



UNIVERSITATEA BABEȘ-BOLYAI
BABEȘ-BOLYAI TUDOMÁNYEGYETEM
BABEȘ-BOLYAI UNIVERSITÄT
BABEȘ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA



BABEȘ-BOLYAI UNIVERSITY
FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCES
DOCTORAL SCHOOL OF APPLIED COGNITIVE PSYCHOLOGY

SUMMARY OF THE Ph.D. THESIS
SOCIAL SUPPORT AND WELL-BEING IN ROMANIAN
PUBLIC SCHOOLS: A RELATIONAL ANALYSIS OF
MULTIPLE STAKEHOLDERS IN THE EDUCATIONAL
PROCESS

PhD CANDIDATE: MUNTEAN ARCADIUS FLORIN

SCIENTIFIC COORDINATOR: PROF. UNIV. DR. PETRU LUCIAN CURȘEU



CHAPTER I. INTRODUCTION AND THEORY.....	1
Introduction, research questions and relevance.....	1
CHAPTER II. RESEARCH OBJECTIVES AND METHODS.....	9
Theoretical, practical and methodological objectives.....	9
CHAPTER III. ORIGINAL RESEARCH CONTRIBUTIONS.....	13
3.1. Study 1: A Social Support and Resource Drain Exploration of the Bright and Dark Sides of Teachers' Organizational Citizenship Behaviors.....	13
3.2. Study 2: <i>"I Receive Support, I Think Better"</i> – Dysfunctional Cognitions, Social Support, and Counterproductive Work Behaviors in Romanian Schools.....	14
3.3. Study 3: <i>"Too Many Friends, Too Little Care"</i> : an Exploration of the Relational Benefits and Costs of Friendship for Academic Self-efficacy, Depression and Anxiety in Adolescence.....	15
3.3. Study 4: <i>"It all Comes Down to the Teens"</i> : An Actor- Partner-Interdependence Model of Trust, Engagement and Satisfaction with the School in Parent-Adolescent Dyads.....	16
CHAPTER IV. CONCLUSIONS AND DISCUSSIONS	17
4.1. Theoretical Objectives.....	18
4.2. Methodological Objectives.....	21
4.3. Practical Objectives.....	22
4.4. Limitations and Future Research.....	26
REFERENCES.....	29



CHAPTER I. INTRODUCTION AND THEORY

1.1. Introduction, Research Questions and Relevance

The educational system can be conceptualized as a complex structure composed of multiple interdependent actors. A central component of this system is the school, understood as an organization or social system in which individuals work together in a coordinated manner to achieve shared goals (Norlin, 2009). In light of this perspective and in accordance with the principles of open systems theory, schools can be regarded as complex entities operating under the input–process–output model (Katz & Kahn, 1978). As such, due to their continuous interaction with external contexts (social, economic, and political), schools strive for organizational effectiveness by constantly adapting to societal demands (Lunenburg, 2010).

Within educational institutions, various actors or stakeholders interact with the goal of enhancing the quality of education. Stakeholders are defined as individuals or groups who can influence or are influenced by the achievement of an organization's objectives (Freeman, 2005). In line with this definition, teachers, students, and parents occupy key stakeholder roles in education, engaging in frequent and meaningful interactions that involve problem-solving, decision-making, and the continuous improvement of the learning process (Wood & Su, 2019; Hammonds, 2022; Sliwka & Istance, 2006; Munthe & Westergård, 2023).

To thoroughly describe and understand the educational actors embedded in this system, various conceptual lenses may be employed, ranging from educational psychology to organizational psychology. Among these, organizational psychology holds the greatest potential to advance knowledge in the educational context due to its overarching focus on understanding how individuals think, feel, and behave in the workplace, how teams function, and how organizational culture, climate, and structures influence performance (Nord, 1980; Giberson,



2015). Numerous studies have highlighted how specific organizational psychology principles bring added value to education from a stakeholder-centered perspective—whether examining educational leadership (Bush & Glover, 2014; Tucaliuc, Curșeu & Muntean, 2023), teachers' job performance, occupational stress and workload (Asaloei, Wolomasi & Werang, 2020; Jomud et al., 2021; Reinke, Herman, Stormont & Ghasemi, 2025), school organizational culture and climate (MacNeil, Prater & Busch, 2009), organizational citizenship behavior in schools (Somech & Ohayon, 2020; Oplatka, 2009), or teacher satisfaction and organizational commitment (Zeinabadi, 2010; Toropova, Myrberg & Johansson, 2021; Bellibaş, Gümüş & Chen, 2024). This stakeholder dynamic can be rigorously studied precisely because schools function as microcosms of society (National Association of School Psychologists, 2020).

This theoretical perspective has been reinforced by bibliometric analyses revealing a significant increase in interest in organizational behavior between 1994 and 2019 (Sott, Bender, Furstenau, Machado, Cobo & Bragazzi, 2020). In this context, employee wellbeing has become an increasingly important focus (Wright & Cropanzano, 2000). A core component of organizational behavior in schools is wellbeing, which carries important implications for students, teachers, and school personnel alike (Miller, Connolly & Maguire, 2013; Simovska et al., 2016; Heidmets & Liik, 2014; McCallum, 2021; Norozi, 2023). From an organizational perspective, the school environment, defined not only by its physical infrastructure but also by institutional values, school climate, governance structures, and education policies, can exert a significant influence on staff wellbeing (Argyris, 1978; Schein, 1996; Biggio & Cortese, 2013). The importance of wellbeing is often best understood through the negative consequences that arise from its absence. For instance, teacher burnout has been associated with ineffective classroom and behavior management strategies (Lamude & Scudder, 1992), absenteeism



(Schonfeld, 2001), job abandonment (Marvel et al., 2006; Whipp et al., 2007), and turnover intentions (Klassen & Chiu, 2011).

When it comes to students, the central stakeholders in the educational process, promoting wellbeing has become a critical item on educational agendas due to its proven benefits (Joing et al., 2020). Student wellbeing is both a necessary precondition for learning and a global educational outcome in its own right (Govorova et al., 2020). In a longitudinal study, Kiuru et al. (2020) demonstrate that student wellbeing enhances academic performance, consistent with findings from a 15-month intervention focused on student wellbeing (Adler, 2016).

Another organizational behavior construct that is equally important in both educational and organizational psychology is engagement (whether conceptualized as school engagement or work engagement). Work engagement can be defined as cognitive, emotional, and behavioral energy directed toward positive organizational outcomes (Shuck & Wollard, 2010). School engagement is similarly understood as the extent to which students or parents are involved in school activities and practices, contributing to a sense of belonging and commitment to the educational institution (Goodall & Montgomery, 2014). In the school context, both parental and student engagement are key determinants of academic performance and wellbeing (Bussu & Pulina, 2020; Goodall & Montgomery, 2014; Lei, Cui & Zhou, 2018; Mielitynen et al., 2023). In understanding student wellbeing, one cannot ignore the moderating role of parental involvement in children's education (Reynolds, 1992; Sullivan & Feinn, 2012; Thomas, Muls, De Backer & Lombaerts, 2020).

A key construct in both organizational behavior and stakeholder dynamics is social support, which has wide-ranging implications across organizational life, from work engagement and motivation to wellbeing (Bakker, Hakanen, Demerouti & Xanthopoulou, 2007; Brough &

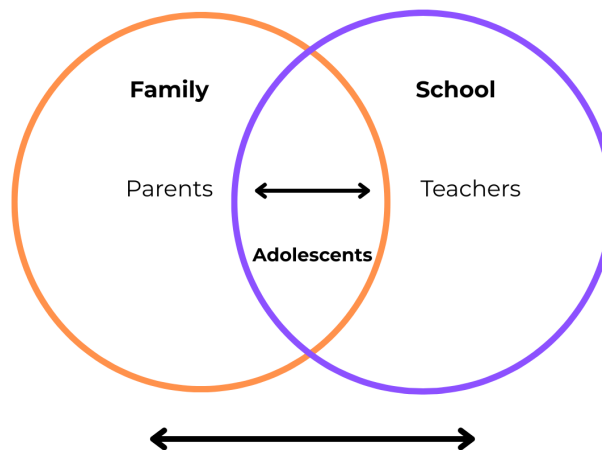


Pears, 2004). Current research emphasizes its role as a job resource that buffers the adverse effects of occupational demands (Jolly et al., 2021), a resource particularly necessary in high-demand environments such as the school microcosm (Bakker et al., 2007), where stakeholder interactions are complex and dynamic.

Bibliometric analyses of educational research in Romania highlight a significant interdisciplinary potential that is becoming increasingly visible in the national academic literature (Crețu & Grosseck, 2025). In this context, the present work aims to deepen the understanding of organizational psychology's impact on educational institutions by adopting a multi-stakeholder perspective, focusing on three key domains: teacher wellbeing, student wellbeing, and parental engagement. Generating knowledge across these dimensions, while addressing gaps between theory and practice, can enrich organizational life through targeted interventions and evidence-based practices grounded in organizational psychology, thereby enhancing the overall performance of the educational system.

A deeper understanding of the dynamic interplay between multiple stakeholders in the educational process can serve as the foundation for designing high-impact interventions that support both wellbeing and organizational performance (Tucaliuc, Curșeu & Muntean, 2023). Social support, wellbeing, and school engagement, when examined through the conceptual apparatus of organizational psychology, can highlight new avenues for enhancing educational quality and school climate (Jolly et al., 2021; Lindel & Brandt, 2000; McEvoy & Welker, 2000; Kelley, Thornton & Daugherty, 2005), potentially accelerating systemic progress. At the center of these interactions are adolescents (students) who represent the ultimate beneficiaries of any educational or organizational intervention. They are directly or indirectly influenced by all efforts aimed at improving pedagogical quality or enhancing school performance.

Figure 1. Educational Stakeholders Dynamics



Although wellbeing in educational contexts has been extensively studied (Kaya & Erdem, 2021; Maricuțoiu et al., 2023; Tejada-Gallardo, Blasco-Belled, Torrelles-Nadal & Alsinet, 2020; Wang, Burić, Chang & Gross, 2023), teachers' dysfunctional cognitive schemas and their impact on school life have only recently been explored (Tucaliuc, Curșeu & Muntean, 2023). To date, a limited number of studies have addressed the effects of dysfunctional schemas in work-related contexts (Tezel, Kışlak & Boysan, 2015; Bamber, 2006; Ragins & Verbos, 2007). Such early maladaptive schemas have a significant impact on individual wellbeing (Young, 1998; Baldwin, 1992), acting as cognitive filters in the interpretation of social information (Baldwin, 1992; Rumelhart, 1974).

Recent studies show that when calculated as a percentage (i.e., the proportion of cases caused by a particular disorder relative to the total number of cases across all causes), the prevalence of mental disorders in Romania is 11.89% (with depressive disorders accounting for



3.51% and anxiety disorders for 3.86%) (Brătucu et al., 2022). Complementary evidence also indicates that early maladaptive schemas are strongly associated with mental disorders (Thimm & Chang, 2022). Given these prevalence rates and findings, it is imperative to consider how early maladaptive schemas manifest in the professional lives of teachers, in order to accelerate the design of preventive and interventional wellbeing strategies.

