



Research Paper

The Role of Iranian EFL Teachers' Job Satisfaction in Their Job Performance: The Contribution of Benevolence Value

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ABSTRACT

The investigation into the relationship between teachers' job performance and related variables in an English as a foreign language (EFL) setting has been limited. In order to fill this research vacuum, the present study investigated the mediating effect of benevolence value on the association between job satisfaction and job performance among EFL teachers. A sample of 237 EFL teachers (105 males and 132 females) from different educational institutions (universities, schools, and language institutes) was selected for this correlational survey study. The structural equation modeling (SEM) framework was utilized to analyze the data. The findings reveal that there are significant relationships between EFL teachers' job satisfaction and contextual performance (CP) and the counterproductive work behavior (CWB) dimensions of their job performance and their benevolence value and their task performance (TP) and CP. Furthermore, it is observed that EFL teachers' benevolence value mediates the relationship between job satisfaction and their TP and CP but not the CWB dimension.

Keywords: SEM; Teaching; Value Orientation

INTRODUCTION

An individual's job satisfaction appears to be the realization of their expectations regarding their job and, in turn, their social and personal lives. According to Robbins and Judge (2007), job satisfaction refers to a positive attitude toward one's employment resulting from an assessment of the characteristics of one's job. According to work psychology, teachers' job satisfaction is determined by their affective reactions to their work or teaching role (Skaalvik & Skaalvik, 2011). The feeling of gratification is a multifaceted phenomenon that can be influenced by various personal, social, and contextual factors. Moreover, sense of satisfaction among teaching professionals can affect their personal and social behavior, and therefore their performance as teachers.

In the literature, there have been several definitions of job satisfaction. Various interpretations of job satisfaction exist in terms of concepts, values, beliefs, and interests. In the view of Badreya (2010), job satisfaction is a complex concept that is related to a variety of factors. The concept refers to the attitude towards one's work and the emotions, beliefs, organizational environment, and motivation associated with it (Jex & Britt, 2008). Specifically, it analyzes why employees behave in a given manner towards achieving personal and organizational goals. In summary, according to Robbins (2003), job satisfaction refers to an attitude or feeling toward the work itself. To put it another way, job satisfaction relates to how individuals feel about their jobs and the aspects that pertain to them.

Masanja (2013) maintains that teacher job satisfaction is a critical factor for an educational organization to be successful in terms of performance and progress. In fact, job satisfaction is a primary indicator of teacher performance as it relates to teaching and other routine responsibilities. Studying teachers' job satisfaction and job performance has become essential for the Ministry of Education, administrators, academicians, and school heads at large (Masanja, 2013). Efforts to improve performance in schools are more significant if teacher job satisfaction is seriously considered. Generally, it seems reasonable to argue that satisfied employees will provide excellent service to their employer and customers (Mbua, 2003). Previous research has shown that job satisfaction can have a significant impact on teachers' motivation, commitment, and overall performance (Huang & Van de Vliert, 2003; Tella, Ayeni, & Popoola, 2007). However, the specific mechanisms through which job satisfaction affects job performance in the EFL context are not well understood.

Schwartz's theory of basic human values proposes ten basic human values that individuals prioritize differently, including self-direction, stimulation, hedonism, achievement, power, security, conformity, tradition, benevolence, and universalism (Schwartz, Cieciuch, Vecchione, Davidov, Fischer, Beierlein, Ramos, Verkasalo, Lönnqvist, Demirutku, Dirilen-Gumus, & Konty, 2012). These values influence an individual's behavior at work. Based on Schwartz's theory, this study aims to investigate the role of benevolence value as a mediator in the relationship between EFL teachers' job satisfaction and their job performance. Despite its significance, the variable of value orientation has received relatively limited research attention across various fields and contexts.

Benevolence value refers to an individual's concern for the welfare and well-being of others (Schwartz, 1992). It reflects a person's tendency to prioritize the interests of others over their own. Previous research has shown that benevolence value is associated with prosocial behavior, such as helping others and cooperating with colleagues (Schwartz et al., 2012). However, its role in mediating



the relationship between EFL teachers' job satisfaction and their job performance has not been extensively explored.

