

# SUPPORTIVE LEADERSHIP, SELF-AWARENESS, AND TEACHER PERFORMANCE: THE MEDIATING ROLE OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR

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## ABSTRAK

This study aims to investigate and understand the influence of supportive leadership and self-awareness on teacher performance, mediated by organizational citizenship behavior (OCB) in Wakatobi Regency. The research sample consists of 143 active teachers in Wakatobi Regency schools, selected purposively to reflect appropriate variation in the studied population, including various levels of experience and educational specialization. Stratified random sampling was conducted from schools with different educational levels and geographical locations. Data analysis used Structural Equation Modeling (SEM) with Partial Least Squares (PLS) as the main method. PLS was chosen for its ability to handle complex models with relatively small samples, allowing evaluation of direct and indirect relationships between the studied variables. The results show that OCB has a significant positive effect on teacher performance, indicating that teachers who are active in school activities beyond their formal duties tend to perform better. Self-awareness also has a significant positive effect on OCB and teacher performance, indicating that teachers who understand their strengths and weaknesses tend to be more active and perform better. Supportive leadership has a positive effect on OCB but is not directly significant on teacher performance. The indirect effects of self-awareness and supportive leadership through OCB on teacher performance are significantly positive. This study confirms the importance of OCB, self-awareness, and supportive leadership in improving teacher performance, and offers a basis for further research in teacher management and professional development.

**Keywords:** Supportive Leadership, Teacher Performance, OCB

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## INTRODUCTION

In the context of human resource management, individual performance is a crucial focus in achieving organizational goals. Factors such as supportive leadership and self-awareness are known to play essential roles in shaping a productive and cohesive work environment (Dierdorff et al., 2019). Supportive leadership creates conditions where teachers feel supported, trusted, and empowered to reach their maximum potential in performing their teaching duties (Polatcan, 2020). On the other hand, self-awareness helps teachers to better understand their strengths and weaknesses, as well as how their interactions affect the work environment and their performance. Supportive leadership and self-awareness are crucial variables in the educational context because they have the potential to influence motivation, engagement, and teacher performance (Anshori et al., 2023; Thapa et al., 2023). Supportive leadership allows teachers to feel supported and valued, which can increase job satisfaction, commitment to the school, and motivation to contribute maximally to the school environment (Polatcan, 2020). Studies also show that high self-awareness can enhance teachers' ability to manage stress, improve positive interpersonal interactions, and overall increase their teaching effectiveness.

Although some studies highlight the importance of supportive leadership and self-awareness in directly improving teacher performance, few studies have explored the mediating role of organizational citizenship behavior (OCB) in this relationship. Previous research tends to focus more on the direct effects of supportive leadership and self-awareness on teacher performance, without comprehensively considering how OCB can act as a mediator connecting these variables. For example, Uraon and Gupta (2021) demonstrated that OCB plays an important role in linking interpersonal factors such as supportive leadership and self-awareness with employee performance in the industrial sector, but this research is rarely applied in the educational context. Additionally, there is conflicting literature regarding the significance of the interaction between supportive leadership and self-awareness on performance (Bratton et al., 2011). Some studies indicate that supportive leadership significantly enhances performance, especially when accompanied by high levels of self-awareness among teachers. However, there are also findings that show this interaction is not always significant, depending on the context and specific working conditions (Ng & Lee, 2019). Therefore, further research is needed to clarify the strength and mechanisms of the interaction between supportive leadership, self-awareness, and performance, as well as to understand more deeply how these variables can be elaborated through OCB mediation in the complex educational context.