Social disconnection and loneliness are highly prevalent among adults experiencing mental health disorders (Michalska da Rocha et al., 2017; Nenov-Matt et al., 2020; Stickley & Koyanagi, 2016). At the same time, workplace social support promotes reciprocity and fosters a return of support (Bowling, Beehr & Swader, 2005), thereby mitigating these effects. In organizational psychology, social support is often enacted through organizational citizenship behaviors (OCB) (Oplatka, 2006), particularly as extra-role helping behaviors that directly provide social support in the form of instrumental or emotional resources (Jolly et al., 2021). However, there is currently no clear understanding of the buffering effect that social support at work may have on the negative consequences of teachers' early maladaptive schemas. Moreover, when considering extra-role helping behavior, providing support may also have detrimental consequences for the individual, manifesting as the depletion of personal resources (Koopman, Lanaj & Scott, 2016). In the context of public education in Romania, investigating the dynamics of both dysfunctional schemas and helping behaviors among teachers can offer valuable insights and guidance in the design of prevention and intervention protocols that indirectly enhance school performance and wellbeing.

Turning to students, another key stakeholder group in education, school-based social support is most often found in friendships, which are considered virtuous and beneficial to wellbeing (eudaimonia, Sherman, 1987; Chung et al., 2018; Newcomb & Bagwell, 1995;



Schacter et al., 2021). Despite these favorable qualities, no studies to date have explored the potential consequences of having a large number of friends, particularly the adverse effects of excessive social connections. Given that adolescents have limited personal resources to sustain a large number of authentic relationships (Hobfoll, 1989), maintaining too many friendships may result in negative consequences that ultimately affect adolescent wellbeing. This hypothesis remains untested in the current literature, but it holds important implications for school-based interventions aimed at cultivating adolescent wellbeing.

Parental involvement in school has also been shown to be an important factor in students' wellbeing (Cripps & Zyromski, 2009; Richards et al., 1991; Simons-Morton & Chen, 2009). There is also evidence of a positive association between student wellbeing and school engagement (Van Ryzin, Gravely & Roseth, 2009). Recent studies highlight the pressing need to jointly investigate student and parent engagement to generate strategies that promote mutual involvement in school, especially given the scarcity of studies addressing this relationship (Yang et al., 2023). Such strategies may foster greater satisfaction with school and the educational process overall, both for students (Lewis, Huebner, Malone & Valois, 2011) and for parents (Oberfield, 2020).

In response to the specific needs highlighted by the literature, the studies presented in this doctoral dissertation address the aforementioned dimensions, with important implications for promoting school wellbeing. These aspects are investigated through a rigorous methodological framework, supported by a large-scale, multi-source data collection effort. The methodological apparatus employed in this thesis generates robust conclusions based on a sample of approximately 9,000 respondents (teachers, students, and parent-student dyads), using multilevel



modeling techniques that capture complex curvilinear effects, interaction patterns, and dynamic phenomena at the dyadic level.

In conclusion, this doctoral research seeks to explore and deepen our understanding of complex multilevel patterns in the interaction between multiple stakeholders in the Romanian educational system. Its overarching aim is to generate knowledge that contributes to the enhancement of wellbeing and social support in Romanian public schools, ultimately informing evidence-based educational practices and interventions.

CHAPTER II. RESEARCH OBJECTIVES AND GENERAL METHODOLOGY

2.1 Theoretical Objectives

From a theoretical standpoint, our aim is to undertake a nuanced, multilevel, and relational analysis of the multiple stakeholders interacting within the educational process (teachers–students–parents). Accordingly, the theoretical objectives branch into multiple, interrelated directions, all converging toward the ultimate goal of improving the educational process within the microcosm of a school.

First, we aim to investigate how teachers' workload and social support function as mechanisms within the cost-benefit dynamic concerning the relationship between organizational citizenship behaviors (OCB), work performance, stress, and burnout. OCB is considered one of the most powerful positive behaviors at work, contributing significantly to the development of social support. Building on Social Exchange Theory and Conservation of Resources Theory, we argue that both the benefits (social support) and the costs (increased workload) explain the associations between OCB and work performance, as well as stress and burnout. These



mechanisms are further influenced by the type of citizenship behavior (organization-oriented vs. individual-oriented) and by the intensity with which these behaviors are enacted.

Second, we examine how social support received at work interacts with teachers' dysfunctional cognitions and how the latter shape perceptions of the work climate, specifically conflict and psychological safety. Drawing on Cognitive Schema Theory, we explore the filtering role of dysfunctional cognitive schemas in interpreting social information at school, amplifying negative perceptions of task and relationship conflict, and facilitating the emergence of counterproductive work behaviors. Social support is expected to play a protective role in mitigating these negative effects, and we argue that these moderating effects will manifest in the relationship between dysfunctional schemas and perceived climate.

Third, we shift our focus to students as central stakeholders in the educational system to investigate the relational costs and benefits of the number of friends at school. We build on the meta-theoretical principle of “too much of a good thing,” Social Interdependence Theory, and Conservation of Resources Theory to argue that harmonious social interactions (e.g., social acceptance and psychological safety) are more likely when the number of friends is low to moderate, while coercive interactions (e.g., conflicts and bullying) are more likely as the number of friends increases from moderate to high.

Finally, we explore for the first time the dynamics of trust, engagement, and school satisfaction within parent–adolescent dyads. Grounded in Social Quality Theory and Social Exchange Theory, we argue that trust in school is a key antecedent of both parent and student engagement, and we test the mediating role of student engagement in the relationship between trust in school and school satisfaction as experienced by both members of the dyad.



2.2. Methodological Objectives

A central methodological objective is to rely on large samples in order to implement complex multilevel analyses, with a specific emphasis on curvilinear phenomena and dyadic effects. This approach reduces the limitations of cross-sectional designs and common method bias. Additionally, multilevel modeling allows us to identify nuanced mechanisms and provide a more accurate understanding of the interactions between our constructs.

2.3. Practical Objectives

From a practical perspective, we hope that the findings presented in this thesis will offer valuable contributions that can serve as a foundation for the development of future educational policies aimed at enhancing stakeholders' wellbeing and the organizational performance of schools. The dense and diverse multilevel approach provides a dynamic and nuanced overview of stakeholder interactions in the everyday life of the school. We aim for these recommendations to be easily implementable in Romanian schools and to generate added value. The variety of results may offer educational managers the opportunity to implement targeted or comprehensive interventions tailored to each stakeholder group—be it teachers, parents, or students.

2.4. General Methodology

The methodology adopted in this comprehensive research is aligned with the needs of each specific research design and is primarily structured through cross-sectional designs.



To investigate the role of teachers as educational stakeholders, we worked with a total sample of 5,913 teachers from Romanian public schools in two stages (Study 1 – 2,224 teachers; Study 2 – 3,689 teachers). To test nonlinearity and slope estimation, we employed the “two-slope” method (Simonsohn, 2018) to explore the mediating role of workload and social support across different levels of OCB. To verify the robustness of our findings, we used Structural Equation Modeling (SEM) through AMOS version 23.

In the second teacher-focused study, the data were structured hierarchically (nested – teachers from 331 schools) and analyzed using multilevel modeling. We also integrated the MLMed procedure and the multilevel mediation macro (Beta 2 version) for SPSS developed by Rockwood (2017). This allowed us to distinguish between within-school and between-school effects.

For analyzing students as educational stakeholders, the total sample included 2,674 adolescents (2,168 in Study 1; 506 in the parent–student dyads in Study 2). In Study 1, we employed hierarchical regression analysis and the MEDCURVE procedure to explore the nonlinearity of mediation effects in the proposed interactions. Additionally, we calculated the inflection point of the curve (if present) to identify where the relationship between our variables shifts.

In Study 4, we applied the Actor–Partner Interdependence Model (APIM; Kenny, 1996; Cook & Kenny, 2005) to examine dyadic effects within parent–adolescent pairs, aiming to capture interdependence in attitudes and behavioral intentions within interacting dyads. This final study represents one of the first empirical investigations focused specifically on parent–student dyads and their relationship with the school.



III. ORIGINAL RESEARCH CONTRIBUTIONS

3.1 Study 1: A Social Support and Resource Drain Exploration of the Bright and Dark Sides of Teachers' Organizational Citizenship Behaviors.¹

Our study explores the role of workload and social support as mechanisms involved in the cost-benefit dynamics between organizational citizenship behaviors (OCB), work performance (WP), and maladaptive work-related outcomes (MWRO) such as stress and burnout. Using a cross-sectional design, we test the costs and benefits associated with OCB in the case of teachers, drawing on a sample of 2,224 Romanian teachers (mean age 42.72 years). The results indicate that workload mediates the association between OCB, WP, and MWRO, particularly at higher levels of OCB. In contrast, social support mediates this relationship regardless of the level of OCB. More specifically, the relationship between OCB directed toward the organization, WP, and MWRO is mediated by workload, while the association between OCB directed toward individuals, WP, and MWRO is mediated by social support. These findings align with concerns in the literature emphasizing the need for more nuanced perspectives on the typology and quality of OCB in relation to teacher performance and well-being.

¹ This subsection is based on the published study: Muntean, A. F., Curșeu, P. L., & Tucaliuc, M. (2022). A social support and resource drain exploration of the bright and dark sides of teachers' organizational citizenship behaviors. *Education Sciences*, 12(12), 895.

3.2. "I Receive Support, I Think Better" – Dysfunctional Cognitions, Social Support, and Counterproductive Work Behaviors in Romanian Schools.²

This study aims to explore the interaction effect between dysfunctional cognitions and social support on conflict and psychological safety, both considered antecedents of counterproductive work behaviors (CWB). Using a multilevel analysis on a sample of 3,689 teachers nested within 331 Romanian schools, we examine the association between dysfunctional cognition and the work climate, characterized by conflict and psychological safety. We also investigate the extent to which these dimensions influence the occurrence of counterproductive work behaviors. Our findings indicate that social support mitigates the positive relationship between dysfunctional cognitions and conflict, while also reducing the negative consequences of dysfunctional cognitions on psychological safety. Furthermore, social support buffers the association between dysfunctional cognitions and CWB, whereas the perception of a conflictual and psychologically unsafe work climate mediates the relationship between dysfunctional cognitions and CWB. These results generate valuable implications for educational leaders by highlighting the nuanced role of social support in preventing the detrimental effects of dysfunctional cognitions. We also emphasize the aggregate effects of dysfunctional cognitions at the school level, offering a valuable direction for future research on their impact in educational settings.

² This subsection is based on the published study: Muntean, A.F., Curseu, P.L., Tucaliuc, M. and Olar, N.I. (2025), "Dysfunctional cognition, social support and counterproductive work behaviors in schools", *Central European Management Journal*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/CEMJ-05-2024-0155>

3.3. Study 3: “*Too Many Friends, Too Little Care*”: an Exploration of the Relational Benefits and Costs of Friendship for Academic Self-efficacy, Depression and Anxiety in Adolescence.³

This paper analyzes the relational benefits and costs associated with the number of school friends in a large sample of Romanian adolescents ($N = 2,168$). Using the MEDCURVE procedure to test for the non-linearity of mediation effects, our results highlight that psychological safety, bullying, and negative relationships mediate the association between the number of friends and levels of anxiety and depression. Meanwhile, social acceptance and bullying mediate the relationship between the number of friends and academic self-efficacy. In conclusion, our findings indicate that the relational benefits tend to diminish as the number of friends increases—more specifically, beyond nine friends (depending on the type of relational state). Therefore, parents, teachers, and school counsellors are encouraged to support adolescents in managing their friendship networks to prevent the relational costs associated with maintaining an excessively large (and potentially superficial) number of friendships.

