



The Influence of Organizational Culture and Compensation on Organizational Citizenship Behavior (OCB) with Organizational Commitment as an Intervening Variable at the GPIB Christian Education Foundation

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Keywords:

Organizational
Citizenship Behavior
(OCB),
Organizational
Culture,
Compensation,
Organizational
Commitment.

Abstract

This study examines the impact of organizational culture and compensation on Organizational Citizenship Behavior (OCB), with organizational commitment as an intervening variable at Yayasan Pendidikan Kristen (Yapendik) GPIB. Conducted over five months (February to June 2025), the quantitative research uses a survey approach and analyzes data with Partial Least Square-Structural Equation Modeling (PLS-SEM) and SPSS 27.0. The study collected 126 questionnaires, with 117 valid samples. Results show that both organizational culture and compensation positively influence OCB, and organizational commitment mediates these relationships. The findings suggest that enhancing organizational culture and compensation can foster OCB, contributing to organizational success. This study advises management to focus on policies that strengthen employee loyalty and engagement.



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INTRODUCTION

In creating high-quality human resources, education plays a crucial role in realizing this goal. Quality education is essential for developing human resources that are creative, innovative, productive, and competitive in the global digital era. However, in reality, Indonesia still lags behind other countries (Oemar, 2018). Education is inseparable from the quality of human resources. "A Good Education can change everyone. A Good Teacher can change everything" (Anonymous).

According to Sherly et al. (2021) in their study on the Human Development Index (HDI), the ranking is composed of education, health, and income per capita. Harding et al. (2020) also mentioned that Indonesia ranks 112th globally, below countries like Palestine, South Africa, Lebanon, and Egypt. Additionally, a survey by Political and Economic Risk Consultant (PERC) ranked the quality

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of education in Indonesia 12th out of 12 countries in Asia, below Vietnam. This certainly demands greater attention from the government to improve the quality of education in Indonesia.

Quality education will produce quality human resources, meaning well-educated citizens. Conversely, low-quality education in a country results in weak human resources. In Indonesia, particularly, the choice of school is one of the determining factors that influence parents in providing proper education for their children.

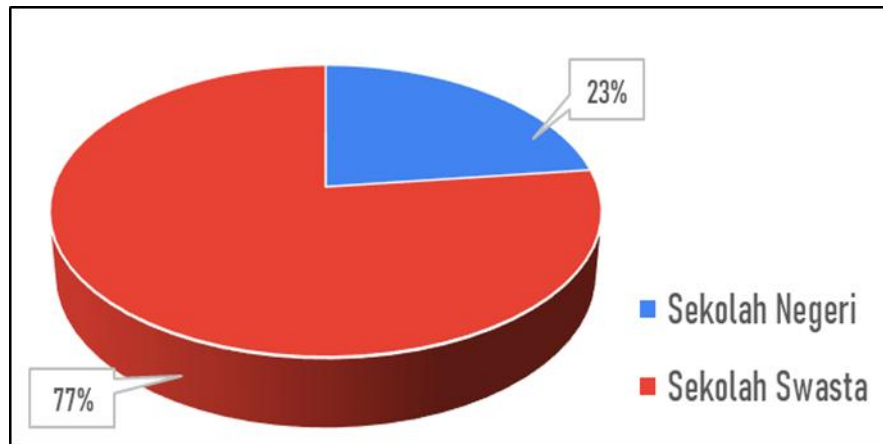


Figure 1. Parents' preferences for their child's school
Source: Data processed by researchers (2025)

Based on the survey results shown in Figure 1 above, where 50 parents were surveyed about their choice of school for their children, it was found that 77% of parents chose private schools, especially those under religious institutions or foundations such as Madrasahs, Catholic Schools, or Christian Schools. Parents feel that in addition to receiving quality education, private schools also provide character education and high discipline for their children, which helps shape well-rounded, ethical, and competent students. On the other hand, 23% of parents preferred public schools for their children due to the more affordable education costs.

The survey results also reveal that parents expect private schools under religious education foundations to improve school quality by providing qualified staff and teachers, thus developing students with excellent capabilities who can compete with other schools, as many parents hope.

Yayasan Pendidikan Kristen (Yapendik) is one example of an educational foundation with Christian-based private schools under the supervision of the Gereja Kristen Indonesia (GPIB), which aims to enhance education within the congregation and the general public. Yapendik has 37 school branches across Indonesia. Therefore, every teacher is expected to complete their duties and responsibilities effectively and efficiently.

