According to most of the teachers in the current study, the teacher can make do with traditional teaching methods ('chalk and talk' teaching, for instance) that do not require much preparation during their free time. When the teacher initiates a teaching method in which students teach other students, uses the complex jigsaw method, or incorporates different games into the lesson plan, they are in fact going beyond what is officially required of them. An upper middle school teacher demonstrated the use of varied teaching methods during lessons:

Look, even the most theoretical class, with material that will be included in matriculation exams, incorporates spontaneous learning, but there are also things that you initiate. For example, when we studied about DNA, I did a rhyming game first, about how protein can

be different, and then a story I created about how to learn the subject with a funny game.

Her decision to diversify teaching methods creatively required a great deal of time and effort, which are probably not directly rewarded by the Ministry of Education (in terms of wages, bonuses, or promotion).

A similar interpretation can be made regarding another expression of citizenship behavior among teachers - introducing innovations and changes in the curriculum itself or creating an entire curriculum during the teacher's free time, without the school board's requirement. A few teachers reported teaching supplementary content in the classroom, even though they are not required to do so and have to invest considerable effort in developing and finding content. In response to being asked what makes her go beyond her role requirements, an elementary school teacher said the following:

... I know there are things that are not done in other classes and vice versa. Since I come from a background of Yoga and imagination, and I study Judaism too, I teach them how to relax, we practice meditation in class, I introduce them to Eastern culture and they... they learn about our culture, about Muslim culture as well, Christianity I'm not so familiar with, so I can't, um... and I take things that seem very meaningful to me from each of these cultures, and every morning I open up ten minutes of conversation...

Teachers indicated that they are not rewarded for broadening the scope of information taught to students in the classroom or for developing new educational programs, such as "...programs for excellence in the study of space, mathematics, or science, despite the fact that this involves training courses, traveling to Jerusalem, going to the Technion, and investing a great deal of time preparing a unique curriculum", as noted by one of the principals who participated in the study. Their citizenship behavior was expressed in the development of textbooks, workbooks, and so on for their students. After all, they could settle for workbooks purchased by the students and textbooks approved by the Ministry of Education.

Another expression of citizenship behavior among teachers in the classroom is reflected in teaching methods customized to the needs and abilities of the students, teaching methods credited in related literature as beneficial to the effectiveness of teaching in schools that do not practice group study (high schools in particular) [60]. Teachers who make sure to include varied educational content, teachers who diversify teaching methods according to the students' level—even though this requires a great deal of uncompensated time and effort—are perceived by the majority of respondents in the current study to be exhibiting organizational citizenship behavior (a minority, mainly among the elementary school respondents, believed that these were integral aspects of the teacher's obligatory duties).

One of the supervisors emphasized this expression of citizenship behavior in schools:

Interviewer: How is going beyond expectations expressed when it comes to struggling students?

Supervisor: Firstly, teachers create individual lesson plans for students, with the understanding that not all students can learn at the same pace. And creating a differential educational program in the classroom is an art. And those who know how to do so manage to reach all of the students and it makes no difference if there are 20 or 40 students in the class...

According to general management regulations (1994), "The teacher will assign writing assignments and tests, according to the school's regulations, correct them, and return them to the student within a reasonable amount of time." (p. 9) But a thorough and comprehensive assessment of student's accomplishments, which means investing more time and effort, was perceived as an act of citizenship behavior by respondents. In other words, teachers are required to hold a fixed number of exams per quarter (mainly in junior high and high school) or assign a "reasonable" number of assignments, and whoever goes beyond these requirements is considered to be exhibiting organizational citizenship behavior at the school:

Interviewer: What aspects of your job are voluntary?

Teacher (high school): I hold three exams every semester instead of two. It is truly volunteering. But I also do it so they will take the subject seriously, and to give them an opportunity to improve their score, even if I hate facing the test piles. Never mind the fact that it is not rewarding, it is intolerable on a personal level long-term. This year I'm teaching 6 classes, 3 semester exams, and 40 students in each class, so you do the math for how many tests I'm correcting every semester. It's crazy. And I still do it because the benefit of the student and his abilities are at the forefront of my mind. Colleagues tell me I won't be able to maintain it over the years. It is very difficult and tedious.

In this regard, it should be noted that many schools do not have straightforward regulations concerning test corrections, and teachers can make do with few, general comments about test answers. According to the respondents, a teacher who goes beyond what is required is one who conducts a greater number of tests than the required minimum, and thoroughly examines the students' work, as indicated by the words of a high school teacher:

There is no formal procedure for correcting a test. Some teachers just give a grade, some make a few comments and that's it. I complete sentences for them, make comments, write: 'this sentence should be presented as the first idea, this one as the second', and so on. This is not official procedure...

A comprehensive examination of student exams is perceived as a voluntary act that is not financially compensated by school administration and largely depends on the teacher's good will – characteristics of organizational citizenship behavior according to literature.

➤ **Citizenship Behaviors toward the School as an Organization**

In congruence with the general management regulations (1994), which define the teacher's role, most respondents claimed that teachers' duties include taking shifts monitoring the school yard, being present in different work meetings, including parent-teacher conferences, teachers' meetings, and pedagogical councils, and participating, at least passively, in various school events, including graduation parties, memorial services, fairs, and the like. Outside of a few exceptions, however, the school administration may not require teachers who are not the assigned grade coordinators, to attend events outside of their official work hours at the school (see [54]). Hence, when teachers volunteer to lead a school project, initiate certain projects that benefit the school, or participate in ad-hoc committees for carrying out specific tasks, they are exhibiting organizational citizenship behavior. Citizenship behaviors among teachers that are directed toward the whole of the school are performed during 'windows' of time, breaks, and teachers' free time in the afternoon and evening. A superintendent provides an example of this behavior with the following remarks:

Interviewer: Could you elaborate on what you think these voluntary acts are?

Superintendent: A teacher has a window of time, and there are two options: there is a teacher who has a window and will say "You know what? I'm interested in the school, I'm going to walk around and see what's going on in the hallways, I see that it's dirty so I find a student and tell him to pick up, clean." And there is a teacher who will look for the most remote corner where no one will be able to find him.

Hence, one of the elements of citizenship behavior among teachers is care for the condition of the school as a whole.

Another behavior among teachers that was perceived by respondents to go beyond what is officially required, was their participation in school activities and events, such as community evenings, food fairs, exhibitions, and the like. The practical significance of this type of participation is described in the words of an elementary school teacher, who was asked about duties for which she is not financially compensated:

Every school activity that you want to conduct is going to be hours long, and you can't say 'there is no money, I'm not doing a spring festival'. You can't put the system's failures on the students' backs. Now, just as an example, tomorrow I finish at one thirty, I have to rehearse with all of the students at the school, because the festival is for all of the students at the school, I have to include them, I have to plan interludes. Its hours and hours of

work...

Teachers participate in many different school activities without being directly compensated for this participation, which often takes place in their personal time. Moreover, teachers are sometimes the ones initiating school projects and activities, which requires significant time and effort for which the teacher is not necessarily compensated, and is not obligated to invest. Teachers included in the study discussed their initiative to establish a center for math studies, build a school website, or develop a competitive sports tradition between classes.

Another example of school-oriented citizenship behavior among teachers that was identified in the study is participation in ad-hoc committees for developing specific projects and programs on a voluntary basis. This includes participation in many different committees, among them planning committees, birthday committees, and parent-teacher forums, which does not earn the teacher any type of external compensation, and usually occurs after school hours. An elementary school principal expanded the scope regarding this phenomenon:

Interviewer: What do teachers do that they are not obligated to do, something that goes beyond what is required in their job description, in your opinion?

Principal: Teachers who go beyond... with social education for example. There is a newspaper committee, two teachers volunteer to oversee it, there is a birthday committee, two teachers in their own free time who are uncompensated... there is an active recess committee - same thing, a complaints and appeals committee - same thing. This means teachers who are responsible for committees within the framework of social education and are doing so voluntarily, on their own volition, not always on their own volition because sometimes I ask, and that's important for me to explain. There are teachers who come on their own initiative and say: "I'll do this".

Even when the principal asks and the teacher agrees, the two parties are still aware of the voluntary nature of the teacher's participation in the committee. This is also true of another surprising phenomenon discovered in the study: undertaking organizational roles at the school without added pay. This does not concern assisting those who have an official role at the school (such as a social coordinator or a grade coordinator), but taking personal responsibility for a role such as project coordinator, reading coordinator, discipline coordinator, and more. An elementary school teacher shared the following:

Teacher: ...I also coordinate "protected". There is a project called "protected", which is aimed to reduce violence at school.

Interviewer: And is coordinating this project compensated for or done voluntarily?

Teacher: Voluntarily as well. This is a project for reducing violence at school, this program

has been running at the school since last year. We invited an outside counselor, a psychologist, who established the program in several places around the country...

Interviewer: Let me ask you, it sounds very interesting this project, but I want to know how much time does it require from you?

Teacher: It requires a lot of work at home. It takes away all my breaks, to be there, not to sit and drink in the teacher's lounge, but to walk around, to be in the 'protected' room, to be available...

This kind of citizenship behavior is more common among elementary school teachers than post-elementary school teachers. It is an interesting phenomenon in itself, as these are tasks that require a significant amount of time and energy, and those who are executing them are not compensated, a rare occurrence in today's capitalist-materialistic society.

➤ **Citizenship Behaviors towards Colleagues**

One of the elements of organizational citizenship behavior mentioned in literature from the field is volunteering to assist colleagues in the workplace without financial or external reward [23]. This component was also acknowledged by teachers in this study and in research on collegiality in teachers' lounges conducted in other countries [62]. Teachers included in the study discussed the support of veteran teachers toward their colleagues by providing teaching materials (test reviews, workbooks, assignments, lesson plans), assistance with social activities, and assistance with administrative tasks. On the other hand, almost no respondents discussed emotional support among longtime colleagues, outside of special circumstances such as the death of a son or daughter or similar situations. The following quotes illustrate teachers' citizenship behavior at school in relationship to their peers:

Teacher (elementary school): I took out a booklet on maps that I created... that I made on my own to help me teach fourth grade about maps... I told Irit (a teacher of a different class in the same grade), she said: "I don't know what to do" I told her: "the booklet is ready, take it, you will learn..."

Teacher (elementary school): If I need certain documents and I can't really figure out a document or a form, there is a teacher that corrects them, I have somewhere to turn and I know I'll get support for dealing with things... difficulty with parents, I tried and tried and it didn't work out, I can consult with the staff...

Teachers help their colleagues by listening to problems and resolving complex pedagogical issues. In addition, colleagues are given help when it comes to carrying out class activities (preparation of written material, etc.).

Helping behaviors that were frequently mentioned by the respondents regarded the relationship between veteran teachers and new teachers, a relationship described in educational literature as one characterized by support, encouragement, friendship, and counsel. In fact, many schools assign mentors to new teachers, but when mentoring relationships are formed between senior teachers and new teachers outside of school protocol, they can be seen as an example of citizenship behavior on the part of veteran teachers [56]. Respondents reported emotional support of new teachers, listening to their problems, helping them become familiar with the school's culture and different aspects of teaching, all without the veteran teachers receiving any monetary compensation, or being required to perform these duties by the Ministry of Education regulations. When asked by the interviewer about the relationship between veteran and new teachers at the school, a 1st-2nd grade teacher emphasized the voluntary aspect of veteran teacher's assistance:

...Last year a first year teacher joined, and even though I was not a coordinator and was not obligated to sit (with her) almost, not almost, but every day, I sat with her here in the teacher's lounge until two or three, until she was ready and her entire lesson was written and everything was okay... this week there was a Torah party and we made crowns and everything was done together...

Professional assistance for new teachers also includes emotional support, which is expressed in listening to the new teacher's needs and challenges. An elementary school teacher said the following:

If, for example, a new teacher arrives and I as a teacher can help her, support her, ask if she's having any problems, what she needs help with, give her support, because it's very important, so I do this without anyone telling me to...