³ This subsection is based on the published study: Muntean, A. F., Lucian Curșeu, P., & Tucaliuc, M. (2024). *Too many friends, too little care: an exploration of the relational benefits and costs of friendship for academic self-efficacy, depression and anxiety in adolescence*. *Psychology, Health & Medicine*, 29(10), 1792-1806

3.4. Study 4: “It all Comes Down to the Teens”: An Actor-Partner-Interdependence Model of Trust, Engagement and Satisfaction with the School in Parent-Adolescent Dyads.⁴

Our study underscores the importance of analyzing parent–adolescent dyads to better understand the interaction between school trust, engagement, and satisfaction with school. Using an actor–partner interdependence model, we tested the mediating role of school engagement in the relationship between trust and school satisfaction within a sample of 506 parent–adolescent dyads in Romania. The results reveal that, when these variables are assessed jointly within dyads, only the adolescent’s engagement acts as a significant mediator at the dyadic level, being predicted by both the adolescent’s and the parent’s trust in school. Moreover, engagement predicts both the adolescent’s and the parent’s satisfaction with school. An emergent result shows that male students report lower levels of engagement and satisfaction with school compared to their female counterparts. In line with our findings, we recommend that school principals allocate resources and develop platforms that support the joint involvement of parents and adolescents in meaningful school-related activities.

⁴ This subsection is based on the accepted article: Muntean, A. F., Lucian Curșeu, P., & Tucaliuc, M. (in press). “It all comes down to the teens”: An actor-partner-interdependence model of trust, engagement and satisfaction with the school in parent-adolescent dyads. *Europe’s Journal of Psychology*.

CHAPTER IV. GENERAL CONCLUSIONS AND DISCUSSIONS

4.1. Theoretical Objectives

Our complex, multilevel, and stakeholder interaction-based investigations (teachers–students–parents) contribute significantly to a deeper understanding of the dynamics present in the school microcosm.

First, through the first study, we provide a nuanced and in-depth perspective on the costs and benefits associated with organizational citizenship behaviors (OCB) in the teaching profession in Romania. In particular, we highlight that the social support received is more prominent when teachers initiate helping behaviors directed toward individuals (OCB-I) compared to when they engage in behaviors oriented toward the organization (OCB-O). These results align with the principles of Social Exchange Theory (Blau, 1964) and the Norm of Reciprocity (Gouldner, 1960), which become active when help is interpersonal. In contrast, helping behaviors directed toward the organization (OCB-O) tend to increase teachers' workload, becoming a threat to their well-being (Bakker, Demerouti, & Sanz-Vergel, 2014). The costs and benefits of these two types of OCBs must be understood through the lens of their interactions. Our findings show that OCB-I is positively and significantly associated with job performance and indirectly with stress and burnout—relations mediated by social support. Conversely, OCB-O shows an indirect negative association with job performance and a negative association with stress and burnout—mediated by workload. Another important element is the intensity of OCB enactment. Even at a low level, helping brings benefits in terms of social support; however, as OCB levels increase, the costs also rise, contributing to exhaustion and the erosion of well-being. Identifying an inverted U-shaped curvilinear relationship between OCB and

various work outcomes (performance, well-being) provides important insights into how teachers can balance costs and benefits in professional life.

Second, in Study 2, social support proves to be a protective factor that buffers the negative effects of dysfunctional schemas among teachers. These early maladaptive schemas generate various relational costs (Young, 1998; Baldwin, 1992), and our study highlights the mechanisms through which they operate in professional life. Acting as filters in the processing of social information (Rumelhart, 1984), schemas amplify teachers' negative affectivity, distorting their perception of psychological safety and conflict, thus facilitating counterproductive work behaviors (CWB). Furthermore, our study reveals the possibility of aggregated effects of schemas across schools, as we found significant associations between dysfunctional cognitions, the work climate, and CWB both within and between schools. These results open new research directions on mechanisms involved in generating collective effects. In schools with moderate to high levels of social support, the relationships between dysfunctional schemas and both perceived relational conflict and CWB are less pronounced. This provides valuable perspectives on how teachers can maintain well-being despite the presence of maladaptive schemas.

Focusing on students, our findings highlight a novel effect in the literature: the non-linearity of the relationship between number of friends, social acceptance, and psychological safety. The number of friends shows a decreasing negative relationship with bullying and negative relationships, and a decreasing positive relationship with social acceptance and psychological safety. Our analysis identifies a significant inflection point at nine friends: from zero to eight friends, friendships have a protective effect against bullying; beyond nine friends, this protective role diminishes. These innovative findings are consistent with systematic reviews that document both the benefits and relational costs of friendships

(Schacter et al., 2021). An excessive number of friends, according to Conservation of Resources Theory (Hobfoll, 1989), drains personal resources and nullifies relational benefits. Also, according to Social Interaction Theory (Heider, 1958), the number of balanced triads (my friend's friend is also my friend) decreases with increasing network size. Additionally, we nuance how student well-being is influenced by the dynamic of facilitating (social acceptance, psychological safety) and coercive (bullying, negative relationships) relational states. We show that when coercive states are accounted for, psychological safety and acceptance have a positive effect on student well-being. Our findings also support meta-analytic conclusions regarding academic performance and school maladjustment (Wentzel, Jablansky & Scalise, 2020). Social acceptance and bullying significantly predict academic self-efficacy, while psychological safety and negative relationships do not. An emergent finding is that girls report greater difficulties in well-being and self-efficacy compared to boys, even when controlling for relational states.

Finally, focusing on parent–student dyads, we explored the interaction between trust, engagement, and school satisfaction using the APIM methodology. A key finding is that student engagement is the only significant mediator of the relationship between trust and satisfaction for both stakeholders. This partner-only effect highlights the centrality of students in the educational process. We show that student engagement mediates the dyadic effect of trust on satisfaction and is also the sole predictor of parental involvement. These results expand previous conclusions regarding the role of student–teacher interaction in stimulating parental involvement (Goodall & Montgomery, 2014), emphasizing that the parent–student dynamic is crucial for school engagement. Drawing on Social Quality Theory (Ward & Meyer, 2019), we argue for the strong link between trust and satisfaction, with engagement functioning as the bridge between parents and schools. An additional result is that boys report

lower levels of school engagement and satisfaction compared to girls, potentially due to a lower level of marginalization and bullying experienced by girls (Hosozawa et al., 2021; Muntean et al., 2024).

4.2. Methodologic Objectives

One of our core methodological objectives was to employ large-scale samples to implement complex multilevel analyses capable of revealing potential curvilinear phenomena and dynamic interactions within dyads. The scope and design of our studies allowed us to explore nuanced mechanisms that directly respond to recent scholarly calls for more sophisticated analyses in educational research (Grant & Schwartz, 2011).

In the first study, we used the “two-slope” method (Simonsohn, 2018) to map how workload and social support operate as mediating factors at different levels of organizational citizenship behaviors (OCB). Regression analyses conducted using the PROCESS macro (Hayes & Preacher, 2010) helped identify both direct and indirect effects across various types and levels of OCB.

In the second study, we employed the MLMed macro for multilevel mediation and integrated this with the SPSS macro (Beta 2 version), allowing us to distinguish between within-school and between-school effects. This methodology enabled a deeper understanding of how dysfunctional schemas operate in teachers’ professional lives and how social support can buffer their negative effects.

In the third study, we identified a clear inflection point in the nonlinear relationship between the number of friends and promotive relational states, marking the first empirical demonstration of the negative effects associated with an excessive number of friendships in adolescence. Using stepwise regression, we further examined the complex interactions among

students' maladjustment (anxiety and depression), academic self-efficacy, and number of friends.

In our final study, we applied the Actor-Partner Interdependence Model (APIM) to parent-adolescent dyads to better understand the dynamic interplay of their attitudes and behaviors related to school life. This innovative use of APIM yielded valuable conclusions for improving well-being in schools, benefiting both students and parents through enhanced educational engagement.

In conclusion, the methodological approach of this comprehensive research project was tailored with precision to the unique needs of each study. It provided robust analytical frameworks for capturing nuanced elements within Romania's educational system.

4.3. Practical Objectives

From a practical standpoint, the primary aim of these studies is to generate meaningful scientific conclusions that can form the foundation for developing more effective educational practices. The well-being of adolescents, teachers, and the overall school system, as an organizational entity, is a multifaceted construct that must be approached from multiple angles. Educational actors and the nature of their school-based interactions offer a critical starting point for designing impactful interventions to improve the educational process.

Building on the findings related to teachers, we emphasize the need for effective management of organisational citizenship behaviours (OCB) within schools. Helping behaviors are not only predictive of job performance (Podsakoff et al., 2009) but also represent a normative expectation within educational environments that fosters collaborative team climates. However, as demonstrated in our first study, interpersonal helping behaviors (OCB-I) are more effective in generating social capital than those oriented toward the

organization (OCB-O), such as working extra hours or leading school-wide projects. Educational managers can design team processes and protocols that encourage direct, interpersonal support, thereby allowing teachers to more readily benefit from helping spirals. At the same time, excessive helping can lead to overload and burnout, ultimately undermining teachers' well-being. A team climate in which helping is transparently distributed based on workload can mitigate the disadvantages of high levels of OCB. In such contexts, educational managers should closely monitor teacher workload to prevent overextension and promote balance between the benefits of extra-role behavior and the avoidance of associated costs, while providing targeted support when necessary.

This transition brings us to the conclusions of the second study, which highlight the importance of social support in sustaining teachers' professional engagement (Jolly et al., 2021). Our findings indicate that teachers with dysfunctional schemas perceive the school climate more negatively; however, social support can mitigate these adverse effects, lowering the likelihood of counterproductive behaviors such as sabotage or retaliation. Both instrumental and emotional support from colleagues and supervisors can defuse the impact of maladaptive schemas. Educational managers can take a holistic approach—providing direct support through mentoring, coaching, and resource allocation, while also building an organizational culture that fosters mutual support and team-based interventions.

Establishing peer support structures and fostering cooperative leadership relationships can reduce the adverse effects of dysfunctional cognition. Individuals with such schemas are often less likely to seek help due to stigma (Mănescu, Henderson, Paroiu, & Mihai, 2023). In such cases, social support may serve as a non-intrusive and healthy mechanism for coping. By integrating the results of the first two studies, we argue that teachers can simultaneously benefit from socially supportive organizational behaviors enacted by colleagues—thereby

reducing the impact of dysfunctional schemas and promoting a harmonious and functional team climate. Additionally, more structured interventions, such as group coaching for teaching teams, may strengthen cohesion, foster a psychologically safe space, and create opportunities to directly address dysfunctional cognitive patterns. Well-being-focused staff meetings that nurture belonging and camaraderie could serve as key elements of team resilience amid occupational demands.

