The Influence of Passion and Grit on Organisational Citizenship Behaviour in the Educational Service Sector

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Abstract

This research aimed to study the factors that affect passion and grit and their relation to Organisational Citizenship Behaviour (OCB) in the educational service sector. The data were collected from 381 employees from four main universities in Thailand. Structural equation modelling was used to conduct the data analysis. The results indicated that passion consists of the internal factors of self-esteem, welfare, and respect while grit consists of advancement, stability, and job description. Both passion and grit were found to directly affect OCB in the educational service sector. Additionally, coworkers and education have no relationship with OCBESS. This study implies that organisations can focus on the intrinsic and extrinsic motivating factors that promote passion and grit, which can enhance the level of OCBESS, to benefit workers and organisations.

Keywords: *Passion, Grit, Organisational Citizenship Behaviour, Educational Service Sector.*

Introduction

Human capital, including educational personnel, must be effectively prepared for transformations in the twenty-first century that benefit human quality growth and efficiency with consideration to the importance of social and national steering (Pramepluem, Wongpinpech, & Chunin, 2020). Education involves teaching and learning specific skills and intangible knowledge. Most importantly, education equips students with favourable judgements and well-developed wisdom (Kalenskaya, Gafurov, & Novenkova, 2013). Organisational citizenship behaviour (OCB) is necessary for educational sectors and developing countries to foster future human resources (Jenaababadi, Okati, & Sarhadi, 2013). Organisational citizenship behaviour in the educational service sector (OCBESS) describes an individual's voluntary commitment to tasks related to educational activities that are beyond the contractual duties to working with students and coworkers (DiPaola & da Neves, 2009).

In the educational sector, many studies have proven that grit and passion are significant factors that influence OCB (Arifin, Herri, Amali, Elfindri, & Puteri, 2019; Savithri & Maharayazhmozhi, 2019), but none of study focuses on employees in the education sector. Therefore, it is imperative to further probe into motivation and its relation to passion when employee initiative is not mandated by the organisation (Husniati & Pangestuti, 2018), as well as welfare and self-esteem (Bowen, 2020; Luyckx, Klimstra, Duriez, Schwartz, & Vanhalst, 2012). Furthermore, grit can help people strike the correct balance between working hard and persevering in the face of difficulties (Kern, 2017) and is explained by advancement, job security, and job descriptions (M. Kim, Lee, & Kim, 2019; Mack, 2012). Both passion and grit are needed in educational sectors (A. Duckworth, 2016; Vallerand, 2020), and are crucial factors influencing OCBESS. Motivating educational personnel is a critical component of human resource management that is necessary to achieve a high level of productivity.

The study aims to verify the complex motivational variables of motivation on OCBESS through the role of passion and grit—alternatively, the internal and external factors of motivation relation to OCBESS. Knowledge of each factor will be beneficial to organisations. By empirically proving how passion and grit influence OCBESS, this study will enable managers to formulate strategies and policies

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that respond to the needs of their personnel. Meeting personnel's needs will ensure their satisfaction and commitment to helping the organisation effectively achieve its goals.

Literature Review

Organisational Citizenship Behaviour

It is difficult to predict organisational productivity from achievement goal behaviour at the indidivudal level. Thus, OCB is categorised into five dimensions: 1) altruism (helping people without being asked), 2) courtesy, 3) conscientiousness (being plan-oriented and obeying rules), 4) sportsmanship (willingness to tolerate without complaining or refraining) and 5) civic virtues (rationally showing concern) (Graham, 1991; D. W. Organ, 1988).

Organ (1988) defined OCB as "individual behaviour promotes the effective functioning of the organisation." Organisational citizenship behaviour is the extra-role behaviour demonstrated by an individual that is not a compulsory part of job requirements. Organisational citizenship behaviour refers to voluntary behaviour that is not explicitly identified by the organisation's formal incentive system and, in general, promotes the responsibility level of the individual in the organisation (Allameh, S. M., Amiri, S., Asadi, 2011). Tools used to measure OCB are: 1) organisation identification, 2) assisting colleagues, 3) accountability and law-abiding, 4) interpersonal harmony and 5) protection of corporate resources (Ming-Chang & Tzu-Chuan, 2010). Many studies have shown that grit and passion are significant factors that influence OCBESS in terms of volunteerism and prosocial behaviour based on autonomous motivation (Arifin et al., 2019; Gagné & Deci, 2005; M. Kim et al., 2019; Lee, Shin, Park, & Sohn, 2018; Savithri & Maharayazhmozhi, 2019).

