Factors Affecting Islamic school teacher performance in emerging economies: A leadership perspective

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A R T I C L E I N F O	A B S T R A C T
	Purposes: This study examines the influence of transformational leadership, teacher autonomy, and organizational citizenship behavior on the job accomplishment of Islamic school teachers through the mediation of job satisfaction. It also investigates the moderating role of teachers' recognition and appreciation between job satisfaction and accomplishment. **Methodology:** Data were collected from 513 Islamic school teachers using a self-report questionnaire. Structural equation modeling was employed to analyze the relationships between the variables.

Findings: The findings revealed that transformational leadership, teacher autonomy, and organizational citizenship behavior significantly impacted job satisfaction, which, in turn, positively influenced job accomplishment. Furthermore, teachers' recognition and appreciation moderate the relationship between job satisfaction and job accomplishment, indicating that when teachers feel recognized and appreciated, the positive impact of job satisfaction on job accomplishment is more substantial. **Recommendations and Implications:** These findings suggest that Islamic schools can enhance teacher job accomplishment by promoting transformational leadership, teacher autonomy, and organizational citizenship behavior and providing opportunities for teachers to feel recognized and appreciated. The study has implications for school leaders and policymakers seeking to improve Islamic school teachers' work environment and job satisfaction, ultimately leading to better student outcomes.

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Introduction

Education is vital to human development, and instructors play a crucial role in shaping their students' futures (Tambak & Sukenti, 2019). Islamic schools are distinct institutions that provide education based on Islamic principles and teachings. Islamic institutions offer a distinctive and comprehensive education that extends beyond academics. These schools endeavor to instill Islamic values, beliefs, and traditions in their students, creating a holistic educational approach (Jaenullah, Utama, & Setiawan, 2022). By incorporating Islamic principles into the curriculum, Islamic institutions strive to cultivate well-rounded individuals who are knowledgeable, morally upright, and socially responsible (Ali, 2022). In addition, Islamic schools provide a secure and nurturing environment for Muslim students to study their religion and culture without feeling isolated or marginalized. The schools provide a sense of community, nurturing a supportive and inclusive atmosphere that encourages students to express themselves and develop their identities while providing a solid foundation for spiritual and emotional development (Abdurrahmansyah, 2020).

In addition, teachers in Islamic institutions serve as educators and models of Islamic values and ethics. They are accountable for creating an engaging and supportive learning environment and encouraging students to apply their knowledge to real-world scenarios (Khalid, 2022). Therefore, Islamic institutions' success heavily depends on teachers' performance, job satisfaction, and organizational commitment (Fauzi et al., 2022; Ma'arif, Zuana, & Sirojuddin, 2022). Consequently, identifying factors that increase teachers' job satisfaction and job accomplishment/performance is essential for the success of Islamic institutions (Qurtubi, 2022). In addition, the study concentrates on Islamic school teachers who operate in a cultural and religious context distinct from that of other educational institutions. According to Qoyyimah et al. (2023), cultural and religious factors can considerably impact teachers' job satisfaction and performance. Thus, studying the factors that influence the job performance of Islamic school teachers can contribute significantly to the literature on job satisfaction, leadership, and organizational behavior.

Transformational leadership entails inspiring and motivating individuals to accomplish shared objectives (Purwanto et al., 2020). In the context of Islamic institutions, transformational leadership can improve the performance and dedication of teachers. Valckx, Vanderlinde, and Devos (2020) define teacher autonomy as the degree of freedom teachers have in making decisions regarding their employment. Providing teachers with autonomy can boost their job satisfaction and drive them to accomplish their objectives. When teachers are granted autonomy in the classroom, they are more likely to feel invested in their work, which boosts their job satisfaction and motivation to perform well (Lennert Da Silva, 2022). In addition to organizational citizenship behavior (OCB), individuals engage in voluntary behavior that benefits the organization (Wills, 2018). By fostering a positive work environment and facilitating teamwork among instructors, OCB can increase the success of Islamic schools (Badrun, Bahtiar, & Maimun, 2022).

Despite the substantial theoretical and empirical research in leadership and job satisfaction (Labrague, Nwafor, & Tsaras, 2020; Qurtubi, 2022), there is still a research gap on the underlying mechanism that transmits the impact of transformational leadership, teacher autonomy, and organizational citizenship on job performance. Consequently, the current study presents a comprehensive framework that investigates the factors that impact the job performance of Islamic school instructors. In addition, although prior

research has examined the role of recognition and appreciation in enhancing job satisfaction (Kranabetter & Niessen, 2019; Purwanto et al., 2020), there is a lack of empirical evidence on the moderating role of recognition and appreciation in the relationship between job satisfaction and job accomplishment among Islamic school teachers. Therefore, this research topic provides an opportunity to examine the moderating effect of recognition and appreciation on the relationship between job satisfaction and job accomplishment among Islamic school teachers.