Next, we turn our attention to the results relevant to student and parent stakeholders. The nonlinear relationship between the number of friends, facilitating states (psychological safety, social acceptance), and coercive states (bullying, negative relationships) draws explicit attention, for the first time in the literature, to the negative consequences of having a large social network in adolescence. Teachers, parents, and adolescent counselors can focus on shaping a mindset where adolescents value authentic and meaningful friendships rather than exponentially expanding their peer group, a pattern frequently seen during adolescence (Elmore & Huebner, 2010).

Additionally, Study 3 revealed positive associations between social support and social acceptance on the one hand, and academic self-efficacy, as well as the association between psychological safety and well-being, on the other. Adolescents need a supportive climate in the classroom to promote well-being and academic adjustment. In contexts where teachers foster peer support and mutual aid, students can emulate such dynamics through social learning (Bandura & Hall, 2018). Thus, the behaviors modeled by adult teachers within the school setting directly influence student behavior. Consequently, how teachers and school management cultivate a supportive organizational climate will indirectly shape the relational dynamics among students in class.

These efforts can be reinforced by the findings from Study 4. Student well-being can be enhanced through effective parental involvement in school life. Previous research has emphasized the need for parental engagement both at school and at home (Jeynes, 2018) to enhance educational outcomes. However, this study offers a deeper and more dynamic perspective by clarifying the essential role of the student in the parent-school interaction. Within parent-student dyads, student engagement proved to be the only significant mediating factor between school trust and school satisfaction for both stakeholders. This partner-only effect highlights the centrality of the student and their role in the educational process. School managers and administrators can implement platforms or learning communities that involve both parents and students to foster interactive effects.

Moreover, the key driver of engagement is trust, as evidenced by previous research (Hour, Thayer & Cook, 2019; Goodall & Montgomery, 2014). School staff must therefore initiate and maintain communication with parents to facilitate the trust of both parents and students in the school. Programs in which family feedback can influence interventions may stimulate trust and foster a supportive context. Additionally, interventions should account for gender differences, ensuring that boys are actively engaged to increase their school satisfaction. Such interventions can also positively influence class dynamics by promoting cohesion and group-level positive states.

In conclusion, our study findings offer variety and depth as a foundation for designing educational policies focused on fostering school well-being. Well-being must be understood as influenced by multiple factors operating across different levels, and the proposed interventions represent a vital piece of the educational puzzle. The practical results of these interventions can add value to schools by influencing various other variables. Furthermore, we emphasize the importance of replicating these findings in other educational contexts to

test the robustness of the observed effects. Still, our findings refine key insights, open new research directions, and offer future opportunities to explore the dynamics of Romanian schools.

4.4. Limitations and Future Research

Beyond the valuable contributions it illustrates, this dissertation also presents a series of limitations that should be appropriately addressed when interpreting the results. In this section, we outline these limitations along with future research directions that could strengthen our findings and deepen the empirical investigation centered around educational life.

4.4.1. Limitations of the Research Design

First, it is important to note that all our studies follow a cross-sectional design, which limits the ability to infer cause–effect relationships. Our data were collected and analyzed within this type of design, increasing the likelihood of “Common Method Bias.” However, common method bias is less likely to lead to an overestimation of interaction effects (Siemsen et al., 2010), which provides confidence that the interaction effects reported here were not significantly distorted. In the first study, we attempted to reduce the risk of common method bias by using a numeric scale, specifically, workload was measured as the number of hours spent at school. Future studies could explore longitudinal approaches based on data collected from multiple sources. More advanced analyses could be conducted with different samples to isolate interaction effects more precisely. For example, a phenomenon worth studying would be how teachers’ dysfunctional schemas influence the psychological safety perceived by students and parents, particularly in the context of specific types of school

leadership, such as distributed leadership (Tucaliuc et al., 2024). An added value would be brought by longitudinal research, which could more accurately explore how these dysfunctional schemas interact over time. While experimental designs in educational settings may disrupt ecological validity, we recommend quasi-experimental designs that include interventions aimed at enhancing social support in teacher groups showing vulnerabilities. The effects of such interventions could also be examined in relation to other important variables in the school microcosm.

4.4.2. Limitations Related to Measurement Scales

In the first study, we used a self-report scale to measure performance. Previous research has shown that self-reports are less objective than supervisor ratings, the latter being more reliable (Heidemeier & Moser, 2009; Conway & Huffcutt, 1997). Moreover, although we used a numerical scale to measure workload and reduce the likelihood of Common Method Bias, the variable was assessed with a single item (teachers were asked how many hours they spend at school), which did not allow us to capture more nuanced or specific aspects of workload. In the case of maladaptive outcomes (stress, burnout), we also used a single-item measure for each variable, which may affect the validity of the measurements. Despite these limitations, the two items used for stress and burnout had previously been validated as appropriate for application.

In the second study, we used the number of friends reported by students as an indicator of peer relationships; however, this scale also fails to provide a comprehensive picture of the quality and authenticity of adolescent friendships. A similar limitation appears in the third study, where we used single-item measures for parents' trust and satisfaction with the school, which proved to be a constraint in applying the APIM methodology. To mitigate

these effects, we performed additional analyses using corresponding items from the student questionnaire that matched those used by the parents. The use of short-item scales is a strategy to ensure meaningful responses from participants (Wanous, Reichers & Hudy, 1997), and based on our analyses, we believe we have sufficiently mitigated potential negative effects of these measurements. Future studies may incorporate more complex instruments to capture more nuanced aspects. For example, teachers' self-reported performance can be cross-validated with objective data (results from national assessments and exams) and principal evaluations. Another relevant example would be developing better methods to assess the nature of adolescent friendships, perhaps by using network analysis approaches.

4.4.2. Sampling Limitations

Finally, one limitation of our studies lies in the over-representation of female participants in our samples. Although this sampling reflects the actual gender distribution in the Romanian educational system (Eurostat, 2016), it may influence how certain variables manifest among teachers, such as dysfunctional cognitive schemas. Furthermore, this aspect prevents us from drawing definitive conclusions about the general population of Romanian high school students concerning the impact of the number of friends. Nonetheless, emerging results from the literature converge on a similar principle (Telecan et al., 2024).



REFERENCES

- Abelsen, S. N., Vatne, S. H., Mikalef, P., & Choudrie, J. (2023). Digital working during the COVID–19 pandemic: how task–technology fit improves work performance and lessens feelings of loneliness. *Information Technology & People*, 36(5), 2063–2087.
- Adler, A. (2016). Teaching well-being increases academic performance: Evidence from Bhutan, Mexico, and Peru. University of Pennsylvania.
- Allen, T. D., Barnard, S., Rush, M. C., & Russell, J. E. (2000). Ratings of organizational citizenship behavior: Does the source make a difference? *Human Resource Management Review*, 10(1), 97–114.
- Argyris, C. (1978). Organization Design.
- Arora, P. G., Wheeler, L. A., Fisher, S., Restituyo, M., & Barnes-Najor, J. (2020). A longitudinal examination of peer victimization on depressive symptoms among Asian American school-aged youth. *School Mental Health*, 12(4), 732–742.
- Asaloei, S. I., Wolomasi, A. K., & Werang, B. R. (2020). Work-Related stress and performance among primary school teachers. *International Journal of Evaluation and Research in Education*, 9(2), 352–358.
- Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2014). Burnout and work engagement: The JD–R approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 1(1), 389–411.

- Bakker, A. B., Hakanen, J. J., Demerouti, E., & Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of Educational Psychology*, 99, 274-284. doi: 10.1037/0022-0663.99.2.274
- Baldwin, M. W. (1992). Relational schemas and the processing of social information. *Psychological Bulletin*, 112(3), 461.
- Baldwin, M. W., & Meunier, J. (1999). The Cued activation of attachment relational schemas. *Social Cognition*, 17(2), 209–227.
- Bamber, M. (2006). *CBT for Occupational Stress in Health Professionals: Introducing a Schema–Focused Approach*, Routledge, London.
- Bardon, J. I. (1976). The state of the art (and science) of school psychology. *American Psychologist*, 31(11), 785.
- Bandura, A., & Hall, P. (2018). Albert bandura and social learning theory. *Learning theories for early years*, 78, 35–36.
- Barksdale, K., & Werner, J. M. (2001). Managerial ratings of in–role behaviors, organizational citizenship behaviors, and overall performance: Testing different models of their relationship. *Journal of Business Research*, 51(2), 145–155.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497.

- Bellibaş, M. Ş., Gümüş, S., & Chen, J. (2024). The impact of distributed leadership on teacher commitment: The mediation role of teacher workload stress and teacher well-being. *British Educational Research Journal*, 50(2), 814–836.
- Bennett, R. J., & Robinson, S. L. (2000). Development of a measure of workplace deviance. *Journal of Applied Psychology*, 85(3), 349.
- Bergeron, D. M. (2007). The potential paradox of organizational citizenship behavior: Good citizens at what cost? *Academy of Management Review*, 32(4), 1078–1095.
- Biggio, G., & Cortese, C. (2013). Well-being in the workplace through interaction between individual characteristics and organizational context. *International journal of qualitative studies on health and well-being*, 8(1), 19823.
- Blau, P. (1964). *Exchange and Power in Social Life*. Wiley.
- Bogler, R., & Somech, A. (2019). Psychological capital, team resources and organizational citizenship behavior. In *Leadership and Supervision* (pp. 257–275). Routledge.
- Bolino, M. C., & Turnley, W. H. (2005). The personal costs of citizenship behavior: The relationship between individual initiative and role overload, job stress, and work-family conflict. *Journal of Applied Psychology*, 90(4), 740.
- Bolino, M. C., Klotz, A. C., Turnley, W. H., & Harvey, J. (2013). Exploring the dark side of organizational citizenship behavior. *Journal of Organizational Behavior*, 34(4), 542–559.

- Bolino, M. C., Turnley, W. H., & Bloodgood, J. M. (2002). Citizenship behavior and the creation of social capital in organizations. *Academy of Management Review*, 27(4), 505–522.
- Borgelt, C. E., & Conoley, J. C. (1999). Psychology in the schools: Systems intervention case examples. *The handbook of school psychology*, 3, 1056–1076.
- Boswell, W. R., Olson-Buchanan, J. B., & LePine, M. A. (2004). The relationship between work-related stress and work outcomes: The role of felt challenge and psychological strain. *Journal of Vocational Behavior*, 64(2), 165–181.
- Bowling, N. A., & Eschleman, K. J. (2010). Employee personality as a moderator of the relationships between work stressors and counterproductive work behavior. *Journal of Occupational Health Psychology*, 15(1), 91.
- Bowling, N. A., Beehr, T. A., & Swader, W. M. (2005). Giving and receiving social support at work: The roles of personality and reciprocity. *Journal of Vocational Behavior*, 67(3), 476–489.
- Brough, P., & Pears, J. (2004). Evaluating the influence of the type of social support on job satisfaction and work related psychological well-being. *International Journal of Organisational Behaviour*, 8(2), 472–485.
- Brumariu, L. E., Diaconu-Gherasim, L. R., Kerns, K. A., & C. Lewis, N. (2020). Attachment figures in a middle childhood Romanian sample: Does parental migration for employment matter?. *Attachment & Human Development*, 22(3), 290–309.