Passion

The internalization process of SDT may be applied to activities that individuals value, resulting in harmonious and obsessive kinds of passion and improved quality of life, as defined in the Dualistic Model of Passion (Vallerand, 2015; Vallerand & Houlfort, 2019; Vallerand, Paquet, Philippe, & Charest, 2010) Passion is a strong feeling on which an individual expends value and time. Harmonious passion is autonomous internalization of the activity and uncontrollable and obsessive passion-internalisation control (Vallerand et al., 2010) and is associated with passion in the workplace (Bowen, 2020). Obsessive passion is self-determination leading to self-identity with one's own values and regulations (Edward L Deci & Ryan, 2000) while generating interpersonal pressure mindsets of social acceptance or self-esteem. Conversely, harmonious passion emphasises positive outcomes such as task engagement and sastisfaction (Lafrenière, Bélanger, Sedikides, & Vallerand, 2011; Mageau, Carpentier, & Vallerand, 2011).

H1: *Passion as an internal factor positively influences OCBESS.*

Self-esteem

Self-esteem is an appreciation of self worth and importance and motivation from a passion to succeed (Branden, 2021). Self-esteem leads to high harmonious passion from adaptive self-regulatory strategies; on the other hand, individuals comparatively low in implicit self-esteem experience higher levels of obsessive passion (Lafrenière et al., 2011). Employees who feel worthwhile (i.e., experience self-esteem) will perform more cooperatively, which might be a predictor of intrinsic motivation (Gardner & Pierce, 2016). This supports the idea that self-esteem and confidence lead to a passion for achievement, collaboration, and trust (Spurr, Bally, & Ferguson, 2010). Self-esteem and organisational citizenship behaviour are correlated, but the latter is not correlated with performance (Khaola, 2014). However, recent research suggests that employee traits such as self-esteem may be a substantial motivator of OCB (Avey, Palanski, & Walumbwa, 2011; Stauffer III, 2016). Furthermore, educators with low self-esteem utilise motivation as a form of self-defence to excuse their unfavourable outcomes. (Ariani, 2012; Ekiti & Ekiti, 2014) and deviant behaviours (Haider, Heredero, & Ahmed, 2019).

H1a: Self-esteem is a form of passion (an internal factor) that influences OCBESS.

Respect

One of the components of SDT is the need for relatedness, which is the desire to feel respected and appreciated (Edward L Deci & Ryan, 2000) and can be a predictor of obsessive passion (Houlfort et al., 2015). Respect is intrinsic human worth and can be defined as "a sense that someone is important in some way, and should be treated in an appropriate way. Respect increases passion, which leads to increased productivity and creativity (Hardgrove & Howard, 2015). Employees who receive constructive feedback feel more respected and see prospects for growth, which leads to increased job satisfaction and more robust OCB (Sommer & Kulkarni, 2012).

Courtesy, in which employees treat each other with respect, is another of OCB (D. Organ, Podsakoff, & MacKenzie, 2006). OCB in each individual could be triggered by respect and acceptance, which are the basis of interpersonal relationships (Peyrat-Guillard & Glinska-Neweś, 2014). In academia, teachers who have achieved respect also completely embrace the idea that high levels of OCB in the teaching profession are beneficial (K, 2021).

H1b: Respect is a form of passion (and is an internal factor) that influences OCBESS.

Welfare

Harmonious passion contributes to employee well-being (Houlfort, Philippe, Vallerand, & Ménard, 2014). Organisations should provide support in a work environment and welfare for higher job satisfaction and commitment, which encourages OCB (Pitaloka & Paramita Sofia, 2014).