Moreover, despite the significance of Islamic schools in Indonesia and the vital role of teachers in shaping the futures of students (Makruf & Asrori, 2022; Prasetyo & Fadhillah, 2022), there is a gap in the Indonesian literature regarding the factors that influence job satisfaction and job accomplishment of Islamic school teachers in Indonesia. Based on the self-determination theory, this study addresses these context-specific deficits and objectives;

- To investigate the effect of transformational leadership, teacher autonomy, and OCB on Islamic school teachers' job satisfaction and job accomplishment.
- To examine the impact of job satisfaction on the job accomplishment of Islamic school teachers.
- To evaluate the mediating effect of job satisfaction for the relationship of transformational leadership, teacher autonomy, and OCB with job accomplishment of Islamic school teachers.
- To examine the moderating role of teachers' recognition and appreciation in the relationship between job satisfaction and job accomplishment of Islamic school teachers.
- To provide recommendations for educational institutions and policymakers to improve the job satisfaction and job accomplishment of Islamic school teachers based on the study's findings.

The study seeks to contribute to the existing literature on leadership, teacher autonomy, organizational citizenship behavior, job satisfaction, and job accomplishment of Islamic school teachers by achieving these objectives. The results of this study can provide policymakers and educational institutions with vital insights for enhancing the working conditions and job performance of Islamic school teachers.

Literature Review

Self Determination Theory (SDT)

This study's theoretical foundation can be found in Self-Determination Theory (SDT). SDT is a motivational theory that explains human motivation and behavior in various contexts, such as educational, occupational, and social settings (Brenner, 2022; Xia et al., 2022). According to SDT, individuals have inherent psychological needs that drive their motivation and behavior. Individuals must meet these requirements for optimal growth, development, and well-being (Wu, Wang, & Hsieh, 2022). SDT can explain the impact of transformational leadership on the job performance of Islamic school instructors. Transformational leaders provide individualized support, challenge followers, and communicate a clear vision aligned with their values and objectives (Tsang, Du, & Teng, 2022). This leadership style can increase job performance by fostering satisfaction among followers.

Another factor that can influence the job performance of Islamic school instructors is teacher autonomy. Autonomy refers to teachers' control over their work and decision-making (Parcerisa et al., 2022). According to SDT, autonomy is a fundamental need that, when satisfied, leads to increased motivation, engagement, and well-being (Tran & Moskovsky, 2022). Teachers with greater autonomy in their work can experience greater job satisfaction, contributing to more excellent job performance. Organizational citizenship behavior (OCB) is a voluntary behavior that exceeds formal employment requirements and contributes to the organization's effective functioning (Badrun et al., 2022). OCB can be explained using SDT because it entails voluntary participation in work-related activities that satisfy the need for relatedness and competence. By providing a sense of purpose and meaning to work, fostering social connections and positive relationships with colleagues, and enhancing the perception of competence and self-efficacy, OCB can increase job satisfaction and accomplishment.

In addition, job satisfaction can mediate between transformational leadership, teacher autonomy, organizational citizenship behavior, and job accomplishment. According to SDT, job satisfaction results from fulfilling fundamental psychological requirements. When these needs are met, individuals experience positive affect and increased engagement at work, leading to greater job satisfaction. Job satisfaction can improve accomplishment by boosting motivation, persistence, and performance (Phuong & Vinh, 2021). Lastly, the appreciation and recognition of instructors can moderate the relationship between job satisfaction and job performance. SDT suggests that social context, including others' recognition and appreciation, can influence motivation and behavior. Teachers who receive recognition and appreciation for their work may experience increased motivation and job satisfaction, leading to greater job performance.

Transformational Leadership, Teacher Autonomy, Organizational Citizenship Behavior, and Job Accomplishment

Islamic schools are an integral component of the educational system in numerous nations, and Islamic school instructors play a crucial role in shaping the future of the Muslim community (Makruf & Asrori, 2022). Understanding the factors that influence the job performance of Islamic school instructors is crucial for enhancing the quality of education in these institutions. It is widely acknowledged as an effective leadership style in numerous contexts, including education. Butarbutar et al. (2022) and Firmansyah et al. (2022) found that transformational leadership positively affects teachers' job satisfaction and performance. Moreover, teacher autonomy refers to teachers' control over their labor and decision-making (Van Doninck et al., 2023). It has been associated with higher teacher motivation and performance (Lennert Da Silva, 2022; Parcerisa et al., 2022). Moreover, teacher autonomy has been linked to enhanced student outcomes and excellent teacher retention (Valckx et al., 2020). In addition, organizational citizenship behavior (OCB) contributes to the organization's overall effectiveness (Hidayat & Elizabeth Patras, 2022). OCB consists of assisting co-workers, volunteering for duties, and enhancing work processes (Badrun et al., 2022). Previous research has demonstrated that OCB positively impacts job performance (Arshad, Abid, & Torres, 2021). Therefore, based on the SDT and the literature, the current study hypothesizes that;

H1: *There is a positive impact of a) transformational leadership, b) teacher autonomy, and c) organizational citizenship behavior on Islamic school teachers' job accomplishment.*

Transformational Leadership, Teacher Autonomy, Organizational Citizenship Behavior, and Job Satisfaction

It has been determined that transformational leadership is a crucial factor in teachers' job satisfaction. This leadership style emphasizes creating a positive work environment in which the leader inspires and motivates followers to reach their maximum potential (Lin, Yin, & Liu, 2022). According to Labrague et al. (2020), this leadership style positively affects employees' well-being and increases their employment satisfaction. Studies demonstrate that transformational leadership can increase teacher job satisfaction. Transformational leadership has a significant positive effect on the job satisfaction of school instructors, according to a study by Butarbutar et al. Similar findings were discovered by Qurtubi (2022), who discovered that transformational leadership positively influences the job satisfaction of Islamic school instructors.

