The Mediating Effect of Leadership Practices on the Relationship between Organizational Values and Organizational Citizenship Behavior

Nelson S. Lubguban, Jr.[a], Vincent S. Verano[b],
Koiser S. Sarazain[c], Alvin O. Cayogyog[d]

[a] *nelson.lubguban@deped.gov.ph*
[a] School Principal, Acacia Elementary School, Davao City, Philippines
b School Principal, Tungkalan National High School, Davao City, Philippines
c Faculty, Tamayong Elementary School, Davao City, Philippines
[d] Faculty, Agusan del Sur State College of Agriculture and Technology, Agusan del Sur, Philippines

Abstract

The study examines how leadership practices mediate the relationship between organizational values and organizational citizenship behavior among public school teachers. The research used a quantitative design and gathered data from 400 public school teachers through a validated questionnaire. The results indicated a high level of organizational values, organizational citizenship behavior, and leadership practices among the participants. Significant relationships were found between organizational values and organizational citizenship behavior, organizational values and leadership practices, and leadership practices and organizational citizenship behavior. Regression analysis revealed that specific domains of organizational values (economic, professional, aesthetic, and physical) and leadership practices (modeling the way, inspiring a shared vision, challenging the process, and enabling others to act) significantly influenced organizational citizenship behavior. Path analysis also confirmed that leadership practices do not mediate the relationship between organizational values and citizenship behavior. This study underscores the importance of nurturing organizational values and effective leadership practices to enhance teachers' organizational citizenship behavior, thus contributing to the overall effectiveness of educational institutions.

I. INTRODUCTION

Teachers' organizational citizenship behavior is threatened with challenges brought about by marred organizational values and weak leadership practices. In the educational setting, Ismail, Ismail, Alias, and Rami (2021) argued that schools' success depends on the willingness of the teachers to engage and take responsibilities beyond the prescribed work. In addition to teaching, teachers must deal with daily administration tasks assigned by the principal (Smith et al., 2021), and such a heavy workload often leads to emotional exhaustion and other adverse effects on teachers (Shie & Chang, 2022). Furthermore, teachers also struggle with unfair treatment and recognition (Dinka, 2018) and lack of support from the school administration leaders and the other members of the school community (Ismail et al., 2021).

Comprehensive reviews on the importance of developing teachers' organizational citizenship behavior have been conducted already. The primary reason why Organizational Citizenship Behavior (OCB)

has attracted the attention of many academicians and practitioners is its proven significance towards organizational effectiveness (Alkahtani, 2015). Research has indicated that teachers need to strengthen their capability in terms of knowledge and skills to meet the diverse needs of students, schools, and the Ministry of Education (Habeeb, 2019). More so, when education reforms are being implemented, teachers play a more significant role in ensuring the successful implementation of educational reform at the school level (Chib, 2016). Often, when schools undergo transformation resulting from educational reforms, there are more things to do. Therefore, teachers must take up additional responsibilities, some of which are beyond their formal job requirements (Kumar & Shah, 2015). Also, schools need proactive teachers willing to participate in and support the school's initiatives (Gupta & Sharma, 2018). These proactive or discretionary behaviors are described in the literature as organization citizenship behavior (OCB) (Eddleston et al., 2018). They are known as teachers' organizational citizenship behavior in school (Mansor et al., 2013). The key aspect of organizational citizenship behavior is the initiatives employees take, in this context referring to teachers, to function beyond the formal job requirement willingly (Ismail et al., 2021).

Consequently, the effect of organizational citizenship behavior dimensions on employee performance or the relationship between organizational citizenship behavior dimensions and employee performance has been extensively studied. However, most of such empirical studies are correlational analyses with few emphases on what could be the underlying reasons in case organizational citizenship behavior is imperceptible (seldom observable) in each organization within a given geographical area. Another essential aspect that has yet to get much attention is that organizational citizenship behavior is enacted differently in different cultures (Mushtaq & Umar, 2015). Moreover, teachers' organizational citizenship behavior concerning the influence of organizational values and the mediating effect of the leadership practices of school principals has yet to be given much attention and has not been systematically investigated.

The significance of the study is to fill the existing literature gap by exploring principals' organizational values and leadership practices and how these socio-technical systems and social elements can strengthen and influence teachers' organizational citizenship behavior. The relevance of this research is evident in the persistent call for more proactive behavior of teachers in an era of educational transformation and reform (Ismail et al., 2021) and other reports, emphasizing the urgent need for constructive recommendations to improve not only the performance of teachers but also the learning outcomes of learners.

