THE ROLE OF SOCIAL CAPITAL IN FOSTERING CONTEXTUAL PERFORMANCE: INSIGHTS FROM MALAYSIAN SCIENCE AND TECHNOLOGY SCHOOL TEACHERS

Luqman Mahmud♣

School of Business Management, College of Business, Universiti Utara Malaysia

ABSTRACT

This study addresses a significant gap in the literature concerning strategies to enhance contextual performance, particularly organizational citizenship behavior (OCB) among teachers, a key factor contributing to the success of educational institutions. Although prior research has highlighted the importance of OCB, limited theoretical work has been conducted to explore effective mechanisms for its enhancement. Grounded in Nahapiet and Ghoshal's theoretical framework, which identifies social capital (SC) as a critical resource for achieving sustainable organizational advantage, this study examines the relationship between SC and teachers' OCB within the context of science secondary schools in Malaysia. Employing a descriptive correlational research design, data were gathered through questionnaires from 400 teachers across selected schools in Kedah. The findings demonstrate a strong positive correlation between SC and OCB among teachers. The study concludes by discussing implications for educational leadership and offers directions for future theoretical and empirical investigations to deepen the understanding of this relationship

Keywords: Malaysian education, organization citizenship behaviour, social capital, contextual performance

1. INTRODUCTION

Given the rapid pace of industrialization and the dynamic nature of global markets, organizations must implement strategic initiatives to address contemporary challenges and ensure sustainable workforce management. The era of digital transformation, climate uncertainty, and demographic shifts demands a workforce that is not only skilled but also adaptable, innovative, and resilient (Ononiwu et al., 2024; Paauwe, 2022). In this increasingly competitive environment, organizational success hinges on the presence of highly motivated employees who can effectively fulfill their roles while contributing to long-term institutional goals (Turyahikayo, 2021).

Recent studies emphasize that employee motivation, engagement, and well-being are essential for navigating organizational complexities. As such, Organizational Citizenship Behavior (OCB) has

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♣ Corresponding author: School of Business Management, College of Business, Universiti Utara Malaysia, 06010, Sintok, Kedah, +60135976723, luqman.mahmud@uum.edu.my

gained prominence as a strategic behavioral construct that supports organizational adaptability and effectiveness. OCB refers to voluntary, extra-role behaviors that are not formally rewarded but are critical to maintaining a productive and cooperative work environment (Podsakoff et al., 2000; Ruiz-Palomino et al., 2021). These behaviors such as altruism, conscientiousness, civic virtue, and courtesy play a pivotal role in fostering teamwork, enhancing service quality, and improving organizational outcomes, particularly in sectors facing rapid change.

Furthermore, research has shown that OCB contributes significantly to organizational resilience by cultivating a culture of mutual support, psychological safety, and trust (Brunetto et al., 2021). In the face of modern workplace disruptions such as the post-pandemic shift to hybrid work, automation, and skill shortages organizations that encourage OCB among employees are better positioned to adapt and thrive (Nanditha & Sathyamurthi, 2023). Therefore, promoting OCB is not merely a behavioral choice but a strategic necessity in today's volatile and uncertain business environment.

OCBs are voluntary, discretionary actions significantly impacting organizational effectiveness (Chen et al., 1998). These behaviors extend beyond formal job duties and are driven by individual commitment to the organization's goals rather than by rewards or punishments (Organ et al., 2006). Research has predominantly focused on identifying factors that predict OCB, namely job satisfaction, organizational justice, organizational identity, organizational commitment, trust, and leadership styles.

Research highlights a concerning trend regarding the low levels of Organizational Citizenship Behavior (OCB) among Malaysian teachers. A seminal study by (Idrus et al., 2019) revealed that only 9.9% of Malaysian teachers demonstrated strong OCB traits, indicating a critical deficiency in voluntary, extra-role behaviors such as mentoring, collaboration, and institutional commitment. More recent investigations support this concern, showing that factors such as trust in colleagues and self-efficacy significantly influence teachers' engagement in OCB. For instance, a study by Ismail and Hassan (2024) found that trust among colleagues positively affects teacher self-efficacy, which in turn enhances OCB. However, without strong interpersonal trust and belief in their capabilities, many teachers are unlikely to exhibit discretionary behaviors. Moreover, Malaysian school environments marked by hierarchical leadership and limited shared decision-making often inhibit such voluntary contributions. As such, improving trust, fostering professional autonomy, and enhancing collective efficacy are crucial to strengthening OCB among teachers in Malaysia (Ismail & Hassan, 2024; Idrus et al., 2019).