Self-determination theory is a basic framework for understanding reciprocity as motivation to increase OCB (Gagné & Deci, 2005). Reciprocity is based on workers' tendencies to respond to their organization depending on how well the company treats its employees (Griffin & Hepburn, 2005). To maintain passion in work activities, an educational leader can be generous and show concern for the well-being and welfare of others (Buneviaje, 2016). Social Exchange Theory (SET) provides a positive message to employees about an organisation's concern for their well-being and desire to preserve a long-term relationship with employees (Gould-Williams, 2016). There is an essential intermediate response to perceived organisational support (POS) for OCB. Employee welfare practices are perceived as an act of goodwill from the organisation. Workers reciprocate through better productivity, among other outcomes, that advantage the organisation (Lin, Chen, & Chen, 2016).

H1c: Welfare is a form of passion (and is an internal factor) that influences OCBESS.

Grit

Grit is defined as perseverance and a positive addiction to predicting and accomplishing long-term goals. People who have grit are more optimistic and self-critical of their own performances, and thus are constantly growing. People with talent are more likely to succeed, but they must also put up effort and determination to prevent failure. (Angela L. Duckworth, Peterson, Matthews, & Kelly, 2007) According to SDT, individuals must first have an interest in the task that encourages them to commit to a cause for the rest of their lives, despite failures, errors, challenges, and alternatives (A. Duckworth, 2016). Developing grit can enhance motivation in dynamics that further the interests group, which includes higher effort, performance, outcomes, and well-being. SDT starts with intrinsic motivation, then progresses to degrees of extrinsic motivation, in which one aspires to be rewarded and approved by others, and finally to intrinsic motivation. (Ballmann & Mueller, 2008; Bronson, 2016; Edward L Deci & Ryan, 2000; Disabato, Goodman, & Kashdan, 2018).

Grit has been linked to motivation for achieving and professional success (Angela Lee Duckworth & Eskreis-Winkler, 2013; Guo, Tang, & Xu, 2019; Vallerand, Houlfort, & Forest, 2014) and has a positive effect on autonomy **and relationship** support (H.-R. Kim, Choi, & Um, 2021). In a dynamic context such as in educational settings, grit appears to be a fundamentally significant attribute. In comparison to passion, grit is a considerably better predictor of long-term objectives, especially under unfavourable conditions such as objective failure or the sensation that one is not improving (Angela Lee Duckworth & Quinn, 2009). **Grit** has been proposed as a new predictor for OCB, **especially as an important psychological factor in educational settings** (Arifin et al., 2019; Arifin & Puteri, 2019; Puteri & Arifin, 2020)

H2: *Grit as an external factor positively influences OCBESS.*

Advancement

Grit is related to involvement, advancement, and work experience (Robertson-Kraft & Duckworth, 2014). **Advancement was included in Herzberg's motivation, as it enhances job satisfaction and positively contributes to OCB** (Febriani, Saleh, & Sin, 2019), **thus is considered an extrinsic motivator** (Khan, Shahid, Nawab, & Wali, 2013; Sleimi & Davut, 2015). **Research has suggested that institutions should** institute OCB-related policies at workplaces and **that OCB should be** included for **instrumental work values** (Ali, Panatik, & Badri, 2020). **However,** OCB is voluntary conduct for the benefit **and advancement** of **organisations and institutions** (Tulung et al., 2020).

H2a: Career advancement is a form of grit (and is an external factor) that influences OCBESS.

Stability

In psychology, grit is correlated with individual attachment levels. Individuals with high **safety, security, and stability** tend to engage in constructive action to reduce distress **and** have low anxiety and avoidance dimensions **linked to needs of relatedness in SDT** (Edward L Deci & Ryan, 2000; Levy & Steel, 2011). **Grit level can also explain employee retention** (A. Duckworth, 2016).

Aspects of organisational success, such as the hiring process, environment, and resource usage improvement, coordination, and stability, can also positively influence OCB (Tambe & Meera, 2014). Among the ten motivational value types, the protection of stability (security, conformity, and tradition) influences better performance or higher levels of OCB (Y. Liu & Cohen, 2010). **Moreover, there is evidence that supports the relationship between** employment security and employee OCB. However, **this relationship** may vary depending on employment status (X. Liu, Huang, Wang, & Liu, 2019). Interestingly, job insecurity leads to lower OCB (McGinley, Line, Wei, & Peyton, 2020; Stynen, Forrier, Sels, & De Witte, 2015). Along with education and coworkers, job stability can have a positive impact on OCB. (Krishnan et al., 2017)

H2b: Stability is a form of grit (and is an external factor) that influences OCBESS.