Job performance is perhaps the most significant and studied variable in industrial management and organizational behavior (Carpini, Parker, & Griffin, 2017). It can be defined as individual behavior—something that people perform and can be observed—that creates value for the organization (Campbell, McCloy, Oppler, & Sager, 1993) and contributes to the organizational goals (Campbell & Wiernik, 2015). Job performance can also be understood as an achievement-related behavior with some evaluative elements (Motowildo, Borman, & Schmit, 1997), namely, the extent to which an employee meets overall organizational performance expectations (Afzali, Arash-Motahari, & Hatami-Shirkouhi, 2014). However, in the EFL setting, it is a relatively less studied variable.

Purpose of the Study

The purpose of this study is to investigate the role of EFL teachers' job satisfaction in their job performance by focusing on the mediating role of benevolence value. More specifically, the study aims to (a) investigate the role of EFL teachers' job satisfaction and benevolence value in job performance and (b) determine the extent to which EFL teachers' benevolence value plays as a mediator variable in EFL teachers' job performance. To accomplish this, the study relies on a SEM technique to test three hypotheses: (a) EFL teachers' job satisfaction has a direct relationship with their job performance; (b) EFL teachers' benevolence value has a direct relationship with their job performance; and (c) the relationship of EFL teachers' job satisfaction with their performance is mediated by benevolence value.

LITERATURE REVIEW

Job Satisfaction and Job Performance

Higher job satisfaction means that people are treated fairly with an organization. The utilitarian perspective indicates that job satisfaction can lead to conducts that influence the performance of the organization (Balzer, Kihm, Smith, Irwin, Bachiochi, Robie, Sinar, & Parra, 1997; Spector, 1997). Simatwa (2011) stated that job satisfaction is an emotional state and a feeling of enjoyment brought about by job performance. According to Aziri (2011), it is a cognitive evaluation of various aspects of the job, such as pay, promotion opportunities, and work-life balance. Cognitive evaluations involve comparing one's expectations and desires with the actual experiences and outcomes in the job. While there are numerous definitions, the consensus is that job satisfaction is a multidimensional psychological response with three main arms: cognitive, affective, and behavioral (Weiss, 2002). Teachers' job satisfaction is significant at a university or school because that is what the productivity of teachers is dependent on. Teachers with higher level of job satisfaction are more likely to show higher efficiency at ideal time and improve training. Satisfied teachers are supposed to be innovative and creative and allow for a positive change with time.

Job performance is deeply affected by the intrinsic motivational factors of the job (Mundhra, 2010; Oluseyi & Ayo, 2009). Teachers who show more satisfaction with their jobs also show greater performance while working. Many meta-analyses (e.g., Petty, McGee, & Cavender, 1984; Judge, Thoresen, Bono, & Patton, 2001) have found a strong correlation between job



satisfaction and job performance. According to the human relations theory, satisfaction causes performance (cf. Petty et al., 1984): employees who are more satisfied with their work are inclined to perform better than their less satisfied colleagues in the workplace. Job satisfaction relationship will be investigated with three dimensions of job performance: TP, CP, and CWB.

Job satisfaction and TP. TP refers to behaviors that are role prescribed, distinguish one job from another, and contribute to the technical core of the organization (Borman & Motowidlo, 1993; Campbell et al., 1993). Numerous theoretical frameworks have been proposed to explain the relationship between job satisfaction and TP. The most prominent among them is the Discrepancy Theory, which suggests that individuals with higher levels of job satisfaction are more likely to experience a reduced discrepancy between their desired and actual work outcomes, leading to increased motivation and effort in performing tasks (Locke, 1976).

Empirical studies have consistently supported a positive association between job satisfaction and TP (Judge et al., 2001; Podsakoff, Whiting, Podsakoff, & Blume, 2009). For instance, a meta-analysis by Judge et al. (2001) found a moderate positive correlation between these variables across various industries. Additionally, research has highlighted the mediating role of motivation in this relationship (Ilies, Schwind, Wagner, Johnson, DeRue, & Ilgen, 2007), suggesting that satisfied employees are more motivated to perform well.

Job satisfaction and CP. CP refers to discretionary behaviors that contribute to the overall functioning of an organization but are not explicitly part of an employee's formal job description (Koopmans, Bernaards, Hildebrandt, Schaufeli, De Vet, & Van der Beek, 2011). These behaviors include volunteering for additional work, being a good organizational citizen, cooperating with coworkers and additional discretionary behaviors (Borman & Motowidlo, 1993). The Social Exchange Theory provides a theoretical basis for understanding the relationship between job satisfaction and CP by emphasizing reciprocity in social interactions (Blau, 1964).