Moreover, research demonstrates that instructors with greater autonomy are more satisfied with their jobs and more likely to be motivated to perform well (Parcerisa et al., 2022; Raabe et al., 2019). In addition, OCB includes behaviors such as assisting co-workers, volunteering for extra duties, and promoting a positive work environment (Badrun et al., 2022). It has been found that OCB is positively associated with job satisfaction in various work contexts (Hidayat & Elizabeth Patras, 2022). Previous research has found a positive correlation between OCB and teacher job satisfaction in education. For example, Kartiko et al. (2022) found that OCB significantly positively influenced elementary school teachers' job satisfaction. Therefore, it is anticipated that Islamic school teachers who perceive their leaders as transformational, have greater autonomy, and participate in OCB will experience greater job satisfaction due to the positive work environment. Therefore, it is hypothesized that;

H2: *There is a positive impact of a) transformational leadership, b) teacher autonomy, and c) organizational citizenship behavior on Islamic school teachers' job satisfaction.*

Job Satisfaction and Employee Job Accomplishment

Job satisfaction is a vital component of employee well-being, and it has been linked to several positive outcomes, such as increased motivation, reduced turnover rates, and improved job performance (Susanty & Suhaimi, 2022). This section will examine the relationship between employee job performance and employee satisfaction. According to a study by Phuong and Vinh (2021), technology adoption significantly affects the relationship between employee job satisfaction and productivity. This study indicates that contented employees tend to be more engaged and motivated, resulting in improved job performance. In a separate study, Pongton and Suntrayuth (2019) discovered a positive correlation between job satisfaction and teacher productivity in higher education. The study also discovered that satisfied teachers had reduced absenteeism rates and the best student outcomes, an important indicator of employee engagement and job success. Therefore, organizations/educational institutions should strive to establish a positive work environment that encourages job satisfaction among employees/teachers, as this can positively affect both the employees and the organization. Therefore, it is hypothesized that;

H3: *There is a positive impact of Islamic school teachers' job satisfaction on their job accomplishment.*

Job Satisfaction as a Mediator

In the discipline of teacher behavior, there is a growing desire to comprehend the factors that contribute to their productivity. This study focuses on three essential factors positively associated with employee job accomplishment: transformational leadership, teacher autonomy, and organizational citizenship behavior (OCB). This study investigates explicitly the mechanism that transmits the significance of these three factors in enhancing job accomplishment via job satisfaction. According to the review of relevant literature, these three factors positively affect job satisfaction. Transformational leadership promotes job satisfaction by fostering a positive work environment (Butarbutar et al., 2022). Teachers with greater control over their work and who can implement their ideas more effectively are more contented with their jobs (Adie, Duda, & Ntoumanis, 2008).

Similarly, employees who participate in OCB feel more connected to their co-workers and the organization as a whole, which results in greater job satisfaction (Kartiko et al., 2022). Additionally, employee job performance can be positively affected by job satisfaction. It also suggests that employees who are satisfied with their jobs are more likely to attain their job objectives and perform well. Scholars have previously provided valuable insights regarding the role of job satisfaction as a mediator between various factors and employee job performance (Antoniades, Mohr, & Koukkides-Procopiou, 2022; Nguyen & Stinglhamber, 2021). We, therefore, hypothesize that job satisfaction will mediate the relationship between transformational leadership, teacher autonomy, organizational citizenship behavior, and employee job performance. We hypothesize that employees who perceive their leaders as transformational, have greater autonomy, and participate in OCB will experience greater job satisfaction, contributing to more extraordinary accomplishments. Therefore, it is hypothesized that;

H4: *Islamic school teachers' job satisfaction mediates the association of a) transformational leadership, b) teacher autonomy, and c) organizational citizenship behavior with job accomplishment.*