- Brunsting, N. C., Sreckovic, M. A., & Lane, K. L. (2014). Special education teacher burnout: A synthesis of research from 1979 to 2013. *Education and treatment of children*, 37(4), 681–711.
- Brătucu, G., Tudor, A. I. M., Lită, A. V., Nichifor, E., Chițu, I. B., & Brătucu, T. O. (2022). Designing the well-being of Romanians by achieving mental health with digital methods and public health promotion. *International Journal of Environmental Research and Public Health*, 19(13), 7868.
- Bush, T., & Glover, D. (2014). School leadership models: What do we know?. *School leadership & management*, 34(5), 553–571.
- Bussu, A., & Pulina, M. (2020). Exploring young people's perceptions about secondary school: Critical issues and improvements to prevent dropout risk in disadvantaged contexts. *Improving Schools*, 23(3), 223–244.
- Card, N. A. (2010). Antipathetic relationships in child and adolescent development: A meta-analytic review and recommendations for an emerging area of study. *Developmental Psychology*, 46(2), 516.
- Carpenter, N. C., Berry, C. M., & Houston, L. (2014). A meta-analytic comparison of self-reported and other-reported organizational citizenship behavior. *Journal of Organizational Behavior*, 35(4), 547–574.
- Cheah, Y. K. (2024). Loneliness and its associations with demographic, lifestyle, social and parental factors among adolescents in Timor-Leste. *Psychology, Health & Medicine*, 1–18. <https://doi.org/10.1080/13548506.2024.2326532>



- Chung, S., Lount Jr, R. B., Park, H. M., & Park, E. S. (2018). Friends with performance benefits: A meta-analysis on the relationship between friendship and group performance. *Personality and Social Psychology Bulletin*, 44(1), 63–79.
- Cobb, H. C., Reeve, R. E., Shealy, C. N., Norcross, J. C., Schare, M. L., Rodolfa, E. R., ... & Allen, M. (2004). Overlap among clinical, counseling, and school psychology: Implications for the profession and Combined-Integrated training. *Journal of Clinical Psychology*, 60(9), 939–955.
- Cohen, A. (2016). Are they among us? A conceptual framework of the relationship between the dark triad personality and counterproductive work behaviors (CWBs). *Human Resource Management Review*, 26(1), 69–85.
- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). *Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences*. Mahwah, NJ: Erlbaum.
- Collins, W. A., & Steinberg, L. (2006). Adolescent Development in Interpersonal Context. In N. Eisenberg (Ed.), W. Damon, & R. Lerner (Series Ed.), *Handbook of child psychology: Vol. 3. Social, emotional and personality development* (6th ed., pp. 1003–1068). New York: Wiley
- Conway, J. M. (1999). Distinguishing contextual performance from task performance for managerial jobs. *Journal of Applied Psychology*, 84(1), 3–13.

- Conway, J. M., & Huffcutt, A. I. (1997). Psychometric properties of multisource performance ratings: A meta-analysis of subordinate, supervisor, peer, and self-ratings. *Human Performance*, 10(4), 331–360.
- Cook, W. L., & Kenny, D. A. (2005). The actor–partner interdependence model: A model of bidirectional effects in developmental studies. *International Journal of Behavioral Development*, 29(2), 101–109.
- Coutts, J. J., Hayes, A. F., & Jiang, T. (2019). Easy statistical mediation analysis with distinguishable dyadic data. *Journal of Communication*, 69(6), 612–649.
- Cretu, D. M., & Grosseck, G. (2025). A Bibliometric Analysis of Romanian Educational Research in Web of Science: Trends, Challenges, and Opportunities for Global Integration. *Education Sciences*, 15(3), 358.
- Cripps, K., & Zyromski, B. (2009). Adolescents’ psychological well-being and perceived parental involvement: Implications for parental involvement in middle schools. *RMLE Online*, 33(4), 1–13.
- Cristache, N., Florea, N. V., Năstase, M., Croitoru, G., Fortea, C., & Tureatca, M. V. (2025). THE INFLUENCE OF POLITICAL, SOCIAL AND ECONOMIC FACTORS ON THE ACCEPTANCE OF TECHNOLOGY IN THE WORKPLACE IN THE CONTEXT OF INDUSTRIAL REVOLUTION 4.0. *Amfiteatru Economic*, 27(68), 76–92.
- Cuadros, O., & Berger, C. (2016). The protective role of friendship quality on the wellbeing of adolescents victimized by peers. *Journal of Youth and Adolescence*, 45(9), 1877–1888.

- Curseu, P. L., Codoban, I. A., Sava, R. N., and Sima, C. (2000) Adaptarea si validarea preliminară a Chestionarului Schemelor Cognitive (The preliminary adaptation and validation of Young Schema Questionnaire for Romanian population). *Cognition, Brain, Behavior*, IV, 2–3, 245 – 269
- Curșeu, P. L., Schruijer, S. G., & Fodor, O. C. (2017). Minority dissent and social acceptance in collaborative learning groups. *Frontiers in Psychology*, 8, 458.
- da Costa, C. G., Zhou, Q., & Ferreira, A. I. (2018). The impact of anger on creative process engagement: The role of social contexts. *Journal of Organizational Behavior*, 39(4), 495–506.
- De Jong, J. P., Curșeu, P. L., & Leenders, R. T. A. (2014). When do bad apples not spoil the barrel? Negative relationships in teams, team performance, and buffering mechanisms. *Journal of Applied Psychology*, 99(3), 514–522.
- Demerouti, E., Mostert, K., & Bakker, A. B. (2010). Burnout and work engagement: A thorough investigation of the independency of both constructs. *Journal of Occupational Health Psychology*, 15(3), 209–222.
- DiStefano, C., Zhu, M., & Mindrila, D. (2009). Understanding and using factor scores: Considerations for the applied researcher. *Practical Assessment, Research, and Evaluation*, 14(1), 20.
- DiStefano, C., Zhu, M., & Mindrila, D. (2019). Understanding and using factor scores: Considerations for the applied researcher. *Practical Assessment, Research, and Evaluation*, 14(1), 20.



- Dolan, E. D., Mohr, D., Lempa, M., Joos, S., Fihn, S. D., Nelson, K. M., & Helfrich, C. D. (2015). Using a single item to measure burnout in primary care staff: A psychometric evaluation. *Journal of General Internal Medicine*, 30(5), 582–587.
- Dunlop, P. D., & Lee, K. (2003). Workplace deviance, organizational citizenship behavior, and business unit performance: the bad apples do spoil the whole barrel. *Journal of Organizational Behavior*, 25(1), 67–80.
- Eatough, E. M., Chang, C. H., Miloslavic, S. A., & Johnson, R. E. (2011). Relationships of role stressors with organizational citizenship behavior: A meta-analysis. *Journal of Applied Psychology*, 96(3), 619.
- Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350–383.
- Edmondson, A. C. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350–383.
- Edmondson, A. C., & Lei, Z. (2014). Psychological Safety: the history, renaissance, and future of an interpersonal construct. *Annual Review of Organizational Psychology and Organizational Behavior*, 1(1), 23–43.
- Edmondson, A. C., Dillon, J. R., & Roloff, K. S. (2007). Three perspectives on team learning. *The Academy of Management Annals*, 1(1), 269–314.
- Eisenberg, M. E., Neumark-Sztainer, D., & Perry, C. L. (2003). Peer harassment, school connectedness, and academic achievement. *Journal of School Health*, 73, 311–316.

- Elo, A. L., Leppänen, A., & Jahkola, A. (2003). Validity of a single-item measure of stress symptoms. *Scandinavian Journal of Work, Environment & Health*, 29(6), 444–451.
- Eurostat. (2016). Eurostat: Women teachers largely over-represented in primary education in the EU. Retrieved 14 March 2021, from
- Fagan, T. K. (1992). Compulsory schooling, child study, clinical psychology, and special education: Origins of school psychology. *American Psychologist*, 47(2), 236.
- Fox, S., & Spector, P. E. (1999). A model of work frustration–aggression. *Journal of Organizational Behavior*, 20(6), 915–931.
- Freeman, R. E. (2005), *Strategic Management: A Stakeholder Approach*. New York, Cambridge University Press.
- Freiberg, H. J. (1998). Measuring school climate: Let me count the ways. *Educational Leadership*, 56(1), 22–26.
- French, K. A., Dumani, S., Allen, T. D., & Shockley, K. M. (2018). A meta-analysis of work–family conflict and social support. *Psychological Bulletin*, 144(3), 284.
- García del Castillo-López, Á. (2025). An integrative proposal in addiction and health behaviors psychosocial research: overview of new trends and future orientations. *Frontiers in Psychology*, 16, 1565681.



- Giberson, T. R. (2015). Industrial–organizational psychology and the practice of performance improvement. *Performance Improvement Quarterly*, 28(2), 7–26.
- Goodall, J., & Montgomery, C. (2014). Parental involvement to parental engagement: A continuum. *Educational Review*, 66(4), 399–410.
- Gouldner, A. W. (1960). The norm of reciprocity: A preliminary statement. *American Sociological Review*, 25(2), 161–178.
- Govorova, E., Benítez, I., & Muñiz, J. (2020). How schools affect student well-being: A cross-cultural approach in 35 OECD countries. *Frontiers in psychology*, 11, 431.
- Grant, A. M. (2007). Relational job design and the motivation to make a prosocial difference. *Academy of Management Review*, 32(2), 393–417.
- Grant, A. M., & Hofmann, D. A. (2011). Role expansion as a persuasion process: The interpersonal influence dynamics of role redefinition. *Organizational Psychology Review*, 1(1), 9–31.
- Grant, A. M., & Schwartz, B. (2011). Too much of a good thing: The challenge and opportunity of the inverted U. *Perspectives on Psychological Science*, 6(1), 61–76.
- Grigoriu, M. C., Țurcanu, C., Constantin, C. P., Tecău, A. S., & Tescașiu, B. (2025). The Impact of EU-Funded Educational Programs on the Socio-Economic Development of Romanian Students: A Multidimensional Analysis. *Sustainability*, 17(5), 2057.

- Göktürk, Ş. (2011). Assessment of the quality of an organizational citizenship behavior instrument. *School Effectiveness and School Improvement*, 22(3), 335–349.
- Haider, S., De-Pablos-Heredero, C., & De-Pablos-Heredero, M. (2021). The paradox of citizenship cost: Examining a longitudinal indirect effect of altruistic citizenship behavior on work–family conflict through coworker support. *Frontiers in Psychology*, 12, 661715.
- Halbesleben, J. R. B., & Bowler, W. M. (2005). Organizational citizenship behaviors and burnout. In *Handbook of Organizational Citizenship Behavior: A Review of “Good Soldier” Activity in Organizations* (pp. 399–414). Nova Science Publishers Inc.
- Hambrick, D. C. (2007). Upper echelons theory: An update. *Academy of Management Review*, 32(2), 334–343.
- Hambrick, D. C., & Mason, P. A. (1984). Upper echelons: The organization as a reflection of its top managers. *Academy of Management Review*, 9(2), 193–206.
- Hammonds, H. L. (2022). THE ROLE OF STUDENT VOICE IN A QUALITATIVE STUDY ON EARLY COLLEGE HIGH SCHOOL PRINCIPALS. *Journal of Ethical Educational Leadership*, 5(2), 1–18.
- Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: a meta-analysis. *Journal of Applied Psychology*, 87(2), 268.

Hayes, A. F., & Cai, L. (2007). Using heteroskedasticity-consistent standard error estimators in OLS regression: An introduction and software implementation. *Behavior Research Methods*, 39(4), 709–722.