This study will be conducted in various schools in Wakatobi Regency, sampling different types of schools and educational levels. This location is chosen due to the diversity of the teacher population and the varied educational environments, reflecting real challenges and dynamics in Indonesia's educational context. The research will focus on how supportive leadership and self-awareness influence teacher performance through OCB mediation. The main objective of this study is to investigate and understand the influence of

supportive leadership and self-awareness on teacher performance, mediated by teachers' organizational citizenship behavior (OCB) in Wakatobi Regency. The primary contribution of this research is to provide new insights into how these interpersonal factors affect teacher performance in a complex educational context. By deepening the understanding of the mediating role of OCB, this research is expected to offer strategic recommendations for the development of educational policies and more effective school management practices, as well as providing a stronger theoretical foundation for future research in this field.

Supportive leadership is a management approach that emphasizes creating a positive and encouraging environment for employees to develop and reach their full potential (López-Cabarcos et al., 2022). Supportive leaders are known for their ease of communication, empathy, and willingness to listen to their team members. They provide guidance and support while granting employees the autonomy to make decisions and take responsibility for their work. This leadership style promotes open communication, trust, and collaboration within the team, ultimately enhancing job satisfaction and productivity (Hajiali et al., 2022). Supportive leaders also understand the value of recognizing and appreciating their employees' efforts, which can contribute to a positive work culture and motivation (Kwarteng et al., 2024). This leadership approach is particularly effective in fostering innovation and creativity within a team. By creating a supportive environment, leaders empower their team members to think creatively, take risks, and explore new ideas without fear of criticism or judgment. This approach has been shown to lead to improved problem-solving abilities and a greater sense of ownership and commitment among employees.

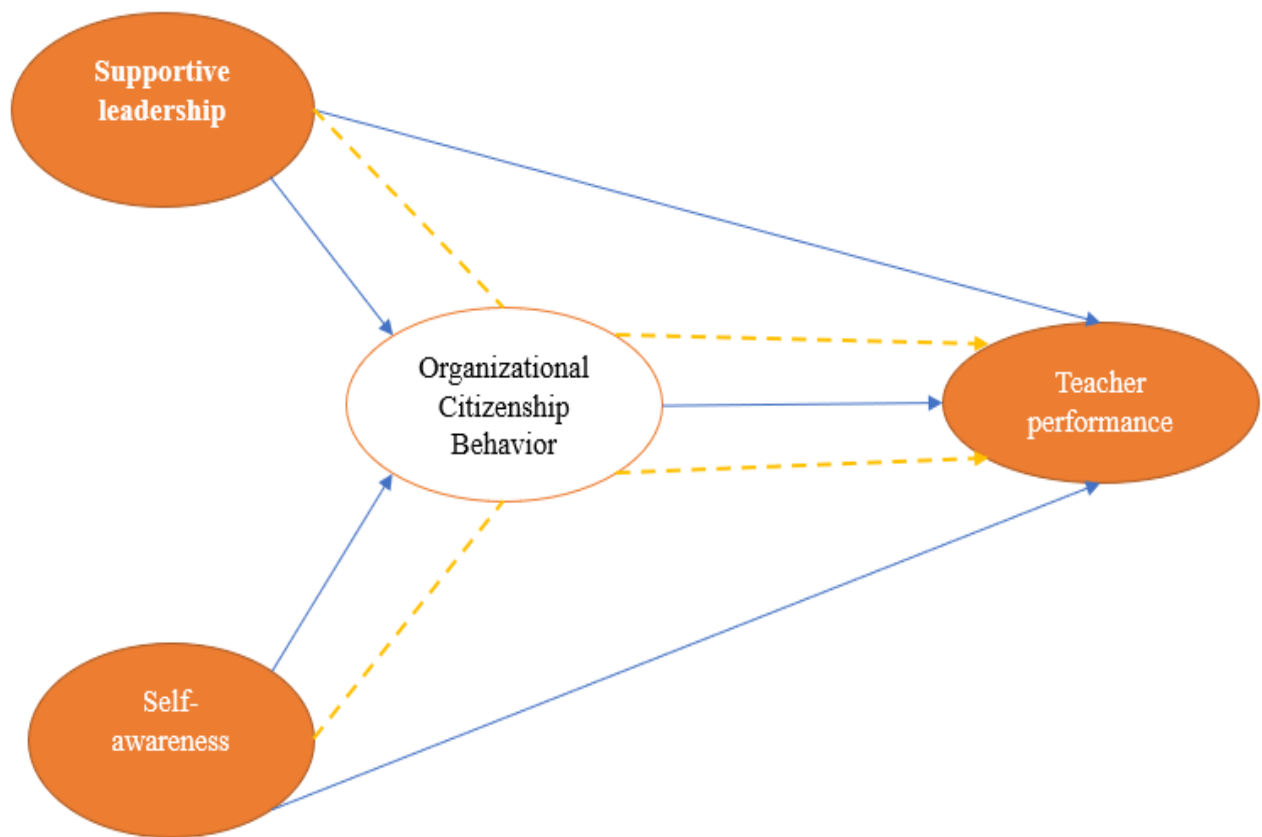
Self-awareness is the ability of individuals to recognize and understand themselves, including their emotions, motivations, values, strengths, and weaknesses (Hartung, 2020). In the context of leadership, self-awareness is crucial because leaders with good self-awareness tend to be more effective in interacting with others and making sound decisions. They have a deep understanding of how their emotions and behaviors affect those around them and how to manage their responses to challenging situations. Self-awareness also enables leaders to understand their personal values and beliefs, which in turn form the core of their leadership (Carden et al., 2022). With a clear understanding of themselves, leaders can align their actions with the principles they firmly hold, providing a consistent example for their team. Additionally, self-awareness allows leaders to identify their strengths and weaknesses, as well as areas where they need to develop (Hartung, 2020; Pretorius & Plaatjies, 2023). This enables them to work on their self-improvement and enhance their leadership skills, creating potential for continuous growth and learning. Organizational Citizenship Behavior (OCB) refers to the voluntary behaviors of employees that are not explicitly recognized by formal reward systems but contribute to overall organizational effectiveness (Das, 2021; Ridwan et al., 2020). OCB not only benefits the organization but also has a positive impact on the individuals exhibiting such behaviors. Research has shown that employees who engage in OCB tend to experience higher job satisfaction and greater