This phenomenon is mainly prevalent in elementary schools, even though some of the teachers in post-elementary schools reported helping new teachers. In post-elementary schools training new teachers is mainly the responsibility of the coordinator in charge of teachers' specific departments.

➤ **Motivators of Organizational Citizenship Behavior among Teachers**

What motivates teachers to exhibit citizenship behavior at their school? What are the factors that may hinder or lessen organizational citizenship behavior in schools? Due to the limited scope of this part of the study, and the fact that a detailed investigation of the aforementioned factors merits its own study, we will make do with a brief description (for more on this subject, see [64]). The motivating factors of citizenship behavior among teachers can be divided into three categories: teachers' character, school atmosphere, and principal's leadership. The latter two characteristics were discussed extensively in literature on organizational citizenship behavior [46;

47].

The characteristics respondents most often associated with citizenship behavior among teachers in schools included a sense of educational ‘mission’, a personality type geared toward helping others, a high level of commitment to the work, and a history of ‘giving’ in the family of origin. The aforementioned ‘sense of mission’ is expressed by having faith in the societal significance of the teaching profession, which motivates the teacher to exhibit citizenship behavior at the school and perform tasks that go beyond what is required, mainly due to faith in their contribution (Belief) to the world and the students. Similarly, an altruistic and caring disposition toward individuals and society as a whole, was perceived as another incentive for teachers’ organizational citizenship behavior. Teachers described themselves as unable to “think small” or said, “I am the kind of person who is internally motivated to contribute... who feels they must make a contribution to society, and it makes them feel good”. These personality traits were referred to as the underlying cause of certain teachers’ organizational citizenship behavior. Moreover, this personality type was credited with a strong work ethic that motivates individuals to engage in activities that go beyond their official job requirements:

Interviewer: What motivates teachers to do more than the necessary?

Teacher (middle school): First of all, it is a matter of personality, they have been brought up to do their job in the best possible way, to invest as much as possible, no matter what it is they are doing, to do it well, the best you can, I suppose that’s the motivation.

Some teachers who participated in the study had a family history of helping others. (SOCIAL element). They observed their parents being charitable to the needy, donating clothing, and so on, such that giving is a “natural” concept to them. However, many noted that teachers who are parents to small children are limited in their ability to exhibit organizational citizenship behavior and stay at the school after hours. Family was discovered to have an impact on teachers' ability to perform duties beyond what is required, particularly after official school hours.

Conclusions:

The current study’s rationale is anchored in previous studies that established a link between job satisfaction and organizational citizenship behavior. The early detection of organizational citizenship behavior is quite important. Satisfaction with the work itself is a strong indicator of organizational citizenship behavior. Job satisfaction is still the leading indicator of organizational citizenship behavior.

Hypothesis (H1) that there is a relationship between "organizational citizenship behavior" and "job satisfaction", such that the higher the degree of job satisfaction, the more organizational citizenship behavior employees will exhibit, was confirmed.

Hypothesis (H2) predicted a distinction in the correlation between "organizational citizenship behavior" and "job satisfaction" in the public sector versus the private sector. Therefore, there is a significant and moderate distinction in the correlation between "job satisfaction" and "organizational citizenship behavior" in the public sector versus the private sector.

Hypothesis (H3) argued that the correlation between "organizational citizenship behavior" and "job satisfaction" will be stronger among veteran employees when compared to those with limited seniority. Thus, the hypothesis was supported. The correlation was stronger among veteran employees. But no significant correlation was found between the relationship of job satisfaction to organizational citizenship behavior and employee seniority.

Some teachers who participated in the study had a family history of helping others (SOCIAL element). They observed their parents being charitable to the needy, donating clothing, and so on, such that giving is a "natural" concept to them. However, many noted that teachers who are parents to small children are limited in their ability to exhibit organizational citizenship behavior and stay at the school after hours. Family was discovered to have an impact on teachers' ability to perform duties beyond what is required, particularly after official school hours.

Another group of factors emphasized by respondents referred to the school's atmosphere and student population. Good communication among teachers, a pleasant atmosphere, and norms that support organizational citizenship behavior, were named as positive influences on this type of behavior. Respondents stressed the need for "a good atmosphere, an atmosphere of encouragement, good staff, real warmth" that inspires teachers to go beyond their official obligations. A high school teacher emphasized the kind of atmosphere necessary for motivating teachers to exceed expectations:

- Many assumed that organizational citizenship behavior 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].

Finally, most of the respondents included in this study assigned a great deal of responsibility to the principal in motivating organizational citizenship behavior among teachers. The principal's crucial influence was also identified in previous studies on organizational citizenship behavior [32; 53]. A school principal that gives teachers positive feedback for volunteering, who builds emotional connections with their teachers and is concerned about their experience, who allows teachers professional autonomy and includes them in decision-making processes, is considered to be one that encourages organizational citizenship behavior. Feedback and personal connection cultivate a sense of belonging among teachers. This notion strength the

idea that intervention should emphasize containing leadership, as well as a feeling of commitment toward the principal ("how can I say no to him/her"). They also develop professional autonomy, which allows teachers the opportunity to take initiative and exhibit behaviors that go beyond their official job requirements.

The results of the initial findings of teachers' organizational citizenship behavior, presented above, served as methodological benchmarks for the development and implementation of the Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior.

3.2. Validation of the Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior

3.2.1. Study 3 – *Quantitative Experimental study*

Research problem

Following study 1 which was a correlational study, we also conducted an intervention experiment in order to test whether teachers from private sector differ in their job satisfaction and OCB in compare with teachers from public sector.

The multi-dimensional pedagogical system in the public sector (which includes, the school administration, teachers, school staff, local authority education department etc.) is significantly different from pedagogical system in the private sector (which usually has more autonomy for teachers and supervisors and sometimes have also more budgets). Therefore, these factors could influence the ways teachers perceive their role and their level of impact. In order to assess whether teachers from private sector differ from teachers from public sector in the way motivational program will influence on their OCB and job satisfaction.

In this context a pedagogic experiment divided into classical stages had been organized in the course of the current research. The main objectives of the ascertaining experiment were:

1. To examine efficacy of the Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior.
2. To examine outcomes of The Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior on the extent of job satisfaction and the influence of OCB skills on its quality amongst teachers
3. To examine outcomes of The Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior on job satisfaction and OCB correlations between teachers who underwent the program and those in the control group who did not.

Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior

As stated above, the conceptual framework of the research (subchapter 2.1) constitutes the basis for the elaboration of a Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior (subchapter 2.2). The program includes 7 modules – according to OCB dimensions, structured respectively, that can be extended according to the needs, with specific objectives, content units, activities and instruments. Proposed program can be seen as a praxiological model for Teachers' OCB development, as well as a psychopedagogical and managerial strategy in education institution in order to make it more efficient.

Activities were gathered both for intervention and control groups. Interventions were conducted separately in private school and public school in Israel.

The research methodology

In order to evaluate/ validate the Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior we conducted an empirical study. In the study we measured OCB and Job satisfaction as following.

- Cronbach's alpha measure for internal reliability – was supposed to assess the reliability of the questionnaires;
- One way analysis of variance – had been applied to detect differences between the control and the experimental groups;
- One way analysis of variance – repeated measures design – to detect differences between the same participant's answers;
- Two-way analysis of variance – mixed design – was designed to detect differences both by different groups and by different answers of the same participant;
- Students'T test for a single sample – had the purpose to detect differences between variables and the middle of their scale;
- Students' T test for independent samples – had been applied to detect differences between the 2 groups;
- Pearson correlations – had the purpose to detect relationships between variables, when both variables are measured on at least an interval scale;

Sample

200 teachers participated in the study, 90 from a private educational sector and 110 from a public educational sector. The participants in the training program were selected from among the people who participated in the diagnostic stage and the case studies.

All participants were randomly sampled from groups in order to create a representative sample. In the private sector, 45 teachers participated in the intervention of the Psychopedagogical program and 45 didn't participate (control group). In addition, 55 of teachers in public educational sector participated in the program while 55 teachers didn't participate. The following Table 3.5 shows distribution of four groups:

Table 3.5. Distribution of teachers in study groups (elaborated by author)

	Private sector	Public sector
Intervention	45	55
Control	45	55

30% of total sample were male and 70 % female. The prevalent age group among respondents ranges from age 46 to 66 (31 %), followed by the age group 36 to 45 (43.3 %), and finally by employees ages 20 to 35 (25.7 %). The average age of respondents working in the private sector is 38.55 years old, and the average age of respondents in the public sector is 47.6 years old - the total average age of respondents in both sectors is 41.2.

Of all respondents: 35.2 % had seniority ranging from 1-5 years; 9.4 % had tenure ranging from 6-10 years: 28.4 % of employees had seniority from 11-15 years: 3.6 % of employees had seniority between 16 - 20 years: 8.7 % of all employees had 21-25 years of seniority in their organization; 10.7 % with 26 - 30 years of seniority; and 3.9 % employees with considerable seniority ranging from 31-35 years of working in the organization.

The average seniority among participants in the private sector is - 11.72 years, while the average seniority in the public sector is - 9.46 years.

Research Tools

A questionnaire was created for the purposes of this study (see Appendix 1). It is comprised of multiple-choice questions (Likert scale), and divided into three parts (some questions were taken from relevant research in Hebrew or English): The first part includes questions regarding "job satisfaction" (MSQ), in which participants were asked to rate their satisfaction on a scale of 1 – 6 with 1 being 'not satisfied' and 6 being 'highly satisfied'.

The questionnaire asked respondents to indicate their level of satisfaction with different aspects of their work, on a scale of 1 – 6, 1 being 'not satisfied' and 6 – highly satisfied. Previous studies have yielded reasonable internal consistency coefficients – Cronbach 's alpha (internal adapter) – for the overall satisfaction index, such as $\alpha = 0.76$ [111]. Items 1-20 examine the variable "satisfaction", and Cronbach's internal consistency coefficient α in this part of the questionnaire is $\alpha = 0.87$. (Appendix 2, table B3).

The internal consistency of the "job satisfaction" questionnaire portion is presented in Table 3.1., Appendix 3.

The second section regarding "organizational citizenship behavior" was defined in the questionnaire by a list of statements related to the phenomenon under investigation. Participants were asked to assess their level of agreement with each statement on a scale of 1-5 with a score of 5 indicating that the employee "strongly agrees" with the statement, while a score of 1 indicates that the employee "strongly disagrees" with the statement. As the statements regard employees' personal attitudes and positions, there was no "not relevant" option.

The internal consistency of the "organizational citizenship behavior" questionnaire portion is presented in Table 3.2., Appendix 3.

The third questionnaire portion includes demographic questions such as participants' age, gender, seniority, and more.

Results of implementation of the Psychopedagogical Program for the development of Teachers' Organizational Citizenship Behavior

In this section we present the statistical results of our study according to research questions.

1. Difference between groups at Organizational Citizenship Behavior and Job Satisfaction between groups

The variables in the questionnaire were measured with the usage scales for several items/questions with the range of possible scores in the first part of the "job satisfaction" questionnaire ranging from 1 - 6, and from 1 - 5 in the second part of the questionnaire on "organizational citizenship behavior". For the purpose of analysis, relevant responses were combined for each item to create one measure-the average of the responses on each scale. The following Table 3.6 shows the differences between the groups in the final stage of the study.

To examine significant differences between groups, two-way ANOVA was performed. Two-way ANOVA aims not only to evaluate the main effect of each variable, but also whether there is any interaction between them.

