



Enhancing Teacher Performance: A Meta Analytic Examination of Organizational Citizenship Behavior and Proactive Personality

Achmad Ardiansyah^{1*}, Widodo², Hendro Prasetyono³

¹ Doctoral Student in Education Department, Posgraduate Faculty, Universitas Indraprasta PGRI, Jakarta, Indonesia

² Social Science Education Department, Posgraduate Faculty, Universitas Indraprasta PGRI, Jakarta, Indonesia

³ Education Department, Posgraduate Faculty, Universitas Indraprasta PGRI, Jakarta, Indonesia

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Corresponding Author:

Achmad Ardiansyah

achmadardiansyah99@gmail.com

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Abstract: Teacher performance is crucial for improving the quality of education in schools and the academic performance of students. Past studies have shown that both OCB and positive personality can have a significant impact on teacher performance. However, in order to better understand the strength and consistency of the correlation between these factors and performance, it is necessary to comprehensively integrate and analyze previous empirical findings. This meta-analysis examines the impact of organizational citizenship behavior (OCB) and proactive personality on teacher performance, synthesizing findings from 35 empirical studies published between 2020 and 2025. The results show that both OCB ($r = 0.533$) and proactive personality ($r = 0.444$) have significant positive effects on teacher performance, with OCB having a slightly stronger influence. The analysis reveals moderate heterogeneity across studies and no evidence of publication bias. These results strongly demonstrate the need for nurturing and it is OCB and proactive personality in schools to enhance teacher effectiveness. Practical implications include promoting a sense of organizational belonging and informal recognition to improve teacher performance outcomes.

Keywords: Meta-analysis; proactive personality; organizational citizenship behavior; teacher performance

Introduction

Performance remains a paramount concern in contemporary discourse, representing the pinnacle of individual and organizational achievement. At the individual level, performance is intricately linked to personal well-being and happiness, while at the organizational level, it ensures stakeholder satisfaction and sustainability. Similarly, at the organizational level, performance is considered the last step to ensure the well-being of stakeholders (Gustari & Widodo, 2022). Research has consistently shown that individual

performance significantly contributes to organizational effectiveness (Tahsildari & Shahnaei, 2015) and overall organizational performance (Fahmi et al., 2019). Therefore, understanding the drivers of individual performance is crucial for achieving organizational goals. By fostering an environment that supports and enhances individual performance, organizations can reap substantial benefits, including improved productivity and competitiveness.

Employee performance is fundamentally about the behaviors exhibited by employees while working (Aguinis, 2013), it can have a positive or bad impact on

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the organization (Abdullah & AL-Abrrow, 2024). Task performance is one of the key components of overall performance (Oyebanji et al., 2023), closely tied to individual performance. Task performance refers to action and initiatives that contribute to achieving the goals of an organization (Chen et al., 2023) reflecting how effectively employees carry out their tasks and responsibilities (Imhangbe et al., 2020). Given its importance, task performance warrants through exploration, particularly in organizations like schools. It comprises two key dimensions: transforming organizational resources into valuable outputs, such as goods or services, and enhancing the organization's overall effectiveness and efficiency (Aguinis, 2013).

Performance outcomes exhibit considerable variability, particularly in developing countries, where structural and psychological drivers of productivity are still evolving (Shang, 2023; Toufighi et al., 2024). Research highlights organizational citizenship behavior (OCB) and proactive personality as key determinants of teacher performance. OCB refers to voluntary behaviors not explicitly mandated by formal rules or rewards, yet contributing to organizational goal attainment (Chandrawaty & Widodo, 2021; Khiong, 2022; Novitasari et al., 2020). These behaviors underscore the importance of individual initiative and commitment beyond formal job requirements.