Teachers' Recognition and Appreciation as a Moderator

Job satisfaction and accomplishment have significantly influenced organizational performance in today's competitive work environment (Yandi & Havidz, 2022). Therefore, organizations must prioritize employee job satisfaction and accomplishment to achieve long-term success (Van Waeyenberg, Peccei, & Decramer, 2022). In this regard, recognition and appreciation of employees' work have been identified as critical factors that can positively affect job satisfaction and performance (Montani, Boudrias, & Pigeon, 2020). It has been discovered that appreciation and recognition positively affect employee motivation and job satisfaction (Haitao, 2022). Employees who feel valued and acknowledged for their contributions are more likely motivated to perform well and be content with their jobs. In addition, recognition and appreciation have been found to influence job performance positively. Employees who feel appreciated and acknowledged are more likely to be motivated to achieve their targets and objectives (Muntz & Dormann, 2020). However, in the context of teachers, the moderating function of recognition and appreciation in the relationship between job satisfaction and accomplishment has not been extensively studied. This is especially vital for educators, as they play a pivotal role in molding the next generation (Wang & Zhao, 2023). Therefore, this study investigates the moderating influence of recognition and appreciation on the relationship between job

satisfaction and job accomplishment among teachers in Islamic schools in the Middle East to fill this research gap. Even if their job satisfaction is comparatively low, we predict that teachers who feel recognized and appreciated for their work will be more likely to achieve their targets and objectives. Even if their job satisfaction is relatively high, teachers who do not feel recognized and appreciated for their work are less likely to achieve their targets and objectives. Thus, recognition and appreciation can be viewed as significant factor that strengthens the relationship between job satisfaction and achievement. Consequently, it is assumed that;

H5: *Recognition and appreciation moderate the association between job satisfaction and job accomplishment of teachers in Islamic schools such that the positive association is stronger in higher levels of recognition and appreciation.*

Theoretical Framework of the Study

Figure 1 presents the theoretical framework of the study based on the Self-Determination Theory (SDT), positing transformational leadership, teacher autonomy, and organizational citizenship behavior as primary determinants of Islamic school teachers' job accomplishment via their job satisfaction as a mediator.
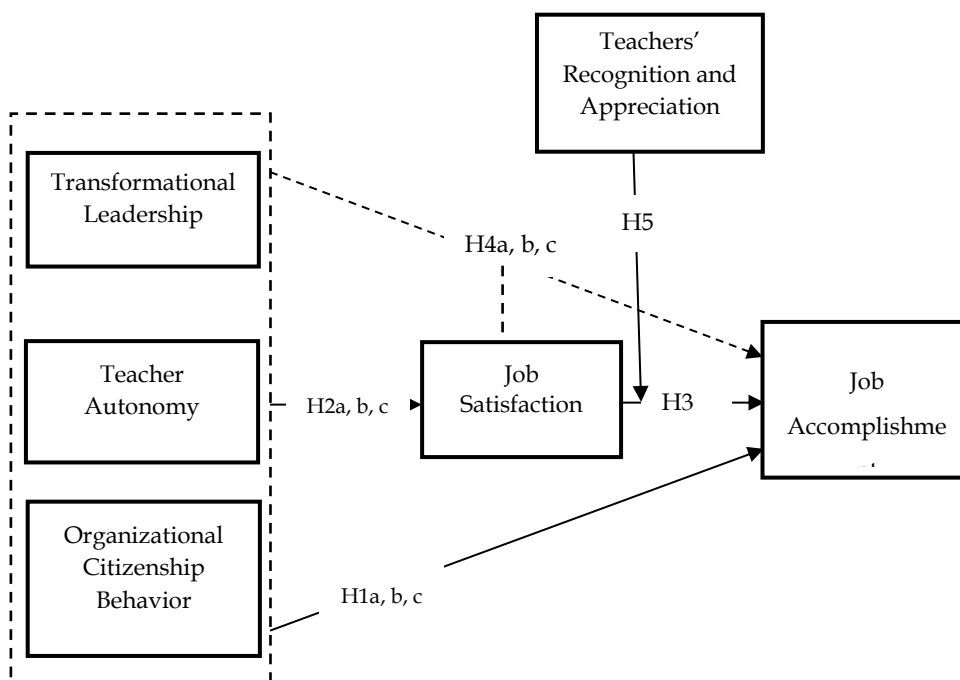

Figure 1. *Theoretical Framework of the Study*

Method

Stratified and convenience sampling were employed in this study (Etikan, Musa, & Alkassim, 2016; Zhang et al., 2022). The stratified sampling method was used to ensure that the sample was representative of the Islamic school teachers in Banjarmasin, Indonesia. In

contrast, the convenience sampling method was used to select participants who were readily accessible and willing to participate in the study. The authors visited 10 public and 15 private institutions in the Indonesian province of Banjarmasin. The authors contacted the administrative departments of the chosen schools in the Indonesian province of Banjarmasin to obtain the contact information of the relevant instructors. The authors described the study's objective and solicited the participation of Islamic school instructors. The administrative departments cooperated and supplied contact information for the instructors. Before contacting the teachers, the authors confirmed that the institutions were Islamic by visiting their official websites and contacting their administrative offices. After confirming that the schools were Islamic, the authors contacted the teachers via phone or email to clarify the purpose of the study and request their participation. The authors highlighted the significance of the study and described how the findings could contribute to enhancing the teaching profession in Islamic institutions. They reassured the teachers of the confidentiality of their responses and the study's adherence to ethical standards. Before participating in the study, the authors gave teachers informed consent forms to peruse and sign.

