

The Influence of Organizational Culture and Individual Characteristics on Teacher Performance through Organizational Citizenship Behavior as an Intervening Variable

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ABSTRACT: This study aims to examine the effect of organizational culture and individual characteristics on teacher performance, with Organizational Citizenship Behavior serving as a mediator. The research approach utilized in the article is a causal quantitative method. The sample consisted of 87 junior high school teachers from the Bukit Kerman District in Kerinci Regency, Jambi Province, and data was gathered through a questionnaire survey. The data were then analyzed using Structural Equation Modeling (SEM) with Smart PLS 3.2.9 software. The results show that both organizational culture and individual characteristics influence teacher performance, both directly and indirectly, through the mediation of Organizational Citizenship Behavior. This research contributes valuable insights into improving teacher performance by highlighting the importance of organizational culture and individual traits.

Keywords: Teacher Performance, Organizational Citizenship Behavior, Organizational Culture, Individual Characteristics



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INTRODUCTION

Education contributes to the nation's progress and the development of national character. Therefore, among the many challenges of national development, education is one of the critical and strategic challenges that all stakeholders should take seriously. Education is an important factor in the country's future progress. The development of the education sector carried out by the government and the local community is an effort to realize one of the national ideas: enlightening people's lives. Teachers have the most important role in education. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Educators emphasizes that teachers and lecturers have a very strategic role, task, and position in national development education, so teachers and lecturers are appointed people with very strategic tasks roles and positions. The outstanding performance of teachers reflects the government's success in enhancing the quality of

education in Indonesia. This emphasizes that teacher performance is a crucial factor in the efforts to improve educational quality in the country.

As stated by [Supardi \(2016\)](#), teacher performance refers to a teacher's ability to carry out their duties at school, reflected in the behaviors exhibited during teaching activities. In the case of junior high school teachers in Bukit Kerman District, there is still a need for improvement in their roles as educators. This is evident from the fact that some students continue to struggle with understanding the material being taught and are not using their time effectively in the learning process. [Mulyani and Soliha \(2014\)](#) in [\(Satria et al., 2021\)](#) stated that organizational factors, such as organizational culture and commitment, influence performance. Meanwhile, [Bambale et al. \(2012\)](#) in [\(Satria et al., 2021\)](#) argue that performance is influenced by behavioral factors of organizational members, such as voluntary mutual assistance behavior, theoretically called Organizational Citizen Behavior (OCB).

OCB is a helping and constructive behavior shown by members of an organization. It is appreciated or valued by the organization's leadership but is not directly related to individual productivity, and the behavior carried out is not a requirement for the individual's role. It shows that OCB reflects behavior outside organizational members' regular roles and responsibilities [\(Naway, 2018\)](#). Some Junior High School teachers in Bukit Kerman District have not yet implemented OCB, so they are less than optimal in working where they still carry out habits that do not care about coworkers and the organization's progress. Habits carried out by someone and followed by other colleagues can become an organizational culture so that culture will determine how its members behave.

As stated by [Umam \(2022a\)](#), organizational culture pertains to the way activities are carried out within an organization. It involves a system of shared beliefs and values among the members, which sets one organization apart from others. In Bukit Kerman District, the culture of poverty remains prevalent in junior high schools. We see some teachers only teach without encouraging students to understand and learn. It reflects the lousy character of teachers. A teacher must have good behavior and attitude to improve performance. According to [Hanifah \(2019\)](#) and [\(Kunanti et al., 2022\)](#), the characteristics of an individual are that everyone has different perspectives, goals, needs, and abilities. Each instructor is unique and has a different personality. These differences show that because the individual characteristics of each teacher are different, the results of teacher performance also vary between teachers. However, some junior high school teachers in Bukit Kerman District still need to gain interest and the ability to make all students understand what they are teaching, which impacts student development.