Furthermore, individuals with proactive personalities exhibit stable traits and behaviors characterized by initiative-taking and a tendency to act without waiting for external direction (Budi et al., 2024; Yu et al., 2022). However, empirical studies examining the impact of OCB and proactive personality on performance have produced mixed results. Some research has found strong associations, while other studies have reported weak or statistically insignificant relationships, often moderated by cultural or organizational contexts (Sridadi et al., 2024; Udin & Yuniawan, 2020)

This research utilized a multilevel meta-analysis combined with a publication bias assessment to address the interdependence among effect sizes and enhance the accuracy of the overall findings. Through this integrated

method, the study aims to offer a deeper and more holistic insight into how, and under what circumstances, proactive personality and OCB contribute to enhancing teacher performance.

Despite extensive research on factors influencing teacher performance, a comprehensive synthesis of findings using a meta-analysis approach remains scarce, particularly for studies conducted between 2020 and 2024. This period has seen significant shifts in educational practices and institutional structures due to the rapid development of digital learning environments (Bolondi et al., 2021) A systematic meta-analysis review can bridge this gap by providing a quantitative understanding of the impact of OCB and proactive personality on teacher performance across diverse research contexts and designs. This study aims to address this need through a meta-analysis with two primary objectives: (1) to evaluate the overall effect of OCB on teacher performance, and (2) to investigate the impact of proactive personality on teacher performance in primary to secondary education settings.

Method

Research Design

This study employs a meta-analysis approach to investigate the impact of OCB and proactive personality on teacher performance. Meta-analysis is a research methodology that synthesizes findings from independent studies on a specific topic using statistical techniques to aggregate and analyze results (Wampold et al., 2000). This research used a retrospective observational approach, meaning the researchers looked back at existing data and observed patterns without intervening or manipulating any variables. (Mohajan, 2020). The researchers gathered information from published academic studies that examined how organizational citizenship behavior (OCB), proactive personality traits, and job performance relate to each other. To make sure their analysis was both accurate and meaningful, they established clear guidelines for which articles to include in their review. These selection criteria are detailed in Table 1.

Table 1. Recruitment and Exclusion Criteria for Study Selection in Meta – Analysis Studies

Criteria	Inclusion	Exclusion
Database Access	Papers found on Google Scholar, Science Direct, Research Gate, or Taylor & Francis	Studies not available through these major databases
Publication Location	Research from multiple countries worldwide	Studies published only within a single country or local region
Publication Language	English-language publications	Publications in non-English languages
Database Indexing	Articles indexed in Google Scholar, SINTA, or Scopus	Research not indexed in these recognized databases
Publication Timeline	Studies published from 2020 to 2025	Research published before 2020 or after 2025

Criteria	Inclusion	Exclusion
Statistical Data	Studies that include correlation (r) values or t-test results for relevant variables	Research lacking statistical r or t values
Sample size	Research with at least 35 participants	Studies with fewer than 35 participants

A well-designed meta - analysis provides valuable insights into the impact of variables on a sample population (Rosenthal & DiMatteo, 2001). Formulating clear hypotheses and inclusion/exclusion criteria is crucial for systematically identifying relevant research articles (Johnson & Hennessy, 2019). To identify primary studies, specific search criteria were applied during the literature review. Articles were retrieved from four main academic databases: (1) ScienceDirect, (2) ResearchGate, (3) Taylor & Francis, and (4) Google Scholar. The search utilized a combination of keywords, including "organizational citizenship behavior," "proactive personality," and various terms related to teacher performance, such as "task performance," "job performance," and "teacher work performance."

The literature search utilized a combination of keywords with a publication date filter set between 2020 and 2025. The search yielded 158 relevant articles on Google Scholar, 68 articles on ResearchGate, 9 articles on ScienceDirect, and 7 articles on Taylor & Francis. All searches were conducted between June 15 and 21, 2025. The researchers then carefully reviewed the full text of the remaining studies to make sure they qualified for inclusion. They looked for studies that were on the right

topic, used solid research methods, and provided the necessary statistical data (like correlation coefficients or t-values) that showed how OCB, proactive personality, and performance were connected. Once they finished this screening process, 35 articles passed all their requirements and were used in the final analysis.