Empirical evidence supports a positive association between job satisfaction and CP (Organ, 1988; Podsakoff, MacKenzie, Paine, & Bachrach, 2000). Satisfied employees are more likely to engage in organizational citizenship behaviors as they perceive their organization as reciprocating their positive attitudes and behaviors (Organ, 1988). Moreover, research has shown that job satisfaction influences the quality of social exchange relationships between employees and supervisors, further enhancing CP (Eisenberger Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002).

Job Satisfaction and CWB. CWB refers to actions that harm organizations or individuals within them (Spector & Fox, 2005), such as theft, sabotage, or interpersonal mistreatment (Spector, 1997). Theoretical frameworks such as the Affective Events Theory propose that job dissatisfaction can trigger negative emotions, leading to CWBs as a form of retaliation or escape from unpleasant work situations (Weiss & Cropanzano, 1996).

Empirical studies have consistently demonstrated a negative relationship between job satisfaction and CWBs (Spector, Fox, Penney, Bruursema, Goh, & Kessler 2006; Dalal, Baysinger, Brummel, & LeBreton, 2012). Dissatisfied employees are more likely to engage in CWBs due to reduced organizational commitment and increased psychological distress (Spector et al., 2006). Furthermore, research has highlighted the moderating role of organizational justice in this relationship, suggesting that fair treatment can mitigate the negative effects of job dissatisfaction on CWBs (Dalal et al., 2012).



Benevolence Value and Job Performance

Schwartz et al. (2012) proposed a refined theory of basic individual values, which includes benevolence as one of the core values. According to this theory, benevolence value reflects an individual's motivation to enhance the welfare of others and contribute positively to society. Building on this theoretical framework, this essay examines the potential influence of EFL teachers' benevolence value on their job performance.

Several studies have investigated the relationship between benevolence value and job performance. For instance, Campbell and Wiernik (2015) emphasized the importance of personal values in shaping individual behavior and performance outcomes. They argued that individuals with high levels of benevolence value are more likely to engage in prosocial behaviors at work, leading to enhanced job performance.

Benevolence value and TP

Benevolence value refers to an individual's tendency to prioritize the welfare and well-being of others (Schwartz et al., 2012). In the workplace, this value can have a significant impact on an individual's TP. According to social exchange theory (Blau, 1964), individuals who possess a strong benevolence value are more likely to engage in behaviors that benefit their colleagues and the organization as a whole. This can include going above and beyond their assigned tasks, helping others with their work, and actively seeking opportunities to contribute to team goals. Empirical studies have provided support for the positive relationship between benevolence value and TP. For example, a study by Grant (2008) found that employees who scored higher on measures of benevolence value were rated as more effective performers by their supervisors.

Benevolence value and CP

Benevolence value has been found to have a positive impact on CP in various studies. For instance, Podsakoff et al. (2009) conducted a critical review of the theoretical and empirical literature on organizational citizenship behaviors, which includes CP. They found that individuals who exhibit benevolent behavior are more likely to engage in CP, as they have a sense of responsibility and commitment towards the organization.

Similarly, Borman and Motowidlo (1997) found that TP and CP are two distinct constructs that have different antecedents and consequences. They argued that individuals who engage in CP are more likely to be seen as valuable assets to the organization, as they demonstrate a willingness to go above and beyond their formal job requirements. Furthermore, they found that CP is positively related to job satisfaction, motivation, and commitment.

In another study, Chen and Aryee (2007) examined the relationship between benevolent leadership and employee performance. They found that benevolent leadership, which involves showing concern for employees' well-being and development, is positively related to both TP and CP. They argued that benevolent leaders create a positive work environment that fosters trust, respect, and cooperation among employees, which in turn enhances their performance.



Benevolence value and CWB

CWB is defined as any intentional behavior that harms or intends to harm an organization or its members. Benevolence value, which refers to the tendency to act in a kind and compassionate manner towards others, has been found to have a negative impact on CWB in various studies.

For instance, Aquino and Thau (2009) conducted a study on the relationship between moral identity and CWB. They found that individuals who have a strong moral identity, which includes benevolent values such as compassion and kindness, are less likely to engage in CWB. They argued that moral identity acts as a self-regulatory mechanism that guides individuals' behavior towards ethical standards and away from harmful actions.