Numerous previous studies have examined the relationships between organizational culture, teachers' individual characteristics, organizational citizenship behavior (OCB), and teacher performance. [Bogler and Somech \(2023\)](#) found that a supportive organizational culture fosters OCB, encouraging teachers to go beyond their formal duties. Furthermore, individual characteristics, such as personality traits and motivation, play a significant role in enhancing OCB. Collectively, these factors contribute to improving teacher performance. These findings are supported by [Azis et al. \(2024\)](#), who demonstrated that organizational culture has a significant

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positive impact on OCB, and [Ramilan et al. \(2024\)](#), who showed that OCB significantly and positively influences teacher performance. However, contrasting results have been reported in other studies. [Sultan et al. \(2023\)](#) found that organizational culture does not have a significant effect on teacher performance, while [Taqiuddin and Hidayah \(2023\)](#) concluded that OCB does not significantly affect teacher performance. These conflicting findings in previous research present a gap that this study aims to address.

Other gaps remain, particularly regarding the interplay between organizational culture and individual characteristics as they pertain to teacher performance. There is limited literature specifically addressing how these two factors collectively influence teacher performance while considering OCB as an intermediary. The current study aims to fill this gap by providing empirical evidence regarding the direct and indirect relationships involved. By examining how both organizational culture and individual characteristics interact to influence teacher performance with OCB serving as a mediator, this research enhances our understanding of the complex dynamics at play in educational settings. This multifaceted approach contributes to the literature by elucidating specific avenues for enhancing teacher performance, thereby benefiting educational stakeholders.

Management is a combination of art and science that includes the processes of planning, organizing, directing, and supervising human resources to reach established goals. More broadly, management refers to the process of overseeing and utilizing an organization's resources through the collaboration of its members to achieve its goals in an effective and efficient manner ([Sadikin et al., 2020](#)).

According to [Supardi \(2016\)](#), teacher performance reflects a teacher's ability to fulfill their responsibilities at school. It pertains to the actions and behaviors demonstrated by a teacher during teaching and learning activities. Meanwhile, according to [Afandi \(2018\)](#) in ([Sari, 2019](#)), teacher performance is the preparation of planning tasks, managing learning, and assessing student learning outcomes. According to the Regulation of the Ministry of National Education (2012) as cited in [Siswadh & Martias \(2019\)](#), Teacher performance refers to a teacher's capability to perform educational duties related to student care, based on their skills and competencies to meet learning goals. [Muspawi \(2021\)](#) describes teacher performance as a state that reflects a teacher's ability to carry out their duties and responsibilities at school throughout the learning process, as well as their role in motivating and influencing students to attain the expected learning outcomes. Ability is reflected in appearance and attitude: behavior and work performance.

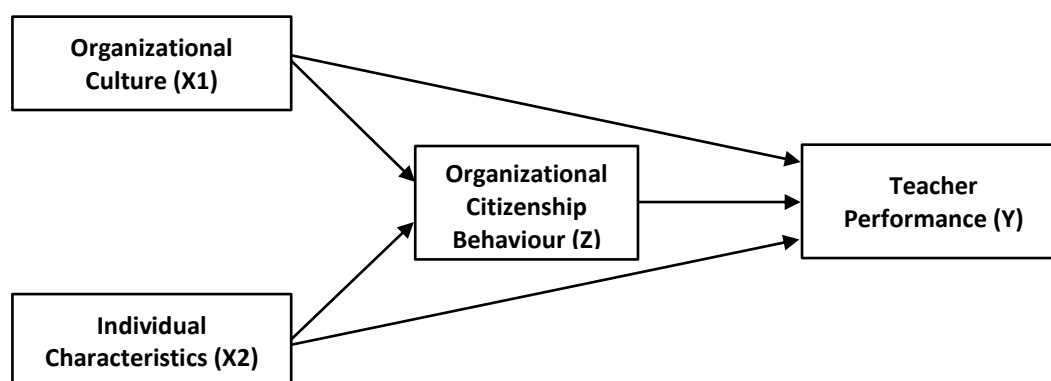
Organizational Citizenship Behavior (OCB) refers to actions that go beyond the formal roles and responsibilities of members within an organization ([Naway, 2018](#)). According to [Saputri & Hendratmoko \(2022\)](#), Organizational Citizenship Behavior (OCB) is interpreted as an attitude in an activity environment by individual evaluations exceeding a person's essential activity capacity. Organizational Citizenship Behavior (OCB) can be described as an attitude that goes beyond job requests. According to [Lestari \(2021\)](#), OCB represents a significant individual contribution that goes beyond the requirements of one's role in the workplace, with task performance rewards serving as recognition. [Robbins and Judge \(2015\)](#), as referenced in [Kristiawan et al. \(2020\)](#), describe