To realize the organization's goals, Yapendik GPIB has a vision and mission. The vision is to build quality education that meets national and international standards in a local context while developing students' potential based on Christian values. The mission is to develop Christian identity and values in the teaching process, improve the quality of educators through training, develop school-based curricula, and create accredited schools with high-achieving students.

From this vision and mission, Yapendik GPIB is required to maintain adequate educational quality and achieve good accreditation results for each school. Therefore, in order to achieve satisfactory accreditation results, teachers need to work extra hard and take high initiatives to develop students with excellent quality and competitiveness. This willingness to work extra hard and take initiative is referred to as Organizational Citizenship Behavior (OCB). In Yapendik GPIB, OCB

behaviors are evident when teachers provide extra lessons outside of school hours for students and prepare teaching materials outside of working days.

Organ (1997) states that Organizational Citizenship Behavior (OCB) plays a significant role in improving the overall effectiveness of an organization and supporting its smooth operation. High OCB among employees can help achieve organizational goals, maintain strong work motivation, and create hope in facing challenges and difficulties at work.

Soejoko et al. (2021) also define Organizational Citizenship Behavior (OCB) as voluntary behaviors that are not part of an employee's formal duties but contribute to the effectiveness of the organization. OCB involves individual behaviors that go beyond formal job requirements, benefiting the organization directly (Askari et al., 2024). OCB can increase organizational effectiveness, improve work productivity, and help employees adapt to colleagues and the surrounding environment (Wira Saputra & Supartha, 2019).

From interviews with 20 teachers working at Yapendik GPIB's primary school branches, it was found that in achieving the foundation's vision and mission as well as the accreditation goals for each branch, teachers have effectively and efficiently exhibited OCB in their workplace. However, this does not apply to all Yapendik GPIB schools, as some teachers in several branches still face challenges in applying OCB practices. This is because some teachers believe that doing voluntary work, helping colleagues, and working overtime when needed are excessive.

To support the findings from the interviews with teachers at several Yapendik branches, the researcher also presents data from a pre-survey shown in Table 1. conducted in 2025. This pre-survey aims to identify the factors affecting the implementation of OCB in Yapendik GPIB's work environment.

Table 1. Results of the 2025 Yapendik Teacher Pre-Survey

Statement	Percentage of Answers %	
	Agree	Don't agree
I feel motivated to help my coworkers without being asked because of the organization's values.	34	66
I feel appreciated by the organization for the extra contributions I have made.	43	57
I feel committed to helping the organization beyond my main duties.	37	63
I feel I have a balance between my personal life and work.	62	38
I feel supported by my leaders to develop my potential.	58	42
I feel proud of the achievements I have made at work.	73	27
I feel confident in giving suggestions for the progress of the team and the organization.	62	38

Source: Data processed by researchers (2025)

Based on the survey results in Table 1. above, the first factor influencing Organizational Citizenship Behavior (OCB) is organizational culture. The table shows that 66% of teachers at Yapendik GPIB feel unmotivated to help colleagues based on the values within the organization, while only 34% feel motivated to assist colleagues to improve the effectiveness of the organization. The weak organizational culture, based on the values within Yapendik GPIB, leads to a lack of motivation among teachers to support each other. Creating a sense of ownership towards the organization, along with emotional attachment between the organization and the teachers involved, will help foster

organizational stability and form a positive organizational culture in the daily activities within the foundation.

This aligns with the research by Haryati (2019), which found that a strong organizational culture and trust based on organizational values can encourage employee motivation to engage in OCB or behaviors such as helping colleagues without being asked. Conversely, a weak organizational culture can result in a lack of OCB and a decline in solidarity among colleagues. Organizational culture directs employee behavior towards improving work skills, commitment, and extra-role behaviors (Robbins & Judge, 2019).

Every organization has unique characteristics that distinguish it from others and form a strong organizational identity, which is referred to as organizational culture (Arundita et al., 2021). Additionally, Ayu & Saraswati (2018) explain that the implementation of organizational culture is beneficial for fostering togetherness, a spirit of mutual cooperation, openness, family values, better communication, improved work productivity, and responsiveness to external developments—elements that are integral to OCB behavior. Therefore, building a strong organizational culture is important as it positively influences relationships among employees and encourages OCB. If the organizational culture is strong, OCB will also increase (Maulana et al., 2022).