To address the low levels of OCB among Malaysian teachers, researchers have proposed social capital as a critical influencing factor. Social capital refers to the networks, relationships, trust, and shared norms that exist within a community or organization, enabling individuals to work collaboratively and effectively (Putnam, 2000). In the educational context, social capital facilitates the exchange of information, emotional support, and professional resources among teachers, which in turn fosters a supportive school environment. When teachers feel connected, respected, and trusted by their peers and school leaders, they are more likely to engage in discretionary behaviors such as helping colleagues, participating in school activities, and going beyond their formal job requirements (Tschannen-Moran & Hoy, 2000).

Several studies support this proposition. For example, Manalu (2025) found that social capital significantly enhances teacher collaboration and job satisfaction, which are key antecedents of OCB. In schools where strong interpersonal trust and a sense of belonging are cultivated, teachers are more motivated to invest in behaviors that benefit the organization. Moreover, Frenk et al. (2020) highlighted that when school leadership actively builds and maintains social capital through shared decision-making, open communication, and mutual respect, teachers feel a greater sense of responsibility and loyalty, increasing their likelihood of performing OCB.

Thus, strengthening social capital in Malaysian schools is a strategic move to promote higher levels of OCB. By fostering relational trust, shared values, and professional networks, educational institutions can create a culture where teachers feel empowered and supported, ultimately enhancing their willingness to contribute beyond their prescribed roles. This insight underscores the importance of social relationships as a foundation for sustainable and effective teacher engagement.

2. LITERATURE REVIEW (10PT, TIMES NEW ROMAN, BOLD, CENTRED)

2.1 *Social Capital*

Social capital refers to a set of shared values and connections that facilitate effective collaboration among individuals in pursuit of common objectives. It encompasses the network of relationships within an organization that promotes trust, mutual respect, and active engagement. These social bonds act as valuable resources, representing a collective orientation toward shared goals and a foundation of interpersonal trust. In a study conducted by Cao et al. (2022), the relationship between mental health and job satisfaction was investigated, emphasizing the mediating roles of psychological and social capital. The findings revealed that positive aspects of mental health significantly enhance job satisfaction, whereas negative components have the opposite effect. Importantly, both psychological and social capital were found to mediate this relationship, suggesting that strengthening these forms of capital through mental health interventions can lead to improved job satisfaction. Similarly, Xu et al. (2022) examined workplace social capital characterized by respectful and supportive employee interactions and its contribution to a psychologically healthy work environment. Their research also highlighted the role of transformational leadership in nurturing social capital by fostering shared values, norms, and emotional support. The results confirmed that transformational leadership plays a pivotal role in developing workplace social capital, particularly among nurses, thereby enhancing workplace well-being, efficiency, and productivity.

2.2 *Organizational Citizenship Behavior*

Informal relationships within organizations, often referred to as Organizational Citizenship Behavior (OCB), are recognized for their role in enhancing overall organizational effectiveness. Social capital, as a resource rooted in trust, networks, and shared norms, is essential in supporting organizational development; however, when lacking or mismanaged, it can also hinder these beneficial relationships. OCB significantly contributes to improving organizational efficiency, productivity, and long-term success. Therefore, heightened attention must be given to the

psychosocial environment in the workplace, particularly given its profound influence on employee well-being in contemporary organizational settings.

During the COVID-19 pandemic, the role of perceived organizational support in shaping OCB and organizational commitment became increasingly evident in public healthcare settings. Firmansyah et al. (2022) identified a significant and direct impact of perceived organizational support on nurses' organizational commitment. Their study also revealed a strong positive relationship between organizational commitment and OCB, suggesting that employees who are more committed to their organization are more inclined to engage in discretionary behaviors beyond their formal responsibilities. To enhance OCB and reinforce the effects of organizational support, the study advocated for improved supervisor-subordinate relationships and a strengthened organizational culture and climate.