OCB as discretionary behaviors that are not included in an employee's official job duties but enhance the overall effectiveness of the organization.

According to [Umam \(2022a\)](#), organizational culture refers to the way people carry out tasks within an organization. It is the set of shared beliefs and values among the members of an organization that distinguishes it from others. According to [Wahyuddin \(2022\)](#), organizational culture can also be interpreted as everything done in this place. According to [Kamaroellah \(2014\)](#), organizational culture is the culture that permeates a company. A company is generally an organization, and it is the result of cooperation between several people who form a unique group or cooperative unit. Organizational culture is a collection of values and beliefs shared by the members of an organization, which distinguishes it from other organizations ([Febriantina et al., 2018](#)).

[Hanifah \(2019\)](#) in [Kunanti et al. \(2022\)](#) stated that individual characteristics are that each person has different perspectives, goals, needs, and abilities. Personal characteristics include skills, needs, motivation, beliefs, commitments, experiences, and expectations sad ([Sadikin et al., 2020](#)). According to [Irawan \(2012\)](#) in ([Mahayanti et al., 2017](#)), individual characteristics are interests and attitudes that satisfy someone with particular objects or ideas. Interest positively influences the attainment of job satisfaction. According to [Robbins and Timothy \(2017\)](#) as cited in [Simanjuntak et al. \(2020\)](#), individual characteristics are aspects of personality that shape preferences or rewards, communication styles, responses to leaders, and negotiation approaches that impact organizations.

Figure 1: Conceptual Framework



METHODS

The study employed a causal quantitative approach to investigate the relationships among organizational culture, individual characteristics, Organizational Citizenship Behavior (OCB), and teacher performance. Data collection involved distributing structured questionnaires to all 87 junior high school teachers in Bukit Kerman District, Kerinci Regency. A saturated sampling method was used, as the population was small enough to include all members in the sample. The collected data was processed using Partial Least Square - Structural Equation Modeling (PLS-SEM) with SmartPLS 3.2.9 software. This included evaluating the measurement model for validity and

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reliability by analyzing outer loadings, Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE) values. Discriminant validity was assessed using the Fornell-Larcker Criterion Test to ensure the variables were distinct and independent. Structural model analysis was conducted to determine the strength and significance of the relationships between variables, using R Square values, path coefficients, and bootstrapping to evaluate both direct and indirect effects. This comprehensive methodology ensured the robustness and accuracy of the study's findings.

Table 1. Indicators

No	Variable	Indicators	References
1	Teacher Performance (Y)	1. Ability to understand the material 2. Methodological skills 3. Ability to interact with students 4. Professional attitude	Supardi (2016)
2	<i>Organizational Citizenship Behavior</i> (Z)	1. Altruism 2. Conscientiousness 3. Sportmanship 4. Courtesy 5. Civiv virtue	Naway (2018)
3	Organizational Culture (X1)	1. Innovation and risk taking 2. Attention to detail 3. Result orientation 4. People orientation 5. Team orientation 6. Aggression related to employee aggression 7. Stability	Umam (2022)
4	Individual Characteristics (X2)	1. Ability 2. Values 3. Attitude 4. Interest	Hanif (2019)

The research data is quantitative, consisting of numerical data. However, depending on the source, the data can be categorized as primary, meaning it is collected directly from the research participants. In this study, data was obtained by distributing questionnaires directly to high school teachers in the Bukit Kerman district. The collected data will then proceed to the statistical analysis stage based on PLS-SEM (Partial Least Square - Structural Equation Modeling).