From July to December of 2022, data were collected over six months. The questionnaires were emailed to the participants and collected using the same method. This study's sampling procedure began with collecting contact information for approximately 870 Islamic school instructors from Indonesia's Banjarmasin province's public and private primary schools. 720 of these 870 educators were willing to participate in the survey. After receiving permission from the participating teachers, the survey questionnaire was disseminated to them online. Using a self-report questionnaire, information was gathered. The questionnaire contained two sections: (1) demographic data and (2) inquiries regarding transformational leadership, teacher autonomy, organizational citizenship behavior, job satisfaction, recognition and appreciation, and job accomplishment. The authors received 513 responses in total. This corresponds to an approximate ultimate response rate of 59%.

Study Measures

A 7-item scale was adapted from Carless, Wearing, and Mann (2000) to measure transformational leadership. Eleven items adapted from Valckx et al. (2020) were used to assess teachers' autonomy. In addition, organizational citizenship behavior was evaluated using eight items adapted from Arshad et al. To measure employment satisfaction, we adopted five items from Zhang et al. Similarly, 10 items from Van Waeyenberg et al. (2022) were adapted to measure the job performance of Islamic school instructors. Five items adapted from Sahl (2017) were utilized to evaluate appreciation and recognition.

Demographic Characteristics

513 Islamic school teachers from public (10) and private (15) primary schools in Banjarmasin, Indonesia, participated in the study. Regarding gender, 52% of respondents were female, and 48% were male. The plurality of respondents was between the ages of 31 and 40, which accounted for 45% of the total sample. 31% of all respondents were between 41 and 50, the second largest age cohort. 9 percent of respondents were under 30, while 15 percent were over 50. Regarding education, the plurality of respondents (58%) held a Bachelor's degree, followed by those who held a Master's degree (28%). Only 7% of respondents possessed a Diploma, while 7% held a Doctorate. In addition, most

respondents had between 11 and 20 years of experience, accounting for 41% of the total. 29% of all respondents had between 6 and 10 years of experience, the second largest cohort. Only 6% of respondents had less than two years of experience, while 24% had more than twenty. All respondents identified as Muslims in terms of their religious affiliation. Additionally, a plurality of respondents (81%) were married, while 19% were unmarried. Regarding school type, 65 percent of respondents worked in private schools, while 35 percent worked in public schools.

Result

Measurement Model

The study was analyzed using SmartPLS version 4.0.0. Following the instructions of Armstrong and Overton (1977), an independent t-test was conducted to address the issue of nonresponse bias before hypothesis testing and confirmatory factor analysis. The t-test determined the probability of significant differences between the means of responses received from participants at different times. The results revealed no statistically significant differences, indicating that nonresponse bias was not an issue. In addition, simulation analysis was conducted to assess the influence of respondent characteristics on employee job performance. The regression analysis revealed a significant influence of respondents' experience on their performance, which was controlled for.

In addition, Cronbach's (CA) and composite reliability (CR) were used to evaluate the validity and reliability of the measures (Henseler, Ringle, & Sarstedt, 2015; Noor, Mansoor, & Shamim, 2022). All CR and CA values in Table 1 were above the threshold ranges established by academics, i.e., above 0.70, establishing the dependability of the study variables. To report the convergent validity of the study variables, factor loadings and "Average Variance Extracted (AVE)" values were considered. Figure 2 demonstrated that all factor loadings were more significant than 0.70, with AVEs exceeding 0.50, establishing the "convergent validity" of the study variables (Sarstedt, Ringle, & Hair, 2021).

Table 1

Factor Loadings, Reliability, and Validity

Constructs	Factor Loadings						AVE	CR	CA
	1	2	3	4	5	6			
Transformational Leadership							0.591	0.910	0.890
TL1	0.744								
TL2	0.815								
TL3	0.804								
TL4	0.737								
TL5	0.771								
TL6	0.717								
TL7	0.787								
Teacher Autonomy									
TA1		0.788					0.578	0.938	0.802
TA2		0.765							
TA3		0.722							
TA4		0.733							

Constructs	Factor Loadings						AVE	CR	CA
	1	2	3	4	5	6			
TA5		0.779							
TA6		0.791							
TA7		0.763							
TA8		0.767							
TA9		0.772							
TA10		0.707							
TA11		0.774							
Organizational Citizenship Behavior							0.585	0.918	0.878
OCB1			0.780						
OCB2			0.741						
OCB3			0.782						
OCB4			0.772						
OCB5			0.701						
OCB6			0.790						
OCB7			0.770						
OCB8			0.778						
Job Accomplishment							0.556	0.926	0.831
JA1				0.762					
JA2				0.793					
JA3				0.780					
JA4				0.734					
JA5				0.733					
JA6				0.718					
JA7				0.727					
JA8				0.754					
JA9				0.735					
JA10				0.718					
Job Satisfaction							0.591	0.878	0.809
JP1					0.744				
JP2					0.811				
JP3					0.814				
JP4					0.753				
JP5					0.716				
Teachers' Recognition and Appreciation							0.590	0.878	0.845
TRA1						0.753			
TRA2						0.725			
TRA3						0.803			
TRA4						0.807			
TRA5						0.748			

"**Note:** *CR, composite reliability; AVE, average variance extracted; CA= Cronbach's a.*"

The Heterotrait-Monotrait (HTMT) ratio assured the discriminant validity of the study's constructs (Henseler et al., 2015). According to Table 2, all HTMT ratio values were less than 0.85, indicating no multicollinearity issues and that the study variables were distinct.