Table 3.6. Means and standard deviations of job satisfaction according to study groups
(elaborated by author)

	Private sector	Public sector
Intervention	M=4.22 SD= 1,12	M=3.78 SD= 0,81
Control	M=3.78 SD= 0,78	M=3.26 SD=1,22

Two-way ANOVA showed a significant effect for the intervention ($F(1, 196)=6.12$, $p<.01$), meaning *teachers who undergo a Psychopedagogical intervention program reported higher job satisfaction ($M=4.00$, $SD=1.21$) in comparison with teachers in the control group ($M=2.73$, $SD=0.81$).*

In addition a significant effect for the sector ($F(1, 194)=7.31$, $p<.01$), meaning *teachers who belong to public sector reported higher job satisfaction ($M=3.52$, $SD=0.92$) in comparison with teachers who belong to private sector ($M=3.21$, $SD=0.76$).*

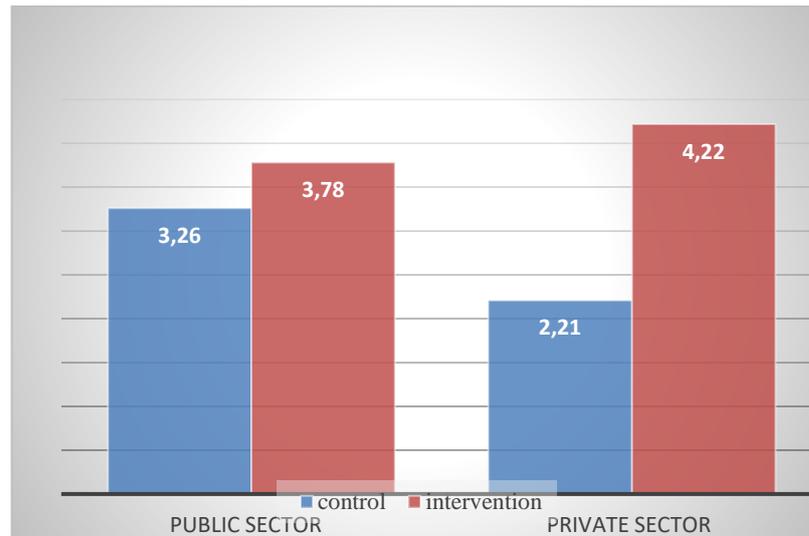


Fig.3.12. Interaction between group and sector in job satisfaction (elaborated by author)

Finally, an interaction effect was found between sector and group ($F(1, 194)=3.22$, $p<.01$). As seen in the following figure, while *among teachers in both sectors were benefited from Psychopedagogical program and reported higher job satisfaction in comparison to the control group, greater increase was indicated in the private sector in comparison to the public sector* (Figure 3.12), elaborated by author.

The following Table 3.7 shows the differences between the groups regarding OCB in the final stage of the study. Table 3.7, elaborated by author, reflects the means and standard deviations of OCB according to study groups

Table 3.7. Means and standard deviations of OCB according to study groups

(elaborated by author)

	Private sector	Public sector
Intervention	M=4.5, SD=0.78	M=4.01, SD=1.21
Control	M=2.97, SD=0.78	M=3.21, SD=0.87

Two-way ANOVA showed a significant effect of the intervention ($F(1, 196)=5.57, p<.05$), meaning teachers who undergo a Psychopedagogical program intervention reported higher OCB ($M=4.25, SD=1.21$) in comparison with teachers in the control group ($M=3.09, SD=0.81$).

No significant effect for the sector ($F(1, 194)=1.02, p=0.31$), meaning teachers who belong to the public sector had similar OCB ($M=3.52, SD=0.92$) in comparison with teachers who belong to the private sector ($M=3.73, SD=0.56$).

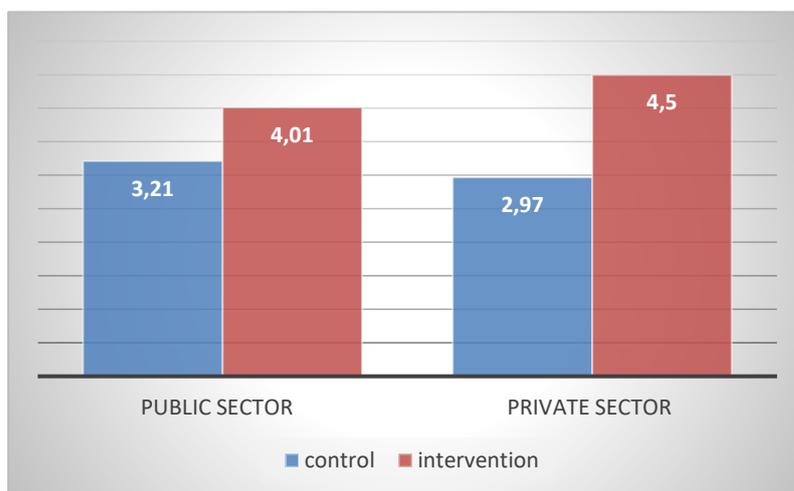


Fig.3.13. Interaction between group and sector in OCB (elaborated by author)

Finally, an interaction effect was found between sector and group ($F(1, 194)=4.22, p<0.01$). As seen in the following figure, while among teachers in both sectors who benefited from a Psychopedagogical program and reported higher OCB compared to the control group, a slightly greater but non-significant increase was indicated in the private sector compared to the public sector (Figure 3.13, elaborated by author).

2. Difference between groups at correlations between Organizational Citizenship Behavior and Job Satisfaction

To examine outcomes of motivational program on job satisfaction and OCB correlations between teachers from public sector and teachers from private sector, Pearson correlations were computed.

Results showed a significant distinction in the correlation between groups in these variables, and specifically between employees that participated in the intervention program and employees that didn't participate (control).

Among employees that participated in the intervention program, strong and significant correlation was found ($r=0.762, p<.01$). On the other hand, among employees that didn't participate in the intervention program, weaker correlation was found ($r=0.462, p<.05$).

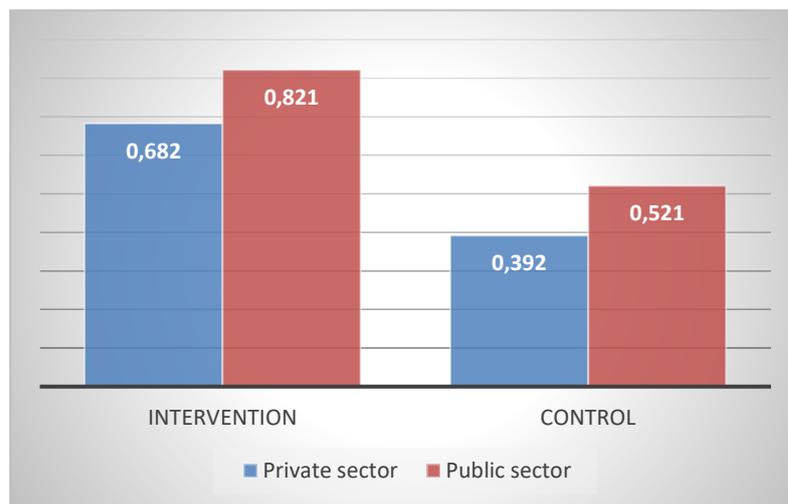
Following table shows correlations between four groups (Table 3.8, elaborated by author).

Table 3.8. Correlations between OCB and job satisfaction according to study groups
(elaborated by author)

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

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

As seen in table 3.6, *stronger correlation was found between OCB and job satisfaction specifically among employees from public sector, and to less extent between these variables from private sector*. In addition, intervention based on Psycho-pedagogical program showed that it creates stronger relationships between job satisfaction and OCB, in compare with control group.



The results are reflected in the Figure 3.14, elaborated by author.

Figure 3.14. Correlations between OCB and JS among intervention and control groups between private and public sectors (elaborated by author)

To conclude, the experiment described in this chapter shows that the main hypothesis of this research has been supported. Meaning, Psycho-pedagogical program for teachers succeeded to enhance both Organization Citizenship Behavior and Job Satisfaction in comparison to the control group. In addition, the intervention strengthens associations between OCB and Job Satisfaction, especially among intervention group. Finally, Psycho-pedagogical program had a slightly greater effect among teachers in private sector.

Main Findings

Philosophers and educational figures have discussed the nature of education in schools and the definition of teachers' roles since the inception of the public school system in the United States in the beginning of the 19th century. The matter of the teacher's tasks and expected duties is contextualized by the educational goals of the school system and the societal image of the optimal 'adult'. Cuban, for instance, demonstrated that the concept of a "good school" cannot be uniform and shared by all, but is rather the result of educational ideologies that construct the image of the ideal adult, and subsequently, the school's goals and criteria for measuring success [83].

This brief introduction emphasizes the relative, vague, and undefined nature of the teacher's role, which leaves us with questions and ethical dilemmas regarding the findings of the present study. Some scholars assume that the principal, foremost task of the teacher, which distinguishes their profession from others, is the pedagogical-didactic mission. As part of his service to society and the younger generation, the teacher is charged with introducing students to a wide range of knowledge that is perceived as significant to the development of the student as an individual and a member of society, by the society in which the teacher lives and works. The teacher is therefore required to be well versed in the curriculum, to create lesson plans, and to assess students' achievements. Findings of current research could improve teachers' motivation at school and therefore to improve their performance with students, and specifically to imply some answers for the following questions: How is it possible that many teachers feel that helping a struggling student is not an official job requirement? Is it conceivable that a teacher is not obligated to express positive, strong emotions toward his students? How can educators indicate that they are not, in fact, morally obligated to fulfill all of the aspects that contribute to students' growth and development, such as in-depth assessment of assignments, diversity in teaching methods, or participation in committees for the improvement of the school's educational program?

Hence, the findings of this study challenge the educational and social concept that the teacher's role is in fact boundless, that teachers are expected to fulfill any role that contributes to students, i.e., the future generation. Not any longer. Respondents reveal a dichotomy that distinguishes between tasks that are required and tasks that are not. Dichotomy is a presumably 'natural' condition in any workplace, but is doubly hard to digest when it comes to a profession that is perceived as 'moral', 'noble', and ideological, such as the teaching profession. Is this due to the internalization of capitalist values that require compensation in return for investing in one's work? Do these attitudes deplete the moral foundation of teaching and omit its uniqueness when compared to other professions? Should this type of distinction be accepted? Or perhaps we can trust that those who work in education will go beyond what is required in order to promote

success among students, and ignore the rules and regulations that define the scope of their duties? Do we not trust that teachers will adopt the professional ethics related to their role? I will leave the answers to these questions, and others stemming from this study, up to the reader's personal judgment.

The present study's findings can be substantiated with previous research findings that showed more job security in the public sector, which promoted high potential and motivation among employees [104].

The results showed that relationships between teachers and sense of purpose increased teachers' motivation, job satisfaction and their willing to contribute to school system. Relationships provided them a stronger sense of belongingness, while sense of purpose increased their coping mechanisms to cope problems with students. In addition to these individual and social variables, results also showed important influence of the organization to both OCB and job satisfaction. Specifically, it has been shown that the way teachers perceive school climate, principle's leadership and school goals, affect their motivation to engage with school's activities. Because of these effects, job satisfaction and OCB could affect just labor relationship, developing infrastructure and updating process.

This finding supports results uncovered in studies by Vigoda, E. [apud 200], Cole, J. [apud 153], and Itzhaky, H. [apud 154], who found no significant correlation between seniority and job satisfaction among employees. However, the findings of the present research do not support the study conducted by Ilies, R., Scott, B. and Judge, T. [119], which found that a positive correlation between participants' seniority, job satisfaction, and organizational citizenship behavior can be found on an individual basis overtime. One of the explanations provided by the researchers is that when employees first join an organization, they must face new challenges, which is accompanied by unpleasant feelings, and will therefore demonstrate dissatisfaction during this time and lack organizational citizenship behavior. After working for the organization for a more substantial period, however, employees develop a sense of comfort and belonging towards their work environment. It was therefore concluded, that employees need to feel like a part of the organization as experienced, veteran employees, in order to exhibit organizational citizenship behavior.

We note that this finding fits with the inconsistent, contradictory findings in scholarly literature regarding the correlation between seniority in the workplace and job satisfaction. Some researchers found a negative correlation [89; 91], while the side - bet theory introduced by Becker [48] argues that the more one contributes to their organization, the harder it will be for them to leave. A positive correlation was also found between organizational commitment and employee seniority, such that the more seniority an employee had, the more organizational commitment and

job satisfaction they exhibited.