RESULTS AND DISCUSSION

Evaluation of Measurement Model

Convergent Validity

Table 2. Outer Loadings of Teacher Performance (Y)

Indicator	Outer Loading	Validity
KG1	0,772	Accepted
KG2	0,734	Accepted
KG3	0,412	Not Accepted
KG4	0,863	Accepted
KG5	0,552	Not Accepted
KG6	0,681	Not Accepted
KG7	0,856	Accepted
KG8	0,812	Accepted
KG9	0,779	Accepted

Source: Data processed by SmartPLS.3.2.9

It can be seen from Table 1 that out of 9 (nine) questions on the variable “Teacher Performance (Y)” tested, there are 3 (three) measurements that do not meet the validity requirements. Therefore, the invalid elements must be discarded and then the valid elements must be re-examined.

Table 3. Outer Loadings of Organizational Citizenship Behavior (Z)

Indicator	Outer Loading	Validity
OCB1	0,822	Accepted
OCB2	0,674	Accepted
OCB3	0,851	Accepted
OCB4	0,798	Accepted
OCB5	0,712	Accepted
OCB6	0,771	Accepted
OCB7	0,921	Accepted

Source: Data processed by SmartPLS.3.2.9

Based on the table above, all the indicators used to measure the OCB variable have outer loadings greater than 0.7, which indicates that all items are valid. Therefore, these items are considered appropriate and suitable for further analysis. The validity of the indicators suggests that they effectively measure the OCB construct and can be relied upon for further testing in the study.

Table 4. Outer Loadings of Organizational Culture (X₁)

Indicator	Outer Loading	Validity
BO1	0,421	Not Accepted
BO2	0,721	Accepted

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Indicator	Outer Loading	Validity
BO3	0,892	Accepted
BO4	0,761	Accepted
BO5	0,792	Accepted
BO6	0,882	Accepted
BO7	0,836	Accepted

Source: Data processed by SmartPLS.3.2.9

The table above shows that, out of the seven items used to measure the Organizational Culture variable, one item (BO1) has an outer loading of 0.421, which is considered invalid. Therefore, this item is not suitable for use in measuring the exogenous variable. The remaining six items (BO2 to BO7) have outer loadings above the threshold of 0.7, indicating that they are valid and can be used for further analysis in the study.

Table 5. Outer Loadings of Individual Characteristics (X₂)

Indicator	Outer Loading	Description
KI1	0,735	Accepted
KI2	0,921	Accepted
KI3	0,772	Accepted
KI4	0,421	Not Accepted
KI5	0,732	Accepted
KI6	0,934	Accepted
KI7	0,769	Accepted
KI8	0,812	Accepted
KI9	0,768	Accepted
KI10	0,755	Accepted
KI11	0,711	Accepted

Source: Data processed by SmartPLS.3.2.9

From the table above, of the 11 (eleven) questions tested to measure the Individual Characteristics variable, 1 (1) question does not meet the validity criteria. Therefore, these items must be discarded, and the remaining items must be retested.

Construct Validity and Reliability

Table 6. Construct Validity and Reliability

	“Cronbach’s Alpha”	“rho_A”	“CR”	“AVE”
“X1”	0,887	0,926	0,961	0,672
“X2”	0,912	0,974	0,954	0,642
“Y”	0,900	0,912	0,919	0,612
“Z”	0,872	0,942	0,982	0,691

Source: Data processed by SmartPLS.3.2.9

The table above presents the construct validity and reliability values for each variable in the study. The Cronbach's Alpha values for all variables (X1, X2, Y, and Z) are above the threshold of 0.7, indicating good internal consistency. Additionally, the rho_A values, which also measure internal consistency, are all well above 0.7. The Composite Reliability (CR) values for all variables exceed 0.9, demonstrating high reliability. Moreover, the Average Variance Extracted (AVE) for each variable is above the recommended value of 0.5, confirming that the items in the study are valid and capable of explaining a substantial amount of the variance in the construct. These results suggest that the measurement model is both valid and reliable, allowing for the next phase of analysis to proceed.