Table 2

HTMT Ratio

Constructs	Mean	STD	1	2	3	4	5	6
Transformational Leadership	3.97	1.03	**0.768**					
Teacher autonomy	4.08	0.93	0.486	**0.760**				
Organizational Citizenship Behavior	4.02	0.97	0.513	0.582	**0.764**			
Job Accomplishment	3.85	1.11	0.405	0.515	0.423	**0.745**		
Job satisfaction	4.11	0.87	0.588	0.603	0.614	0.531	**0.768**	
Teacher's Recognition and Appreciation	3.89	1.08	0.444	0.468	0.495	0.609	0.473	**0.768**

"**Note:** *The square roots of AVEs of the constructs are shown in bold in diagonal.*"

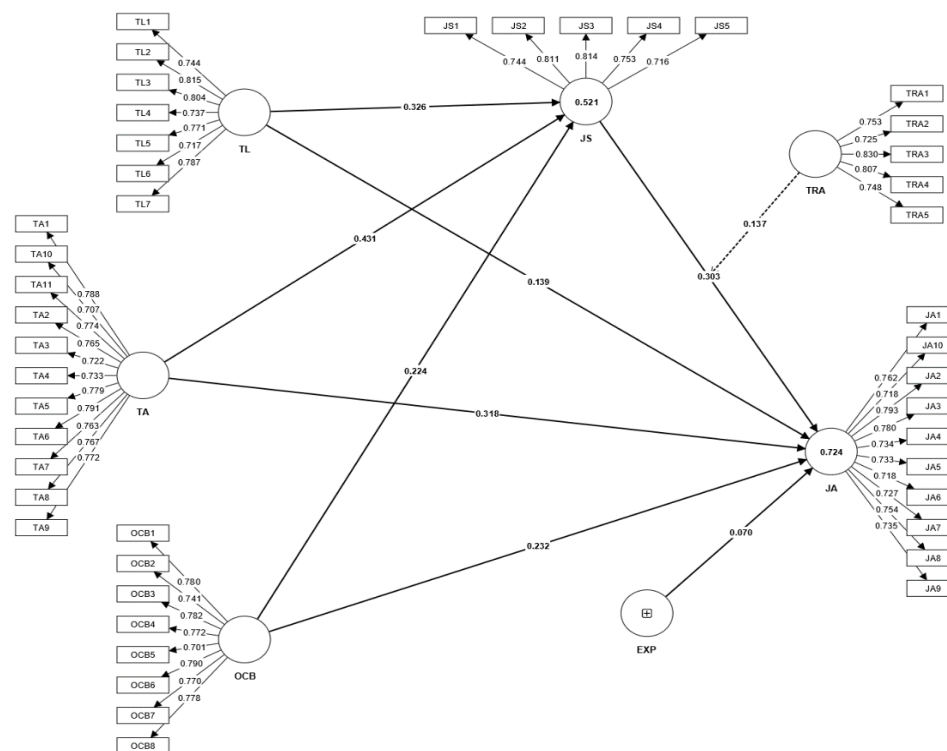**Figure 2:** *Full Measurement Model*

Structural Model

The "Coefficient of Determination (R2)" was computed to assess the overall validity of the model. According to the findings, the R2 values for job satisfaction and job accomplishment among Islamic school instructors were 0.521 and 0.724, respectively. It also indicates that the predictive variables accounted for 52.1% and 72.4 % of the variance in the two constructs, respectively.

Hypothesis Testing

Results (Figure 2) present that transformational leadership (ß = 0.139**, t = 2.313), teacher autonomy (ß = 0.318***, t = 6.002), and OCB (ß = 0.232***, t = 5.703), has a significant positive influence on Islamic school teachers' job accomplishment. Likewise, transformational leadership (ß = .326***, t = 6.176), teacher autonomy (ß = .431***, t = 7.311), and OCB (ß = .224***, t = 4.970) have a significant positive influence on Islamic school teachers' job satisfaction. At the same time, job satisfaction was also found to impact the job accomplishment of Islamic school teachers positively (ß = .303***, t = 5.803). Hence, H1a, b, and c; H2a, b, and c, and H3, were supported. Moreover, transformational leadership (ß = 0.211**, t = 4.800), teacher autonomy (ß = 0.356***, t = 6.740), and OCB (ß = 0.167**, t = 3.568) have a significant positive influence on Islamic school teachers' job accomplishment via an underlying mechanism of job satisfaction (See Table 3). Hence, mediation hypotheses H4a, b, and c are also supported.