commitment to their organization. This can result in lower turnover rates and a more stable workforce. Furthermore, individuals who display OCB often report higher levels of well-being and a greater sense of fulfillment in their roles (Hennicks et al., 2022).

Teacher performance is defined as the outcome of changes in teaching approaches, interactions with students, achievement of learning goals, and involvement in professional development (Sancar et al., 2021). In a broader context, it also includes teachers' adaptation to technological changes and learning environments, as well as their ability to address new challenges that may arise in the learning process. This underscores the importance of teachers continuously developing their skills to meet the demands of the times and educational advancements. Changes in teacher performance can encompass a variety of aspects, ranging from more innovative teaching methods to improved interactions with students. Effective teacher performance also highlights the role of teachers as learning facilitators who support the development of 21st-century skills such as collaboration, problem-solving, creativity, and critical thinking (Gonzalez & Carlevaro, 2015; Maimun & Bahtiar, 2024). Each teacher must be able to adapt to ever-changing needs and dynamics within the classroom.

## **METHODS**

This study uses a quantitative approach with a survey method to collect data, enabling systematic and structured data collection to test the relationships between key variables: supportive leadership (X1), self-awareness (X2), organizational citizenship behavior (Y1), and teacher performance (Y2). The quantitative approach provides a clear framework for analyzing the impact of independent variables on mediating and dependent variables. The research sample consists of 143 active teachers in Wakatobi Regency schools, purposively selected to reflect appropriate variation in the studied population, including various levels of experience and educational specialization. Stratified random sampling was conducted from schools with different educational levels and geographical locations. Data collection was done through an online survey using a questionnaire designed to measure perceptions of supportive leadership, self-awareness, OCB practices, and teacher performance. These variables were measured using a Likert scale ranging from strongly disagree to strongly agree on a 5-item scale. The instrument references were as follows: supportive leadership (Batubara et al., 2020), self-awareness (Supramaniam & Singaravelloo, 2021), teacher performance, and OCB (Hermanto & Srimulyani, 2022). Data analysis used Structural Equation Modeling (SEM) with Partial Least Squares (PLS) as the main method. PLS was chosen for its ability to handle complex models with relatively small samples, allowing evaluation of direct and indirect relationships between the studied variables. This analysis will test the hypotheses in the study and evaluate the proposed conceptual model.