Similarly, Zhang et al. (2022) investigated the boundary conditions affecting the relationship between high-performance work systems (HPWS) and OCB within the Chinese management context. Their findings deepened the understanding of Human Resource Management (HRM) by demonstrating that cultural identity and alignment between employee and organizational values play a moderating role in the effectiveness of HRM practices on OCB. This highlights the importance of fostering value congruence to promote positive discretionary behaviors among employees.

2.3 The Relationship Between SC and OCB

Unni (2014) investigated the relationship between social capital (SC) and organizational citizenship behavior (OCB) among 105 employees in the automotive marketing and service sector. The study revealed a strong and positive correlation, indicating that SC is significantly associated with the display of OCB. Similarly, Amintojar et al. (2015) underscored the importance of SC as a key driver of employee development and organizational success. Their correlation analysis confirmed a robust association between SC and OCB, suggesting that strengthening SC within an organization can lead to enhanced effectiveness and performance.

Behtooee (2016), in a study involving 370 teachers, also identified a significant positive correlation between SC and OCB. The findings demonstrated that SC exerts a direct influence on OCB, highlighting its vital role in promoting prosocial workplace behaviors and supporting favorable organizational outcomes.

Expanding on this, Bruque et al. (2015) posited that the size and quality of an employee's support network contribute to their level of OCB. Based on a survey of 405 employees at a Spanish company, the results indicated that employees with extensive social networks were more likely to exhibit OCB. Furthermore, OCB was positively related to task performance and adaptability to organizational changes. The study emphasized that frequent and meaningful interactions foster employees' sense of responsibility and engagement, encouraging them to go beyond their formal duties.

For instance, teachers who possess high levels of SC often engage in regular collaboration with colleagues, exchanging ideas, offering and receiving support, and sharing critical information. These interactions reinforce their sense of belonging and value within the organization, ultimately

enhancing job engagement. Engaged teachers are more inclined to exhibit OCB by exceeding role expectations. This relationship is supported by empirical findings such as those of Ko et al. (2018), which affirm the positive link between employee engagement and OCB.

2.4   Hypothesis Development

To develop the following hypotheses, it is essential to understand how social capital influences teachers' behaviors beyond their formal job responsibilities. Social capital, characterized by trust, collaboration, shared norms, and strong interpersonal relationships within a school environment, has been identified as a significant predictor of positive workplace behaviors. In educational settings, high levels of social capital can foster a sense of belonging, shared responsibility, and mutual respect among teachers, which in turn encourages them to engage in Organizational Citizenship Behavior (OCB). OCB reflects voluntary actions that support the school community and enhance organizational effectiveness. Drawing from past literature and theoretical foundations, this study proposes that social capital is strongly and positively correlated with the various dimensions of teachers' OCB. Accordingly, the following hypotheses are formulated:

- **H1. SC has a strong positive correlation with dimensions of teacher's OCB**
    - H1a. Social capital has a strong positive correlation with teacher's altruism.
    - H1b. Social capital has a strong positive correlation with teacher's consciousness.
    - H1c. Social capital has a strong positive correlation with teacher's sportsmanship.
    - H1d. Social capital has a strong positive correlation with teacher's courtesy.
    - H1e. Social capital has a strong positive correlation with teacher's civic virtue.

Figure 1: Antecedents and Consequences of Brand Equity
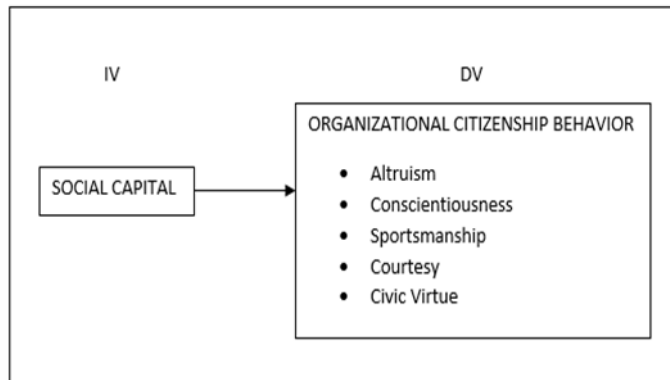
3.   METHODOLOGY

This study employed a quantitative research design rooted in positivist philosophy, which emphasizes objectivity, measurement, and causality. The approach is appropriate for assessing the effects of independent variables such as Social Capital (DL) on the dependent variable,

Organizational Citizenship Behavior (OCB). This methodology is consistent with prior research conducted by Nizan et al. (2019) and Bantha and Sahni (2021), who used similar approaches to explore causal relationships in educational settings.