As aforementioned, the components of Teachers' OCB Profile in schools were confirmed:

- A. *Helping students and supporting colleagues*: This component includes voluntarily helping students (tutoring and assistance with personal problems outside of school hours, listening and attending to students, showing compassion and empathy for struggling students), and new teachers or peers with various matters. This component is referred to as an aspect of organizational citizenship behavior in *previous studies as well* [36].
- B. *Organizational compliance and Initiatives (Development and implementation of educational and organizational changes and innovations)*: Initiating changes in teaching methods, introducing curriculum innovations, and organizing school projects, are part of teachers' citizenship behavior, as they are not directly rewarded for these initiatives even though they require time and effort. The lack of compensation is particularly evident in changes enforced by the Ministry of Education. Later works on organizational citizenship behavior include this component in their definition of the phenomenon [152; 153; 38].
- C. *Civic virtue (with focus on organizational orientation)*: This component, referred to as "civic integrity" in related literature, regards the teacher's commitment to the school as an organization and not strictly to their own class. Participation in school activities, such as ad-hoc committees, or voluntarily taking part in organizational aspects of the school – which is unique to teachers – are included in this component.
- D. *Professional development with commitment*: This component refers to teachers' commitment to do everything in their power for the success of their students. Using a variety of teaching methods, adjusting teaching methods to suit the students, and providing comprehensive and in-depth assessments, are perceived as behaviors for which teachers are not directly compensated, which are aimed at cultivating success among students. They depend on the teacher's personal discretion and their willingness to invest many hours of their free time.

3.2.2. Post-evaluation of the Psycho-pedagogical Program for the Development of Teachers's Organizational Citizenship Behavior

The previous experimental phase ended in January–February 2020, and starting on March 11, 2020, Israel imposed social distancing and other rules to limit the spread of COVID-19 infection. All restrictions in Israel were lifted in the spring of 2021, later reintroducing mask requirements. Restrictions on entry of foreign citizens into the country remained in place until January 2022 [231].

The COVID-19 pandemic has generated multiple challenges for human existence. The education system, likewise, has faced enormous pressures on all educational actors (students, teachers, school management, parents). Working in a dynamic environment with frequent top-down changes based on regulations has caused significant pressures, especially on teaching staff and school principals, undermining their capacity. They have had to adapt during the pandemic, going through rapid changes, which required additional efforts. Moreover, in these new circumstances, there has been a vital need for teachers' extra-role behaviors to help build a new alternative to the routine of teaching and learning that everyone has become accustomed to.

In this context, the author of this research continued exploring the topic of teachers' organizational citizenship behavior. Communication with some participants in the psychopedagogical program (mostly online) and 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's Organizational Citizenship Behavior.

Thus, at the additional research stage, the author *aimed to explore the dimensions of the teacher's OCB during COVID-19, through the lens of the effectiveness of the aforementioned psycho-pedagogical program*. We reiterate that during the pandemic, face-to-face teaching and learning were suddenly replaced by isolated online communication. The roles of teachers have also changed dramatically (Pokhrel, L. & Chhetri, R. [161]). Accordingly, the question arises regarding the applicability of the components of OCB we identified. Given that OCB is a context-related phenomenon, it was important to identify how the specific characteristics of the work environment during the pandemic affect the components of teachers' citizenship behavior.

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 OCB dimensions 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 (GE).

The participants answered the question: in what way were the OCB dimensions functional before the pandemic and during the pandemic? (answer options: low, medium, high). The table 3.9 reflects the answers of participants in the Psychopedagogical Program (GE) in public schools (elaborated by author).

**Table 3.9. Answers of participants in the Psychopedagogical Program (GE)
in public schools** (elaborated by author)

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 3.10 reflects the answers of participants in the Psychopedagogical Program (GE) in private schools (elaborated by author).

**Table 3.10. Answers of participants in the Psychopedagogical Program (GE)
in private schools** (elaborated by author)

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

To see the effectiveness of the intervention program, as well as the changes that occurred before and during the pandemic, we analyzed the data using the nonparametric Wilcoxon statistical method, which shows us the difference in ranks recorded by participants before and during the pandemic (Appendix 4).

If we analyze separately by type of institution, then we obtain the following results: There is no significant difference in the subjects from the public institution. On the other hand, for the subjects from the private institution, we obtained the following results:

- There is a significant difference in the manifestation of the level of organizational consciousness before the pandemic and during the pandemic (Wilcoxon: N=20, $z = -2.000$, two-tailed $p = 0.046$);
- There is a significant difference in the manifestation of the level of civic virtue before the pandemic and during the pandemic (Wilcoxon: N=40, $z = -2.000$, two-tailed $p = 0.046$);
- There is a significant difference in the manifestation of the level of organizational loyalty

before the pandemic and during the pandemic (Wilcoxon: $N=40$, $z = -2.000$, two-tailed $p = 0.046$).

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.

The results are as follows: regarding *supportive behavior*, teachers from public schools in GE mentioned applying all the contents before the pandemic: guiding students with additional materials in class and out of school; guiding new colleagues; supporting absent colleagues by redistributing learning tasks in classes; volunteering for school committees; volunteering in working with parents outside the curriculum. During the pandemic, this behavior was explored intensively with a greater emphasis on working with students and their parents, but also mutual support between colleagues; volunteering for school committees was totally absent. Teachers from private schools in GE, capitalizing on working with students and parents before and after the pandemic, provided less support to colleagues and received less support themselves, in both circumstances.

Regarding *effective relationships*, teachers from public schools in GE mentioned the application of practically all the contents before the pandemic: non-involvement in complaints and conflicts; showing patience, empathy, tolerance in solving work problems; dedication for the benefit of the group and the institution; assertive communication with students' parents and colleagues; showing a predominantly positive attitude at work. During the pandemic, this behavior was explored intensively with a greater emphasis on patience, empathy, tolerance and effort in assertive communication with students' parents and colleagues by both groups of GE teachers from the published and private sectors. However, it was more difficult to show a positive attitude in online work with students' parents, managers and colleagues. At the same time, those from the public sector demonstrated more dedication to the benefit of classes and the institution compared to those from the private sector.

Regarding *organizational awareness*, teachers in GE from both types of schools indicated the use of the following contents before the pandemic: respecting the rules and regulations of the organization, even beyond external supervision, avoiding unpleasant situations, and demonstrating punctuality and discipline. At the same time, during the pandemic, both groups recognized significant pressures on them related to harsher working conditions and were affected by frequent top-down changes caused by regulations of their activity. Adapting to the new conditions, marked by rapid changes, required additional mobilization and disciplinary efforts. Respect for the rules and regulations of the organization was diminished, undermining the working capacity of teaching

staff and school principals. Teachers from private schools in GE were the most stressed in this regard, due to the fear of losing their jobs.

Regarding *personal initiative*, teachers from GE from public schools acknowledged before the pandemic the demonstration of personal/organizational initiative beyond the requirements of the job description, proposing improvements to the teaching process/curriculum, personally mobilizing others for new initiatives, and accepting forced but necessary changes. The importance of personal initiative, especially through accepting forced changes, has increased significantly against the backdrop of the pandemic. Teachers in GE from private schools, largely capitalizing on the above actions, acknowledged difficulties in taking initiatives beyond the requirements of the job description, but also accepting forced changes.

The *civic virtue* dimension, manifested by participation in personal meetings, commitment to the institution as a whole, and willingness to accept personal responsibility for the success of the institution, was specified by both groups of teachers in GE. At the same time, supporting the involvement of students/colleagues in community projects was mentioned more by teachers in public schools before the pandemic; while during the pandemic this component was significantly reduced for objective reasons. Beyond these impediments, teachers in both groups recognized the need to participate in personal meetings as a support tool. Likewise, the importance of online participation in various social/community activities was mentioned.

Concerning *organizational loyalty*, which aims to promote the institution as a whole, protect the institution's reputation and promote its image through various social activities, and mobilize others to promote the institution, this component of OCB was approached by both groups of teachers from GE, but differently. Thus, a greater emphasis was placed on it by teachers from private schools. But this component was also significantly reduced during the pandemic for objective reasons. Beyond these impediments, teachers from both groups, but especially those from private schools, indicated the importance of maintaining the institution's positive image.

The *personal development* component, characterized by participation in professional development programs and didactic-scientific activities, internships, professional mobility, etc. beyond the mandatory ones, based on personal commitment, was embraced by GE teachers from both sectors before the pandemic. During the pandemic, the emphasis was placed on the intensive development of the use of information technologies, determined by the need for online work. Moreover, remote self-development was also imposed.

At the same time, to validate post-factum the impact of the Psychopedagogical Program on the development of organizational citizenship behavior in teachers, 2 mixed focus groups of 12 teachers each from public and private schools, who had not previously participated in the program

(from the control group (CG)), were organized. The analysis of the focus group data demonstrated that teachers who had not participated in the training program recognized more challenges compared to teachers from GE in their work on some contents of the OCB dimensions "during COVID-19" than "before COVID-19". Respectively:

- *Supportive behavior* was oriented more towards students, less towards the school and parents and much less towards colleagues;
- *The relationship component* was exhausting, involving enormous efforts of communication and patience with students, but more with the parents of the students, a reduced relationship with colleagues. But, more difficult was the manifestation of a positive attitude in working online with the parents of the students, managers and colleagues;
- *The organizational conscience and personal initiative* components were very stressful against the backdrop of the imposition of restrictions, related to new (online) work and disciplinary rules, requiring enormous adaptation efforts, undermining their working capacity;
- *The civic virtue and organizational loyalty* component, some elements of which were previously explored, were not functional during the pandemic;
- *Personal development*, having been explored before the pandemic, under restrictive conditions has been refocused on the intensive development of the use of information technologies (online work), which is stressful for many teachers, who had not previously developed these skills.

We conclude that, the research results demonstrated that the daily exploration of teachers' OCB dimensions contributed to the formation of adaptive capacity (resilience) in crisis conditions. Adaptability means the ability to change to suit changing circumstances. Resilience is the ability to face challenges, not only to endure, but also to move forward. The research did not set out to investigate teacher resilience. Consequently, new investigative perspectives emerge 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.

3.3. Conclusion on Chapter 3

The chapter reflects the results of formative pedagogical experiment, description, analysis and the interpretation of the results obtained. Psychopedagogical Program for the Development of Teachers's Organizational Citizenship Behavior, was built by literature review and also personal interviews that were conducted amongst teachers who work both in the public sector and private sector.

In order to test the operational hypothesis of this work, meaning differences at organizational citizenship behavior and job satisfaction, three studies were conducted. Study 1 and study 3 used quantitative research tools, while the second study used qualitative research tools in order to enrich findings.

Based on the second study (qualitative research), the teachers' personal perceptions of OCB were explored. Some teachers who participated in the study had a family history of helping others. Another group of factors emphasized by respondents referred to the school's atmosphere and student population. Good communication among teachers, a pleasant atmosphere, and norms that support organizational citizenship behavior, were named as positive influences on this type of behavior. Respondents stressed the need for "a good atmosphere, an atmosphere of encouragement, good staff, real warmth" that inspires teachers to go beyond their official obligations.

While among teachers in both sectors were benefited from Psychopedagogical program and reported higher OCB in compare to control group, greater increase was indicated in private sector in compare to public sector. With reference to the differences between the sectors: The program had a stronger impact on the representatives of the private sector. We believe that this is due to the fact that participants from the public sector practice some components of OCB more often, while colleagues from the private sector are more motivated by the material factor.

Stronger correlation was found between OCB and Job Satisfaction specifically among employees from public sector, and to less extent between these variables from private sector. In addition, intervention showed that it creates stronger relationships between OCB and Job Satisfaction, in compare with control group.

It is important to note that the teachers, principals, and supervisors included in the study expressed similar views on what constitutes teachers' organizational citizenship behavior, and no significant contradictions or variations were uncovered among them. One possible explanation for this is the common professional and educational background shared by different professionals in the educational system, which stems, among other factors, from the institutional demand for five-year seniority prior to being referred for educational management or supervision. It is possible that this demand generates a shared professional culture between current and former teachers, which leads to the relative uniformity among research respondents with regards to the components of teachers' citizenship behavior and its origins.