Job Description

Most positions in educational careers require candidates to deliver knowledge to students and faculty, and to manage, evaluate, and collect academic information relevant to accomplishing tasks(Chen & Zhang, 2017). Employees with grit have a strong incentive to invest the effort necessary to properly execute their jobs (Menges, Tussing, Wihler, & Grant, 2017). Employees' perseverance and concentration on a job-related task may increase if there is ambiguity regarding the work (Yeager et al., 2014).

OCB are extra duties beyond the job description that are beneficial to the organisation even if they are not formally compensated; employees demonstrating OCB appear to contribute a competitive advantage for the organisation (Eljaaidi, 2020; Mcbain, 2004). On the other hand, role conflict and ambiguity could lead

to lower levels of job satisfaction and OCB. However, clarifying roles and facilitation can help solve these problems (N. P. Podsakoff, Whiting, Podsakoff, & Mishra, 2011). It is necessary to evaluate performance-related behaviours and OCB to assesss the adequate fulfilment of the responsibilities specified in job descriptions (Ion et al., 2017).

H2c: A job description is a form of grit (and is an external factor) that influences OCBESS.

This research draws on the health belief Model and the contingency theory to examine the intention to use EAP. The conceptual framework is presented in Figure 1

Figure 1: Conceptual Framework
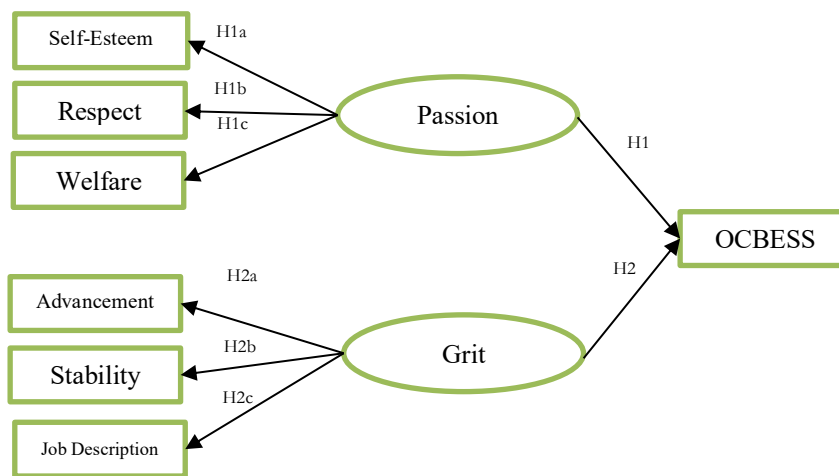
Research Methodology

Methods and Tools of Data Collection

The conversion of qualitative data (opinions) to quantitative indicators in quantitative research allows for more efficient analysis (Burns, Bush, & Veeck, 2019). This study relied on a closed-end questionnaire research model. According to the literature, a seven-point Likert scale is ideal for electronically distributed and otherwise unsupervised usability questionnaires the literature as a standard psychometric scale to measure the responses as they give a more accurate assessment of a participant's authentic evaluation (Finstad, 2010; Li, 2013). The self-administered surveys were distributed with the assistance of universities. Individuals anonymously and voluntarily completed the questionnaires, which is a cost-effective way to overcome geographic barriers and reduce pressure. **Furthermore,** the researcher must construct the questionnaire to eliminate incomplete replies and questionnaire comprehension validated through **pilot** tests until the respondent accurately understands the question in the same way as the researcher (Burns et al., 2019).

Sampling Method

For more accurate results, we used stratified sampling to divide the population into Thai regional groupings by guaranteeing that each subgroup in the sample was accurately represented **and then selected the research participants and sites by random sampling** (Burns et al., 2019). The population comprised 42,086 employees in the educational service sector from four prominent universities in Thailand (Khon Kaen University, Chiang Mai University, Prince of Songkla University, and Chulalongkorn University) , which are also where each regional population density is the highest. The population distribution is shown in Table 1.

We followed Krejcie & Morgan, (1970) to determine the appropriate sample size for the given finite population and simplified the determination of a sample size for a finite population. In this study, the sample size was determined to be 381 people at the 95% confidence level with a 5% marginal error.