Data Coding

This meta-analysis employs coding to systematically extract and analyze data from the 35 selected articles, which utilized multivariate management models or structural modeling. The correlation coefficient (r) is used to estimate effect size due to its flexibility and effectiveness in representing the magnitude of effects (Field & Gillett, 2010; Rosenthal & DiMatteo, 2001). When necessary, non-r values are converted to r-values using the JASP application (version 0.14.1). The coding records detailed characteristics of the study, such as the year of publication, the country of implementation, the number of samples, the correlation coefficient, the t - value, the z - score, and the standard error. In addition, information about the publication of the journal was collected. The distribution of these studies is shown in Table 2.

Table 2. Comparison of OCB studies on Performance from 2020-2025 based on simple size (n), correlation coefficient (r), and t - value

Study	Country	n	r	t	Z	SE
(Ali et al., 2021)	Pakistan	290	0,623		0,730	0,059
(Gustari & Widodo, 2022)	Indonesia	220		10,76	0,676	0,068
(Bastian & Widodo, 2022)	Indonesia	230		2,34	0,154	0,066
(Hidayat, 2020)	Indonesia	221		2,26	0,152	0,068
(Arifin, 2021)	Indonesia	212		3,238	0,222	0,069
(Tanjung et al., 2020)	Indonesia	270		2,987	0,181	0,061
(Novitasari et al., 2020)	Indonesia	224		23,367	1,232	0,067
(Chandrawaty & Widodo, 2021)	Indonesia	455		20,4	0,852	0,047
(Saleem et al., 2020)	Pakistan	233	0,153		0,154	0,066
(Nugroho et al., 2022)	Indonesia	211		3,238	0,222	0,069
(Rini et al., 2021)	Indonesia	53		3,176	0,431	0,141
(Pratiwi et al., 2022)	Indonesia	40		2,354	0,373	0,164
(Khiong, 2022)	Indonesia	200		1,368	0,097	0,071
(Sherly & Dharma, 2023)	Indonesia	38	0,638	4,971	0,755	0,169
(Ram et al., 2024)	Indonesia	132		2,08	0,181	0,088
(Ke et al., 2024)	Thailand	370		4,493	0,232	0,052
(Siddik et al., 2021)	Indonesia	63	0,828	6,694	1,182	0,129
(Suhartati et al., 2024)	Indonesia	60		2,254	0,292	0,132
(Said Ashlan et al., 2021)	Indonesia	240		3,725	0,239	0,065
(Astutik et al., 2024)	Indonesia	232		3,594	0,235	0,066
(Annaba et al., 2021)	Indonesia	128		110,036	2,978	0,089
(Kahar et al., 2022)	Indonesia	60		2,04	0,265	0,132
(Safitri & Sulistiyorini, 2022)	Indonesia	86		9,28	0,931	0,110
(Ma'rifah & Soenhadji, 2022)	Indonesia	250		7,691	0,471	0,064

Study	Country	n	r	t	Z	SE
(Meilani & Riyanto, 2022)	Indonesia	141		4,886	0,403	0,085
(Kussoy et al., 2020)	Indonesia	250		3,906	0,246	0,064

Table 3. Comparison of Proactive Personality studies on Performance from 2020-2025 based on simple size (n), correlation coefficient (r), and t - value

Study	Country	n	r	t	Z	SE
(Zahra & Kee, 2021)	Malaysia	315		4,891	0,273	0,057
(Uktutias et al., 2022)	Indonesia	151		7,03	0,548	0,082
(Johari & Subramaniam, 2020)	Malaysia	128		8,332	0,687	0,089
(Mamak et al., 2023)	Turki	225	0,346		0,361	0,067
(Budi et al., 2024)	Indonesia	210		7,234	0,483	0,070
(Hsiao & Wang, 2020)	Taiwan	91	0,29	1,85	0,299	0,107
(Emur et al., 2023)	Indonesia	231		4,679	0,304	0,066
(Aidoskyzy, 2024)	Kazakhtan	103		9,327	0,830	0,100
(Bozdogan, 2021)	Turki	447		6,017	0,282	0,047