Discriminant Validity

The Fornell-Larcker Criterion Test is used to evaluate the discriminant validity of the research variables, ensuring that there is no significant correlation between the variables being tested. In a well-designed research model, the correlation between each variable and others should not be excessively high.

Table 7. Fornell Larcker Criterion Test

	X1	X2	Y	Z
X1	0,821			
X2	0,622	0,843		
Y	0,786	0,578	0,874	
Z	0,712	0,753	0,674	0,821

Source: Data processed by SmartPLS.3.2.9

The table above presents the results of the Fornell-Larcker Criterion Test, which shows the correlations between each pair of variables. Each variable has a higher correlation with itself (on the diagonal) than with any other variable, indicating that the variables are distinct and do not have problematic overlaps. This suggests that the research variables have good discriminant validity, meaning they are adequately differentiated from one another. As a result, the variables are deemed appropriate for proceeding to the next stage of testing.

Evaluation of Structural Model

R Square

The R Square value indicates the degree of influence that the exogenous variables (X) have on the endogenous variables (Y and Z). In this study, there are two endogenous variables: OCB (Z) and Teacher Performance (Y). As a result, the analysis conducted using SMARTPLS 3.2.9 software yields two R Square values, as presented in the table below.

Table 8. Coefficient of Determination (R Square)

	R Square	Adjusted R Square
Y	0,731	0,702
Z	0,562	0,514

Source: Data processed by SmartPLS.3.2.9

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The table above shows that the R Square value for the Teacher Performance variable (Y) is 0.731, meaning that the combined influence of the independent variables—Organizational Culture (X1), Individual Characteristics (X2), and OCB (Z)—on Teacher Performance (Y) in Junior High Schools in Bukit Kerman District accounts for 73.1%. The remaining 26.9% is explained by other factors not included in this study. For the OCB variable (Z), the R Square value is 0.562. This indicates that the impact of Organizational Culture (X1) and Individual Characteristics (X2) on OCB (Z) in teachers at Junior High Schools in Bukit Kerman District is 56.2%. The remaining 43.8% is influenced by factors outside the scope of this research model.

Path Coefficients

The Path Coefficient is a value that reflects both the direction and the strength of the relationship between the exogenous variable (X) and the endogenous variable (Y).

Table 9. Path Coefficients

	X1	X2	Y	Z
X1			0,668	0,562
X2			0,521	0,451
Z			0,386	

Source: Data processed by SmartPLS.3.2.9

The table above presents the path coefficients, all of which are positive. This indicates that an increase in the value of any exogenous variable (X1 or X2) results in a corresponding increase in the value of the endogenous variables (Y and Z). In other words, the relationships between the variables are direct and positive, meaning that as the independent variables (Organizational Culture, Individual Characteristics) increase, they positively influence the dependent variables (Teacher Performance and OCB).

T-Statistics (Bootstrapping)

The t-statistic test was conducted to assess the research hypothesis and determine whether the exogenous variable influences the endogenous variable. Below are the explanations for each direct effect:

1) Direct Effect

Table 10. Direct Effect

	Original Sample (O)	T Statistics ($ O/STDEV $)	P Values
X1 -> Y	0,828	3,807	0,000
X1 -> Z	0,534	3,205	0,000
X2 -> Y	0,472	2,814	0,005
X2 -> Z	0,421	2,451	0,020
Z -> Y	0,612	3,270	0,000