**Figure 1. Conceptual Framework**

**RESULTS AND DISCUSSION**

**Table 1. Characteristics of Respondents**

Demographics	Categorices	Frequency	%
Sex	Man	83	58,0
	Woman	60	42,0
		143	100
Age	<29	39	27,3
	29-35	31	21,7
	36-42	62	43,4
	>42	11	7,7
		143	100
Education	S1	123	86,01
	S2	20	13,99
		143	100
Leght Of Work	5-11	73	51,05
	12-18	38	26,57
	< 18	32	22,38
		143	100

The table presents demographic data of 143 teacher respondents categorized by gender, age, education level, and years of service. The respondents consist of 83 men (58%) and 60 women (42%). Based on age, 39 respondents are under 29 years old (27.3%), 31 are between 29 and 35 years old (21.7%), 62 are between 36 and 42 years old (43.4%), and 11 are over 42 years old (7.7%). Regarding education level, 123 respondents hold a bachelor's degree (S1) (86.01%) while 20 hold a master's degree (S2) (13.99%). In terms of years of service, 73 respondents have worked for 5-11 years (51.05%), 38 for 12-18 years (26.57%), and 32 for more than 18 years (22.38%).

**Table 2. Outer Model Evaluation based on Loading, AVE, and CR**

Items	Loading	Cronbach's Alpha	AVE	Composite Reliability
X1.1	0,857	0,90	0,71	0,92
X1.2	0,870			
X1.3	0,806			
X2.1	0,914	0,89	0,61	0,92
X2.2	0,823			
X2.3	0,786			
X2.4	0,569	0,80	0,71	0,88
X2.5	0,704			
X2.6	0,678			
X2.7	0,938	0,84	0,67	0,89
Y1.1	0,894			
Y1.2	0,856			
Y1.3	0,870	0,84	0,67	0,89
Y1.4	0,804			
Y1.5	0,785			
Y2.1	0,872	0,84	0,67	0,89
Y2.2	0,730			
Y2.3	0,820			
Y2.4	0,851			

Based on the given data, this table presents the results of the reliability and construct validity analysis for several research variables, namely Supportive Leadership, Self-awareness, Organizational Citizenship Behavior, and Teacher Performance. This analysis is based on the responses from teachers who participated in the study. Each variable was measured using several different items. The loading factor indicates how strongly each item correlates with its construct, where values above 0.7 are considered adequate. Cronbach's Alpha is used to measure the internal reliability of each construct, with values above 0.7 indicating a high level of reliability. AVE (Average Variance Extracted) measures the convergent validity of the construct, where values above 0.5 indicate good validity. Composite Reliability also measures the reliability of the construct, with values above 0.7 indicating that the construct is reliable. In more detail, Supportive Leadership has a Cronbach's Alpha of 0.90, AVE of 0.71, and Composite Reliability of 0.92; Self-awareness has

a Cronbach's Alpha of 0.89, AVE of 0.61, and Composite Reliability of 0.92; Organizational Citizenship Behavior has a Cronbach's Alpha of 0.80, AVE of 0.71, and Composite Reliability of 0.88; and Teacher Performance has a Cronbach's Alpha of 0.84, AVE of 0.67, and Composite Reliability of 0.89. From these results, it can be concluded that the instruments used in this study to measure these four variables show good reliability and validity, based on the data obtained from the teachers as respondents.