The next factor influencing OCB is compensation, which is also a variable in this study. According to Dessler et al. (1980), providing fair and balanced rewards, both financially and non-financially, is essential. Financial compensation is given in the form of money or wages for the services rendered by employees, while non-financial compensation includes rewards such as benefits, flexible working hours, career rewards, social security, or other forms of recognition that contribute to job satisfaction.

Based on interviews with several teachers at Yapendik GPIB, it was found that there is a mismatch between what teachers expect and what the foundation provides, particularly when teachers engage in OCB behaviors but receive inadequate compensation. According to the 2025 pre-survey data shown in Table 1.1, only 43% of teachers felt valued for their contributions, while 57% felt that their contributions were not recognized due to inadequate compensation. This issue persists even though basic salaries are in line with expectations. However, the compensation provided, such as transportation allowances and meals during overtime, is considered insufficient and has disappointed some teachers, especially those who are willing to work during holidays.

These findings align with previous studies by Soedjoko & Meilina (2019), Kamil & Rivai (2021), Mirsya (2022), and Ningtyas (2022), which state that compensation must be aligned with employees' workload. When employees feel properly compensated, they are more motivated, satisfied with their work, and more likely to engage in OCB to achieve optimal performance. Other studies have also shown that compensation has a positive effect on OCB. When compensation is appropriate, employees feel valued, fostering high loyalty (Tan & Tarigan, 2018, Parisuda & Mujiati, 2019, Susilo & Muhardono, 2021). According to Susilo & Muhardono (2021), compensation is considered good when it meets employees' expectations.

Based on Dessler et al.'s (1980) theory, an effective compensation system can be a strategic tool in human resource management. Fair and competitive compensation plays a significant role in motivating employees to be proactive and support a harmonious work environment.

Lastly, the final factor influencing OCB is organizational commitment. Further analysis from the 2025 pre-survey conducted among teachers at Yapendik GPIB (shown in Table 1.1) revealed that only 37% of teachers feel committed to the organization's vision and mission, while 63% expressed indifference. These findings are supported by direct observations and interviews conducted by the researcher, where some teachers no longer demonstrate commitment and loyalty to the foundation. This phenomenon is evident when some teachers are unwilling to sacrifice personal interests to work

overtime for the school's productivity. For example, during school inspections or accreditation periods, teachers are required to attend during holidays to meet deadlines, but some are reluctant to participate, prioritizing personal matters instead. As a result, the realization of the organization's vision and mission is hindered.

Allen & Meyer (1998) state that organizational commitment is a psychological state characterized by believing in and accepting the goals and values of the organization. In line with this, Fasisca et al. (2018) note that organizational commitment is a state where an employee supports a particular organization and its goals, with a desire to maintain membership within the organization.

The importance of increasing OCB in the workplace is closely tied to the commitment of individuals. Employees with high commitment are more concerned about the organization's success and strive to achieve organizational goals (Robbins & Judge, 2019). Commitment is the strength of an individual to identify with the organization (Alghamdi et al., 2022). This is influenced by the fact that highly committed employees will go to great lengths to achieve the organization's goals and take responsibility for the tasks they perform (Putra Firdaus et al., 2022).

Other studies by Putu et al. (2018), Ratnasari (2019), Mirsya (2022), and Daniel Dami et al. (2022) show that organizational commitment positively affects OCB. This means that the higher the employee's commitment to the organization, the higher the level of OCB. The issues surrounding commitment at Yapendik GPIB further underline the importance of OCB in enhancing organizational effectiveness. Thus, the researcher is interested in conducting further research on organizational culture and compensation with organizational commitment as a mediating variable, specifically within the Yayasan Pendidikan Kristen GPIB, which has branches across Indonesia.

This study aims to explore the factors that determine Organizational Citizenship Behavior (OCB) among employees at Yayasan Pendidikan Kristen (Yapendik) GPIB. The objectives of this research are to analyze and describe the influence of organizational culture, compensation, and organizational commitment on OCB within Yapendik GPIB. Additionally, the study will examine how organizational culture and compensation impact organizational commitment, and the role of organizational commitment in mediating the relationship between organizational culture, compensation, and OCB.

The findings from this research are expected to provide both theoretical and practical contributions. Theoretically, the study will offer new insights and understanding to academics regarding the effects of organizational culture, compensation, and organizational commitment on OCB. Practically, the results can serve as a reference for future studies and research on human resources, and provide valuable input for Yapendik GPIB in enhancing teacher OCB through organizational culture, compensation, and commitment. Furthermore, the study aims to promote solidarity among colleagues within the organization. The research findings may also benefit Universitas Negeri Jakarta as a reference for literature, contributing to the knowledge and awareness of students, faculty, and academic staff in the field of human resource management.