Moreover, to assess the contingent influence of teacher recognition and appreciation in augmenting the impact of Islamic school teachers' job satisfaction on their job accomplishment, we made it in SmartPLS v. 4.0 (Noor et al., 2022) — results attested to the contingent role of recognition and appreciation. The findings suggest that TRA*JS significantly interact with each other to increase the Islamic school teachers' job accomplishment (β =.137*, t-value = 2.119, p < .01). In addition, the R2 for the initial impact of Islamic school teachers' job satisfaction on their job accomplishment was 0.613. However, with the addition of TRA*JS, the R2 value reached 0.724, reflecting improved job accomplishment by 11.1%.

Table 3

Hypothesis Testing Results

Hypothesized relationships		Std. Beta	t-value	p-value	Supported
H1a	TL→ JA	0.139	2.313	0.009	Yes
H1b	TA → JA	0.318	6.002	0.000	Yes
H1c	OCB→JA	0.232	5.073	0.000	Yes
H2a	TL→ JS	0.326	6.176	0.000	Yes
H2b	TA → JS	0.431	7.311	0.000	Yes
H2c	OCB→ JS	0.224	4.970	0.000	Yes
H3	JS → JA	0.303	5.803	0.000	Yes
H4a	TL→ JS → JA	0.211	4.800	0.001	Yes
H4b	TA → JS → JA	0.356	6.740	0.000	Yes
H4c	OCB→ JS → JA	0.167	3.568	0.005	Yes
H5	TRA*JS →JA	0.137	2.119	0.011	Yes

Where: *TL= Transformational Leadership; TA= Teacher Autonomy; OCB= Organizational Citizenship Behavior; JA= Job Accomplishment; JS= Job Satisfaction; TRA= Teachers' Recognition and Appreciation*

Discussion

The findings revealed significant correlations between transformational leadership, teacher autonomy, organizational citizenship behavior, and the job performance of Islamic school instructors. This study's first significant finding was that transformational leadership positively affected the job performance of Islamic school instructors. This

finding is consistent with previous research indicating that transformational leadership can enhance employees' job performance in various work settings (Meng et al., 2022). This study extends this finding to the context of Islamic schools. It suggests that Islamic school leaders employ transformational leadership practices to improve the workplace behaviors of their teachers.

The second significant finding was that teacher autonomy positively affected Islamic school instructors' job performance. This result is consistent with prior research indicating that instructors with greater autonomy are more productive at work (Parcerisa et al., 2022). Teachers in Islamic schools with greater control over their work and decision-making processes are likelier to feel empowered and carry out their responsibilities with tremendous enthusiasm. This finding emphasizes the significance of providing Islamic school teachers greater autonomy and control over their work. The third significant finding was that OCB positively affected the job performance of Islamic school teachers. This result is consistent with previous research demonstrating that OCB positively affects employee productivity in various contexts (Kartiko et al., 2022). Teachers who participate in OCB, such as assisting colleagues and volunteering for additional duties, are more likely to feel connected to their colleagues and the school community, which can contribute to greater job satisfaction.

Following previous research (Badrun et al., 2022; Labrague et al., 2020; Raabe et al., 2019), the study found that Islamic school teachers who viewed their leaders as transformational were likelier to be contented with their jobs. This finding suggests that transformational leaders in Islamic schools should prioritize creating a positive work environment and motivating their followers to reach their maximum potential to increase teacher job satisfaction. Similarly, the study's results supported the impact of teachers' autonomy on their job satisfaction, indicating that teachers with greater autonomy reported greater levels of job satisfaction. This finding suggests that Islamic schools should consider instituting policies encouraging teacher autonomy and granting teachers more control over their work. This finding suggests that Islamic schools should encourage and promote a positive work environment that nurtures a sense of community and encourages teachers to engage in behaviors that exceed their job requirements to boost job satisfaction.

The study's results revealed a significant positive correlation between job satisfaction and accomplishment. These findings are consistent with prior research (Ingsih, Wuryani, & Suhana, 2021; Phuong & Vinh, 2021). The implications of these findings for educational institutions are noteworthy. Job satisfaction is a significant factor in enhancing teachers' job performance. Teachers are more likely to be motivated to attain their objectives and perform well when they are content with their jobs. This can then lead to increased job performance and institutional advancement. In addition, the study's findings indicate that job satisfaction mediates the relationship between transformational leadership, teachers' autonomy, and OCB and teachers' job performance. Prior research has examined the role of job satisfaction as a mediator to transmit the impact of individual and organizational level variables in various organizational settings (Nguyen & Stinglhamber, 2021; Saefullah, 2021). By employing self-determination theory, the current study extended the previous findings in the context of Islamic school teachers' job satisfaction. The findings revealed that educational institutions with transformational leaders, teachers' autonomy, and OCB are more effective at developing and enhancing teachers' job satisfaction, allowing them to execute their duties with greater care and enthusiasm.