Data Analysis

The research team followed a structured approach that included several important stages. First, they examined the basic features of their study sample and systematically organized the data they had collected. They then converted t-values into correlation coefficients (r) to standardize the results across studies. Next, they checked how much the findings varied between different studies, calculated the overall average effect, and created visual representations (forest and funnel plots) to display their results. They also planned to test their hypotheses and check whether publication bias might have affected their findings. A meta-analysis examining correlations was performed using information gathered from 35 research studies found in Google Scholar, SINTA, and Scopus databases. The researchers categorized the magnitude of effects according to Cohen's guidelines. (Cohen, 1988) The researchers used Cohen's classification system to interpret their findings, categorizing correlations as very weak (less than ±0.1), weak (less than ±0.3), moderate (less than ±0.5), strong (less than ±0.8), and very strong (±0.8 or higher). They conducted their statistical analysis using JASP version 0.14.1, which is an adaptable statistical analysis program.

Result and Discussion

Result

OCB on Performance

Among the 26 studies meeting the inclusion criteria, R and t-values were identified. For consistency, t-values from studies not initially reporting correlation coefficients (r) were converted to r-values before conducting the heterogeneity test. The heterogeneity analysis results are presented in Table 4, and the residual heterogeneity estimates are detailed in Table 5.

Tabel 4. Test for Heterogeneity test

	Q	df	p
Omnibus test of Model Coefficients	20.744	1	< .001
Test of Residual Heterogeneity	1276.859	25	< .001

Note. p -values are approximate

Tabel 5. Residual heterogeneity estimates

	Estimate	95% Confidence Interval	
		Lower	Upper
τ ²	0.347	0.210	0.668
τ	0.589	0.458	0.817
I ² (%)	98.456	97.473	99.191
H ²	64.762	39.577	123.579

Analysis of heterogeneity revealed a Q statistic of 1276.859 and a p-value of less than 0.001, with statistically significant variation between effect sizes. In addition, the I² statistic has reached almost 100%, indicating the existence of great heterogeneity between studies. In addition, the value of τ² was also above zero, which confirmed the heterogeneity. Based on these results, it was determined that it was appropriate to employ a random-effects model in subsequent analyses, including verifying publication bias and calculating mean effect sizes.

Tabel 6. Summary effect or mean effect size

	Estimate	Standard Error	z	p	95% Confidence Interval	
					Lower	Upper
intercept	0.533	0.117	4.555	< .001	0.304	0.762

Note. Wald test.

The random-effects model revealed a strong positive relationship between Organizational Citizenship Behavior (OCB) and task performance, with a Z-score of 4.555 and a 95% confidence interval ranging

from 0.304 to 0.762. The p-value is less than 0.001, indicating that this relationship is statistically significant. This means that hypothesis 1 (H1) has been supported. Also, the correlation coefficient ($r_{RE} = 0.533$) is classified as a "strong correlation" based on Cohen's criteria. The analysis results are also visually shown by the forest plot, making it easier to compare the results of each study with the overall effect, improving the clarity of interpretation.

Figure 1 shows the forest plot that includes all 26 studies in the analysis, with effect sizes that varied widely from as low as 0.1 to as high as 2.98. A funnel plot (Figure 2) was generated to assess potential publication bias, with Begg's funnel plot used to evaluate data symmetry. However, visual inspection alone is insufficient to draw definitive conclusions. Therefore, the Egger test was conducted to further assess publication bias, with results summarized in Table 7.