METHOD

Time and Place of Research

The research will be conducted over a period of approximately seven months, from January 2025 to July 2025. The timing of the study is chosen to ensure that the data collected is relevant to the current situation, reflecting real-world conditions. This allows the findings to contribute meaningfully to understanding and solving the issues addressed in the study. The research process will include steps such as topic and title observation, proposal submission, instrument testing, distribution of questionnaires, data processing, and analysis.

The study will take place at eight Yapendik GPIB-affiliated elementary schools in the Jabodetabek area and its surroundings. The timeline of the research is structured with various stages, starting with the preparation of the research matrix and proposal writing in January, followed by consultations, revisions, and data collection through questionnaires. Data analysis, thesis writing, and final revisions will be completed by June, with the final defense scheduled in July 2025.

Research Design

This study uses a quantitative research method, which focuses on testing theories through the measurement of research variables using numerical data and statistical analysis. The primary data collection tool is a questionnaire, where responses from employees, particularly teachers at Yapendik GPIB, are gathered based on the statements provided. The research method employed is a survey, with a descriptive and explanatory approach, referred to as a descriptive survey method. This approach was chosen because the study aims to collect data directly from the field via questionnaires.

The research model used is a causal model, or path analysis, as it examines the relationships and influences between independent variables and the dependent variable, with mediation effects. The study investigates the effect of organizational culture (X1), compensation (X2), and organizational commitment (Z) as independent and intervening variables, respectively, on Organizational Citizenship Behavior (OCB) (Y), the dependent variable. The model presented in the study is based on the hypothesis that these independent variables significantly and positively influence OCB, as depicted in the research diagram created using SmartPLS 4.0 (2025).

Population and Sample

The population in this study consists of employees, specifically educators at Yapendik GPIB, from eight branches located in the Jabodetabek area, totaling 156 teachers. According to Kadir (2015), a sample is a subset of the population selected for study. The sampling method used in this research is Non-Probability Sampling, where respondents are chosen based on availability and accessibility rather than randomization (Cooper & Schindler, 2014). The sampling technique applied is Purposive Sampling, selecting teachers from Yapendik GPIB branches in Jakarta, Bekasi, and Bogor based on specific criteria (Neuman, 2014).

To determine the minimum sample size, the study follows the recommendation of Hair et al. (2019) for Structural Equation Modeling (SEM) analysis, which suggests a sample size of more than 100. With 18 indicators in the questionnaire, the researcher multiplies the number of indicators by 7, resulting in a minimum sample size of 126 respondents.

Data Analysis Techniques

The research instrument was first pre-tested to ensure validity and reliability before data collection. According to Kerlinger & Lee (2000), a pre-test is conducted with a sample of at least 30 respondents, which in this case consisted of teachers at Yapendik GPIB. Validity testing measures whether the instrument effectively assesses what it is intended to measure, using Pearson Correlation to ensure items are valid if their correlation coefficient is positive and significant (Hair et al., 2019). Reliability testing was done using Cronbach's alpha, where a value above 0.6 indicates a reliable instrument (Hair et al., 2019).

This study employs a descriptive research design to examine factors affecting Organizational Citizenship Behavior (OCB) among educators at Yapendik GPIB. The data analysis technique used is Partial Least Square (PLS) with Structural Equation Modeling (SEM) for hypothesis testing. PLS is a powerful, distribution-free method that doesn't rely on assumptions about data types (Ghozali, 2018). The analysis follows three stages: measurement model analysis (Outer Model), structural

model analysis (Inner Model), and hypothesis testing. The analysis includes assessing convergent validity, discriminant validity, and reliability, followed by evaluating path coefficients and R-square values for the model's goodness of fit.

Hypothesis testing involves both direct effects (Path Coefficients and p-values) and indirect effects, using bootstrapping to analyze the mediation effects of organizational commitment between organizational culture, compensation, and OCB. Mediation is tested to determine if the independent variables' effects on the dependent variable are indirect, with full mediation occurring when only indirect effects are present, and partial mediation when both direct and indirect effects exist.

RESULT AND DISCUSSION

Research Instrument Test

In this study, a pre-test was conducted with 30 respondents, who were teachers at Yapendik GPIB, to test the validity and reliability of the research instrument. The validity test was performed using Pearson Correlation, and it showed that all questionnaire items had correlation coefficients (r) higher than the critical value (r-table) of 0.361, indicating that the items were valid. Additionally, the Kaiser-Meyer-Olkin (KMO) value for all latent variables was above 0.50, and the Component Matrix (CM) and Measure of Sampling Adequacy (MSA) values for each item were also above 0.50, confirming the validity of all the indicators.