To conclude, the experiment shows that the main hypothesis of this research has been supported. *Meaning, Psychopedagogical program for teachers succeeded to enhance both job satisfaction and organization citizenship behavior in compare to control group. In addition, the*

intervention strengthens associations between OCB and job satisfaction especially among intervention group. Finally, Psychopedagogical program had a slightly greater effect among teachers in private sector.

The analysis of the study results at post-evaluation stage showed that Israeli teachers, who participated in the psychopedagogical program before the pandemic, reported the functionality of practically all OCB dimensions “during COVID-19” (except for those of an objective nature related to restrictions). They recognized that participation in the psychopedagogical program helped them to withstand the challenges of the pandemic due to the development of OCB dimensions. In particular, this was reiterated by teachers from private educational institutions. Accordingly, it was reconfirmed that the program had a stronger impact on representatives of the private sector. This can be explained by the more frequent daily exploration of OCB dimensions by teachers from 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”.

We reiterate the functionality of the dimensions of the Teachers’ OCB Profile developed by us. At the same time, the results of this research phase emphasize the importance of understanding OCB as a context-related phenomenon, especially in times of crisis. The interdependence of organizational development of schools and teachers’ OCB is great, but even more significant in times of crisis; therefore, OCB-oriented teacher and managerial training programs are vital in the context of the multiple crises we may face.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The theoretical and practical research carried out allowed the identification and explanation of Psycho-pedagogical particulars of development of teachers' organizational citizenship behavior, which include personal attributes, such as teacher's profile, and structural elements, such as a person's job context (national education context, education trends and needs, OCB determinants etc.).

The analysis, synthesis, interpretation of the theoretical benchmarks and the results of the research regarding the exploration of Teachers' Organizational citizenship Behavior (OCB) as a strategy to make the activity of teaching staff more efficient 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 activity of teaching staff. Following the evolution of scientific guidelines regarding OCB, based on the analysis of pedagogical, psychological, sociological and organizational approaches, the essence of the basic concepts was established: *Supporting behavior, Effective relationships, Organizational consciousness, Personal initiative, Civic virtue, Organizational loyalty, Personal development, OCB determinants etc.* By means of the theoretical study we formulated own definition of the concept of Teachers' OCB (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 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. Thus, **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.

The following **Recommendations** are made in light of this study and its findings. The recommendations are structured in terms of general policymakers and specific policymakers in the education system.

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 future 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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Internet resources:

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226. <https://files.eric.ed.gov/fulltext/EJ1357841.pdf>
227. <https://www.nuffic.nl/sites/default/files/2020-08/education-system-israel.pdf>
228. <https://timss2015.org/encyclopedia/countries/israel/>
229. <https://www.growthengineering.co.uk/what-is-malcolm-knowles-adult-learning-theory/>
230. <https://www.ibe.unesco.org/sites/default/files/Israel.pdf>
231. https://en.wikipedia.org/wiki/COVID-19_pandemic_in_Israel
232. HIT Holon Institute of Technology. <http://www.hit.ac.il/web/default.asp>

APPENDICES

Appendix 1.

Questionnaire

This survey is intended for project completion, as part of **studies BA Business Administration (specialization in HR)**, the center for academic studies.

No data will be used for any other purpose. Survey anonymously and do not need/ A indicate the name, or other identifying information.

The survey deals with attitudes toward the organization where his/ her employed/ Z. Each question has several possible answers. You must choose the most appropriate one answer.

We would be happy if the sacrament / the number of minutes of your time to fill out this questionnaire honestly and seriously. Answers are very important to us and vital to the success of this study.

Questionnaire - Part A: Please rate the extent to which you are satisfied with the aspects listed below:

	1	2	3	4	5	6		
	1	2	3	4	5	6	Possibility to be busy all the time	1
	1	2	3	4	5	6	The opportunity to work alone occupational	2
	1	2	3	4	5	6	Opportunity to do different things from time to time	3
	1	2	3	4	5	6	Form which handles my superior flexural	4
	1	2	3	4	5	6	Opportunity to feel that I was "something" in the organization	5
	1	2	3	4	5	6	My superior 's ability to make decisions	6
	1	2	3	4	5	6	Possibility to do things that violate my conscience	7
	1	2	3	4	5	6	Form which provides stable employment pursuits	8
	1	2	3	4	5	6	Opportunity to do things for other people	9
	1	2	3	4	5	6	Opportunity to tell other people what to do	10
	1	2	3	4	5	6	Opportunity to do something that allows the use of my abilities	11
	1	2	3	4	5	6	Of how the operator workplace policy	12
	1	2	3	4	5	6	My salary in relation to work I perform	13
	1	2	3	4	5	6	Occupational promotion prospects	14

	1	2	3	4	5	6	The freedom to use my judgment	15
	1	2	3	4	5	6	Opportunity to try my own methods in performing Occupation	16
	1	2	3	4	5	6	Working conditions	17
	1	2	3	4	5	6	Of how the members work jumble	18
	1	2	3	4	5	6	Its recognition I get for good performance	19
	1	2	3	4	5	6	Sense of accomplishment I get occupational	20

Questionnaire - Part B: Please rate how much you agree with each statement:

Strongly Disagree	Disagree	Disagree And - do not agree	Agree	Strongly agree		
1	2	3	4	5	I am ready and willing / the help my colleagues even if I was asked by the Director to do so	21
1	2	3	4	5	If a committee be established to improve organizational processes would love to take part, in addition to my regular work	22
1	2	3	4	5	fill / of the rules and laws that the organization has defined and encouraged / the others to do so	23
1	2	3	4	5	I prefer / the act courteous to those around me at work because I think it creates a pleasant atmosphere to work in corporate	25
1	2	3	4	5	My organization there is a happy living environment	26
1	2	3	4	5	Overall, my organization employees are satisfied with their work	27
1	2	3	4	5	My organization, the employees remain over time (small variant)	28
1	2	3	4	5	My organization, the employees show a high potential for moving work	29
1	2	3	4	5	My organization, the conduct is based on a background of moral	30
1	2	3	4	5	My organization, the work is a place for self-expression	31
1	2	3	4	5	My organization, the degree of organizational commitment is very high	32

1	2	3	4	5	My organization, leaders / managers support	33
1	2	3	4	5	Employees generally perceive the decisions made by the management of the enterprise value	34

Questionnaire - Part C: General Information

Please circle the appropriate answer or write / official designated place

1. Age (years) _____
2. Gender a. male b. female
3. Length of time that the / the works / A in this organization (in years)
4. Do you / the participant in team meetings:
 - A. Once a week
 - B. Every two weeks
 - C. Monthly
 - D. More than one month
 - E. No participant

Thank you

Tables and Data Processing

Table B.1: Internal reliability - part of the questionnaire of job satisfaction

RELIABILITY /VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 q16 q17
q18 q19 q20

Reliability

Reliability Statistics

N of Items	Cronbach's Alpha
20	.915

Item-Total Statistics				
Cronbach's Alpha if Item Deleted	Corrected Item - Total Correlation	Scale Variance if Item Deleted	Scale Mean if Item Deleted	
.939	.559	336.072	147.68	Possibility to be busy all the time
.941	.312	338.086	148.23	The opportunity to work alone occupational
.940	.417	337.266	147.65	Opportunity to do different things from time to time
.939	.572	324.513	148.12	Form which handles my superior flexural
.938	.686	320.734	148.23	Opportunity to feel that I was "something" in the organization
.940	.460	332.717	148.07	My superior 's ability to make decisions
.941	.292	339.683	147.68	Possibility to do things that violate my conscience
.940	.430	339.435	147.55	Form which provides stable employment pursuits
.939	.524	334.156	147.56	Opportunity to do things for other people
.941	.352	337.288	148.53	Opportunity to tell other people what to do
.939	.549	330.744	147.82	Opportunity to do something that allows the use of my abilities
.937	.742	320.876	148.58	Of how the operator workplace policy
.938	.653	317.868	149.28	My salary in relation to work I perform
.938	.657	314.923	149.17	Occupational promotion prospects
.937	.734	321.090	148.28	The freedom to use my judgment
.937	.738	318.072	148.32	Opportunity to try my own methods in performing Occupation
.939	.587	327.849	148.15	Working conditions
.941	.387	335.441	148.06	Of how the members work jumble

.937	.730	321.842	148.14	Its recognition I get for good performance
.937	.727	322.995	148.07	Sense of accomplishment I get occupational
.941	.364	344.114	148.18	I am ready and willing / the help my colleagues even if I was asked by the Director to do so
.940	.416	339.580	148.71	If a committee be established to improve organizational processes would love to take part, in addition to my regular work
.940	.503	338.585	148.47	I fill / of the rules and laws that the organization has defined and encouraged / the others to do so
.941	.318	342.422	148.62	Sometimes I'm ready / the concessions and compromises in order to maintain a good atmosphere at work
.940	.496	340.969	148.29	I prefer / the act courteous to those around me at work because I think it creates a pleasant atmosphere to work in corporate
.938	.694	329.738	148.94	My organization there is a happy living environment
.938	.634	331.317	149.08	Overall, my organization employees are satisfied with their work
.940	.404	337.933	148.74	My organization, the employees remain r time (small variant)
.939	.543	332.786	149.14	My organization, the employees show a high potential for moving work
.939	.562	330.076	149.13	My organization, the conduct is based on a background of moral
.937	.722	324.300	149.41	My organization, the work is a place for self-expression
.939	.531	332.417	148.91	My organization, the degree of organizational commitment is very high
.938	.710	326.025	149.11	My organization, leaders / managers support
.938	.631	330.409	149.28	Employees generally perceive the decisions made by the management of the enterprise value

Table B.2: Internal reliability - part of the questionnaire of corporate citizenship behavior
RELIABILITY /VARIABLES= q21 q22 q23 q24 q25 q26 q27 q28 q29 q30 q31 q32 q33 q34

Reliability
Reliability Statistics

N of Items	Cronbach's Alpha
14	.899

Reliability Statistics

N of Items	Cronbach's Alpha
------------	------------------

Item-Total Statistics

Cronbach's Alpha if Item Deleted	Corrected Item - Total Correlation	Scale Variance if Item Deleted	Scale Mean if Item Deleted	
.899	.370	50.527	52.44	I am ready and willing / the help my colleagues even if I was asked by the Director to do so
.898	.410	48.776	52.96	If a committee be established to improve organizational processes would love to take part, in addition to my regular work
.895	.517	48.275	52.72	I fill / of the rules and laws that the organization has defined and encouraged / the others to do so
.898	.406	48.995	52.88	Sometimes I'm ready / the concessions and compromises in order to maintain a good atmosphere at work
.895	.527	49.139	52.55	I prefer / the act courteous to those around me at work because I think it creates a pleasant atmosphere to work in corporate
.888	.675	45.255	53.20	My organization there is a happy living environment
.890	.635	45.615	53.34	Overall, my organization employees are satisfied with their work
.896	.478	47.204	53.00	My organization, the employees remain over time (small variant)
.889	.653	44.889	53.39	My organization, the employees show a high potential for moving work
.891	.617	44.369	53.39	My organization, the conduct is based on a background of moral
.883	.768	42.483	53.67	My organization, the work is a place for self-expression
.888	.680	44.250	53.17	My organization, the degree of organizational commitment is very high
.885	.739	43.327	53.37	My organization, leaders / managers support
.886	.720	44.325	53.54	Employees generally perceive the decisions made by the management of the enterprise value

Table B.3: Internal reliability - of the questionnaire as a whole

RELIABILITY / VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 q16 q17 q18 q19 q20 q21 q22 q23 q24 q25 q26 q27 q28 q29 q30 q31 q32 q33 q34 (by author)