To ensure representative sampling, the study applied proportional random sampling using a combination of systematic and stratified techniques. The sampling frame was based on Krejcie and Morgan's (1970) table of sample size determination. Given the population of 5733 teachers across 70 schools in Kedah, Malaysia, a minimum of 360 teachers was identified as an appropriate sample size. To account for potential non-responses and to ensure that the required sample size was met, 500 questionnaires were distributed. This number was based on expected response rates between 70% and 80%, as observed in prior studies in the education sector (Samancioglu et al., 2019). A 75% response rate was anticipated.

The sampling approach adhered to guidelines suggested by Roscoe (1975), who proposed that a sample size between 30 and 500 is generally adequate for most research, especially when subgroups or multivariate analysis is involved. In multivariate studies, it is recommended to have several times more participants than the number of variables studied.

The data collection instrument was a structured questionnaire comprising closed-ended items, available in both Bahasa Malaysia and English. Respondents were instructed to answer in only one language. The questionnaire included the following constructs:

1. Organizational Citizenship Behavior (OCB) – 30 items adapted from Podsakoff et al. (1990)
2. Social Capital (SC) – 16 items adapted from Nahapiet and Ghoshal (1998)
3. Job Satisfaction – 6 items from Andrews and Withey (1976)
4. Organizational Commitment – 6 items from Mowday, Steers, and Porter (1979)

Both Job Satisfaction and Organizational Commitment were included as control variables to better isolate the effect of DL on OCB. All variables were measured using a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." Reliability analysis was conducted using Cronbach's Alpha to assess internal consistency. The results were as follows:

1. OCB: $\alpha = 0.872$, indicating high reliability
2. SC: $\alpha = 0.950$, indicating excellent reliability
3. Job Satisfaction: $\alpha = 0.810$, considered good
4. Organizational Commitment: $\alpha = 0.900$, also indicating high consistency

These reliability scores confirm the internal consistency of the instruments, as values above 0.70 are generally considered acceptable (Nunnally & Bernstein, 1994), while values above 0.80 are seen as good to excellent. The use of established instruments with strong reliability further reinforces the methodological rigor of the study.

Each school contributed responses from approximately five to six teachers, allowing for a broader institutional representation. Upon completion, the survey data were entered and analyzed using

SPSS version 20.0, employing a range of statistical techniques such as descriptive analysis, reliability tests, correlation analysis, and multiple regression analysis to examine the relationships among the variables.

In summary, the methodology ensured a systematic, reliable, and statistically sound approach to understanding how distributed leadership influences OCB among science and technology teachers in Malaysia.

4. RESULTS AND DISCUSSION

The sample for this research consisted of 400 teachers from 70 schools in Kedah. The total number of usable questionnaires for analysis, that is, 400, is more significant than what had been suggested by Krejcie and Morgan (1970), which is 360 based on the population of 5733. In addition, Coakes et al. (2010) state that to ensure a proper factor analysis, the number of respondents should be twenty times greater than the independent variables investigated. Since four dimensions of DL were examined in the present study, the sample of 400 respondents was considered more than satisfactory. The total sample of 400 respondents represented the total population of 5733.

4.1 Reliability Analysis

The Cronbach's alpha results were re-assessed using responses from the main study, with the coefficient for each variable displayed in Table 1 below. These coefficients allow for evaluating the internal consistency of the scales. With values ranging from .90 to .96, the results indicate that the chosen indicators are adequately reliable (Nunnally, 1967).