Source: Data processed by SmartPLS.3.2.9

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- a) The Influence of Organizational Culture (X1) on Teacher Performance (Y)
The t-statistics value for the effect of Organizational Culture (X1) on Teacher Performance (Y) is 3.807, which is higher than 1.96, and the p-value is 0.000, which is below 0.05. This indicates that Organizational Culture (X1) has a positive and statistically significant effect on Teacher Performance (Y) in Junior High Schools in Bukit Kerman District.
- b) The Influence of Organizational Culture (X1) on OCB (Z)
The t-statistics value of 3.205 for the effect of Organizational Culture (X1) on OCB (Z) is greater than 1.96, and the p-value is 0.000, confirming that Organizational Culture (X1) has a significant and positive influence on OCB (Z) in teachers.
- c) The Influence of Individual Characteristics (X2) on Teacher Performance (Y)
The t-statistics value of 2.814 for the effect of Individual Characteristics (X2) on Teacher Performance (Y) is greater than 1.96, and the p-value of 0.005 is less than 0.05. This indicates that Individual Characteristics (X2) significantly influence Teacher Performance (Y).
- d) The Influence of Individual Characteristics (X2) on OCB (Z)
The t-statistics value of 2.451 for the influence of Individual Characteristics (X2) on OCB (Z) is greater than 1.96, and the p-value of 0.020 is below 0.05, indicating that Individual Characteristics (X2) significantly affect OCB (Z).
- e) The Influence of OCB (Z) on Teacher Performance (Y)
The t-statistics value of 3.270 for the effect of OCB (Z) on Teacher Performance (Y) is greater than 1.96, and the p-value of 0.000 is below 0.05, indicating a positive and significant effect of OCB on Teacher Performance.

Indirect Effect

Table11. Indirect Effect Values

	Original Sample (O)	T Statistics (O/STDEV)	P Values
X1 -> Z -> Y	0,315	3,339	0,000
X2 -> Z -> Y	0,251	2,241	0,002

Source: Data processed by SmartPLS.3.2.9

The Influence of Organizational Culture (X1) on Teacher Performance (Y), Mediated by OCB (Z)

Based on the table above, the statistical T-value for the indirect effect of Organizational Culture (X1) on Teacher Performance (Y), mediated by OCB (Z), is 3.339. This value exceeds 1.96, and the p-value is 0.000, which is below 0.05. Therefore, it can be concluded that Organizational Culture (X1) has a positive and significant impact on Teacher Performance (Y), mediated by OCB (Z). The mediation role of OCB (Z) in this relationship is considered a partial mediation, meaning that while OCB (Z) mediates the influence of Organizational Culture (X1) on Teacher Performance (Y), its presence does not fully block or prevent Organizational Culture from affecting Teacher Performance. In other words, Organizational Culture (X1) continues to influence Teacher Performance (Y), regardless of whether OCB (Z) is present or not.

The Influence of Individual Characteristics (X2) on Teacher Performance (Y), Mediated by OCB (Z)

Similarly, the t-statistics value for the indirect effect of Individual Characteristics (X2) on Teacher Performance (Y), mediated by OCB (Z), is 2.241, which is greater than 1.96, and the p-value is 0.002, which is less than 0.05. This indicates that Individual Characteristics (X2) have a positive and significant influence on Teacher Performance (Y), mediated by OCB (Z). The mediation effect of OCB (Z) in this relationship is also considered partial mediation, meaning that while OCB (Z) partially mediates the effect of Individual Characteristics (X2) on Teacher Performance (Y), it does not fully obstruct the influence of Individual Characteristics on Teacher Performance. This implies that Individual Characteristics (X2) continue to positively influence Teacher Performance (Y), regardless of OCB (Z).

The study reveals that organizational culture positively and significantly influences teacher performance. This finding aligns with Schein's (2010) theory of organizational culture, which defines it as a set of shared values, beliefs, and practices that guide members' behavior within an organization. A supportive organizational culture fosters a conducive work environment, enhancing teachers' motivation and engagement in their professional duties. In this study, a strong organizational culture was shown to facilitate improved teacher performance, particularly in achieving educational goals effectively and efficiently. These findings are in line with Umam (2022b), who described organizational culture as the way tasks are carried out within an organization, and [Mewahaini & Sidharta \(2022\)](#), who emphasized that a strong organizational culture improves performance quality.