Hayes, A. F., & Cai, L. (2007). Using heteroskedasticity-consistent standard error estimators in OLS regression: An introduction and software implementation. *Behavior Research Methods*, 39(4), 709–722.

Hayes, A. F., & Coutts, J. J. (2020). Use omega rather than Cronbach's alpha for estimating reliability. But.... *Communication Methods and Measures*, 14(1), 1–24.

Hayes, A. F., & Preacher, K. J. (2010). Quantifying and testing indirect effects in simple mediation models when the constituent paths are nonlinear. *Multivariate Behavioral Research*, 45(4), 627–660.

Hayes, A. F., & Preacher, K. J. (2010). Quantifying and testing indirect effects in simple mediation models when the constituent paths are nonlinear. *Multivariate Behavioral Research*, 45(4), 627–660.

Hayes, A. F., & Preacher, K. J. (2010). Quantifying and testing indirect effects in simple mediation models when the constituent paths are nonlinear. *Multivariate Behavioral Research*, 45(4), 627–660.

Heidemeier, H., & Moser, K. (2009). Self–other agreement in job performance ratings: A meta-analytic test of a process model. *Journal of Applied Psychology*, 94(2), 353.

Heider, F., 1958. *The Psychology of Interpersonal Relations*. New York: Wiley.

- Heidmets, M., & Liik, K. (2014). School principals' leadership style and teachers' subjective well-being at school. *Problems of Education in the 21st Century*, 62, 40.
- Hernández-Torrano, D., & Ho, Y. S. (2021). A bibliometric analysis of publications in the web of science category of educational psychology in the last two decades. *Psicología Educativa. Revista de los Psicólogos de la Educación*, 27(2), 101–113.
- Hershcovis, M. S., Turner, N., Barling, J., Arnold, K. A., Dupré, K. E., Inness, M., ... & Sivanathan, N. (2007). Predicting workplace aggression: a meta-analysis. *Journal of Applied Psychology*, 92(1), 228.
- Hertog, K. (2024). Integrating mental health and psychosocial support (MHPSS) and peacebuilding: A critical and constructive perspective from the integrated field of psychosocial peacebuilding. *Peace and Conflict: Journal of Peace Psychology*.
- Hobfoll, S. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 44(3), 513–524.
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 44(3), 513.
- Hodges, E. V., Boivin, M., Vitaro, F., & Bukowski, W. M. (1999). The power of friendship: protection against an escalating cycle of peer victimization. *Developmental Psychology*, 35(1), 94.



- Hodgkinson, G. P., & Healey, M. P. (2008). Cognition in organizations. *Annual Review of Psychology*, 59, 387–417.
- Hoeppner, B. B., Kelly, J. F., Urbanoski, K. A., & Slaymaker, V. (2011). Comparative utility of a single-item versus multiple-item measure of self-efficacy in predicting relapse among young adults. *Journal of Substance Abuse Treatment*, 41(3), 305–312.
- Hoffman, B. J., Blair, C. A., Meriac, J. P., & Woehr, D. J. (2007). Expanding the criterion domain? A quantitative review of the OCB literature. *Journal of Applied Psychology*, 92(2), 555.
- Houri, A. K., Thayer, A. J., & Cook, C. R. (2019). Targeting parent trust to enhance engagement in a school–home communication system: A double-blind experiment of a parental wise feedback intervention. *School Psychology*, 34(4), 421.
- Huber, S. G., & Muijs, D. (2010). School leadership effectiveness: The growing insight in the importance of school leadership for the quality and development of schools and their pupils. In *School Leadership-International Perspectives* (pp. 57–77). Springer.
- Huebner, E. S., Gilligan, T. D., & Cobb, H. (2002). Best practices in preventing and managing stress and burnout. *Best practices in school psychology IV*, 173, 182.



- Huk, O., Terjesen, M. D., & Cherkasova, L. (2019). Predicting teacher burnout as a function of school characteristics and irrational beliefs. *Psychology in the Schools*, 56(5), 792–808.
- Ilies, R., Dimotakis, N., & De Pater, I. E. (2010). Psychological and physiological reactions to high workloads: Implications for well-being. *Personnel Psychology*, 63(2), 407–436.
- Jacob, G. A., & Arntz, A. (2013). Schema therapy for personality disorders—A review. *International Journal of Cognitive Therapy*, 6(2), 171–185.
- Jeynes, W. H. (2018). A practical model for school leaders to encourage parental involvement and parental engagement. *School Leadership & Management*, 38(2), 147–163.
- Johnson, D. W., & Johnson, R. T. (1983). The socialization and achievement crisis: Are cooperative learning experiences the solution?. *Applied Social Psychology Annual*.
- Johnson, D. W., & Johnson, R. T. (2005). New developments in social interdependence theory. *Genetic, Social, and General Psychology Monographs*, 131(4), 285–358.
- Joing, I., Vors, O., & Potdevin, F. (2020). The subjective well-being of students in different parts of the school premises in French middle schools. *Child Indicators Research*, 13(4), 1469–1487.
- Jolly, P. M., Kong, D. T., & Kim, K. Y. (2021). Social support at work: An integrative review. *Journal of Organizational Behavior*, 42(2), 229–251.

- Jolly, P., Kong, D. T., & Kim, K. Y. (2020). Social support at work: An integrative review. *Journal of Organizational Behavior*, 42(2), 229–251.
- Jomuad, P. D., Antiquina, L. M. M., Cericos, E. U., Bacus, J. A., Vallejo, J. H., Dionio, B. B., ... & Clarin, A. S. (2021). Teachers' workload in relation to burnout and work performance. *International journal of educational policy research and review*.
- Jones, C. S., & Nangah, Z. (2021). Higher education students: barriers to engagement; psychological alienation theory, trauma and trust: a systematic review. *Perspectives: Policy and Practice in Higher Education*, 25(2), 62–71.
- Kahn, J. H., Schneider, K. T., Jenkins-Henkelman, T. M., & Moyle, L. L. (2006). Emotional social support and job burnout among high-school teachers: is it all due to dispositional affectivity? *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 27(6), 793–807.
- Karasek, R. A. & Karasek, S. S. (1982). Coworker and supervisor support as moderators of associations between task characteristics and mental strain. *Journal of Organizational Behavior*, 3, 181–200.
- Karasek, R. A. (1979). Job demands, decision latitude, and mental strain: Implications for job redesign. *Administrative Science Quarterly*, 24, 285–308.
- Katz, D., & Kahn, R. L. (1978). Organizations and the system concept. *Classics of organization theory*, 80(480), 27.

- Kaya, M., & Erdem, C. (2021). Students' well-being and academic achievement: A meta-analysis study. *Child Indicators Research*, 14(5), 1743–1767.
- Kearney, C. A., & Childs, J. (2023). Translating sophisticated data analytic strategies regarding school attendance and absenteeism into targeted educational policy. *Improving Schools*, 26(1), 5–22.
- Kenny, D. A. (1996). Models of nonindependence in dyadic research. *Journal of Social and Personal Relationships*, 13, 279–294.
- Khalid, J., Weng, Q. D., Luqman, A., Rasheed, M. I., & Hina, M. (2022). After-hours work-related technology use and individuals' deviance: the role of other-initiated versus self-initiated interruptions. *Information Technology & People*, 35(7), 1955–1979.
- Kidwell, R. E., & Kochanowski, S. M. (2005). The Morality of Employee Theft: Teaching about Ethics and Deviant Behavior in the Workplace. *Journal of Management Education*, 29(1), 135–152.
- Kitts, J. A., & Leal, D. F. (2021). What is (n't) a friend? Dimensions of the friendship concept among adolescents. *Social Networks*, 66, 161–170.
- Knight, C., Patterson, M., & Dawson, J. (2017). Building work engagement: A systematic review and meta-analysis investigating the effectiveness of work engagement interventions. *Journal of Organizational Behavior*, 38(6), 792–812.
- Koch, E. J. (2002). Relational schemas, Self-Esteem, and the processing of social stimuli. *Self and Identity*, 1(3), 271–279.

- Konovsky, M. A., & Pugh, S. D. (1994). Citizenship behavior and social exchange. *Academy of Management Journal*, 37(3), 656–669.
- Koopman, J., Lanaj, K., & Scott, B. A. (2016). Integrating the bright and dark sides of OCB: A daily investigation of the benefits and costs of helping others. *Academy of Management Journal*, 59(2), 414–435.
- Kretschmer, D., Leszczensky, L., & Pink, S. (2018). Selection and influence processes in academic achievement—More pronounced for girls? *Social Networks*, 52, 251–260.
- Kumschick, I. R., Torchetti, L., Gasser, L., & Tettenborn, A. (2023). How controllable versus uncontrollable cognitions affect emotion processing during classroom disruptions: A video study with preservice teachers. *Teaching and Teacher Education*, 135, 104317.
- Labianca, G., & Brass, D. J. (2006). Exploring the social ledger: Negative relationships and negative asymmetry in social networks in organizations. *Academy of Management Review*, 31(3), 596–614.
- Lai, H. M., Hsieh, P. J., Uden, L., & Yang, C. H. (2021). A multilevel investigation of factors influencing university students' behavioral engagement in flipped classrooms. *Computers & Education*, 175, 104318.
- Larson, H. J., Clarke, R. M., Jarrett, C., Eckersberger, E., Levine, Z., Schulz, W. S., & Paterson, P. (2018). Measuring trust in vaccination: A systematic review. *Human vaccines & immunotherapeutics*, 14(7), 1599–1609.

- Laursen, B., & Hartup, W. W. (2002). The origins of reciprocity and social exchange in friendships. *New Directions for Child and Adolescent Development*, 2002(95), 27–40.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.
- Lee, K., & Allen, N. J. (2002). Organizational citizenship behavior and workplace deviance: The role of affect and cognitions. *Journal of Applied Psychology*, 87(1), 131–142.
- Lei, H., Cui, Y., & Zhou, W. (2018). Relationships between student engagement and academic achievement: A meta-analysis. *Social Behavior and Personality: An International Journal*, 46(3), 517–528.
- LePine, J. A., Erez, A., & Johnson, D. E. (2002). The nature and dimensionality of organizational citizenship behavior: A critical review and meta-analysis. *Journal of Applied Psychology*, 87(1), 52.
- LePine, J. A., Podsakoff, N. P., & LePine, M. A. (2005). A meta-analytic test of the challenge stressor–hindrance stressor framework: An explanation for inconsistent relationships among stressors and performance. *Academy of Management Journal*, 48(5), 764–775.
- Levine, E. L. (2010). Emotion and power (as social influence): Their impact on organizational citizenship and counterproductive individual and organizational behavior. *Human Resource Management Review*, 20(1), 4–17.
- Lewin, K. (1946). Action research and minority problems. *Journal of social issues*, 2(4), 34–46.