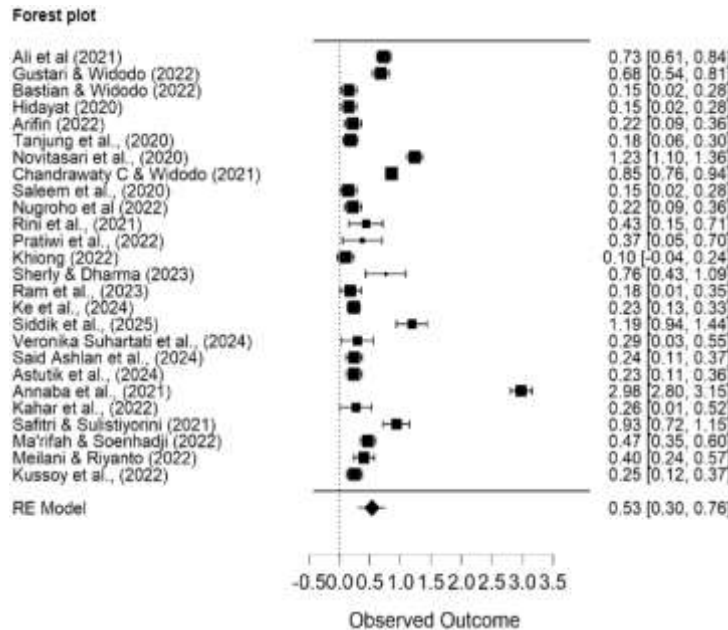


Figure 1: Meta-analysis forest plot

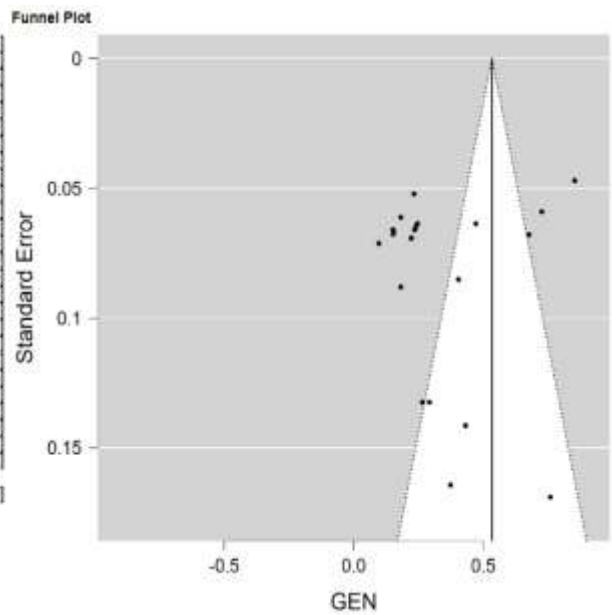


Figure 2: Funnel plot after trim-fill diagnosis

Table 6. Regression test for Funnel plot asymmetry ("Egger's test")

	z	p
sei	0.636	0.525

Table 7 shows a value of $Z = 0.636$ with a significance level greater than 0.05 ($p > 0.05$), indicating that the funnel plots are symmetrical. As a result, the findings of this meta-analysis were not affected by publication bias.

Proactive Personality to Performance

Table 8 presents the results of the heterogeneity analysis, while Table 9 provides an estimate of residual heterogeneity.

Table 8. Heterogeneity test

	Q	df	p
Omnibus test of Model Coefficients	47.917	1	< .001
Test of Residual Heterogeneity	47.833	8	< .001

Note. p-values are approximate.

Table 9. Residual heterogeneity estimates

	Estimate	95% Confidence Interval	
		Lower	Upper
τ^2	0.031	0.011	0.140
I^2 (%)	86.230	68.855	96.571
H^2	7.262	3.211	29.166

The heterogeneity test revealed significant variation among the effect sizes ($Q = 47.833$, $p < 0.001$, $\tau^2 > 0$, and $I^2 \approx 100\%$), indicating high heterogeneity. Consequently, a random-effects model was used to assess publication bias and calculate the average effect size, with detailed findings presented in Table 10.

Table 10. Summary effect or mean effect size

	Estimate	Standard Error	z	p	95% Confidence Interval	
					Lower	Upper
intercept	0.444	0.064	6.922	< .001	0.318	0.570

Note. Wald test.