Similarly, Skarlicki and Latham (2005) examined the role of organizational justice in reducing CWB. They found that when employees perceive their organization as fair and just, they are less likely to engage in CWB. Furthermore, they found that benevolent behavior from supervisors, such as showing concern for employees' well-being and development, can enhance perceptions of organizational justice and reduce CWB.

Job Satisfaction and Benevolence Value

Research suggests that there is a positive relationship between job satisfaction and benevolence value. Individuals who derive satisfaction from their work are more likely to exhibit prosocial behaviors and demonstrate concern for the well-being of others (Grant & Berry, 2011). This alignment between job satisfaction and benevolence value can lead to increased job engagement, commitment, and overall job performance.

Benevolence Value as a Mediator

The concept of benevolence value has received limited attention in relation to EFL teaching. However, previous research in other fields has shown that individuals with higher levels of benevolence value tend to exhibit more prosocial behaviors and better interpersonal relationships (Schwartz et al., 2012). In the context of job performance, benevolence value may play a mediating role between job satisfaction and various dimensions of performance.

Research suggests that benevolence value may act as a mediator in the relationship between job satisfaction and job performance. Employees with high benevolence value are more likely to derive satisfaction from helping others, which can enhance their overall job satisfaction (Organ & Ryan, 1995). This increased job satisfaction, in turn, may positively influence their job performance.

Inspired by the reviewed literature, the present study intended to investigate the role of EFL teachers' job satisfaction in their job performance by focusing on the mediating role of benevolence value. To do so, the study employed a SEM technique to address the following research questions.

RQ 1. Is there any significant relationship between EFL teachers' job satisfaction and their job performance?

RQ 2. Is there any significant relationship between EFL teachers' benevolence value and their job performance?

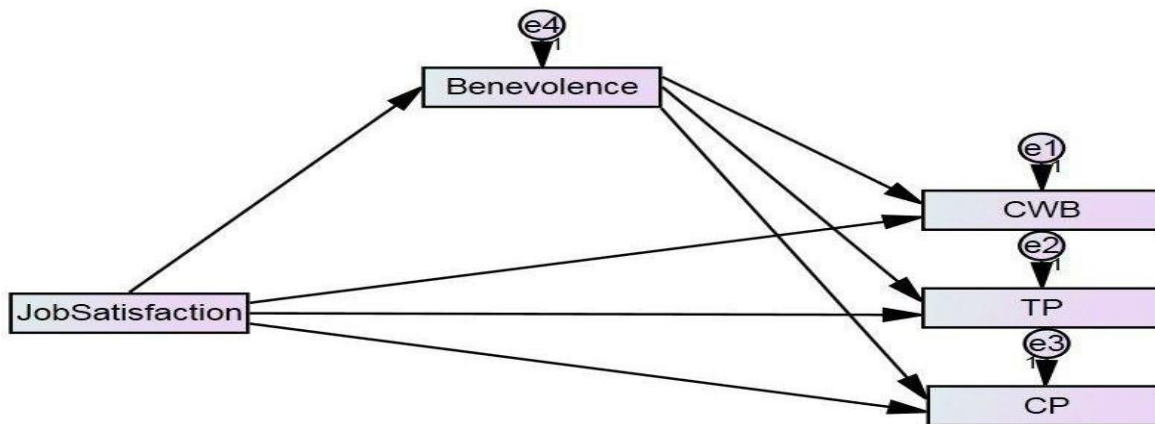
RQ 3. Is the relationship of EFL teachers' job satisfaction with their job performance mediated by their benevolence value



Accordingly, the hypothesized SEM model of predicted and predictor variables was as follows:

Figure 1

Proposed SEM model



METHOD

Design of the Study

The current study tried to inspect the relative contribution of EFL teachers' job satisfaction and their benevolence value on their job performance. A correlational survey design was employed to investigate the purposes of the study. To develop the model of this predictive contribution, SEM was utilized. In SEM, researchers normally specify a hypothesized model based on an exploration of the literature and then subject the model to empirical investigation. Thus the first step in this study was to determine the elements that were likely part of the proposed model for the purpose of describing the relationships between the latent and observable variables. In this study, EFL teachers' job satisfaction, job performance and benevolence value were selected as the elements of this process-oriented SEM approach.

Participants

EFL teachers in several scientific centers in Tabriz, Iran, were the target population in the present study. To achieve the study's objectives, the researchers used stratified sampling to select 237 EFL teachers, 132 females and 105 males (20 and 60 years of age). They had the experience of teaching for 10 up to 20 years. Their mother tongue was Azerbaijani Turkish and Farsi.