- Lewis, A. D., Huebner, E. S., Malone, P. S., & Valois, R. F. (2011). Life satisfaction and student engagement in adolescents. *Journal of youth and adolescence*, 40, 249–262.
- Lewis, S., Gambles, R., & Rapoport, R. (2007). The constraints of a ‘work–life balance’ approach: An international perspective. *The International Journal of Human Resource Management*, 18(3), 360–373.
- Lindell, M. K. & Brandt, C. J. (2000). Climate quality and climate consensus as mediators of the relationship between organizational antecedents and outcomes. *Journal of Applied Psychology*, 85(3) 331–348.
- Lindner, H., Kirkby, R., Wertheim, E., & Birch, P. (1999). A brief Assessment of Irrational Thinking: The Shortened General Attitude and Belief Scale; *Cognitive Therapy and Research*, 23(6), 651–663
- Liu, X., Qian, W., Liang, P., Xie, T., & Wang, J. (2022). The relationship between peer victimization and social anxiety among adolescents: A moderated mediation model with cognitive flexibility and affect intensity. *Psychology, Health & Medicine*, 27(3), 663–675.
<https://doi.org/10.1080/13548506.2021.1971729>
- Lunenburg, F. C. (2010). Schools as open systems. *Schooling*, 1(1), 1–5.
- Lyons, B. J., & Scott, B. A. (2012). Integrating social exchange and affective explanations for the receipt of help and harm: A social network approach. *Organizational Behavior and Human Decision Processes*, 117(1), 66–79.

- MacNeil, A. J., Prater, D. L., & Busch, S. (2009). The effects of school culture and climate on student achievement. *International Journal of leadership in Education*, 12(1), 73–84.
- Maier, G. W., & Brunstein, J. C. (2001). The role of personal work goals in newcomers' job satisfaction and organizational commitment: A longitudinal analysis. *Journal of Applied Psychology*, 86(5), 1034.
- Manescu, E. A., Henderson, C., Paroiu, C. R., & Mihai, A. (2023). Mental health related stigma in Romania: Systematic review and narrative synthesis. *BMC psychiatry*, 23(1), 662.
- Maricuțoiu, L. P., Pap, Z., Ștefancu, E., Mladenovici, V., Valache, D. G., Popescu, B. D., ... & Vîrgă, D. (2023). Is teachers' well-being associated with students' school experience? A meta-analysis of cross-sectional evidence. *Educational Psychology Review*, 35(1), 1.
- Marquez, J. (2024). Gender differences in school effects on adolescent life satisfaction: exploring cross-national variation. In *Child & Youth Care Forum* 53, 389–409
- Maxwell, S., Reynolds, K. J., Lee, E., Subasic, E., & Bromhead, D. (2017). The impact of school climate and school identification on academic achievement: Multilevel modeling with student and teacher data. *Frontiers in psychology*, 8, 2069.

- McCallum, F. (2021). Teacher and staff wellbeing: Understanding the experiences of school staff. In *The Palgrave handbook of positive education* (pp. 715–740). Cham: Springer International Publishing.
- McEvoy, A., & Welker, R. (2000). Antisocial behavior, academic failure, and school climate: A critical review. *Journal of Emotional and Behavioral Disorders*, 8(3), 130–140.
- McInerney, D. M. (2005). Educational psychology—Theory, research, and teaching: A 25-year retrospective. *Educational psychology*, 25(6), 585–599.
- Michalska da Rocha, B., Rhodes, S., Vasilopoulou, E., & Hutton, P. (2018). Loneliness in psychosis: a meta-analytical review. *Schizophrenia bulletin*, 44(1), 114–125.
- Mielityinen, L., Ellonen, N., Ikonen, R., & Paavilainen, E. (2023). Examining adolescent maltreatment and connections to school engagement. *Improving Schools*, 26(1), 23–38.
- Miller, S., Connolly, P., & Maguire, L. K. (2013). Wellbeing, academic buoyancy and educational achievement in primary school students. *International Journal of Educational Research*, 62, 239–248.
- Mullins, M., & Olson-Buchanan, J. (2023). Moving boundaries on what I-O has been, and what I-O can be: The United Nations Sustainable Development Goals as an organizing framework. *Industrial and Organizational Psychology*, 16, 479–494.

- Munc, A., Eschleman, K., & Donnelly, J. (2017). The importance of provision and utilization of supervisor support. *Stress and Health*, 33(4), 348–357.
- Muntean, A. F., Curșeu, P. L., & Tucaliuc, M. (2022). A social support and resource drain exploration of the bright and dark sides of teachers' organizational citizenship behaviors. *Education Sciences*, 12(12), 895.
- Munthe, E., & Westergård, E. (2023). Parents', teachers', and students' roles in parent-teacher conferences; a systematic review and meta-synthesis. *Teaching and Teacher Education*, 136, 104355.
- Mäkelä, T., Sikström, P., Jääskelä, P., Korkala, S., Kotkajuuri, J., Kaski, S., & Taalas, P. (2022). Factors constraining teachers' wellbeing and agency in a Finnish university: Lessons from the COVID-19 pandemic. *Education Sciences*, 12(10), 722.
- National Association of School Psychologists (2020). The Professional Standards of the National Association of School Psychologists. Retrieved February 17, 2025, from <https://www.nasps.org/>.
- Nationen, V. (2015). Transforming Our World: The 2030 Agenda for Sustainable Development: A/Res/70/1. United Nations, Division for Sustainable Development.
- Nenov-Matt, T., Barton, B. B., Dewald-Kaufmann, J., Goerigk, S., Rek, S., Zentz, K., ... & Reinhard, M. A. (2020). Loneliness, social isolation and their difference: a cross-diagnostic study in persistent depressive disorder and borderline personality disorder. *Frontiers in Psychiatry*, 11, 608476.

- Newcomb, A. F., & Bagwell, C. L. (1995). Children's friendship relations: A meta-analytic review. *Psychological Bulletin*, 117(2), 306.
- Newman, A., Donohue, R., & Eva, N. (2017). Psychological safety: A systematic review of the literature. *Human Resource Management Review*, 27(3), 521–535.
- Ng, T. W., & Sorensen, K. L. (2008). Toward a further understanding of the relationships between perceptions of support and work attitudes: A meta-analysis. *Group & Organization Management*, 33(3), 243–268.
- Nguni, S., Slegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School Effectiveness and School Improvement*, 17(2), 145–177.
- Nord, W. R. (1980). Toward an organizational psychology for organizational psychology. *Prof. Psychol. Res. Pract.* 11, 531–542. doi: 10.1037/0735-7028.11.3.531
- Norlin, J. M. (2009). *Human behavior and the social environment: Social systems theory*. Upper Saddle River, NJ: Allyn & Bacon.
- Norozi, S. A. (2023). The Nexus of Holistic Wellbeing and School Education: A Literature-Informed Theoretical Framework. *Societies*, 13(5), 113.
- Shuck, B., & Wollard, K. (2010). Employee engagement and HRD: A seminal review of the foundations. *Human resource development review*, 9(1), 89–110.

- Oberfield, Z. W. (2020). Parent engagement and satisfaction in public charter and district schools. *American Educational Research Journal*, 57(3), 1083–1124.
- OECD. (2022). Who cares about using education research in policy and practice? Strengthening research engagement. OECD Publishing.
- Oh, I. S., & Berry, C. M. (2009). The five-factor model of personality and managerial performance: Validity gains through the use of 360-degree performance ratings. *Journal of Applied Psychology*, 94(6), 1498.
- Olweus, D. (1993). School bullying, “bullying”, in schools: facts and interventions. Research Center for Health Promotion, University of Bergen, Norway , 2 , 1–23.
- Oplatka, I. (2006). Going beyond role expectations: Toward an understanding of the determinants and components of teacher organizational citizenship behavior. *Educational Administration Quarterly*, 42(3), 385–423.
- Organ, D. W. (2018). Organizational citizenship behavior: Recent trends and developments. *Annual Review of Organizational Psychology and Organizational Behavior*, 80(1), 295–306.
- Pearsall, M. J., & Ellis, A. P. J. (2011). Thick as thieves: The effects of ethical orientation and psychological safety on unethical team behavior. *Journal of Applied Psychology*, 96(2), 401–411.
- Pierce, J. R., & Aguinis, H. (2013). The too-much-of-a-good-thing effect in management. *Journal of Management*, 39(2), 313–338.



- Pierce, J. R., & Aguinis, H. (2013). The too-much-of-a-good-thing effect in management. *Journal of Management*, 39(2), 313–338.
- Pluut, H., & Curșeu, P. L. (2013). Perceptions of intragroup conflict: The effect of coping strategies on conflict transformation and escalation. *Group Processes & Intergroup Relations*, 16(4), 412–425.
- Podsakoff, N. P., Whiting, S. W., Podsakoff, P. M., & Blume, B. D. (2009). Individual-and organizational-level consequences of organizational citizenship behaviors: A meta-analysis. *Journal of Applied Psychology*, 94(1), 122.
- Pondy, L. R. (1992). Reflections on organizational conflict. *Journal of Organizational Behavior*, 257–261.
- Ragins, B. R., & Verbos, A. K. (2017). Positive relationships in action: Relational mentoring and mentoring schemas in the workplace. In *Exploring positive relationships at work* (pp. 91–116). Psychology Press.
- Rajendran, V. & Banik, A. (2024). A STUDY ON ORGANIZATIONAL PSYCHOLOGY IN EDUCATIONAL SECTOR.
- Reinke, W. M., Herman, K. C., Stormont, M., & Ghasemi, F. (2025). Teacher Stress, Coping, Burnout, and Plans to Leave the Field: A Post-Pandemic Survey. *School Mental Health*, 1–13.
- Reynolds, W. M., & Miller, G. E. (2013). Educational psychology: Contemporary perspectives. *Handbook of psychology, educational psychology*, 7, 1–22.



- Rezvani Nejad, K. S., Mirpour, Z. S., Azizi, A., Sheikholeslami, F., & Rahmati, F. (2021). The relationship between communication skills and early maladaptive schemas in university students. *Journal of Fundamentals of Mental Health*.
- Richards, M. H., I. B. Gitelson, A. C. Peterson, and A. L. Hurtig. 1991. "Adolescent Personality in Girls and Boys: The Role of Mothers and Fathers." *Psychology of Women Quarterly* 15 (1): 65–81. doi:10.1111/j.1471-6402.1991.tb00478.x
- Rizzo, J. R., House, R. J., & Lirtzman, S. I. (1970). Role conflict and ambiguity in complex organizations. *Administrative Science Quarterly*, 15(2), 150–163.
- Rockwood, N. J., & Hayes, A. F. (2017, May). MLmed: An SPSS macro for multilevel mediation and conditional process analysis. In Poster presented at the annual meeting of the Association of Psychological Science (APS), Boston, MA.
- Roediger III, H. L. (2013). Applying cognitive psychology to education: Translational educational science. *Psychological Science in the Public Interest*, 14(1), 1–3.
- Romero, L. S. (2015). Trust, behavior, and high school outcomes. *Journal of Educational Administration*, Vol. 53, No. 2, pp. 215–236.
- România Educată (2021, July 14) Viziune si strategii pentru 2018–2030, p. 8
- Roorda, D. L., Jak, S., Zee, M., Oort, F. J., & Koomen, H. M. (2017). Affective teacher–student relationships and students' engagement and achievement: A meta-analytic update and test of the mediating role of engagement. *School Psychology Review*, 46(3), 239–261.