Table 1: Reliabilities for the Study Variables after Factor Analysis

Variables	Cronbach Alpha
Social Capital	.91
Teacher's Organizational Citizenship Behavior	
Courtesy	.92
Altruism	.95
Conscientiousness	.90
Sportsmanship	.93
Job Satisfaction	.95
Organizational Commitment	.96

4.2 Correlation Analysis

Pearson product-moment correlation coefficients (r) were utilized to assess the relationships and their directions among the variables. As shown in Table 2, all inter-correlations were statistically significant. The correlation between SC and the four dimensions of OCB was positive and significant, ranging from (r = .51, p < .00) to (r = .70, p < .00). The connection between SC and courtesy (r = .70, p < .00), SC and altruism (r = .56, p < .00), SC and conscientiousness (r = .68, p < .00), and sportsmanship (r = .60, p < .00) was also significant. Hence, statistical independence exists between these variables. All the correlations between SC and the teacher's OCB were substantial and positive. While correlations among the variables were found to be significant, their

strength remained well below .90, suggesting that multi-collinearity is not a concern (Hair et al., 2018). The correlation coefficients reveal positive and strong associations between the variables.

Table 2: Pearson Correlation Matrix for the Study Variables

	Variables	1	2	3	4	5
1.	Social Capital	-				
2.	Courtesy	.70**	-			
3.	Altruism	.56**	.55**	-		
4.	Conscientiousness	.68**	.66**	.51**	-	
5.	Sportsmanship	.60**	.59**	.62**	.63**	-

4.3   SC and Teacher's OCB

To investigate the link between SC and teachers' OCB, a two-step hierarchical regression was carried out. This study evaluates how well the respondent's SC participation predicts the teachers' OCB level—the predictors comprising the SC. The criterion variable in this study pertains to teachers' OCB, with job satisfaction and organizational commitment statistically controlled. These control variables were put into the regression equation initially. Next, the variable representing SC was added. Job satisfaction and organizational commitment, as control variables, demonstrated a significant positive association with teachers' OCB ($\beta = .27$, $p < .01$ and $\beta = .60$, $p < .01$, respectively). In Model 2, SC accounted for 72.0% ($R^2 = .72$, F-change = 100.52, $p < .01$) of the observed variation in teachers' OCB after accounting for the influence of job satisfaction and organizational commitment. The analysis indicates that SC held a vital role in predicting teachers' OCB. The researcher identified a strong positive correlation between SC and teachers' OCB.

4.4   SC and Teacher's Altruism

Another regression analysis was performed to explore the effect of SC on the various dimensions of teachers' OCB. The first step statistically controlled teachers' altruism, job satisfaction, and organizational commitment. Then, SC was entered in the second step. The control variables explained 48.0% of the variance in teachers' altruism ($R^2 = .48$, F-change = 191.791, $p < .01$). Both job satisfaction ($\beta = .17$, $p < .01$) and organizational commitment ($\beta = .55$, $p < .01$) emerged as significant positive predictors of teachers' altruism. After adding SC variables, the R^2 increased to .49. This indicates that SC could explain 1.0% (R^2 change = .01, F-change = 6.32, $p < .01$) of the observed variations on teacher's altruism and the above effect of constant variables. The result showed that SC ($\beta = .12$, $p < .01$) positively contributed to the teachers' altruism prediction

4.5   SC and Teachers' Courtesy

Next, the researchers wanted to examine the impact of the respondents' participation in SC on teachers' courtesy. On a similar note, job satisfaction and organizational commitment were statistically controlled in this analysis. In the initial step, these variables were included in the regression equation, followed by the inclusion of SC in the second step. The control variables accounted for 42.0% ($R^2 = .42$, F-change = 152.06, $p < .01$) of the variance in teachers' courtesy. The results found that job satisfaction and organizational commitment showed significant positive

relationships with teachers' courtesy (β = .24, p < .01 and β = .45, p < .01, respectively). When the three model variables related to the principal's DL were added, R^2 increased to .53, indicating that the principal's DL explained an additional 10% of the variance (R^2 change = .10, F-change = 91.20, p < .01) in teachers' courtesy. The results demonstrated that SC (β = .44, p < .01) positively contributed to predicting teachers' courtesy.

4.6   SC and Teachers' Conscientiousness

The researcher aimed to assess how effectively respondents' participation in SC predicts the level of teachers' conscientiousness. In this study, job satisfaction and organizational commitment were treated as control variables, introduced into the regression model during the first step, with social capital (SC) added in the second step. The control variables significantly contributed to the variance in teachers' conscientiousness. There was a significant positive correlation between job satisfaction and organizational commitment with teachers' conscientiousness (β = .32, p < .01 and β = .36, p < .01, respectively). In Model 2, SC explained 49.0% of the variation in teachers' conscientiousness (R^2 = .49, F-change = 73.56, p < .01) after controlling for job satisfaction and organizational commitment. These results indicate that SC (β = .41, p < .01) positively contributed to predicting teachers' conscientiousness.