Instruments

To answer the proposed research questions, three instruments were used

Teacher's job satisfaction questionnaire. A 15-item questionnaire created by Karavas (2010) was used to gauge EFL teachers' job satisfaction. There are two segments to the questionnaire. Information regarding the demographic background of the teachers is provided in the first segment (age, gender, years of teaching experience, level of education, and field of education). The second segment of 15 Likert-type questions focuses on the teachers' degree of job satisfaction in various aspects extrinsic to teaching such as their understanding by learners, peers, parents, and the image of teacher and their status in society,



their salary, working hours and so on. The items in this segment were gauged on a 5-point Likert scale, with 5 being highly satisfying and 1 being highly dissatisfying. Following consultation with three field specialists, only eight items from the original questionnaire were included in this study, and the participants' responses to these items were used to calculate their job satisfaction scores. CFA was used to assess the construct validity of the revised questionnaire.

Portrait value questionnaire (PVQ). A 19-item condensed version of the Portrait Values Questionnaire (Schwartz et al., 2001) was used to gauge the participants' benevolence value. The original questionnaire includes 40 brief two sentence statements. These short verbal portraits are descriptions of 40 different people, gender-matched with the respondent (Schwartz Melech, Lehmann, Burgess, & Harris, 2001). On a Likert scale of 1 (not at all like me) to 6 (very much like me), participants' value priorities were rated. Each portrait pictures a person's goals, aspirations, or wishes to the extent to which it can be regarded a value. As mentioned before, Schwartz's Portrait Values Questionnaire comprised of 10 values. To fulfil the purpose of the current study, benevolence value was chosen: Its corresponding items in the original questionnaire were included in the data collection pack, and the data collected by the modified version of the questionnaire was fed into AMOS to run Confirmatory Factor Analysis (CFA).

Individual work performance questionnaire. Individual Job Performance Questionnaire (Koopmans et al., 2014) was used to measure teachers' job performance. This questionnaire contains 18 items that indicate three factors: TP, CP, and CWB. The researchers used a CFA to ensure the construct validity and fit of the model with the data acquired in the study. The results showed that the data fit indices were acceptable.

Data Collection Procedure

To confirm the structural relationship between the variables, the researchers examined job satisfaction, benevolence value and job performance of 237 EFL teachers. To that objective, initially, following the scientific centers' administrative principles, the researchers obtained the necessary permissions for conducting the study. At the outset of the experiment, the researchers explained the purposes and the importance of the study in details. Additionally, the researchers clarified the research process and the ways in which they the respondents were required to complete each questionnaire. About 237 participants were asked to answer the items in each question according to the instructions on top of the questionnaires. The participants were ensured that their views would not be disclosed. The participants were only requested to precisely write their demographic information including their age, gender, and years of experience, workplace, subfield and mother tongue. Because of the outbreak of COVID-19, the online form of questionnaires were prepared and sent to participants via emails and social networking sites such as Telegram and WhatsApp. All of the completed questionnaires were computer-coded, and then SPSS 20 and Amos 8 Software were used to test the hypothetical model.

Data Analysis Procedure

The first stage of the data analysis entailed estimating the internal consistency of each questionnaire's reliability by computing Cronbach's alpha coefficients. Factorial analysis was conducted to check the validity of the instruments. Correlation analysis and SEM were then utilized to evaluate the responses to



the questionnaires. Descriptive statistics and correlation analyses were performed on SPSS 24.0 and AMOS 8, respectively, and reported both descriptively and inferentially. Descriptive statistics were used to display the mean scores and the standard deviations of the variables.

The mediating paths were evaluated using SEM. However, the data were examined to avoid any possible errors beforehand. In the first stage, a description of the population participating in the study was presented. In the second stage, the responses to the questionnaires were evaluated.

Results

Due to the fact that some modifications have been made to the original instruments, the researchers decided to check the factorial validity and model fit of the resulted instruments. Therefore, the data collected using the modified instruments underwent Confirmatory Factor Analysis (CFA) the results of which are displayed in Table 1.