- Roorda, D. L., Koomen, H. M., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher–student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81(4), 493–529.
- Rosenfield, S., & Gravois, T. A. (1999). Working with teams in the school. *The handbook of school psychology*, 3, 1025–1040.
- Roseth, C. J., Johnson, D. W., & Johnson, R. T. (2008). Promoting early adolescents' achievement and peer relationships: The effects of cooperative, competitive, and individualistic goal structures. *Psychological Bulletin*, 134(2), 223.
- Rousseau, V., & Aubé, C. (2010). Team self-managing behaviors and team effectiveness: The moderating effect of task routineness. *Group & Organization Management*, 35(6), 751–781.
- Rumelhart, DE (1984) Schemata and the cognitive system, in RS Wyer, Jr and TK Srull (Eds.), *Handbook of social cognition*, Vol. 1, pp. 161–188. Lawrence Erlbaum Associates Publishers.
- Rusbult C., E., Agnew, C. R. & Arriaga, X. B. (2011). The investment model of commitment processes. *Handbook of Theories of Social Psychology*, 4(6), 218–231.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68.

- Sakurai, K., & Jex, S. M. (2012). Coworker incivility and incivility targets' work effort and counterproductive work behavior: The moderating role of supervisor social support. *Journal of Occupational Health Psychology*, 17, 150–161.
- Sarason, S.B. The culture of the school and the problem of change. Boston:Allyn and Bacon, 1971.
- Schacter, H. L., Lessard, L. M., Kiperman, S., Bakth, F., Ehrhardt, A., & Uganski, J. (2021). Can friendships protect against the health consequences of peer victimization in adolescence? A systematic review. *School Mental Health*, 13(3), 578–601.
- Schein, E. H. (1996). Culture: The missing concept in organization studies. *Administrative science quarterly*, 229–240.
- Schwartz-Mette, R. A., Shankman, J., Dueweke, A. R., Borowski, S., & Rose, A. J. (2020). Relations of friendship experiences with depressive symptoms and loneliness in childhood and adolescence: A meta-analytic review. *Psychological Bulletin*, 146(8), 664–700.
- Secchi, D., & Cowley, S. J. (2018). Modeling organisational cognition: The case of impact factor. *Journal of Artificial Societies and Social Simulation*, 21(1).
- Secchi, D., & Cowley, S. J. (2021). Cognition in organisations: What it is and how it works. *European Management Review*, 18(2), 79–92.
- Sherman, N. (1987). Aristotle on friendship and the shared life. *Philosophy and Phenomenological Research*, 47(4), 589–613.

- Siemsen, E., Roth, A., & Oliveira, P. (2010). Common method bias in regression models with linear, quadratic, and interaction effects. *Organizational Research Methods*, 13(3), 456–476.
- Siemsen, E., Roth, A., & Oliveira, P. (2010). Common method bias in regression models with linear, quadratic, and interaction effects. *Organizational Research Methods*, 13(3), 456–476.
- Simons-Morton, B., & Chen, R. (2009). Peer and parent influences on school engagement among early adolescents. *Youth & society*, 41(1), 3–25.
- Simonsohn, U. (2018). Two lines: A valid alternative to the invalid testing of U-shaped relationships with quadratic regressions. *Advances in Methods and Practices in Psychological Science*, 1(4), 538–555.
- Simovska, V. (2016). Wellbeing in schools: A new transformative or tyrannical educational concept? Professor Inaugural Lecture, Danish School of Education, Aarhus University.
- Skaalvik, E. M., & Skaalvik, S. (2020). Teacher burnout: relations between dimensions of burnout, perceived school context, job satisfaction and motivation for teaching. A longitudinal study. *Teachers and Teaching*, 26(7-8), 602–616.
- Sliwka, A., & Istance, D. (2006). Parental and stakeholder ‘voice’ in schools and systems. *European Journal of Education*, 41(1), 29–43.

Somech, A., & Bogler, R. (2019). The pressure to go above and beyond the call of duty: Understanding the phenomenon of citizenship pressure among teachers. *Teaching and Teacher Education*, 83, 178–187.

Somech, A., & Ohayon, B. E. (2020). The trickle-down effect of OCB in schools: the link between leader OCB and team OCB. *Journal of Educational Administration*, 58(6), 629–643

Spector, P. E., & Fox, S. (2002). An emotion-centered model of voluntary work behavior. *Human Resource Management Review*, 12(2), 269–292.

Spector, P. E., Bauer, J. A., & Fox, S. (2010). Measurement artifacts in the assessment of counterproductive work behavior and organizational citizenship behavior: Do we know what we think we know? *Journal of Applied Psychology*, 95(4), 781.

Spector, P. E., Bauer, J. A., & Fox, S. (2010). Measurement artifacts in the assessment of counterproductive work behavior and organizational citizenship behavior: Do we know what we think we know? *Journal of Applied Psychology*, 95(4), 781–790.

Spector, P. E., Fox, S., Penney, L. M., Bruursema, K., Goh, A., & Kessler, S. (2006). The dimensionality of counterproductivity: Are all counterproductive behaviors created equal?. *Journal of Vocational Behavior*, 68(3), 446–460.

Spitzmuller, M., Van Dyne, L., & Ilies, R. (2008). Organizational citizenship behavior: A review and extension of its nomological network. In *SAGE Handbook of Organizational Behavior*, 1, 106–123.

- Sun, J., & Leithwood, K. (2015). Direction-setting school leadership practices: A meta-analytical review of evidence about their influence. *School Effectiveness and School Improvement*, 26(4), 499–523.
- Tao, Y., Meng, Y., Gao, Z., & Yang, X. (2022). Perceived teacher support, student engagement, and academic achievement: a meta-analysis. *Educational Psychology*, 1–20.
- Taun, K., Zagalaz-Sánchez, M., & Chacón-Cuberos, R. (2022). Management skills and styles of school principals during the COVID-19 pandemic. *Education Sciences*, 12(11), 794.
- Tejada-Gallardo, C., Blasco-Belled, A., Torrelles-Nadal, C., & Alsinet, C. (2020). Effects of school-based multicomponent positive psychology interventions on well-being and distress in adolescents: A systematic review and meta-analysis. *Journal of youth and adolescence*, 49(10), 1943–1960.
- Telecan, M. I., Curșeu, P. L. & Rus, C. L. (2024). How many friends at work are too many? The non-linear association between the number of friends, social support and mental well-being. *Central European Management Journal*, article in press
- Tezel, F. K., Kışlak, Ş. T., & Boysan, M. (2015). Relationships between Childhood Traumatic Experiences, Early Maladaptive Schemas and Interpersonal Styles. *Noropsikiyatri Arsivi—archives of Neuropsychiatry*, 52(3), 226–232.
- The Educational System in Romania, National Institute of Statistics. *Sistemul Educational in Romania*. (2020) *Indici Sintetici 2019–2020*.

- Thimm, J. C. (2010). Mediation of early maladaptive schemas between perceptions of parental rearing style and personality disorder symptoms. *Journal of Behavior Therapy and Experimental Psychiatry*, 41(1), 52–59.
- Thoits, P. A. (1982). Conceptual, methodological, and theoretical problems in studying social support as a buffer against life stress. *Journal of Health and Social Behavior*, 145–159.
- Thomas, V., Muls, J., De Backer, F., & Lombaerts, K. (2020). Middle school student and parent perceptions of parental involvement: Unravelling the associations with school achievement and wellbeing. *Educational Studies*, 46(4), 404–421.
- Thunnissen, M., & Boselie, P. (2024). *Talent Management in Higher Education* (p. 216). Emerald Publishing.
- Tran, T. T. H. (2009). Why is action research suitable for education?. *VNU Journal of Foreign Studies*, 25(2).
- UN. 2015. Resolution adopted by the General Assembly on 25 September 2015. Transforming our world: the 2030 Agenda for Sustainable Development. General Assembly. Seventieth session Agenda items 15 and 116. Oct. 21st. https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E. (accessed May 2021).
- Van Fleet, D. D., & Griffin, R. W. (2006). Dysfunctional organization culture. *Journal of Managerial Psychology*, 21(8), 698–708.

- Van Ryzin, M. J., Gravely, A. A., & Roseth, C. J. (2009). Autonomy, belongingness, and engagement in school as contributors to adolescent psychological well-being. *Journal of youth and adolescence*, 38, 1–12.
- Vaquera, E., & Kao, G. (2008). Do you like me as much as I like you? Friendship reciprocity and its effects on school outcomes among adolescents. *Social Science Research*, 37(1), 55–72.
- Viswesvaran, C., Sanchez, J. I., & Fisher, J. (1999). The role of social support in the process of work stress: A meta-analysis. *Journal of Vocational Behavior*, 54(2), 314–334.
- Volk, A. A., Dane, A. V., & Marini, Z. A. (2014). What is bullying? A theoretical redefinition. *Developmental Review*, 34(4), 327–343.
- Voss, N. M., Stoffregen, S. A., Couture, K. L., DiGirolamo, J. A., Furman, M., Haidar, S., ... & Spector, P. E. (2025). Shaping the future of industrial-organizational psychology: The transformative potential of research collaborations. *Industrial and Organizational Psychology*, 1–21.
- Wanous, J. P., Reichers, A. E., & Hudy, M. J. (1997). Overall job satisfaction: how good are single-item measures? *Journal of Applied Psychology*, 82(2), 247.
- Ward, P., & Meyer, S. (2009). Trust, social quality and wellbeing: A sociological exegesis. *Development and Society*, 38, 2, 339–363.
- Wentzel, K. R., Jablansky, S., & Scalise, N. R. (2020). Peer social acceptance and academic achievement: A meta-analytic study. *Journal of Educational Psychology*.

- Wood, M., & Su, F. (2019). Parents as “stakeholders” and their conceptions of teaching excellence in English higher education. *International Journal of Comparative Education and Development*, 21(2), 99–111.
- Wortman, C. B. (1984). Impact and measurement of social support of the cancer patient. *Cancer*, 53, 2339–236
- Wright, T. A., & Cropanzano, R. (2000). The role of organizational behavior in occupational health psychology: A view as we approach the millennium. *Journal of occupational health psychology*, 5(1), 5.
- Wright, T. A., and Cropanzano, R. (2000). The role of organizational behavior in occupational health psychology: a view as we approach the millennium. *J. Occup. Health Psychol.* 5, 5–10. doi: 10.1037/1076-8 998.5.1.5
- Yang, C., Sharkey, J. D., Reed, L. A., Chen, C., & Dowdy, E. (2018). Bullying victimization and student engagement in elementary, middle, and high schools: Moderating role of school climate. *School Psychology Quarterly*, 33(1), 54.
- Yang, D., Chen, P., Wang, K., Li, Z., Zhang, C., & Huang, R. (2023). Parental involvement and student engagement: a review of the literature. *Sustainability*, 15(7), 5859.
- Young, J.E. (1998) *The Young Schema Questionnaire: Short Form*; Cognitive Therapy Center: New York, NY, USA, 1998.
- Young, J.E., Klosko , J.S. and Weishaar, M.E. (2003) *Schema Therapy: a Practitioner ’ s Guide*. New York: Guilford Press.



Yueh, H. P., Wu, Y. J., & Chen, W. F. (2020). the psychology and education of entrepreneurial development. *Frontiers in Psychology*, 11, 27.

Zeinabadi, H. (2010). Job satisfaction and organizational commitment as antecedents of organizational citizenship behavior (OCB) of teachers. *Procedia-Social and Behavioral Sciences*, 5, 998–1003.