The random-effects analysis revealed a statistically significant positive relationship between proactive personality traits and job performance ($Z = 6.922$, 95% CI [0.318; 0.570], $p < 0.001$), confirming Hypothesis 2. The correlation coefficient ($r_{RE} = 0.444$) indicates a moderate strength connection between these two factors. This overall effect was illustrated in a forest

plot (Figure 3), which displayed the effect sizes from the nine studies included in the analysis, ranging from 0.27 to 0.83. To explore the possibility of publication bias, a funnel plot was created (Figure 4). However, since the symmetry was not clearly interpretable, the Egger test was also run, and the findings are shown in Table 11.

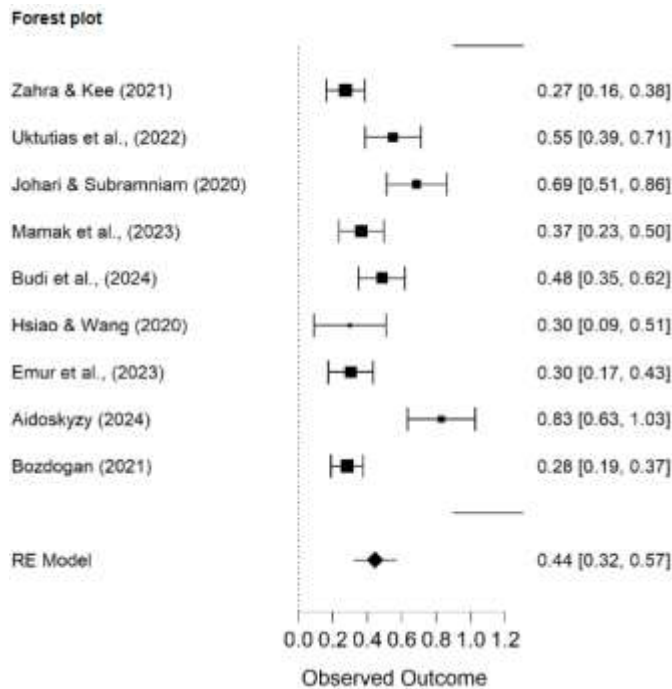


Figure 3. Meta-analysis forest plot

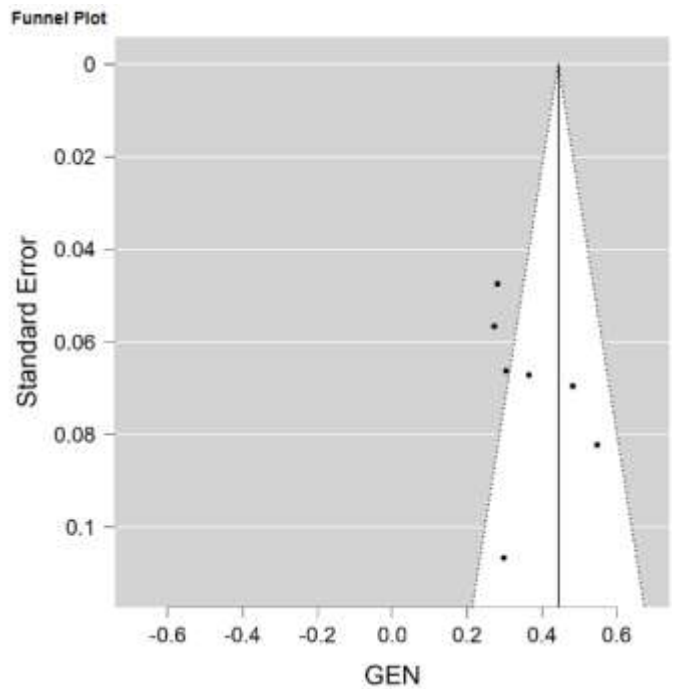


Figure 4. Funnel plot after trim-fill diagnosis

Table 11. Regression test for Funnel plot asymmetry ("Egger's test")

	z	p
sei	2.332	0.020

Table 11 provides information on the value of $Z = 2.332$ with a p value greater than 0.05, indicating that the funnel plot shows symmetry. Therefore, the findings indicate that publication bias did not influence this meta-analysis.