Table 1

Goodness-of-Fit Indices for the Modified Instruments

Index	χ^2	χ^2/df	SRMR	GFI	AGFI	CFI	RMSEA	PCLOSE
JS	67.886	1.394	.0357	.979	.973	.941	.041	.521
JP	258.921	1.962	.0349	.987	.954	.931	.034	.626
B	211.143	1.457	.0329	.982	.961	.964	.041	.673

Based on the indices shown in Table 1, the modified instruments had satisfactory model fits since all the indices fell within the expected ranges (i.e., χ^2 , χ^2/df (<3), SRMR (<=0.05), GFI (>0.9), AGFI (>0.9), CFI (>0.9), RMSEA (0.05), and PCLOSE (>0.50)). Having ensured the validity of the modified models for data collection, the researchers fed the full structural model into IBM AMOS (v.24).

Prior to moving the results of the structural analyses, the means, standard deviations (SD), and correlations for all of the variables considered in the study were considered. Table 2 shows these results.

Table 2

Correlations and Mean Values

	1	2	3	4	5
1.Job Satisfaction					
2.CWB	.130*				
3.TP	.045	.034			
4.CP	.018	-.025	-.025		
5.Benevolence	.085	.007	-.110	-.002	
Mean	1.28	1.86	3.77	1.95	5.55
SD	.48	.68	.62	.67	.83

Note. Likewise N for correlations = 237.

* p<.05

** p<.01



Since the variables in Table 2 are not highly correlated, further analyses are merited to test the research hypothesis. The results obtained from the analysis of the data are considered in two phases: direct effects and indirect effects. The direct effects refer to the effects of exogenous variables of endogenous variables. Results of this analysis are shown in Table 3.

Table 3

Two-tailed Significance Indices for the Direct Effects of the Exogenous Variables on the Endogenous Variables

	Job-Satisfaction	Benevolence
Benevolence	.047	...
CWB	.032	.136
TP	.146	.014
CP	.039	.033

The results in Table 2 indicate the direct effects of Job-Satisfaction on Benevolence ($p=0.047$), Job-Satisfaction on CWB ($p=0.032$), and Job-Satisfaction on CP ($p=0.039$); and Benevolence on TP ($p=0.014$) and Benevolence on CP ($p=0.033$).

In order to examine the mediating role of Benevolence in the effect of Job Satisfaction on Job Performance (i.e., CWB, TP, and CP), the indirect paths from the exogenous variable to the indigenous variables were considered in the hypothesized model. Table 4 presents the results of this analysis.

Table 4

Two-tailed Significance Indices for the Indirect Effects

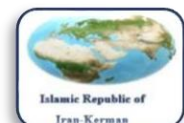
	Job-Satisfaction
CWB	.131
TP	.044
CP	.025

Table 4 displays that Benevolence mediated the only causal relationship between Job Satisfaction and TP ($p=0.044$) and Satisfaction and CP ($p=0.025$) dimensions of Job Performance and the effect of Job Satisfaction on the CWB dimension of Job Performance was not mediated by Benevolence value.

DISCUSSION

This study explored the role of EFL teachers’ job satisfaction in their job performance by focusing on the mediating role of benevolence value. The findings of this study clarified that job satisfaction, as a psychological factor, had a significant positive correlation with the EFL teachers’ TP and CP dimensions of job performance and negative correlation with their CWB dimension of job performance. As a result, benevolence value had a predictive mediating role in the correlation between job satisfaction and TP and CP dimensions of job performance, but not with CWB dimension of job performance.

The results of the present study partially supported Schwartz’s theory of basic human values. In the current study, significant associations were found between EFL teachers' job satisfaction and their CP



and CWB dimensions of their job performance. So the findings of this research confirmed the human relations theory which says satisfaction causes performance (cf. Petty et al., 1984). One possible explanation for the association between job satisfaction and CP can be explained by the SET (Cropanzano & Mitchell, 2005). According to this theory, employees who are satisfied with their jobs are more likely to engage in discretionary behaviors that benefit the organization (Rhoades & Eisenberger, 2002). Job satisfaction can create a positive work environment, fostering a sense of loyalty and commitment among EFL teachers, which can result in higher levels of CP. Therefore the findings supported research which presented job satisfaction was positively related to CP (Organ, 1988; Podsakoff et al., 2000; Eisenberger et al., 2002).

The findings from the present research supported the proposed relationship between job satisfaction and CWBs. The AET suggests that job dissatisfaction can lead to negative emotions, which in turn may prompt individuals to engage in CWBs as a means of retaliation or escape (Weiss & Cropanzano, 1996). This is consistent with the empirical evidence that shows a negative relationship between job satisfaction and CWBs (Spector et al., 2006; Dalal et al., 2012).