The reliability test was conducted using Cronbach's alpha, with results showing that all variables—Organizational Citizenship Behavior (OCB), Organizational Culture, Compensation, and Organizational Commitment—had Cronbach's alpha values greater than 0.60. Specifically, OCB had a Cronbach's alpha of 0.923, Organizational Culture 0.941, Compensation 0.885, and Organizational Commitment 0.896, all of which are considered reliable according to the standard threshold. Therefore, all items in the research instrument are deemed both valid and reliable for further analysis.

Descriptive Analysis

For Organizational Citizenship Behavior (OCB), the highest mean value was found in the "Conscientiousness" dimension, specifically item OCB3, with a mean of 4.13, stating, "I feel responsible for completing work on time." On the other hand, the lowest mean value was for item OCB9, "I feel the need to actively participate in the organization for mutual progress," with a mean of 3.74.

For Organizational Culture (BO), the item with the highest mean value was BO4, "I feel it is important to always check every detail to ensure no work is missed," with a mean of 4.23. The lowest mean value was for BO2, "I feel safe taking risks in my work," with a mean of 3.54.

In the Compensation variable, the highest mean was for item K5, "I feel that recognition for my performance motivates me to produce the best results," with a mean of 4.05. The lowest mean was for K2, "I feel the compensation provided aligns with my contributions," with a mean of 3.54.

Lastly, for Organizational Commitment, the highest mean was for KO2, "I feel proud to be part of the organization," with a mean of 3.86, while the lowest was for KO5, "I feel obligated to remain in this organization," with a mean of 3.57. These results provide an overview of the varying levels of response from the teachers within Yapendik GPIB across the variables of OCB, Organizational Culture, Compensation, and Organizational Commitment.

Data Analysis Results

The analysis of the data reveals several significant findings using Partial Least Square-Structural Equation Modeling (PLS-SEM), performed with SmartPLS 4.0.

Outer Model Evaluation: The validity of the model was assessed using measures such as convergent validity, discriminant validity, and reliability. All indicators for the exogenous variables (Organizational Culture and Compensation) had outer loading values above 0.7, confirming their validity. Additionally, the Average Variance Extracted (AVE) values for all variables—Organizational Culture, Compensation, Organizational Commitment, and Organizational Citizenship Behavior (OCB)—exceeded the threshold of 0.5, indicating good convergent validity. Discriminant validity was also confirmed as the square root of the AVE for each variable was greater than its correlations with other variables, ensuring that each variable was distinct from the others. Furthermore, the reliability of all constructs was verified with composite reliability and Cronbach's alpha values above 0.7, signifying adequate internal consistency.

Inner Model Evaluation: The R-Square values indicate how well the exogenous variables explain the endogenous variables. The R-Square for Organizational Commitment was 0.473, meaning that Organizational Culture, Compensation, and Organizational Commitment explain 47.3% of the variance in Organizational Commitment. For OCB, the R-Square value was 0.745, meaning these variables explained 74.5% of the variance in OCB. The model's goodness of fit was confirmed with an SRMR value of 0.053, which is less than 0.1, indicating a good fit.

T-Statistic Analysis: The T-statistics for the path coefficients were all significant, with values above 1.96, confirming the hypotheses. The results indicate that Organizational Culture, Compensation, and Organizational Commitment have a significant positive influence on OCB, with path coefficients of 0.265, 0.253, and 0.508, respectively. These relationships were statistically significant with p-values less than 0.05, confirming that each of these variables contributes to increasing OCB.

In conclusion, the data analysis supports the validity and reliability of the constructs and confirms the hypotheses regarding the positive relationships between Organizational Culture, Compensation, and Organizational Commitment with Organizational Citizenship Behavior.

Mediation Analysis

The mediation analysis in this study aimed to examine the indirect effects of Organizational Culture and Compensation on Organizational Citizenship Behavior (OCB) through Organizational Commitment as a mediator. The analysis was conducted using SmartPLS 4.0, where the significance of the indirect effects was evaluated by examining the t-statistics and p-values. The indirect effect for each path was calculated by multiplying the direct effects of each route, and the results were compared to the pre-established t-table values and p-values.