According to Organ's (1988) theory of Organizational Citizenship Behavior (OCB), OCB encompasses voluntary actions that extend beyond formal job responsibilities and contribute to organizational effectiveness. A positive organizational culture, as described in organizational culture theory, establishes values that encourage collaboration, mutual support, and commitment to organizational growth. This study demonstrates that a robust organizational culture significantly influences teachers' OCB, encouraging behaviors such as helping colleagues and proactively improving the teaching-learning process. These results align with [Saraswati \(2017\)](#), who found that when employees perceive organizational culture positively, they are more likely to engage in behaviors beyond their formal job roles.

The OCB theory also connects citizenship behavior with individual characteristics such as personality, motivation, and values. Positive individual characteristics enhance performance through various dimensions, including subject mastery, teaching methodologies, and teacher-student interactions. As the theory suggests, individuals with traits such as professionalism, perseverance, and high motivation are more likely to achieve optimal performance. This study confirms the positive influence of individual characteristics on teacher performance, highlighting the importance of individual attributes in delivering quality education. The findings are consistent with the work of [Hanifah \(2019\)](#) and [Kunanti et al. \(2022\)](#), who argued that individual characteristics such as personal perspectives, needs, and abilities contribute to performance improvement.

The study also establishes a significant positive influence of individual characteristics on OCB. According to OCB theory, such behaviors are strongly linked to individual attributes like responsibility and organizational commitment. Teachers with positive characteristics, such as proactive attitudes and altruistic values, are more likely to exhibit OCB, including assisting colleagues and engaging in activities beyond formal job requirements. This finding supports [Ambarwati \(2019\)](#), who suggested that individual characteristics are closely tied to OCB, and highlights the need for managers to consider these characteristics in decision-making to foster OCB. Additionally, [Wibawa et al. \(2018\)](#) found that individual traits significantly affect OCB.

OCB theory emphasizes that organizational citizenship behaviors enhance organizational effectiveness by contributing to collective outcomes beyond formal roles. Teachers demonstrating OCB tend to be more engaged, innovative, and collaborative, thereby creating a better learning environment. The study confirms the significant positive effect of OCB on teacher performance, consistent with findings by [Satria et al. \(2021\)](#), which demonstrated that increased OCB leads to improved educational outcomes.

The findings indicate that organizational culture indirectly influences teacher performance through OCB. Organizational culture theory posits that shared values and norms fostering collaboration and innovation encourage OCB. Simultaneously, OCB theory suggests that such behaviors enhance performance by improving workplace efficiency and interpersonal relationships. In this study, OCB serves as a partial mediator, amplifying the positive impact of organizational culture on teacher performance. This result underscores the dual role of culture in directly and indirectly shaping performance.

The relationship between individual characteristics and teacher performance is also mediated by OCB. Theories of OCB and individual differences, as outlined by [Robbins and Judge \(2015\)](#), suggest that personality traits and motivation significantly contribute to citizenship behavior. In this study, teachers with favorable individual characteristics were more likely to demonstrate OCB, which, in turn, enhanced their performance. OCB thus acts as a bridge, strengthening the link between individual traits and performance by fostering a harmonious and productive work environment.

The findings of this research provide valuable insights into practical approaches for improving teacher performance in schools by focusing on organizational culture, individual characteristics, and Organizational Citizenship Behavior (OCB). A positive organizational culture is foundational for fostering an environment that encourages proactive and collaborative behaviors among teachers. Schools can implement this by cultivating shared values and a collective vision that prioritize teamwork, mutual respect, and a student-centered approach to education. Leadership should play an active role in reinforcing these values through regular workshops, open communication, and consistent alignment with the school's mission.

To promote OCB, it is essential to recognize and reward teachers who go beyond their formal duties. Schools can establish formal recognition programs, such as "Teacher of the Month" awards or incentives for innovative teaching initiatives. Such recognition not only motivates the individual

but also sets an example for peers to adopt similar behaviors. Furthermore, fostering collaboration through team teaching, peer mentoring programs, or professional learning communities can enhance relationships among teachers, creating a culture of mutual support that strengthens OCB and improves performance.