4.7   SC and Teacher's Sportsmanship

Fourthly, the researcher seeks to investigate the effect of respondents' participation in SCs on teachers' sportsmanship. Consistent with prior analyses, job satisfaction and organizational commitment were statistically controlled and entered as the initial step in the regression equation. Subsequently, the three components of social capital (SC) were included. The control variables explained 40.0% of the variance in teachers' sportsmanship (R^2 = .40, F-change = 140.21, p < .01). Both job satisfaction (β = .32, p < .01) and organizational commitment (β = .36, p < .01) demonstrated significant positive associations with teachers' sportsmanship. After incorporating SC-related variables, R^2 increased to .49, indicating that the principal's DL contributed an additional 9% to the explained variance (R^2 change = .09, F-change = 73.56, p < .01) in teachers' sportsmanship. The findings demonstrate that SC (β = .41, p < .01) had a positive impact on predicting teachers' sportsmanship.

4.8   Discussions and Recommendations

This study was an attempt to examine the effect of social capital (SC) on teachers' Organizational Citizenship Behavior (OCB) in technical schools and vocational colleges across Malaysia. The empirical analysis revealed a strong positive relationship between SC and OCB, indicating that teachers perceive SC reflected in trust, shared values, and strong interpersonal networks as a vital contributor to their voluntary, extra-role behaviors. This result provides strong support for the research hypothesis, which posited that social capital positively and significantly influences the overall level and dimensions of OCB among teachers.

This finding is consistent with a growing body of scholarly work. Earlier studies, such as those by Unni (2014) and Amintojjar et al. (2015), had already confirmed that SC plays a critical role in enhancing OCB across various organizational contexts. These studies argue that trust, mutual norms, and network ties contribute to an environment in which employees are more likely to assist

one another, uphold institutional values, and act in the organization's best interest. Supporting this view, Behtooee (2016) emphasized that SC promotes a cooperative and proactive workforce by fostering positive emotional connections among staff, which in turn boosts OCB.

More recent evidence further validates these earlier conclusions. For instance, Zhang et al. (2022) found that SC significantly mediates the relationship between leadership practices and OCB in the education sector. Their study highlighted that when educators experience high levels of trust and support within their institutions, they are more inclined to participate in school activities beyond their formal responsibilities. Similarly, Ruiz‑Palomino et al. (2021) demonstrated that teacher collaboration and shared goals positively affect OCB in school environments.

In the Malaysian context, Ismail and Hassan (2024) examined teacher behavior in vocational schools and discovered that SC was a crucial factor in shaping collegial engagement and voluntary participation in school initiatives. Their findings revealed that Malaysian educators embedded in strong professional networks often display higher levels of altruism, civic virtue, and courtesy, key dimensions of OCB. Moreover, Firmansyah et al. (2022) emphasized the role of SC in building trust and collective efficacy among teachers, which serves as a foundation for sustained organizational engagement.

The acceptance of the hypothesis is supported not only by past and contemporary research but also by the statistical results generated in this study. The data showed that SC significantly predicts each dimension of OCB, including altruism, conscientiousness, sportsmanship, courtesy, and civic virtue, suggesting that teachers embedded in supportive networks are more likely to display prosocial behaviors that benefit their schools. This aligns with the theoretical premise that social capital enhances psychological safety and mutual accountability, thereby fostering a strong commitment to organizational values and goals.

In conclusion, this study confirms that social capital is a significant enabler of teacher OCB. It presents a valuable strategy for educational leaders and policymakers aiming to strengthen school culture, collaboration, and performance. By investing in the development of relational networks and a culture of trust, schools can unlock the discretionary efforts of teachers, ultimately leading to more resilient and effective educational institutions.