Statement of the Problem

This study aims to determine the mediating effect of school principals' leadership practices on the relationship between the organizational values and organizational citizenship behavior of teachers in public schools.

Specifically, this study aims to seek answers to the following questions.

1. What is the level of the organizational values in public schools as perceived by the teachers in terms of:

1.1. economic values;

1.2. social values;

1.3. moral values;

1.4. spiritual values;

1.5. professional values;

1.6. aesthetic values; and

1.7. physical values?

2. What is the level of organizational citizenship behavior of teachers in public schools in terms of:

2.1. altruism;

2.2. conscientiousness; and

2.3. civic virtue?

3. What is the level of leadership practices of school principals among public schools as perceived by the teachers in terms of:

3.1. modeling the way;

3.2. inspiring a shared vision;

3.3. challenging the process;

3.4. enabling others to act; and

3.5. encouraging the heart?

4. Is there a significant relationship between the organizational values and the organizational citizenship behavior of teachers?

5. Is there a significant relationship between the organizational values and the leadership practices of the school principals?

6. Is there a significant relationship between the school principals' leadership practices and teachers' organizational citizenship behavior?

7. What indicators of organizational values can significantly influence teachers' organizational citizenship behavior?

8. What indicators of leadership practices can significantly influence teachers' organizational citizenship behavior?

9. Do the leadership practices of school principals significantly mediate the relationship between organizational values and teachers' organizational citizenship behavior?

Hypothesis

To objectively answer the research questions of this study, the following hypotheses were tested at a 0.05 level of significance:

Ho1: There is no significant relationship between organizational values and teachers' organizational citizenship behavior.

Ho2: There is no significant relationship between the organizational values and the leadership practices of the school principals.

Ho3: There is no significant relationship between the school principals' leadership practices and teachers' organizational citizenship behavior.

Ho4: There are no indicators of organizational values that can significantly influence teachers' organizational citizenship behavior.

Ho5: There are no indicators of leadership practices that can significantly influence teachers'

organizational citizenship behavior.

Ho6: The level of leadership practices of school principals has no mediating effect on the relationship between organizational values and teachers' organizational citizenship behavior.

Theoretical Framework

This study was anchored on the Network Theory. Network theory is oriented, among others, to learning and studying the complex structures and behaviors between organizations, called social networks, which distinguish network actors' intentionality (human agency) compared to other networks (Robins, 2015). The conceptualization of the organization as a network in which there is a combination of individual socio-technical and social elements, consequently forming the system by which networks provide participants with structural resources and benefits called embeddedness. By applying the Network Theory as a theoretical framework, this study pursued to discover how socio-technical elements and social elements contribute to the organizational citizenship behavior of teachers among public elementary, secondary, and integrated schools.

II. METHODS

Research Design

The research utilized a non-experimental quantitative research design, specifically a correlational study. Quantitative research involves measuring or counting things, often through surveys or experiments, to determine the relationships between variables and test hypotheses (Creswell & Creswell, 2021). Additionally, descriptive research is a method used to describe and summarize the characteristics of a population or phenomenon (Neuman & Robson, 2020). This descriptive study addressed the objectives focusing on the level of organizational values, teachers' organizational citizenship behavior, and school principals' leadership practices. Furthermore, a correlational study is a method used to investigate the relationship between two or more variables (Leedy & Ormrod, 2021). This correlational study aims to explore the relationship between the study's variables. This research method is suitable for this study because it aims to determine the relationship between organizational values and teachers' organizational citizenship among public elementary, secondary, and integrated schools.

Research Participants

The study surveyed 400 public school teachers in the Division of Davao City, with 14,876 classroom teachers in elementary, secondary, and integrated schools. The researchers used simple random sampling to select the participants, ensuring every teacher had an equal chance of being chosen. The sample size 400 was determined based on statistical formulas or practical considerations like time and cost. This sample size was computed using Raosoft.