Conclusion

The study concluded that instructors' recognition and appreciation significantly moderated the relationship between job satisfaction and employee performance. In particular, when teachers' recognition and appreciation were high, the positive relationship between job satisfaction and performance was strengthened. These findings are consistent with prior research regarding the role of recognition and appreciation in boosting employee job satisfaction and motivation (Haitao, 2022; Sahl, 2017). When employees feel valued and acknowledged for their contributions, they are more likely to be motivated and contented with their jobs, leading to more extraordinary accomplishments.

Theoretical Implications

Through self-determination theory, the present study investigates the influence of transformational leadership, teacher autonomy, and organizational citizenship behavior on the job accomplishment of Islamic school teachers, as mediated by job satisfaction and moderated by teachers' recognition and appreciation. This study's findings may have significant theoretical ramifications for educational leadership and teacher job satisfaction. First, transformational leadership has been found to influence teacher job satisfaction positively, and this study contributes to the existing literature by investigating the specific mechanisms underlying this relationship. The study sheds light on how transformational leaders foster a positive work environment that increases teacher job satisfaction and productivity. Secondly, previous research indicates a positive relationship between teacher autonomy and job satisfaction (Raabe et al., 2019; Valckx et al., 2020). While this study sheds light on how teacher autonomy contributes to job satisfaction, further research is necessary. The study also emphasizes the significance of providing teachers with more autonomy to better their job satisfaction and, ultimately, their job performance. Thirdly, this study sheds light on the relationship between OCB and teachers' job satisfaction in Islamic institutions. In addition, the moderating effect of teachers' recognition and appreciation on the relationship between job satisfaction and job accomplishment among Islamic teachers has theoretical implications for the role of recognition and appreciation in enhancing teachers' job satisfaction and job accomplishment.

Practical Implications

Transformational leadership, which emphasizes creating a positive work environment, inspiring and motivating employees, and encouraging them to attain their full potential, should be promoted by Islamic school leaders. By doing so, Islamic school administrators can establish a culture of excellence that positively affects teachers' job satisfaction and performance. Leaders of Islamic schools should also prioritize increasing teacher autonomy, which entails offering teachers more control over their work and opportunities to implement their ideas. This will increase instructors' job satisfaction and sense of accomplishment, as they will feel more invested in their work and be able to innovate and develop new teaching strategies. Moreover, Islamic school leaders should encourage organizational citizenship among instructors, which entails going above and beyond job requirements to foster a positive work environment and support colleagues. Islamic school leaders can increase teacher

job satisfaction and productivity by nurturing a culture of collaboration and support. Through recognition and appreciation programs, it may be possible to strengthen the link between job satisfaction and job accomplishment. These programs can improve instructors' morale and make them feel valued and appreciated for their efforts. This, in turn, can increase job satisfaction and motivation to perform well. Islamic schools can implement recognition and appreciation programs in various ways, including publicly recognizing teachers' accomplishments, providing benefits or incentives for high performance, and providing opportunities for professional development. These programs must be designed in a meaningful, pertinent way to the teachers and consistent with the school's mission and core values.

The proposed study also emphasizes the significance of OCB for teacher job satisfaction in Islamic schools. Our research indicates that teachers who engage in OCB, such as assisting co-workers and fostering a positive work environment, are more likely to experience job satisfaction. However, OCB is difficult to cultivate, particularly in a potentially competitive or hierarchical work environment. Creating opportunities for collaboration and support among instructors may be one method of fostering a culture of OCB. Programs that encourage instructors to collaborate can be implemented in Islamic schools, such as team-building exercises, mentoring programs, and peer support groups. Such programs can help break down barriers between instructors, promote open communication and idea-sharing, and foster a sense of school community. These programs must be inclusive and accessible to all instructors, regardless of their position or experience level. By cultivating a culture of collaboration and support, Islamic schools can create an environment where OCB is valued and rewarded, resulting in increased teacher job satisfaction and accomplishment.

Limitations and Future Research Directions

This study concentrates exclusively on Islamic school teachers, which may limit the generalizability of its findings to other contexts. Islamic institutions may have distinctive cultural and religious factors influencing teachers' job satisfaction, job accomplishment, and moderating variables. Consequently, it may not be possible to generalize this study's findings to other categories of schools or educational institutions. Self-report measures, which may be biased, were used to capture the data for this study, which is another limitation. Due to social desirability bias, teachers may hesitate to provide negative feedback or exaggerate positive experiences.

Additionally, teachers' current emotional state and recent events may influence their perceptions of their leaders and work environment. Therefore, this study's results should be interpreted with caution, and they may need to be supplemented with data from other sources, such as observation or interviews. Cross-cultural research could shed light on how cultural differences may influence the relationship between transformational leadership, teacher autonomy, organizational citizenship behavior, job satisfaction, and job accomplishment. This could aid in identifying the cultural factors that influence the efficacy of leadership and teacher autonomy in various contexts. Additional variables in future research may moderate the relationship between job satisfaction and accomplishment. For instance, the influence of motivation, tension, and burnout on job performance could be investigated.

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