Age Groups Sector

total	segment		N	Age Groups
	private	public		
27	16	11	N	20-35
25.7%	30.2%	21.2%	%	
35	19	16	N	36-45
33.3%	35.8%	30.8%	%	
43	18	25	N	46-66
41.0%	34.0%	48.1%	%	
105	53	52	N	total
100.0%	100.0%	100.0%	%	

**Reliability
Reliability Statistics**

N of Items	Cronbach's Alpha
34	.941

Table B.4: Characteristics of the sample - Gender Sector (by author)

Gender * Segment

total	Segment		N	Gender
	private	public		
25	14	11	N	male
22.9%	25.9%	20.0%	%	
84	40	44	N	female
77.1%	74.1%	80.0%	%	
109	54	55	N	total
100.0%	100.0%	100.0%	%	

Table B.5: Characteristics of the sample - age groups by sector

REPORT AGE

SECTOR	Mean	N	Std. Deviation
PUBLIC	45.60	52	11.661
PRIVATE	41.38	53	8.647
TOTAL	43.47	105	10.419

Table B.6: Characteristics of the sample - and seniority grouped by sector

Seniority file * Segment

total	segment				
	private	public			
26	10	16	N	1-5	Seniority file
25.2%	18.9%	32.0%	%		
20	13	7	N	6-10	
19.4%	24.5%	14.0%	%		
19	9	10	N	11-15	
18.4%	17.0%	20.0%	%		
14	6	8	N	16-20	
13.6%	11.3%	16.0%	%		
9	4	5	N	21-25	
8.7%	7.5%	10.0%	%		
11	8	3	N	26-30	
10.7%	15.1%	6.0%	%		
4	3	1	N	31-35	
3.9%	5.7%	2.0%	%		
103	53	50	N	total	
100.0%	100.0%	100.0%	%		

Report
Workplace Seniority

Sector	Mean	N	Std. Deviation
Public	12.46	50	8.581
Private	14.72	53	9.718
Total	13.62	103	9.209

Table B.7: Means of Variables

Report
SENIORITY IN SERVICE

SECTOR	Mean	N	Std. Deviation
PUBLIC	12.46	50	8.581
PRIVATE	14.72	53	9.718
TOTAL	13.62	103	9.209

Average calculated satisfaction including corporate citizenship includes

Descriptive Statistics

Standard deviation	average	Maximum	Minimum	N	
.64461	4.7872	6.00	2.60	109	Average Overall - Satisfaction
.52108	4.0858	5.00	2.86	109	Average Overall - corporate citizenship
				109	Valid N (listwise)

Average job satisfaction variables according to sector

Report

Form which handles my superior flexural	Opportunity to do different things from time to time	The opportunity to work alone occupational	Possibility to be busy all the time	sector	
5.11	5.27	4.89	5.40	average	public
55	55	55	55	N	
.936	.781	.975	.596	Standard deviation	
4.54	5.31	4.54	5.13	average	private
54	54	54	54	N	
1.370	.886	1.023	.754	Standard deviation	
4.83	5.29	4.72	5.27	average	total
109	109	109	109	N	
1.201	.831	1.010	.689	Standard deviation	

Report

Form which provides stable employment pursuits	Possibility to do things that violate my conscience	My superior's ability to make decisions	Opportunity to feel that I was "something" in the organization	sector	
5.35	5.25	5.02	4.95	average	public
55	55	55	55	N	
.726	.947	.805	1.113	Standard deviation	
5.44	5.28	4.72	4.48	average	private
54	54	54	54	average	
.634	.940	1.172	1.177	N	
5.39	5.27	4.87	4.72	Standard deviation	total
109	109	109	109	average	
.681	.939	1.010	1.163	N	

Report

Of how the operator workplace policy	Opportunity to do something that allows the use of my abilities	Opportunity to tell other people what to do	Opportunity to do things for other people	sector	
5.00	5.38	4.38	5.58	average	public
55	55	55	55	N	
.793	.652	.933	.738	Standard deviation	
3.72	4.87	4.44	5.19	average	private
54	54	54	54	N	
.940	1.133	1.003	.870	Standard deviation	
4.37	5.13	4.41	5.39	average	total
109	109	109	109	N	
1.077	.954	.964	.827	Standard deviation	

Report

Opportunity to try my own methods in performing Occupation	The freedom to use my judgment	Occupational promotion prospects	My salary in relation to work I perform	sector	
5.09	4.96	4.15	4.22	average	public
55	55	55	55	N	
.908	.999	1.325	1.197	Standard deviation	
4.15	4.37	3.39	3.11	average	private
54	54	54	54	N	
1.250	1.087	1.472	1.239	Standard deviation	
4.62	4.67	3.77	3.67	average	total
109	109	109	109	N	
1.185	1.081	1.444	1.334	Standard deviation	

Report

Sense of accomplishment I get occupational	Its recognition I get for good performance	Of how the members work jumble	Working conditions	sector	
5.13	5.02	4.91	5.07	average	public
55	55	55	55	N	
.747	.933	.967	.836	Standard deviation	
4.61	4.59	4.87	4.52	average	private
54	54	54	54	N	
1.188	1.141	1.047	1.128	Standard deviation	
4.87	4.81	4.89	4.80	average	total
109	109	109	109	N	
1.019	1.058	1.003	1.025	Standard deviation	

Average corporate citizenship behavior variables according to sector
 average S TABLES=q21 q22 q23 q24 q25 q26 q27 q28 q29 q30 q31 q32 q33 q34 BY
 sug/ CELLS average COUNT STDDEV.

Report

Sometimes I'm ready / the concessions and compromises in order to maintain a good atmosphere at work	I fill / of the rules and laws that the organization has defined and encouraged / the others to do so	If a committee be established to improve organizational processes would love to take part, in addition to my regular work	I am ready and willing / the help my colleagues even if I was asked by the Director to do so	sector	
4.53	4.58	4.38	4.76	average	public
55	55	55	55	N	
.573	.567	.623	.470	Standard deviation	
4.11	4.37	4.09	4.76	average	private
54	54	54	54	N	
.691	.681	.734	.473	Standard deviation	
4.32	4.48	4.24	4.76	average	total
109	109	109	109	N	
.665	.632	.693	.469	Standard deviation	

Report

My organization, the employees remain over time (small variant)	Overall, my organization employees are satisfied with their work	My organization there is a happy living environment	prefer / the act courteous to those around me at work because I think it creates a pleasant atmosphere to work in corporate	sector	
4.51	4.24	4.33	4.75	average	public
55	55	55	55	N	
.573	.637	.640	.480	Standard deviation	
3.89	3.48	3.67	4.56	average	private
54	54	54	54	N	
.904	.795	.824	.538	Standard deviation	
4.20	3.86	4.00	4.65	average	total
109	109	109	109	N	
.814	.810	.805	516	Standard deviation	

Report

My organization, the degree of organizational commitment is very high	My organization, the work is a place for self-expression	My organization, the conduct is based on a background of moral	My organization, the employees show a high potential for moving work	sector	
4.44	4.02	4.13	4.11	average	public
55	55	55	55	N	
.688	.850	.840	.896	Standard deviation	
3.63	3.04	3.50	3.50	average	private
54	54	54	54	N	
.917	.846	.986	.720	Standard deviation	
4.04	3.53	3.82	3.81	average	total
109	109	109	109	N	
.902	.977	.964	.866	Standard deviation	

Report

Employees generally perceive the decisions made by the management of the enterprise value	My organization, leaders / managers support	sector	
4.07	4.18	average	public
55	55	N	
.766	.863	Standard deviation	
3.24	3.48	average	private
54	54	N	
.725	.863	Standard deviation	
3.66	3.83	average	total
109	109	N	
.852	.928	Standard deviation	

Table B.8: difference in the mean overall Corporate Citizenship Behavior and Job Satisfaction averages by sector

Levine Test results compare with non-significant differences so called first line

Independent Samples Test

Levene's Test for Equality of Variances			
Sig.	F		
.210	1.591	Equal variances assumed	Average Overall - Satisfaction
		Equal variances not assumed	
.512	.434	Equal variances assumed	Average Overall - corporate citizenship
		Equal variances not assumed	

Independent Samples Test

t-test for Equality of Means				
Sig. (2-tailed)	df	t		
.000	107	3.799	Equal variances assumed	Average Overall - Satisfaction
.000	103.535	3.794	Equal variances not assumed	
.000	107	6.472	Equal variances assumed	Average Overall - corporate citizenship
.000	106.188	6.478	Equal variances not assumed	

Independent Samples Test

t-test for Equality of Means				
Std. Error Difference	Mean Difference			
.11646	.44247	Equal variances assumed	Average Overall - Satisfaction	
.11664	.44247	Equal variances not assumed		
.08502	.55024	Equal variances assumed	Average Overall - corporate citizenship	
.08494	.55024	Equal variances not assumed		

Independent Samples Test

t-test for Equality of Means			
95% Confidence Interval of the Difference			
Upper	Lower		
.67334	.21161	Equal variances assumed	Average Overall - Satisfaction
.67378	.21117	Equal variances not assumed	
.71878	.38170	Equal variances assumed	Average Overall - corporate citizenship
.71863	.38185	Equal variances not assumed	

Group Statistics

Std. Error Mean	Std. Deviation	Mean	N	sector	
0.07498	0.55603	5.0064	55	public	Average Overall - Satisfaction
0.08935	0.65656	4.5639	54	private	
0.0629	0.46647	4.3584	55	public	Average Overall - corporate citizenship
0.05708	0.41945	3.8082	54	private	

Table B.9: The relationship between Corporate Citizenship Behavior and Job Satisfaction (H1)

Correlations

Average Overall - corporate citizenship	Average Overall - Satisfaction		
.698**	1	Pearson Correlation	Average Overall - Satisfaction
.000		Sig. (2-tailed)	
109	109	N	
1	.698**	Pearson Correlation	Average Overall - corporate citizenship
	.000	Sig. (2-tailed)	
109	109	N	

** . Correlation is significant at the 0.01 level (2-tailed).

Table B.10: Job Satisfaction factors that have a significant contribution to Corporate Citizenship Behavior

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.853 ^a	.727	.665	.30148

ANOVA

Sig.	F	Mean Square	df	Sum of Squares	Model
.000 ^a	11.731	1.066	20	21.326	Regression 1
		.091	88	7.998	Residual
			108	29.324	Total

- a. Predictors: (Constant), the sense of accomplishment I get from therapists, we can do things that violate my conscience, the form in which coworkers get along with each other, the opportunity to work alone therapists, the opportunity to tell other people what to do, my salary in relation to work I perform, the ability of my supervisor to make decisions, the opportunity to do different things from time to time, the opportunity to do things for other people the way that my work provides stable employment, the possibility to be busy all the time, working conditions, occupational promotion prospects, of how the operator workplace policy, the opportunity to do something allowing the use of my abilities, the opportunity to try my own methods in occupational performance in the way that handles my superior flexural, the opportunity to feel that I was "something" in the organization, the freedom to use my judgment which I get recognition for good performance

Coefficients

Sig.	t	Standardized Coefficients	Unstandardized Coefficients		Model	
		Beta	Std. Error	B		
.000	4.673		.339	1.582	(Constant)	1
.016	2.468	.186	.057	.140	Possibility to be busy all the time	
.142	-1.482	-.093	.032	-.048	The opportunity to work alone occupational	
.758	.310	.023	.046	.014	Opportunity to do different things from time to time	
.561	.583	.054	.040	.023	Form which handles my superior flexural	

ANOVA

Sig.	F	Mean Square	df	Sum of Squares	Model
.000 ^a	11.731	1.066	20	21.326	Regression 1
		.091	88	7.998	Residual
			108	29.324	Total

- a. Predictors: (Constant), the sense of accomplishment I get from therapists, we can do things that violate my conscience, the form in which coworkers get along with each other, the opportunity to work alone therapists, the opportunity to tell other people what to do, my salary in relation to work I perform, the ability of my supervisor to make decisions, the opportunity to do different things from time to time, the opportunity to do things for other people the way that my work provides stable employment, the possibility to be busy all the time, working conditions, occupational promotion prospects, of how the operator workplace policy, the opportunity to do something allowing the use of my abilities, the opportunity to try my own methods in occupational performance in the way that handles my superior flexural, the opportunity to feel that I was "something" in the organization, the freedom to use my judgment which I get recognition for good performance