Research Instrument

The research instrument used in the study was divided into three parts. The first part of the questionnaire focused on the level of organizational values (Vveinhardt & Gulbovaite, 2018). It included seven indicators: economic values, social values, moral values, spiritual values, professional values, aesthetic values, and physical values. The second part of the questionnaire assessed the level of organizational

citizenship behavior (Dinka, 2018), consisting of three indicators: altruism, conscientiousness, and civic virtue. The third part of the questionnaire measured the level of leadership practices of school principals (Kouzes & Posner, 2017), with five indicators: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. The Likert scale was used to evaluate the level of organizational values, organizational citizenship behavior, and leadership practices. Additionally, the questionnaire contents were validated by a group of experts, followed by pilot testing. The reliability of the tested questionnaires was assessed using Cronbach's alpha.

Data Collection

The data was collected via an online survey form. After receiving approval from authorities to conduct the study, the researchers obtained informed consent from the identified respondents before conducting the online interview. To maintain track of the flow of important material pertinent to the study, the researchers will take notes during the interviews. The coding procedure will start right away after each participant. After that, the recordings will be transcribed verbatim before data analysis can begin.

Data Analysis

The following statistical tools were used in the study for data analysis and interpretation. First, the mean was used to determine the level of teachers' organizational values, organizational citizenship behavior, and school principals' leadership practices. The Pearson Product Moment Correlation Coefficient was also used to determine the significant relationship between and among the study variables. Moreover, linear regression was used to predict the influence of organizational values on teachers' organizational citizenship behavior. Finally, Path Analysis was employed to prove the mediation among the three variables of the study and to strengthen the obtained result.

Ethical Considerations

Ethical considerations play a crucial role in research. The study upheld the rights and well-being of participants, fostering trust and transparency in the research process (Laurijssen et al., 2022). Thus, respondents were asked to sign an informed consent form before collecting the data. Moreover, the researchers considered the safety and well-being of individuals involved in studies to prevent harm or exploitation, as advocated by Pietilä, Nurmi, Halkoaho, and Kyngäs (2020). In addition, protecting the privacy and confidentiality of participants' data is essential for maintaining trust and respecting individuals' rights (Indriasari & Karman, 2023). With this, sensitive information such as the participants' identities was protected, and their data was handled with integrity.

Furthermore, ensuring fairness in research involves treating all participants equitably, especially vulnerable groups (Strauss et al., 2021); thus, the researchers addressed justice issues by avoiding discrimination, promoting inclusivity, and considering the impact of their studies on diverse populations. Finally, maintaining transparency throughout the research process enhances the credibility and integrity of the study (Pietilä et al., 2020). The researchers upheld transparency by maintaining openness in reporting methods, results, and findings, fostering accountability, reproducibility, and trust among researchers, participants, and the public.

III. RESULTS AND DISCUSSION

Level of Organizational Values

Table 1 shows the level of organizational values as perceived by the teachers. As presented in Table 1, *Aesthetic Values* gained the highest mean score (M=3.531), which is interpreted as very high, while *Moral Values*, albeit very high, gained the lowest mean score (M=3.476).

Table 1. Level of Organizational Values

Items	SD	Mean	Descriptive Level
Economic Values	.274	3.491	Very High
Social Values	.261	3.482	Very High
Moral Values	.265	3.476	Very High
Spiritual Values	.254	3.492	Very High
Professional Values	.320	3.491	Very High
Aesthetic Values	.297	3.531	Very High
Physical Values	.338	3.496	Very High
Overall	**.217**	**3.494**	**Very High**

The overall level of organizational values, as indicated by the mean score of 3.494, is perceived as very high. This suggests that the teachers view their respective schools as organizations with firm organizational values.

Level of Organizational Citizenship Behavior

Table 2 shows the level of organizational citizenship behavior of teachers. As presented in Table 2, *Conscientious* gained the highest mean score (M=3.491), which is interpreted as very high, while *altruism*, albeit very high, gained the lowest mean score (M=3.476).

Table 2. Level of Organizational Citizenship Behavior

Items	SD	Mean	Descriptive Level
Altruism	.297	3.476	Very High
Civic Virtue	.296	3.486	Very High
Conscientious	.355	3.491	Very High
Overall	**.295**	**3.484**	**Very High**

Table 2 shows that the overall level of organizational citizenship behavior is very high, with a mean score of 3.484. This indicates excellent organizational citizenship behavior among the teachers.

Level of Leadership Practices

Table 3 displays the level of school principals' leadership practices. According to Table 3, "Encouraging the Heart" received the highest mean score (M=3.512), which is interpreted as very high, while "Inspiring Shared Vision," although also very high, received the lowest mean score (M=3.472).