Table 1. Number Of People in The Education Service Sector in Four Prominent Thailand Universities.

Educational Service Sector	Frequency	Percentage (%)
Khon Kaen University	11,432	27.20%
Chiang Mai University	11,482	27.30%
Prince of Songkla University	11,158	26.50%
Chulalongkorn University	8,014	19.00%
Total	**42,086**	**100%**

Source: https://home.kku.ac.th,http://www.cmu.ac.th,http://www.personnel.psu.ac.th,http://www.chula.ac.th

Data Analyses

The researcher used IBM SPSS Statistics version 23 (R. Levesque, 2016) to perform the

reliability of the questionnaire and descriptive analysis (McCormick, Salcedo, Peck, Wheeler, & Verlen, 2017).

The researcher used structural equation modelling (SEM) to assess the data and to combine path models and confirmatory factor models (Kumar, 2012). By using IBM AMOS, a statistical program, to analyse the relationship between the latent and independent variables, we can analyse the data from a questionnaire to test a hypothesis (Byrne, 2013).

Research Findings and Analysis

Descriptive Statistics

Table 2. Background Information

Characteristic	Frequency	Percentage
Gender		
Female	172	45%
Male	209	55%
Age		
Under 30 years	116	31%
30 - 45 years	180	47%
Over 45 years	85	22%
Education Qualification		
Under the Bachelor's degree	20	5%
Bachelor's degree	125	56%
Master's degree	117	31%
Doctor's degree	29	8%
Operation Duration		

less than five years	89	23%
5 to 15 years	189	50%
Over 15 years	103	27%
Operation Region		
North-eastern Thailand	104	27.20%
Northern Thailand	104	27.30%
Southern Thailand	101	26.50%
Central Thailand	72	19%

Table 2 shows that the respondents consisted of 209 females (55%) and 172 males (45%). Most of the respondents were between 30 and 45 years old (n = 180; 47%), 116 were 30 years old and below, and a third group of respondents was over 45 years old (n = 85; 22%). Only five percent, or 20 people in the sample, had an educational level below a bachelor's degree, 215 people or 56 percent had bachelor's degrees, while 31% or 117 people had master's degrees, and 8% or 29 people in the sample had doctoral degrees. Of the respondents, 23% (89 people) had less than five years of work experience. Fifty percent (189 people) had 5 to 15 years of work experience, and 27% (103 people) had over 15 years of work experience. The sample comprised of 27.3% (104 people), 27.2% (104 people), 26.5% (101 people) and 19% (72 people) based in the northern, northeastern, southern, and central regions, respectively.

Confirmatory Factor Analysis

A confirmatory factor analysis (CFA) was performed to verify the suitability and accuracy of the structural equation modelling. The analysis results can be divided into two parts:

Table 3. The Result of Confirmatory Factor Analysis of Passion's Component Form

Observe Variable	*Element Value*		*t*		R^2	*Coefficient Score*
	Beta	b (SE)				
SE	0.781	1.000	-		0.609	0.146
RP	0.838	0.94 (0.057)	17.425***		0.702	0.222
WF	0.923	1.045 (0.058)	18.089***		0.852	0.516
$\chi^2 =$	0.000, df=0, p=1.000, CFI=1.000, GFI=1.000, AGFI=1.000 RMSEA=0.000, RMR=0.000, IFI=1.000, NFI=1.000					
*Note: t-values>2.576 Statistical Significance level = 0.01** (P<0.01)*						

Passion

According to Table 3, the CFI is equal to 1.000 and is greater than 0.90. Each GFI, AGFI, IFI, and NFI is equal to 1.000, which is higher than 0.90 (Bentler, 1990; Bentler & Bonett, 1980; Byrne, 2013; Marsh, Balla, & McDonald, 1988). The RMR and RMSEA both equal 0.000, which is less than 0.05 (Civelek, 2018; MacCallum, Browne, & Sugawara, 1996). Thus, the measurement model is consistent with empirical evidence. The passion variables range from high to low for welfare (WF), respect (RP), and self-esteem (SE). The values of the element factors are 0.923, 0.838, and 0.781.