The development of individual teacher characteristics, such as motivation, resilience, and adaptability, also plays a critical role in enhancing performance. Tailored professional development programs, including workshops on emotional intelligence, stress management, and leadership, can help teachers develop skills that contribute to a positive and productive work environment. Additionally, motivational strategies, such as offering career advancement opportunities and performance-based incentives, can address individual needs and inspire greater commitment and engagement.

Supportive and transformational leadership styles are vital in creating an inclusive and inspiring work environment. School leaders should provide constructive feedback, address teachers' concerns, and encourage innovation in the classroom. Including OCB metrics in teacher performance appraisals can also emphasize the importance of behaviors like teamwork and initiative, integrating these into teachers' daily practices. Peer support networks, such as teacher discussion forums, can further facilitate knowledge sharing and collective problem-solving, which are key to fostering OCB.

Finally, monitoring and enhancing organizational culture should be an ongoing process. Schools can use regular surveys, focus groups, and feedback mechanisms to assess the effectiveness of the culture and identify areas for improvement. Interactive cultural workshops can reinforce positive aspects and address challenges, ensuring that the culture remains aligned with the school's goals. By implementing these strategies, schools can create an environment that not only motivates teachers to engage in OCB but also enhances their overall performance, ultimately leading to better educational outcomes for students.

CONCLUSIONS

This research has highlighted the significant role of organizational culture and individual characteristics in influencing teacher performance, both directly and indirectly through Organizational Citizenship Behavior (OCB). It was found that a positive organizational culture creates an environment that encourages collaboration and proactive behaviors, while individual characteristics like motivation, resilience, and personal values contribute directly to improved teacher performance. Additionally, OCB acts as a mediator, enhancing the positive effects of these factors on teacher performance. These findings underscore the importance of both organizational dynamics and individual behaviors in fostering a high-performance educational environment.

The research provides valuable insights into the factors that affect teacher performance, offering practical guidance for school administrators and policymakers. It emphasizes the critical role of organizational culture in supporting teachers' efforts beyond their formal roles and responsibilities.

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By focusing on these factors, the study contributes to a broader understanding of how to improve the quality of education. The empirical evidence presented strengthens the argument for cultivating positive organizational cultures and promoting OCB as part of efforts to boost teacher effectiveness and, by extension, student outcomes.

Based on the findings, policymakers should prioritize fostering positive organizational cultures within schools. This can be achieved by promoting shared values, collaboration, and professional development opportunities that encourage teachers to engage in OCB. It is also recommended that school systems recognize and reward OCB-related behaviors, incorporating them into performance evaluations to further motivate teachers to go beyond their formal roles. Furthermore, investments in tailored teacher development programs that focus on improving both technical and interpersonal skills will help enhance individual characteristics that drive performance. Lastly, policymakers should ensure that school leadership is well-equipped with training in supportive, transformational leadership, as this has been shown to inspire teachers and improve their performance.

While the research offers valuable insights, it does have some limitations. The study's sample size was relatively small, consisting only of teachers from a specific district, which may limit the generalizability of the findings to other regions or educational levels. Additionally, the reliance on self-reported questionnaires may introduce biases, such as social desirability bias, where participants may respond in a manner they believe is more socially acceptable. The study also focuses exclusively on the education sector, and the applicability of its findings to other industries remains uncertain.

Future research could address these limitations by expanding the sample size to include teachers from various regions and educational levels, thus improving the generalizability of the results. Incorporating qualitative methods, such as interviews or focus groups, would provide a more comprehensive understanding of the dynamics between organizational culture, individual characteristics, and OCB. Comparative studies in different sectors could also offer insights into the broader applicability of the findings. Moreover, longitudinal studies could track the long-term effects of organizational culture and individual traits on teacher performance, allowing for a deeper exploration of how these factors evolve over time. These avenues would contribute to a more nuanced and holistic understanding of the relationships that shape teacher performance and organizational success in educational settings.

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