Table 3. Level Leadership Practices

Items	SD	Mean	Descriptive Level
Modelling the Way	.234	3.492	Very High
Inspiring Shared Vision	.287	3.472	Very High

Challenging the Process	.296	3.496	Very High
Enabling Others to Act	.246	3.492	Very High
Encouraging the Heart	.205	3.512	Very High
Overall	**.185**	**3.493**	**Very High**

Furthermore, Table 3 indicates that the overall level of leadership practices has a mean score of 3.493, which is very high. This suggests that the teachers perceive their school principals as having excellent leadership practices.

Significance of the Relationship between Organizational Values, Leadership Practices, and Organizational Citizenship Behavior

Table 4.1 illustrates the relationship between organizational values and organizational citizenship behavior. The computed r-value is .886 with a p-value of 0.000, less than the 0.05 significance level. This indicates that the school's organizational values significantly correlate with the overall level of teachers' organizational citizenship behavior.

Table 4.1 Significance of the Relationship between Organizational Values and Organizational Citizenship Behavior

	Organizational Citizenship Behavior			
	R	**p-value**	**Decision**	**Interpretation**
Organizational Values	.886	0.000	Reject H_o	Significant

The overall significance test results indicate a strong relationship between organizational values and organizational citizenship behavior (r=.886, p=.000, two-tailed). This rejects the first null hypothesis and suggests that higher organizational values are associated with increased organizational citizenship behavior.

Table 4.2 shows a significant relationship between organizational values and leadership practices. The computed r-value is .853, with a p-value of 0.000, less than the 0.05 significance level. This indicates that the school's organizational values are significantly related to the overall level of teachers' organizational citizenship behavior.

Table 4.2 Significance of the Relationship between Organizational Values and Leadership Practices

	Leadership Practices			
	R	**p-value**	**Decision**	**Interpretation**
Organizational Values	.853	0.000	Reject H_o	Significant

The significance (2-tailed) value obtained from the significance test between organizational values and organizational citizenship behavior is less than the alpha level of 0.05 (r=.853, p=.000). This signifies the rejection of the second null hypothesis. Hence, there is a significant relationship between organizational values and leadership practices. This implies that the higher the level of organizational values, the higher the level of leadership practices.

Table 4.3 shows the significance of the relationship between leadership practices and organizational citizenship behavior. As indicated in Table 4.3, the computed r-value is .896, with a p-value of 0.000, which is less than the 0.05 level of significance. This shows that the school principal's level of leadership practices is significantly related to the overall level of teachers' organizational citizenship behavior.

Table 4.3 Significance of the Relationship between Leadership Practices and Organizational Citizenship Behavior

	Organizational Citizenship Behavior			
	R	**p-value**	**Decision**	**Interpretation**
Leadership Practices	.896	0.000	Reject H$_o$	Significant

The significance (2-tailed) value obtained from the significance test between organizational values and organizational citizenship behavior is less than the alpha level of 0.05 (r=.896, p=.000). This signifies the rejection of the third null hypothesis. Hence, there is a significant relationship between leadership practices and organizational citizenship. This implies that the higher the level of school principals' leadership practices, the higher the level of teachers' organizational citizenship behavior is.

As shown further in Table 4.1, 4.2, and 4.3, the Pearson r values are near one and fall under the range of 0.70 to 0.90 (Schober et al., 2018). This means that there is a strong relationship between the two variables. It also implies that changes in the second variable are closely associated with changes in the first. Moreover, the Pearson r values are all positive. This means the second variable will also increase in value as the first variable increases. Likewise, the second variable often decreases in value as the first variable decreases.

Regression Analysis Showing the Extent of the Influence of Organizational Values and Leadership Practices on Organizational Citizenship Behavior

Table 5.1 displays the regression coefficients testing the influence of organizational values on organizational citizenship behavior. Each pair of indicators was analyzed to determine the impact of organizational values on organizational citizenship behavior.