The results of the mediation analysis, as shown in Table 4.16, indicate that both indirect effects are statistically significant. The indirect effect of Organizational Culture on OCB through Organizational Commitment had a t-statistic of 1.973 and a p-value of 0.049, which is significant at the 0.05 level. Similarly, the indirect effect of Compensation on OCB through Organizational Commitment had a t-statistic of 2.273 and a p-value of 0.023, also significant at the 0.05 level. These findings confirm that Organizational Commitment significantly mediates the relationship between both Organizational Culture and Compensation with Organizational Citizenship Behavior.

Discussion of Data Hypothesis Results

Based on the results of the Path Coefficients and Mediation tests, the hypotheses can be summarized as follows:

1. H1: Organizational Culture has a positive and significant impact on Organizational Citizenship Behavior (OCB) at Yapendik GPIB.

The test showed a positive coefficient of 0.265 with t-statistics of 2.055 and p-value of 0.040, indicating that a strong organizational culture enhances teachers' OCB and helps achieve Yapendik GPIB's goals, creating a positive work environment.

2. H2: Compensation has a positive and significant impact on OCB at Yapendik GPIB.

The coefficient of 0.253, t-statistics of 2.376, and p-value of 0.018 confirm that better compensation increases teachers' OCB, motivating them to work harder.

3. H3: Organizational Commitment has a positive and significant impact on OCB at Yapendik GPIB.

A positive coefficient of 0.508, t-statistics of 3.575, and p-value of 0.000 demonstrate that committed teachers show higher OCB in support of the organization, even outside formal duties.

4. H4: Organizational Culture has a positive and significant impact on Organizational Commitment at Yapendik GPIB.

The positive coefficient of 0.392 with t-statistics of 2.889 and p-value of 0.004 indicates that a strong organizational culture fosters emotional attachment and loyalty among teachers.

5. H5: Compensation has a positive and significant impact on Organizational Commitment at Yapendik GPIB.

With a coefficient of 0.435, t-statistics of 3.406, and p-value of 0.001, it shows that adequate compensation strengthens employees' commitment to the organization.

6. H6: Organizational Culture positively and significantly influences OCB through Organizational Commitment at Yapendik GPIB.

The coefficient of 0.199, t-statistics of 1.973, and p-value of 0.049 confirm that organizational commitment mediates the relationship between organizational culture and OCB.

7. H7: Compensation positively and significantly influences OCB through Organizational Commitment at Yapendik GPIB.

The coefficient of 0.221, t-statistics of 2.273, and p-value of 0.023 demonstrate that organizational commitment mediates the relationship between compensation and OCB, enhancing the effect of compensation on teachers' OCB.

These results align with previous studies, reinforcing the importance of organizational culture, compensation, and commitment in fostering OCB, ultimately contributing to organizational success.

CONCLUSION

The conclusions of this study show that several factors influence Organizational Culture, Compensation, Organizational Citizenship Behavior (OCB), and Organizational Commitment as a mediating variable. Organizational Culture has a positive and significant effect on OCB at Yapendik GPIB, indicating that a strong organizational culture encourages teachers to demonstrate OCB behaviors. Similarly, Compensation positively and significantly impacts OCB, suggesting that better compensation motivates teachers to display OCB. Organizational Commitment also plays a significant role, with committed teachers being more likely to engage in OCB. Additionally, Organizational Culture positively influences Organizational Commitment, which in turn enhances OCB. Compensation similarly improves Organizational Commitment, which strengthens OCB behaviors. Both Organizational Culture and Compensation have a significant indirect effect on OCB through Organizational Commitment, confirming the mediating role of commitment.

The managerial implications suggest that organizations should focus on strengthening their organizational culture by promoting innovation, attention to detail, and teamwork. A fair and transparent compensation system should be implemented to motivate teachers, alongside strategies to strengthen their organizational commitment. Furthermore, creating a supportive work environment that encourages OCB behaviors is crucial. Regular monitoring and evaluation of these

factors will ensure continuous improvement in OCB. Theoretical implications reinforce the importance of organizational culture and compensation as drivers of organizational commitment and OCB, emphasizing the role of commitment as a mediating factor in translating these influences into positive organizational behaviors.

This research contributes to the understanding of the role of organizational culture, compensation, and commitment in shaping OCB. It also provides recommendations for improving organizational practices. However, the study has limitations, including its focus on a specific population (elementary school teachers at Yapendik GPIB) and a limited set of variables. Future research could include additional variables and explore different organizational contexts or include moderating variables for a more comprehensive analysis.

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