**Table 3. R Square and Q<sup>2</sup>**

	R Square	Q <sup>2</sup>
Organizational Citizenship Behavior	0,516	0.789
Teachers' performance	0,564	

Based on the analysis, it can be concluded that the variables Organizational Citizenship Behavior (OCB) and Teacher Performance (TP) have relatively high R Square values. Specifically, the R Square value for OCB is 0.516, and for TP, it is 0.564. This means that the model used can explain 51.6% of the variance in OCB and 56.4% of the variance in TP. In other words, the independent variables in this model (Supportive Leadership and Self-awareness) significantly contribute to explaining the variability of OCB and TP. Additionally, the Adjusted R Square values, which are close to the R Square values, indicate that the model remains consistent and reliable in explaining the variance, even when adjusted for the number of predictors used. Furthermore, using the Stone-Geisser Q Square Test formula, the obtained Q<sup>2</sup> value is 0.789. This Q<sup>2</sup> value indicates the overall predictive ability of the model. In this context, a high Q<sup>2</sup> value (0.789) shows that the model, which includes Supportive Leadership and Self-awareness as independent variables, as well as OCB as a mediator, has excellent predictive ability for Teacher Performance. Therefore, it can be concluded that Supportive Leadership and Self-awareness not only have a direct impact on Teacher Performance but also an indirect impact through the enhancement of OCB. This underscores the importance of these two independent variables in improving teacher performance, both directly and through the mediation of organizational citizenship behavior.

**Table 4. Testing Discriminant Validity**

	Organizational Citizenship Behavior	Self-awareness	Supportive leadership	Teachers' performance
Organizational Citizenship Behavior				
Self-awareness	0,752			
Supportive leadership	0,740	0,796		
Teachers' performance	0,759	0,785	0,723	

The HTMT table presented shows the Heterotrait-Monotrait (HTMT) ratio values for four constructs: Organizational Citizenship Behavior (OCB), Self-awareness, Supportive

leadership, and Teachers' performance. HTMT values are used to assess discriminant validity in structural equation modeling. Generally, HTMT values below 0.85 indicate adequate discriminant validity, meaning each construct can be distinguished from one another. In this table, all HTMT values are below the 0.85 threshold, indicating that each construct has good discriminant validity. Specifically, the HTMT value between Organizational Citizenship Behavior and Self-awareness is 0.752, between Organizational Citizenship Behavior and Supportive leadership is 0.740, and between Organizational Citizenship Behavior and Teachers' performance is 0.759. This shows that each pair of constructs can be well distinguished. Similarly, Self-awareness and Supportive leadership have an HTMT value of 0.796, which also indicates adequate discriminant validity. Finally, the relationship between Supportive leadership and Teachers' performance shows the lowest HTMT value at 0.723, indicating that these two constructs have the clearest separation among all pairs of constructs measured. Therefore, it can be concluded that all constructs in this analysis have good discriminant validity, which is a positive indication in the context of measurement and structural modeling used.

**Table 5. Significant Test**

Relationship	Original Sample	P Values
Organizational Citizenship Behavior -> Teachers' performance	0,326	0,000
Self-awareness -> Organizational Citizenship Behavior	0,462	0,000
Self-awareness -> Teachers' performance	0,372	0,000
Supportive leadership -> Organizational Citizenship Behavior	0,323	0,000
Supportive leadership -> Teachers' performance	0,148	0,124
Self-awareness -> Organizational Citizenship Behavior -> Teachers' performance	0,150	0,004
Supportive leadership -> Organizational Citizenship Behavior -> Teachers' performance	0,105`	0,014