Table 5.1. Regression Analysis Showing the Extent of the Influence of Organizational Values on Organizational Citizenship Behavior

Organizational Values (Indicators)	Organizational Citizenship Behavior				
	Unstandardized Coefficients		Standardized Coefficients	*t*	*Sig.*
	B	Standard Error	Beta		
Constant	.820	.124		6.601	.000
Economic Values	.084	.025	.078	3.393	.001
Social Values	.041	.026	.036	1.561	.119
Moral Values	.049	.027	.044	1.806	.072
Spiritual Values	.046	.028	.039	1.606	.109
Professional Values	.291	.037	.317	7.884	.000
Aesthetic Values	-.217	.023	-.219	-9.476	.000
Physical Values	.472	.042	.541	11.353	.000

R =.949, R2 = .900, F-ratio = 506.487, p-value = .000

The data in Table 5.1 shows that 4 out of 7 domains or indicators of organizational values can influence organizational citizenship behavior. The computed F-ratio is 506.487 with an associated p-value of .000, less than the 0.05 significance level, indicating a significant influence. The computed R2 is 0.949,

meaning that 94.9 percent of the extent of organizational citizenship behavior was explained by economic values, social values, moral values, spiritual values, professional values, aesthetic values, and physical values, with the remaining 5.1 percent of the variation attributed to other variables not covered in this study.

Further analysis reveals that economic, professional, aesthetic, and physical values significantly influence organizational citizenship behavior, as their significance values are less than the 0.05 alpha level. On the other hand, social values, moral values, and spiritual values do not significantly influence organizational citizenship behavior, as their significance values are more significant than the 0.05 alpha level.

Table 5.2 displays the regression coefficient to test which leadership practice domains can significantly influence organizational citizenship behavior. Each pair of indicators was tested to determine whether a leadership practices indicator influences organizational citizenship behavior.

Table 5.2. Regression Analysis Showing the Extent of the Influence of Leadership Practices on Organizational Citizenship Behavior

Leadership Practices (Indicators)	Organizational Citizenship Behavior				
	Unstandardized Coefficients		Standardized Coefficients	*t*	*Sig.*
	B	Standard Error	Beta		
(Constant)	-.571	.142		-4.014	.000
Modelling the Way	.185	.034	.147	5.400	.000
Inspiring Shared Vision	.319	.036	.310	8.952	.000
Challenging the Process	.380	.032	.381	11.716	.000
Enabling Others to Act	.265	.032	.222	8.369	.000
Encouraging the Heart	.014	.028	.009	.474	.636

R =.919, R2 = .845, F-ratio = 430.839, p-value = .000

In Table 5.2, the data shows that 4 out of 5 domains or indicators of leadership practices can influence organizational citizenship behavior. According to the table, the computed F-ratio is 430.839 with an associated p-value of .000, which is less than the 0.05 significance level, indicating a significant influence. The computed R2 is 0.845, meaning that 84.5 percent of the extent of organizational citizenship behavior was explained by modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart, with the remaining percentage not accountable to other predictors. This implies that 15.5 percent of the variation can be attributed to other variables not covered in this study.

Further examination of the data reveals that encouraging the heart (p=.636) does not significantly influence organizational citizenship behavior, as the significance value of this domain is greater than the 0.05 alpha level. Conversely, modeling the way (p=.000), inspiring shared vision (p=.000), challenging the process (p=.000), and enabling others to act (p=.000) significantly influence organizational citizenship behavior, as the significance values of these domains are less than the 0.05 alpha level. This rejects the fifth null hypothesis, demonstrating that the domains of organizational values, explicitly modeling the way, inspiring a shared vision, challenging the process, and enabling others to act, can significantly influence organizational citizenship behavior.

Mediation Analysis of the Three Variables

Table 6 displays the path analysis examining the mediating effect of leadership practices on the relationship between organizational values and organizational citizenship behavior. The analysis is divided into Steps 1 to 3, with Step 4 being the final step. In Step 1 (Path C), organizational values, as the independent variable (IV), significantly predict organizational citizenship behavior, the dependent variable (DV). In Step 2 (Path A), organizational values (IV) predict leadership practices, the mediating variable (MV). In Step 3 (Path B), leadership practices (MV) significantly predict organizational citizenship behavior (DV).