Table 4. The Result of Confirmatory Factor Analysis of Grit's Component Form

Observe Variable	*Element Value*		*t*		R^2	*Coefficient Score*
	Beta	b (SE)				

AM	0.803	1.000	-	0.645	0.168
SB	0.873	1.260 (0.0720)	17.509***	0.762	0.200
JD	0.878	1.080 (0.064)	16.934***	0.771	0.286
$\chi^2 =$	1.741, df=2, p=0.419, CFI=1.000, GFI=0.998, AGFI=0.986				
	RMSEA=0.000, RMR=0.006, IFI=1.000, NFI=0.999				
Note: t-values>2.576 Statistical Significance level = 0.01** (P<0.01)					

Grit

According to Table 4, CFI = 1.000, which is higher than 0.90. GFI = 0.998, which is higher than 0.90. AGFI = 0.986 and is higher than 0.90. IFI = 1.000, which is higher than 0.90. NFI = 0.999, which is greater than 0.90 (Bentler, 1990; Bentler & Bonett, 1980; Byrne, 2013; Marsh et al., 1988). RMR and RMSEA are both equal to 0.000, which is between zero and 0.05 (Civelek, 2018; MacCallum et al., 1996). Thus, the measurement model is consistent with the empirical evidence. The JD, SB, and AW element factors are 0.878, 0.873, and 0.803 respectively.

Structural Equation Modelling Analytical Results

The results in Table 5 shown the eight fit indices met the criteria: Thus, the structural equation modelling fit the empirical data.

Table 5. The Analysis Result of the Overall Fit Index Model.

Fit Index	Measurement	Measurable Index	Result
CMIN/DF	<2.00	1.937	PASS
CFI	>0.95	0.999	PASS
GFI	>0.95	0.997	PASS
AGFI	>0.90	0.960	PASS
IFI	>0.90	0.999	PASS
NFI	>0.90	0.998	PASS
RMSEA	<0.05	0.050	PASS
RMR	<0.05	0.008	PASS

Path Analysis

The researcher analysed the influence of passion and grit on OCBESS. The results of the direct effects (DE), indirect effects (IE) and total effects (TE) are as follows.

Table 6. Analysis of the Influence of Variables in the Causal Model of the Factors That Affect OCBESS.

Result Variable		Influence	Cause Variable		R
			GR	PS	
OCBESS	Direct		0.342**	0.448**	0.535
	Indirect		0.000	0.000	
	Total		0.366**	0.421**	
Note: t-values>2.576 Statistical Significance level = 0.01** (P<0.01)					

Table 6 shows an analysis of the influence of the causal model variables of the factors that affect OCBESS. The direct and indirect effects can be described as follows.

Grit (GR) has a direct effect on OCBESS. GR has a number of direct effects that equal 0.342, which is statistically significant at the 0.01 level.

Passion (PS) has a direct effect on OCBESS. PS has a number of direct effects that equal 0.448, which is statistically significant at the 0.01 level.

For the predictive coefficient (R^2) of the internal latent variable, the structural equation analysis revealed that the predictive coefficients of OCBESS were equal to 0.535.

Hypothesis Testing

Figure 2 shows how SEM was used to assess the model, and Table 7 shows the result for each variable in terms of passion and grit and how they affect OCBESS.

Table 7. Hypothesis Testing Results

#	Hypothesis	P	Estimates	Result
H1a	Self-esteem is a passion that influence OCBESS	***	0.74	Supported
H1b	Respect is a passion that influence OCBESS	***	0.80	Supported
H1c	Welfare is a passion that influence OCBESS	***	0.97	Supported
H1	Passion positively influences OCBESS.	***	0.42	**Supported**
H2a	Advancement is a grit that influence OCBESS	***	0.88	Supported
H2b	Stability is grit that influence OCBESS	***	0.90	Supported
H2c	Job description is a grit that influence OCBESS	***	0.85	Supported
H2	Grit positively influences OCBESS.	***	0.37	**Supported**

Passion positively affected OCBESS with a significant value less than 0.0001 level and standard regression weight at 0.42, which is stronger than grit. Grit positively influenced OCBESS with a significant value less than 0.0001 level and standard regression weight at 0.37, according to Figure 2.