Discussion

This meta-analysis of 35 studies found that OCB and proactive personality significantly impact job performance, with OCB having a stronger effect. The findings highlight the importance of going beyond minimum expectations and internal drive in achieving better work outcomes. The results align with previous research showing OCB's significant impact on work performance (Arifin, 2021; Bastian & Widodo, 2022) and proactive personality's effect on job performance (Budi et al., 2024; Emur et al., 2023; Uktutias et al., 2022). The Egger test and funnel plot symmetry analysis revealed

no publication bias, ensuring the reliability and accuracy of the findings. Therefore, it is likely that other studies not included in this meta-analysis would show similar trends.

This study confirms that OCB and proactive personality have a significant positive impact on work outcomes, contributing to improved job performance. To leverage this, organizations should foster an environment that encourages altruism, responsibility, sportsmanship, courtesy, and civic virtue. By promoting such a positive atmosphere, organizations can enhance functionality and performance, ultimately contributing to better quality outcomes and human resource development (Chandrawaty & Widodo, 2021).

This meta-analysis highlights the importance of OCB in enhancing teacher performance, particularly in complex and dynamic school environments. With OCB having a stronger impact than proactive personality, schools can benefit from fostering an environment that encourages teachers to go beyond their formal roles, support students and parents, and contribute to school improvement (Ma'rifah & Soenhadji, 2022). By promoting OCB, schools can develop agile and adaptive

teachers who embody professionalism, discipline, and integrity (Johari & Subramaniam, 2020)

Although proactive personality was less effective than OCB in predicting job performance, it remains a significant predictor. Individuals with proactive personalities tend to perform better, adapt well to their work environment, and contribute to organizational goal achievement (Hsiao & Wang, 2020). Notably, OCB may mediate or moderate the relationship between proactive personality and job performance, suggesting that proactive individuals may exhibit more OCB, leading to improved performance. This dynamic interplay is supported by previous research, highlighting the importance of initiative, adaptability, and commitment in fostering voluntary behaviors that enhance work outcomes. Furthermore, the absence of publication bias, as indicated by funnel plots and Egger's test, reinforces the reliability of this meta-analysis, highlighting OCB and proactive personality as key drivers of performance and providing a robust foundation for future research and policy-making. (Hsiao & Wang, 2020)

This study's findings have significant implications for performance-based funding policies in elementary and middle schools. By understanding the psychological and management factors that drive performance, schools can allocate resources more effectively. Investing in a work environment that fosters OCB and proactive personality can improve education quality, team collaboration, and organizational engagement, ultimately leading to higher performance metrics. Future research can explore additional variables, such as academic achievement or educational background, and employ longitudinal or qualitative studies to further understand the impact of OCB and proactive personality on job performance. Ultimately, cultivating OCB and proactive personality can be a core strategy for achieving academic excellence and global competitiveness.

Conclusion

This meta-analysis examined how Organizational Citizenship Behavior (OCB) and proactive personality traits affect teacher performance. The study found that both factors have a meaningful positive impact on how well teachers perform their jobs, though OCB showed a more pronounced influence than proactive personality. Prioritizing OCB implementation can be a key strategy for improving teacher job performance, complemented by fostering proactive personality. The absence of publication bias and consistent focus across studies confirm the reliability of the findings. Future research can build on this by exploring moderating variables like academic achievement and educational background to

deepen understanding of OCB's and proactive personality's effects in various contexts. This study offers valuable insights for policymakers to optimize teacher performance and highlights the importance of human resource strategies in achieving educational excellence.

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Author Contributions

A.A.: Developing ideas, analyzing, writing, reviewing, responding to reviewers' comments; W.D., H.P.: analyzing data, overseeing data collection, reviewing scripts, and writing.

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Conflicts of Interest

The authors declare no conflict of interest

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