Table 6. *Mediation Analysis of the Three Variables*

Regression Weights:				Estimate	S.E.	C.R.	P Label
Leadership Practices		←	Organizational Values	.730	.022	32.615	.000
Organizational Citizenship Behavior		←	Organizational Values	.610	.049	12.405	.000
Organizational Citizenship Behavior		←	Leadership Practices	.815	.057	14.174	.000

Variances:	Estimate	S.E.	C.R.	P Label
Organizational Values	.047	.003	14.124	.000
e2	.009	.001	14.124	.000
e1	.012	.001	14.124	.000

The path analysis in Figure 2 demonstrated that leadership practices have not mediated the relationship between organizational values and citizenship behavior. The final step of the analysis showed that the regression coefficient remained significant, indicating no mediation in the study. This means that leadership practices do not influence the relationship between organizational values and organizational citizenship behavior, as Path C remained significant after the path analysis.
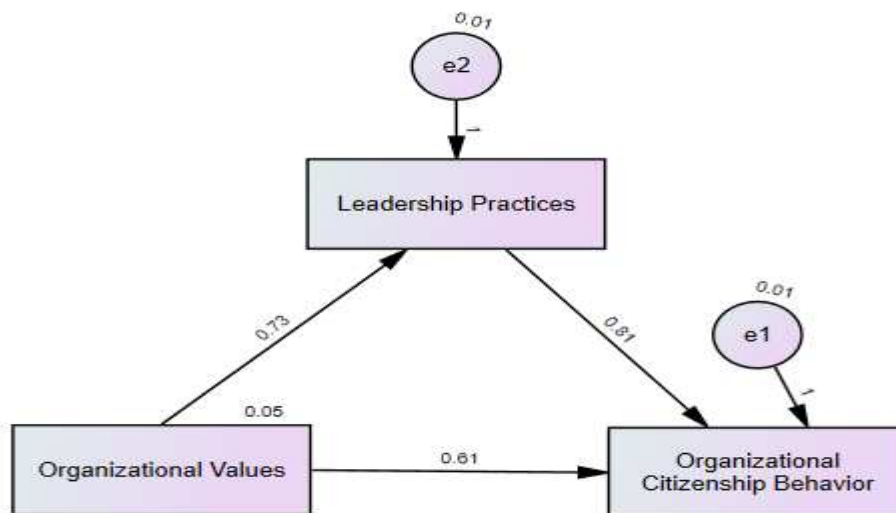
Figure 2. Path Diagram for the Regression

The correlation between organizational values and leadership practices was significant, with an r-value of .730 and a probability coefficient 0.000. Similarly, when leadership practices were correlated with organizational citizenship behavior, the r-value was .610, and the probability coefficient was 0.000. Organizational values were also found to be interrelated with organizational citizenship behavior, resulting in an r-value of .815 and a probability coefficient of less than 0.05 (p=.000). Both the standardized and unstandardized models indicate that the correlation between the independent variable and dependent variable remains significant even after the inclusion of leadership practices in the analysis. Therefore, it can be concluded that the mediating variable, leadership practices, does not mediate the relationship between organizational values and organizational citizenship behavior. This suggests that the level of organizational citizenship behavior of the teachers is not dependent on the leadership practices of the school principals but rather on the organizational values embraced by the school.

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of this study, the following conclusions and recommendations are obtained:

Teachers perceived a very high level of organizational values in their schools, which was attributed to their strong economic, social, moral, spiritual, professional, aesthetic, and physical values. This perception indicates a strong alignment between their values and the values embedded in the school's culture.

In addition, teachers manifested a very high level of organizational citizenship behavior, which was attributed to their strong altruistic, civic, and conscientious virtues. Such behavior, which goes beyond the formal job requirements and includes helping others and taking on additional responsibilities, is linked to positive organizational outcomes.

Moreover, teachers perceived their school principals as individuals with very high leadership practices. This perception implies that they value school leaders who lead by example, inspire a collective vision, promote and spearhead innovation, empower others to take action, and foster a supportive and motivating environment within the school community.

The significance of the relationship between organizational values and organizational citizenship behavior is that teachers' dedication, involvement, and proactiveness are higher when their behaviors match the organization's tenets. This congruence also helps create trust, collaboration, and respect among the school community members, specifically the teachers, while increasing their job satisfaction and commitment to the institution.

Domains of organizational values, namely economic, professional, aesthetic, and physical, can significantly influence organizational citizenship behavior. This means that school principals need to strengthen these aspects of their organizational values, considering that these domains are more extrinsic than the three other domains found to have no significant influence on the teachers' organizational citizenship behavior. With these domains improved, teachers can radiate higher organizational citizenship behavior.

The mediating variable, school principals' leadership practices, has been proven to have a full mediation effect on the relationship between organizational values and organizational citizenship behavior. Thus, school principals must improve their leadership practices, especially in creating and fostering warm and accommodating organizational values, to ensure that teachers see them as role models worthy of emulation.

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