.250	-1.159	-.120	.046	-.054	Opportunity to feel that I was "something" in the organization
.182	-1.346	-.121	.046	-.062	My superior's ability to make decisions May be
.635	.477	.033	.038	.018	Possibility to do things that violate my conscience
.232	-1.205	-.085	.054	-.065	Form which provides stable employment pursuits
.036	2.129	.159	.047	.100	Opportunity to do things for other people
.419	.812	.052	.035	.028	Opportunity to tell other people what to do
.055	-1.947	-.162	.046	-.089	Opportunity to do something that allows the use of my abilities
.000	5.666	.468	.040	.226	Of how the operator workplace policy
.064	1.879	.161	.034	.063	My salary in relation to work I perform
.184	1.338	.116	.031	.042	Occupational promotion prospects
1.000	.000	.000	.054	-1.892E-5	The freedom to use my judgment
.597	.531	.056	.046	.025	Opportunity to try my own methods in performing Occupation
.451	.757	.059	.039	.030	Working conditions
.007	2.743	.179	.034	.093	Of how the members work jumble
.763	.303	.034	.056	.017	Its recognition I get for good performance

ANOVA

Sig.	F	Mean Square	df	Sum of Squares	Model
.000 ^a	11.731	1.066	20	21.326	Regression 1
		.091	88	7.998	Residual
			108	29.324	Total

- a. Predictors: (Constant), the sense of accomplishment I get from therapists, we can do things that violate my conscience, the form in which coworkers get along with each other, the opportunity to work alone therapists, the opportunity to tell other people what to do, my salary in relation to work I perform, the ability of my supervisor to make decisions, the opportunity to do different things from time to time, the opportunity to do things for other people the way that my work provides stable employment, the possibility to be busy all the time, working conditions, occupational promotion prospects, of how the operator workplace policy, the opportunity to do something allowing the use of my abilities, the opportunity to try my own methods in occupational performance in the way that handles my superior flexural, the opportunity to feel that I was "something" in the organization, the freedom to use my judgment which I get recognition for good performance

.396	.852	.095	.057	.048	Sense of accomplishment I get occupational	
------	------	------	------	------	--	--

- a. Independent Variable: Average Overall - corporate citizenship

Table B.11: Difference connection between Corporate Citizenship Behavior and Job Satisfaction in the public sector versus private sector (H2)

Sector=Public

Correlations^a

Average Overall - corporate citizenship	Average Overall - Satisfaction		
.720**	1	Pearson Correlation	Average Overall - Satisfaction
.000		Sig. (2-tailed)	
55	55	N	
1	.720**	Pearson Correlation	Average Overall - corporate citizenship
	.000	Sig. (2-tailed)	
55	55	N	

** Correlation is significant at the 0.01 level (2-tailed).

a. Public=sector

Sector=Private

Correlations^a

Average Overall - corporate citizenship	Average Overall - Satisfaction		
.589**	1	Pearson Correlation	Average Overall - Satisfaction
.000		Sig. (2-tailed)	
54	54	N	
1	.589**	Pearson Correlation	Average Overall - corporate citizenship
	.000	Sig. (2-tailed)	
54	54	N	

** Correlation is significant at the 0.01 level (2-tailed).

a. Private=sector

Table B.12: The relationship between Corporate Citizenship Behavior and Job Satisfaction among veteran workers and for workers with low seniority (H3)

Frequency table - Seniority

Statistics

Seniority file	And length of service		
103	103	Valid	N
6	6	Missing	

Seniority file

Cumulative Percent	Valid Percent	Percent	Frequency		
25.2	25.2	23.9	26	1-5	Valid
44.7	19.4	18.3	20	6-10	
63.1	18.4	17.4	19	11-15	
76.7	13.6	12.8	14	16-20	
85.4	8.7	8.3	9	21-25	
96.1	10.7	10.1	11	26-30	
100.0	3.9	3.7	4	31-35	
	100.0	94.5	103	Total	
		5.5	6	System	Missing
		100.0	109	Total	

Seniority - seniority Low

Cumulative Percent	Valid Percent	Percent	Frequency		
25.2	25.2	23.9	26	And low seniority - 1 to 5 years	Valid
100.0	74.8	70.6	77	More seniority - over 5 years	
	100.0	94.5	103	Total	
		5.5	6	System	Missing
		100.0	109	Total	

And low seniority - up to 5 years

Correlations^a

Average Overall - corporate citizenship	Average Overall - Satisfaction		
.650**	1	Pearson Correlation	Average Overall - Satisfaction
.000		Sig. (2-tailed)	
26	26	N	
1	.650**	Pearson Correlation	Average Overall - corporate citizenship
	.000	Sig. (2-tailed)	
26	26	N	

** Correlation is significant at the 0.01 level (2-tailed).

a. = And low seniority - up to 5 years

More seniority - over 5 years

Correlations^a

Average Overall - corporate citizenship	Average Overall - Satisfaction		
.707**	1	Pearson Correlation	Average Overall - Satisfaction
.000		Sig. (2-tailed)	
77	77	N	
1	.707**	Pearson Correlation	Average Overall - corporate citizenship
	.000	Sig. (2-tailed)	
77	77	N	

** Correlation is significant at the 0.01 level (2-tailed).

a More seniority - over 5 years

Table B.13: The relationship between Corporate Citizenship Behavior and Job Satisfaction by age group

Groups age = 20-35

Correlations^a

Average Overall - corporate citizenship	Average Overall - Satisfaction		
.801**	1	Pearson Correlation	Average Overall - Satisfaction
.000		Sig. (2-tailed)	
27	27	N	
1	.801**	Pearson Correlation	Average Overall - corporate citizenship
	.000	Sig. (2-tailed)	
27	27	N	

** Correlation is significant at the 0.01 level (2-tailed).

a. Groups age = 20-35

Age group = 36-45

Correlations^a

Average Overall - corporate citizenship	Average Overall - Satisfaction		
.784**	1	Pearson Correlation	Average Overall - Satisfaction
.000		Sig. (2-tailed)	
35	35	N	
1	.784**	Pearson Correlation	Average Overall - corporate citizenship
	.000	Sig. (2-tailed)	
35	35	N	

** Correlation is significant at the 0.01 level (2-tailed).

a. Age group = 36-45

Age group = 46-66

Correlations^a

Average Overall - corporate citizenship	Average Overall - Satisfaction		
.594**	1	Pearson Correlation	Average Overall - Satisfaction
.000		Sig. (2-tailed)	
43	43	N	
1	.594**	Pearson Correlation	Average Overall - corporate citizenship
	.000	Sig. (2-tailed)	
43	43	N	

** Correlation is significant at the 0.01 level (2-tailed).

a Age group = 46-66

Table B.14: The relationship between Corporate Citizenship Behavior and Job Satisfaction by attending team meetings

Statistics

Do you / the participant / the team meetings?

107	Valid	N
2	Missing	

Do you / the participant / the team meetings?

Cumulative Percent	Valid Percent	Percent	Frequency		
25.2	25.2	24.8	27	Once a week	Valid
33.6	8.4	8.3	9	Every two weeks	
60.7	27.1	26.6	29	Monthly	
79.4	18.7	18.3	20	More than one month	
100.0	20.6	20.2	22	No participant / A Rule	
	100.0	98.2	107	Total	
		1.8	2	System	Missing
		100.0	109	Total	

zevet_cat

Cumulative Percent	Valid Percent	Percent	Frequency		
79.4	79.4	78.0	85	Participant	Valid
100.0	20.6	20.2	22	No participant	
	100.0	98.2	107	Total	
		1.8	2	System	Missing
		100.0	109	Total	

zevet_cat = Participant

Correlations^a

Average Overall - corporate citizenship	Average Overall - Satisfaction		
.746**	1	Pearson Correlation	Average Overall - Satisfaction
.000		Sig. (2-tailed)	
85	85	N	
1	.746**	Pearson Correlation	Average Overall - corporate citizenship
	.000	Sig. (2-tailed)	
85	85	N	

** Correlation is significant at the 0.01 level (2-tailed).

a. zevet_cat = Participant

zevet_cat = No participant

Correlations^a

Average Overall - corporate citizenship	Average Overall - Satisfaction		
.545**	1	Pearson Correlation	Average Overall - Satisfaction
.009		Sig. (2-tailed)	
22	22	N	
1	.545**	Pearson Correlation	Average Overall - corporate citizenship
	.009	Sig. (2-tailed)	
22	22	N	

** Correlation is significant at the 0.01 level (2-tailed).

a. zevet_cat = No participant

Data formative experiment

Table 3.1. Internal consistency of the "Job satisfaction"

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item - Total Correlation	Cronbach's Alpha if Item Deleted
The opportunity to be constantly busy	127.68	336.072	.559	.939
The opportunity to work independently	138.23	328.086	.2212	.941
The opportunity to occasionally perform different tasks	117.65	327.266	.127	.940
The way in which my superior handles their authority	148.12	314.513	.522	.939
The opportunity to feel that I am "someone" within the organization	118.23	320.734	.636	.938
My superior 's ability to make decisions that concern me	148.07	372.717	.460	.940
The ability to do things that do not violate my conscience	147.68	339.683	.292	.941
The stability of my occupation	177.55	339.435	.430	.940
The opportunity to do things for others	147.56	334.156	.134	.939
The opportunity to instruct others	148.53	337.288	.352	.941
The opportunity to do something that allows me to utilize my skills	147.82	330.744	.549	.939
The way in which my place of employment enforces its policy	148.58	320.876	.742	.937
My salary in relation to the work I perform	156.28	317.868	.653	.938
My occupational promotion prospects	149.17	314.923	.657	.938
The freedom to use my personal judgment	148.28	433.090	.734	.937
The opportunity to experiment with my own methods	148.32	318.072	.738	.937
My working conditions	148.15	411.849	.587	.839
The relationships among my colleagues	148.06	378.441	.587	.941
The recognition I get for good job performance	148.14	321.842	.730	.937

The sense of accomplishment I feel in my occupation	148.07	322.995	.727	.937
I am ready and willing to assist my colleagues even if my superior does not require it	148.18	344.114	.364	.941
If a committee is established to improve organizational processes; I would be glad to participate, in addition to my ongoing duties	148.71	466.580	.416	.940
I follow the rules and regulations of the organization and encourage others do so	158.47	331.585	.503	.940
Sometimes I am willing to make concessions and compromises in order to maintain a positive work environment	148.62	342.422	.318	.941
I prefer to behave courteously toward my colleagues as I believe this creates a pleasant organizational atmosphere	168.29	340.969	.496	.940
My organization is a happy environment	148.94	329.738	.694	.938
Employees at my organization are generally pleased with their work	149.08	372.317	.734	.938
Employees at my organization are long-term employees (low turnover)	148.74	337.933	.404	.940
At my organization, employees show great motivation potential	149.14	332.786	.543	.939
Conduct at my organization is based in a sense of morality	149.13	330.076	.562	.939
At my organization, the work is a form of self-expression	149.41	384.300	.722	.937
At my organization, the degree of organizational commitment is very high	148.91	332.417	.531	.939
At my organization, the superiors / directors are supportive	149.11	326.025	.810	.948
Employees generally perceive administrative decisions to be just and fair	149.28	330.409	.631	.938

Table 3.2. Internal consistency of the "Organizational citizenship behavior"