Conclusion and Discussion

The purpose of this study is to verify motivation proposed intrinsic and extrinsic motivation factors that affect OCBESS by passion and grit.

This finding supports that self-esteem is an intrinsic motivator that is also a form of harmonious passion (Gardner & Pierce, 2016; Lafrenière et al., 2011; Mageau et al., 2011). Self-esteem leads to trust and

collaboration, **which increases passion** (Spurr et al., 2010) **and** greatly influences OCBESS (Avey et al., 2011; Stauffer III, 2016).

Respect which is an internal factor, **pertains to the need for relateness** (Edward L Deci & Ryan, 2000). **Respect is considered both an obsessive and a harmonious passion** (Vallerand et al., 2007); **however, some studies argued that it is more so a predictor of obsessive passion** ((Houlfort et al., 2015). **Furthermore, providing respectful and honest feedback can enhance the OCBESS level** (K, 2021; Peyrat-Guillard & Glinska-Neweś, 2014; Sommer & Kulkarni, 2012), **which confirms the** Courtesy **classification** ((D. Organ et al., 2006).

Welfare was confirmed to be the strongest **intrinsic motivation that is** positively related to OCBESS. The level of perceived welfare can influence attitudes towards OCBESS. **This finding is in** line **with** perceived organisational support) in which employees respond to **employee welfare** practices with actions that are advantageous to the organisation (Lin et al., 2016). POS also depends on concern for **employee** well-being (Buneviaje, 2016; Gould-Williams, 2016; Griffin & Hepburn, 2005). **Employees are motivated to 'pay back' the company by reciprocating behaviours that increase** OCB (Gagné & Deci, 2005; Pitaloka & Paramita Sofia, 2014)

Moreover, the results of this study revealed that the career advancement has a positive relationship with OCBESS. **Many studies have explained or combined with career advancement with** 'self-actualisation' (Maslow, 1956) **or advancement** (Herzberg, Mausner, & Snyderman, 1959). **Many have also agreed that career advancement enhances job satisfaction and OCB** (Febriani et al., 2019) **and that career advancement should be used as a tool to influence** (Ali et al., 2020; Tulung et al., 2020).

Stability is the strongest external factor that influences OCBESS. This finding is related to **the need for relatedness in SDT, which is the desire to feel safe and secure** (Edward L Deci & Ryan, 2000; Levy & Steel, 2011), **as well as performance and relationship** (X. Liu et al., 2019). (Y. Liu & Cohen, 2010). **While** Krishnan et al., (2017) **proposed that** education, coworkers and job stability can have a positive impact on OCB, **this study only found evidence to support stability.**

Last, job description is an external factor of grit that influences OCBESS. **Grit can drive employees** to **perform** their jobs properly (Menges et al., 2017). **Eliminating role conflict can bring employees to engage in OCBESS to fulfill the responsibilities and** (Ion et al., 2017; N. P. Podsakoff et al., 2011).Our findings indicate that intrinsic passion has a greater impact on OCBESS than extrinsic drive or grit. In sum, passion and grit have direct effects on OCBESS.

Implications

This study, which analyzed the impact of passion and grit on OCBESS, demonstrated that welfare, job stability, career advancement, and job description all have high feedback levels **as extrinsic motivation to OCBESS**. As a result, the researcher recommends that policymakers in the educational service sector design, improve, and guide policies **in hiring, developing, and retaining processes**. Employees in the educational service industry can be empowered to step up and enthusiastically build organisations if educational administrations promote passion and grit.

Employers should ensure that sufficient welfare and benefits are provided **to employees**. To guarantee that employees are satisfied, employers should **enhance** employees' health and well-being and ensure that employees' fundamental needs are met and heard.

Providing a career progression plan and using a public relations platform as an informational channel for alerting employees about promotional prospects may help employees develop grit and confidence in their jobs. As employees progress, they will be more likely to attain their personal and work-related goals.

To reduce work delays and errors, an organisation should coordinate and direct work flows and systems in a stepwise fashion, assign appropriate work to each person, **and promote voluntary performance of extra roles to benefit individuals and the organisation.**

Other variables, such as employee respect and self-esteem, are basic needs relevant to employee well-being that should not be disregarded as these variables directly impact job satisfaction and performance.

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