This hypothesis proof involves analyzing several aspects. First, the results show that Organizational Citizenship Behavior (OCB) has a significant positive impact on teachers' performance with a coefficient ( $\beta = 0.326$ ;  $P = 0.000$ ). This indicates that teachers who are more active in school activities beyond their formal duties tend to perform better. Second, self-awareness has a proven significant positive effect on Organizational Citizenship Behavior with a coefficient ( $\beta = 0.462$ ;  $P = 0.000$ ), suggesting that teachers with high self-awareness are more active in displaying Organizational Citizenship Behavior. Additionally, self-awareness also has a significant positive impact on teachers' performance with a coefficient ( $\beta = 0.372$ ;  $P = 0.000$ ), meaning that teachers who understand their strengths and weaknesses tend to perform better. Third, supportive leadership was found to have a significant positive influence on Organizational Citizenship Behavior with a coefficient ( $\beta = 0.323$ ;  $P = 0.000$ ), indicating that support from school leaders encourages teachers to be more active in school activities beyond their formal duties. However, the direct effect of supportive leadership on teachers' performance is not significant with a coefficient ( $\beta =$



0.148;  $P= 0.124$ ), suggesting that other factors may be more dominant in directly influencing teachers' performance.

The indirect effect of self-awareness through Organizational Citizenship Behavior on teachers' performance is significantly positive with a coefficient ( $\beta= 0.150$ ;  $P= 0.004$ ), indicating that self-awareness enhances Organizational Citizenship Behavior, which in turn improves teachers' performance. Lastly, the indirect effect of supportive leadership through Organizational Citizenship Behavior on teachers' performance is also significantly positive with a coefficient ( $\beta= 0.105$ ;  $P= 0.014$ ), indicating that support from leaders encourages Organizational Citizenship Behavior, which in turn enhances teachers' performance. This discussion reveals several important findings related to the proposed hypothesis. First, the research results show that Organizational Citizenship Behavior (OCB) has a significant positive impact on teachers' performance (Chandra & Qomariah, 2020; Santoso et al., 2020). This means that teachers who are more active in school activities beyond their formal duties tend to perform better. These additional activities may help teachers develop extra skills and strengthen relationships with colleagues and students, which ultimately enhances their performance. Second, self-awareness has been proven to have a significant positive effect on both OCB and teachers' performance. Teachers with high self-awareness, who understand their strengths and weaknesses, are more likely to engage in behaviors that support the organization and also demonstrate better performance (Pretorius & Plaatjies, 2023). Self-awareness enables teachers to be more proactive in contributing to the school environment, which in turn positively impacts their performance.

Third, supportive leadership was found to have a positive influence on OCB, indicating that support from school leaders encourages teachers to be more active in school activities beyond their formal duties (Mardiyati et al., 2022). However, supportive leadership does not have a significant direct impact on teachers' performance, suggesting that there may be other factors that are more dominant in directly influencing teachers' performance (Kartini et al., 2020). Additionally, self-awareness was found to have a positive indirect effect on teachers' performance through OCB. This indicates that high self-awareness enhances OCB, which ultimately contributes to improved teachers' performance. A similar indirect effect is observed in the relationship between supportive leadership and teachers' performance through OCB, showing that support from leaders fosters OCB, which then enhances teachers' performance (Asgari et al., 2020). These findings highlight the importance of factors such as self-awareness and supportive leadership in improving teachers' performance through proactive behaviors and contributions beyond their formal duties.

## **CONCLUSION**

Overall, this study confirms that Organizational Citizenship Behavior, self-awareness, and supportive leadership play crucial roles in improving teachers' performance. The implications of these findings are that efforts to increase teachers'

participation in school activities beyond formal duties, enhance their self-awareness, and support them with good leadership can significantly improve the quality of education in schools. This research not only provides empirical evidence on the importance of these variables in the educational context but also offers a foundation for further research to explore more effective ways to manage and strengthen these factors in supporting teachers' professional development and improving students' academic outcomes. Practically, the findings suggest the need for a holistic approach in school management that involves not only the development of Organizational Citizenship Behavior among the teaching staff but also the enhancement of personal self-awareness and proactive leadership support. Theoretically, these findings reinforce the concept that psychological and social factors can act as mediators in the relationship between organizational variables and individual performance in the educational context.

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