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item - Total Correlation	Cronbach's Alpha if Item Deleted
I am ready and willing to assist my colleagues even if my superior does not require it	62.44	50.527	.370	.899
If a committee is established to improve organizational processes ; I would be glad to participate, in addition to my ongoing duties	72.96	48.776	.410	.898
I follow the rules and regulations of the organization and encourage others do so	52.72	58.275	.517	.895
Sometimes I am willing to make concessions and compromises in order to maintain a positive work environment	52.88	48.995	.506	.898
I prefer to behave courteously toward my colleagues as I believe this creates a pleasant organizational atmosphere	52.55	49.139	.627	.895
My organization is a happy environment	53.20	35.255	.675	.888
Employees at my organization are generally pleased with their work	53.34	45.615	.735	.890
Employees at my organization are long-term employees (low turnover)	53.00	47.204	.478	.896
At my organization, employees show great motivation potential	53.39	44.889	.653	.889
Conduct at my organization is based in a sense of morality	53.39	44.369	.717	.891
At my organization, the work is a form of self-expression	53.67	42.483	.768	.883
At my organization, the degree of organizational commitment is very high	53.17	44.250	.680	.888
At my organization, the superiors / directors are supportive	53.37	43.327	.739	.825
Employees generally perceive administrative decisions to be just and fair	53.54	44.325	.720	.886

Statistical data OCB dimensions evaluation after the pandemic

Table 4.1. Ranks (elaborated by author)					
type.institution			N	Mean Rank	Sum of Ranks
Public Institution	Supporting behavior, pandemi - Supporting behavior, pre pandemic	Negative Ranks	0 ^a	,00	,00
		Positive Ranks	0 ^b	,00	,00
		Ties	20 ^c		
		Total	20		
	Effective relationships, pandemic - Effective relationships, pre pandemic	Negative Ranks	0 ^d	,00	,00
		Positive Ranks	0 ^e	,00	,00
		Ties	20 ^f		
		Total	20		
	Organizational consciousness, pandemic - Organizational consciousness, pre pandemic	Negative Ranks	0 ^g	,00	,00
		Positive Ranks	1 ^h	1,00	1,00
		Ties	19 ⁱ		
		Total	20		
	Personal initiative, pandemic - Personal initiative, pre pandemic	Negative Ranks	0 ^j	,00	,00
		Positive Ranks	2 ^k	1,50	3,00
		Ties	18 ^l		
		Total	20		
	Civic virtue, pandemic - Civic virtue, pre pandemic	Negative Ranks	0 ^m	,00	,00
		Positive Ranks	1 ⁿ	1,00	1,00
		Ties	19 ^o		
		Total	20		
Organizational loyalty, pandemic - Organizational loyalty, pre pandemic	Negative Ranks	0 ^p	,00	,00	
	Positive Ranks	1 ^q	1,00	1,00	
	Ties	19 ^r			
	Total	20			
Personal development, pandemic - Personal development, pre pandemic	Negative Ranks	0 ^s	,00	,00	
	Positive Ranks	0 ^t	,00	,00	
	Ties	20 ^u			
	Total	20			
Private Institution	Supporting behavior, pandemi - Supporting behavior, pre pandemic	Negative Ranks	0 ^a	,00	,00
		Positive Ranks	2 ^b	1,50	3,00
		Ties	18 ^c		
		Total	20		
	Effective relationships, pandemic - Effective relationships, pre pandemic	Negative Ranks	0 ^d	,00	,00
		Positive Ranks	2 ^e	1,50	3,00
		Ties	18 ^f		
		Total	20		

	Organizational consciousness, pandemic - Organizational consciousness, pre pandemic	Negative Ranks	0 ^g	,00	,00
		Positive Ranks	4 ^h	2,50	10,00
		Ties	16 ⁱ		
		Total	20		
	Personal initiative, pandemic - Personal initiative, pre pandemic	Negative Ranks	0 ^j	,00	,00
		Positive Ranks	2 ^k	1,50	3,00
		Ties	18 ^l		
		Total	20		
	Civic virtue, pandemic - Civic virtue, pre pandemic	Negative Ranks	0 ^m	,00	,00
		Positive Ranks	4 ⁿ	2,50	10,00
		Ties	16 ^o		
		Total	20		
	Organizational loyalty, pandemic - Organizational loyalty, pre pandemic	Negative Ranks	0 ^p	,00	,00
		Positive Ranks	4 ^q	2,50	10,00
		Ties	16 ^r		
		Total	20		
Personal development, pandemic - Personal development, pre pandemic	Negative Ranks	0 ^s	,00	,00	
	Positive Ranks	2 ^t	1,50	3,00	
	Ties	18 ^u			
	Total	20			

Table 4.2 Test Statistics

Test Statistics^a

type.institution		Supporting behavior, pandemic - Supporting behavior, pre pandemic	Effective relationships, pandemic - Effective relationships, pre pandemic	Organizational consciousness, pandemic - Organizational consciousness, pre pandemic	Personal initiative, pandemic - Personal initiative, pre pandemic	Civic virtue, pandemic - Civic virtue, pre pandemic	Organizational loyalty, pandemic - Organizational loyalty, pre pandemic	Personal development, pandemic - Personal development, pre pandemic
Public Institution	Z	,000 ^b	,000 ^b	-1,000 ^c	-1,414 ^c	-1,000 ^c	-1,000 ^c	,000 ^b
	Asymp. Sig. (2-tailed)	1,000	1,000	,317	,157	,317	,317	1,000
Private Institution	Z	-1,414 ^c	-1,414 ^c	-2,000 ^c	-1,414 ^c	-2,000 ^c	-2,000 ^c	-1,414 ^c
	Asymp. Sig. (2-tailed)	,157	,157	,046	,157	,046	,046	,157

a. Wilcoxon Signed Ranks Test

b. The sum of negative ranks equals the sum of positive ranks.

c. Based on negative ranks.

Statistical data: Education system in Moldova

Pedagogical staff in day institutions of primary and general secondary education, by speciality/ Personalul didactic în instituții de învățământ primar și secundar general de zi, după specialități/ Педагогический персонал в дневных учреждениях начального и

Profesori după specialitatea de bază: Преподаватели по основной специальности: Teachers by main speciality:	Persoane / человек / persons							
	2000/ 2001	2005/ 2006	2010/ 2011	2015/ 2016	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
Limba și literatura română Румынский язык и литература Romanian language and literature	4265	4192	4003	3033	2786	2743	2689	2673
Limba și literatura rusă Русский язык и литература Russian language and literature	2109	1702	1603	1554	1277	1238	1185	1157
Limbi străine Иностранные языки Foreign languages	3879	4108	3758	2825	2672	2588	2510	2591
Istoria, bazele statului și dreptului История, основы государства и права History, state and law bases	2140	2110	2015	1567	1456	1420	1405	1383
Fizica/ Физика/ Physics	1449	1534	1388	1065	897	864	831	826
Matematica Математика Mathematics	3765	3396	2990	2122	1890	1840	1809	1788
Chimia/ Химия/ Chemistry	1234	1280	1208	949	814	793	789	772
Geografia/ География/ Geography	1549	1352	1280	976	855	809	804	793
Biologia/ Биология/ Biology	1589	1431	1323	1000	852	826	829	822

среднего общего образования по специальностям

Source: https://statistica.gov.md/files/files/publicatii_electronice/Anuar_Statistic/2024/7_AS.pdf

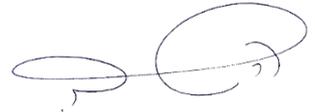
DECLARATION OF RESPONSIBILITY

I, the undersigned, hereby declare that the materials presented in the current doctoral thesis are the result of my own research and scientific achievements.

I am aware of that if it were otherwise; I will bear the consequences in accordance with the law.

BALLALIS Hila

Signature:

A handwritten signature in blue ink, consisting of a series of loops and curves, positioned to the right of the 'Signature:' label.

Date: Martie 2025

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2003-2007: MBA in Business Management, The Academic Campus Kiryat Ono.
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1999-2003: B.Ed in Lvinsky College of Education, Tel Aviv
Main specialization: young children education ages 0-8
Additional specialization: children's literature
1990-1994: Ramot high school, Bat Yam

Work Experience:

2007 – today: Holon Institute of Technology- head in advising consulting and marketing department in electrical engineering and electronics department and advisor for M.A in technology management and electrical engineering and electronics.
2011 – today: Bat Yam College - interpersonal communication
2010 – today: Ort Singalovsky College for practical engineers. Teaching ms project, basics of safety, quality management, marketing management. (In the department of Industrial Engineering).
2010 – today: Shay Afikim College – Proficiency courses 40-100 hours: crier managing, negotiation, stress and exhaustion, Stress Relief workshop, time management, decision-making, introduction to sociology, introduction to marketing, self consciousness, assertiveness, Coping with Changes, interpersonal communication.
2010 – today: Avruzky College - Proficiency courses: project management, data systems management.
2009: M.P. Ya'ad College Tel Aviv Ltd. – Proficiency center.
Business Management and managing courses
2008: Ministry of Law Tel Aviv - industrial relations and human resources courses.
2008: partnership – courses in entrepreneurship and personal training subjects
2007: Ascola Meimad College – various management courses
2006: training, consulting and marketing freelancer
2001-2006: Ascola Meimad College – college of art and design, Tel Aviv – marketing manager, studying advisor.
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Languages:

Hebrew – Mother tongue

English

List of scientific, scientific-methodical, didactic publications:

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

- **BALLALIS, H.** *The rationale behind the need for organizational citizenship behavior and job satisfaction.* În: ACTA ET COMMENTATIONES, Științe ale Educației, Categoria B, nr.2(13), 2018, p.97-106, ISSN 1857-0623, ISSN-e 2587-3636.
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- **BALLALIS, H.** *Holon institute of technology within higher education market.* În: Materialele Conferinței științifico-metodice ”Prerogativele învățământului preuniversitar și universitar în contextul societății bazate pe cunoaștere”, 7-8 noiembrie 2014. Universitatea de Stat din Tiraspol, Chișinău, 2014, Vol.1, p.146-151, ISBN 978-9975-76-133-8.
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- **BALLALIS, H.** *Discussion and theoretical and practical implications.* În: Materialele Conferinței Științifice Internaționale “Învățământul universitar și piața muncii: conexiuni și perspective”, 21 noiembrie, 2014, Universitatea de Stat din Moldova. Chișinău: CEP USM, 2015, p.542-543, ISBN 978-9975-71-675-8.
- **BALLALIS, H.** *Organizational citizenship behavior among teachers in Israel: the phenomenon, and its components and origins.* În: Materialele conferinței științifice internaționale ”Preocupări contemporane ale științelor socio-umane”, Ediția 6, 11-12 decembrie 2015, Universitatea Liberă Internațională din Moldova, Chișinău, 2016, Vol.1, p.254-266, ISBN 978-9975-933-80-3.
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- **BALLALIS, H., BODRUG-LUNGU, V.** *Relation between organizational culture and teachers' organizational citizenship behaviour.* In: Țurcanu, C., Boliev, V. (Eds.). Proceedings of CIEA 2023. The Sixth International Conference on Adult Education. Education for Peace

and Sustainable Development, November 9th-11th, 2023. Moldova State University, Chisinau (Republic of Moldova). Chisinau: CEP USM.

Materials/ theses at scientific forums: *National scientific conferences with international participation:*

- **BALLALIS, H.** *Aspects of work motivation in private and public sectors.* În: Materialele Conferinței științifico-didactice naționale cu participare internațională ”*Probleme actuale ale didacticii științelor reale*” ediția a II-a, consacrată aniversării a 80-a a profesorului universitar Ilie Lupu, 11-12 mai 2018, Universitatea de Stat din Tiraspol, Chișinău, 2018, Vol.2, p.110-113. ISBN 978-9975-76-239-7.
https://ibn.idsi.md/sites/default/files/imag_file/Probleme%20actuale%20ale%20didacticii%20stiintelor%20reale%20-%20ed.2-a%20-%202018%20-%20USTir%20-%20V.%202-110-113.pdf
- **BALLALIS, H.** *Approaches of teachers' organizational citizenship behavior.* În: Rezumatele Conferinței științifice naționale cu participare internațională „Integrare prin cercetare și inovare”, 10-11 noiembrie 2020, Universitatea de Stat din Moldova, p.198-201. CZU: 371.12:159.9.019.4.
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