The study's limitations include using single-source data, which may introduce common method variance. Future research could address this by employing multi-source data to validate our findings. Additionally, our focus on extra-role performance suggests the need to explore in-role performance in future studies. The cross-sectional design of our research raises concerns about causality. Longitudinal studies could provide more vigorous evidence regarding the correlation between social capital and OCB. Moreover, using experience sampling methodology could enhance our understanding of emotional regulation over time. This study did not investigate potential moderators that could affect the link between social capital and organizational citizenship behavior (OCB). Future research should explore factors like individual and organizational resources that might play a moderating role. Additionally, conducting longitudinal studies to examine the reciprocal dynamics between social capital and OCB could provide valuable insights into how these two elements mutually enhance one another over time. Expanding research across different industries and countries could further validate our findings.

4.9   Implications

This study advances emotional labor research by introducing SC as a critical antecedent to emotional regulation strategies, directly addressing the research objective of identifying factors that influence teachers' OCB. By emphasizing the role of social capital in promoting deep acting, a form of emotional labor that is more sustainable and genuine, this study contributes to the theoretical understanding of how contextual resources shape employee behavior. Specifically, it offers fresh insights into how social capital fosters deep acting, which in turn enhances OCB, a key focus of this study's second research question on how social capital influences extra-role performance.

Theoretically, this study expands the Job Demands-Resources (JD-R) model by incorporating social capital as a motivational job resource that enhances both emotional regulation and discretionary behavior. Unlike prior research that has largely focused on emotional exhaustion or surface acting, our findings highlight a positive motivational pathway, where social capital increases job engagement and facilitates deep acting, ultimately leading to higher levels of OCB. This helps address the study's objective of integrating emotional labor and social capital into a unified explanatory framework for understanding contextual performance in educational settings.

In terms of managerial implications, the findings have direct relevance for educational leaders and policymakers aiming to foster sustainable and effective school environments. By confirming that social capital enhances both emotional labor strategies and OCB, this research supports practical initiatives that align with the study's objective of improving teacher performance through organizational and relational factors. For example, promoting collegial trust, collaboration, and shared values among teachers not only improves emotional well-being but also strengthens their commitment to extra-role behaviors such as helping colleagues, showing initiative, and participating in school governance.

To support these outcomes, managers and school leaders should take deliberate steps to enhance social interactions, such as establishing peer mentoring programs, collaborative teaching practices, and professional learning communities. Organizational designs that encourage participative decision-making and open communication can further reinforce the social infrastructure necessary for sustaining deep acting and OCB. These measures align closely with the final research objective, which is to offer practical strategies for cultivating a school climate that supports teachers' emotional and professional engagement.

In conclusion, by linking social capital to emotional labor and OCB, this study offers a comprehensive perspective that enriches both theory and practice. It underscores the importance of building relational resources to achieve sustainable teacher performance, especially in emotionally demanding roles.

5.   CONCLUSION

Overall, this study investigated the effect of SC on sciences and technology teachers' OCB in Malaysia. The findings revealed a positive relationship between SC and teachers, indicating that teachers perceive SC as a positive influence on OCB. Consistent with this, Unni's (2014) research

provided valuable insights, demonstrating a significant positive association between SC and OCB, while Amintojjar et al. (2015) also identified a similar positive correlation. This suggests a promising opportunity for managers and organizations to enhance performance and operational efficiency by fostering SC within their institutions. Additionally, Behtooee's (2016) investigation emphasized the role of SC in promoting OCB and improving organizational outcomes, suggesting SC as a key factor in creating a proactive and cooperative workforce. Bruque et al. (2015) further corroborated these findings by demonstrating a significant and positive association between employees' supportive networks and OCB. These prior studies collectively support the view that an employee's social network can meaningfully influence OCB. Thus, fostering SC in educational institutions may enhance teachers' willingness to contribute positively, ultimately benefiting organizational performance and culture. The results of this research posed several pivotal implications for educational administrators, policymakers, and leaders. First, the demonstrated positive correlation between SC and OCB suggests that fostering a strong, supportive network among teachers could lead to more cooperative, proactive behaviors that enhance organizational effectiveness. Fostering SC through initiatives such as team-building exercises, mentorship programs, and open communication channels can help administrators strengthen teachers' commitment, lower turnover rates, and promote discretionary behaviors that exceed formal job expectations. This approach ultimately contributes to a more unified and efficient school environment.

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