This investigation confirmed the relationship between benevolence value and TP and related literature. The reason behind this relationship can be explained by several factors. Firstly, individuals with a strong benevolence value are more likely to possess prosocial motivations and a genuine concern for the well-being of others (Grant, 2008). This can result in them actively seeking opportunities to help their colleagues and contribute to the success of the organization. By going above and beyond their assigned tasks, these individuals are able to enhance their own TP and contribute to the overall effectiveness of the team.

Furthermore, possessing a strong benevolence value can also lead to increased job satisfaction and organizational commitment (Grant, 2008). When individuals feel that they are making a positive impact on the well-being of others and contributing to the success of the organization, they experience a sense of fulfillment and purpose in their work. This, in turn, can enhance their motivation, engagement, and overall TP.

Overall, the literature suggests that individuals with a strong benevolence value are more likely to engage in behaviors that benefit their colleagues and the organization as a whole. This can result in enhanced TP through increased cooperation, support, and willingness to go above and beyond assigned tasks. Additionally, possessing a strong benevolence value can lead to increased job satisfaction and organizational commitment, further enhancing TP. Understanding the relationship between benevolence value and TP can help organizations identify and foster individuals who possess this value, ultimately promoting a positive work environment and improving overall organizational performance.

The present essay confirmed the relationship between benevolence value and CWB and its related literature. Here we explore the reasons behind this relationship based on the literature reviewed. Firstly, individuals with a strong benevolence value are more likely to possess a sense of empathy and compassion towards others (Aquino & Thau, 2009). This can lead to a greater understanding of the potential harm that CWB can cause to both the organization and its members. As a result, individuals with a strong benevolence value may be more motivated to act in ways that are beneficial and avoid engaging in harmful behaviors.



Furthermore, individuals with a strong benevolence value may have higher levels of job satisfaction and organizational commitment (Skarlicki & Latham, 2005). When employees feel valued and supported by their organization and colleagues, they are less likely to engage in behaviors that harm the organization. Instead, they are more likely to be motivated to contribute positively to the success of the organization.

In summary, this research was in line with literature that suggests individuals with a strong benevolence value are less likely to engage in CWB. This can be attributed to their empathy and compassion towards others, the creation of a positive work environment, and higher levels of job satisfaction and organizational commitment. Organizations should therefore promote benevolent behavior and create an environment that encourages empathy, trust, and respect among employees to reduce the occurrence of CWB.

The findings of this investigation also aligned with Organ and Ryan's (1995) study which pointed out that high benevolence value are more likely to derive satisfaction from helping others, which can enhance their overall job satisfaction. This increased job satisfaction, in turn, may positively influence their job performance.

In sum, this research has taken an important step in exploring EFL teachers' job satisfaction role in their job performance, regarding benevolence value as a mediator. Also, study of the relationships among aforementioned constructs is novel in Iranian EFL context. More research is needed, however, to investigate these constructs relationships in other parts of country and world. Future research could enrich this line of work.

CONCLUSION

In conclusion, this research significantly contributes to literature relating to teachers' job satisfaction and performance, particularly within the EFL environment. The findings demonstrate a tangible correlation between EFL teachers' job satisfaction and their CP and CWB, highlighting the pertinent influence of job satisfaction on educators' efficiency and overall performance. Even more intriguingly, empirical evidence gleaned from the study suggests that benevolence value serves as an effective mediator in these relationships.

Therefore, for teaching organizations seeking to boost performance levels, focusing on improving job satisfaction among teachers may be an effective strategy. By enhancing educators' sense of benevolence, schools might foster improved TP and CP, though it appears this may have negligible effect on CWB.

Nevertheless, this study has shed new light on the nuanced interactions amongst job satisfaction, benevolence value, and job performance in the EFL teaching field. However, more research is necessary to fully comprehend these connections and to understand how exactly job satisfaction impacts job performance in different academic contexts. As such, future inquiries exploring these dynamics in differing settings or across other values could provide an even broader understanding. Studying the potential for successful application across other values or academic contexts could be beneficial to greater education performance and satisfaction.

Finally, while the significance of individuals' performance, motivation, and workplace conditions in influencing job satisfaction cannot be overstated, the role of benevolence and other personal values in



impacting such satisfaction and consequential job performance must be further examined and the findings conscientiously applied in education and organizational settings.

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