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The Influence of Organizational Citizenship Behavior, Organizational Culture, and Principals' Emotional Competence on Teacher Performance

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ABSTRACT

Background: Improving education quality in Indonesia depends strongly on teacher performance as the primary actor in learning. However, teacher performance remains suboptimal in instructional innovation, continuous professional development, and the integration of educational technology. Strengthening Organizational Citizenship Behavior (OCB), organizational culture, and principals' emotional competence is therefore considered essential.

Purpose: This study aimed to examine (1) the effect of OCB on teacher performance, (2) the effect of organizational culture on teacher performance, (3) the effect of principals' emotional competence on teacher performance, and (4) the simultaneous effect of these three variables on the performance of public elementary school teachers in Paninggaran District, Pekalongan Regency.

Method: This quantitative survey study collected data through a Likert-scale questionnaire. The population comprised 163 teachers, and the sample consisted of 115 teachers. Instrument testing included validity and reliability tests, while prerequisite analyses covered normality, linearity, and multicollinearity. Data were analyzed using correlation, coefficient of determination, t-test, F-test, and regression analysis.

Results: (1) OCB had a positive and significant effect on teacher performance, contributing 54.5% (moderately strong); (2) organizational culture had a positive and significant effect, contributing 59.2% (moderately strong); (3) principals' emotional competence had a positive and significant effect, contributing 64.6% (strong); and (4) simultaneously, the three variables had a positive and significant effect, contributing 68.3% (strong).

Conclusion: Teacher performance can be improved by strengthening OCB, fostering a positive and supportive organizational culture, and enhancing principals' emotional competence. These factors play strategic roles in sustainable educational quality improvement. Although earlier studies examined OCB, organizational culture, and leadership separately, few have investigated them simultaneously in public elementary schools in Paninggaran District.

KEYWORDS

Organizational Citizenship Behavior, Organizational Culture, Principals' Emotional Competence, Teacher Performance.

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INTRODUCTION

Education is the primary foundation in shaping the quality of competitive human resources, especially amid the increasingly competitive dynamics of globalization.

In the Indonesian context, improving the quality of education has become a strategic agenda that must be continuously pursued by all stakeholders. One of the key factors in this effort is effective school management, which is highly determined by the role of the principal as both a leader and an educational manager. Principals are not only required to perform administrative functions, but also to become agents of change who are inspirational, innovative, and adaptive to educational policies such as *Merdeka Belajar* (Independent Learning), which emphasizes flexibility and independence in the learning process (Miyono et al., 2020).

On the other hand, teacher performance is a central element in determining the success of the educational process. Good teacher performance contributes to optimal student achievement, which ultimately affects the overall quality of education (Nuraini, 2022). Competent and motivated teachers are more likely to create a positive learning environment that can enhance students' motivation and participation in the learning process.

Based on previous studies, teacher performance is still considered relatively low in various aspects of professionalism and 21st-century learning. Research conducted by Priyana, Rizqi, and Mayasari (2024) revealed that teachers' continuous professional development remains low, as indicated by the fact that only about 46% of teachers regularly participate in training programs, while many teachers are still inactive in improving their competencies. Furthermore, Damanik and Widodo (2024) found that teachers' teaching creativity and utilization of digital media are still not optimal. Approximately 52% of teachers have not been able to integrate Information and Communication Technology (ICT) effectively, resulting in monotonous and less innovative learning processes.

In addition, research conducted by Rodiyah, Sumardjoko, and Anif (2023) explained that transformational leadership and teacher training programs have not been implemented optimally, causing teachers to be less capable of adopting technological innovations in learning activities. These findings indicate that competency improvement, technological mastery, instructional creativity, as well as leadership and training support remain important factors in improving teacher performance.

These problems are also reflected in the results of academic supervision conducted in public elementary schools in Paninggaran District, Pekalongan Regency. Several obstacles were identified, including low levels of instructional innovation, limited participation in training programs, weak collaboration among teachers, lack of reflection on teaching practices, and ineffective communication between teachers and principals. In addition, delays in completing learning administration are still frequently found. These facts indicate that improving teacher performance cannot be separated from organizational and leadership factors within the school environment.

In this context, the emotional competence of school principals becomes one of the important factors that potentially influence teacher performance. Principals who are able to understand and manage emotions effectively tend to create a conducive working climate, build harmonious interpersonal relationships, and increase teachers' motivation and job satisfaction. An empathetic leadership approach enables principals to better understand teachers' needs and resolve conflicts constructively, thereby positively affecting teacher performance.

One important concept considered in this study is Organizational Citizenship Behavior (OCB), which is closely related to individuals' willingness to contribute to the organization beyond their formal obligations. In the educational context, OCB reflects teachers' positive attitudes in collaborating with colleagues, supporting order and discipline within the school, and actively participating in extracurricular activities. This greatly supports the achievement of educational goals. Research conducted by Zein and Hadijah (2018) showed a positive relationship between

Organizational Citizenship Behavior (OCB) and teacher performance, indicating that a positive work environment contributes to extra-role behavior that enhances teacher motivation. Khan et al. (2022) also proved that teachers with high Organizational Citizenship Behavior (OCB) tend to demonstrate more consistent and proactive performance in lesson planning and learning evaluation.

Organizational culture also has a significant influence on educational outcomes. A positive school culture creates a collaborative atmosphere in which all members feel appreciated and motivated. Previous research has shown that principals with strong emotional skills are capable of building an inclusive and supportive organizational culture, which is essential in facing current educational challenges (Rami, 2023).

The emotional competence of principals plays an important role in creating a positive and supportive work environment in schools. Principals who possess high emotional awareness, are able to manage emotions effectively, and maintain healthy interpersonal relationships can encourage teachers' enthusiasm and increase their job satisfaction (Novita, Zakir, Haruna, & Wahyuni, 2024). Employees who feel appreciated and supported are more likely to demonstrate high-performance behavior and stronger commitment to the school (Bashir, 2016). This indicates a strong synergy between leadership and the development of Organizational Citizenship Behavior (OCB) as well as organizational culture within schools.

Based on the background described above, this study aims to analyze the influence of Organizational Citizenship Behavior (OCB), organizational culture, and principals' emotional competence on teacher performance, both partially and simultaneously. The novelty of this study lies in its integrative approach, which examines the dynamic relationship among these three variables within a single conceptual framework. The findings of this study are expected to provide both theoretical and practical contributions to the development of educational management, particularly in efforts to improve teacher performance sustainably. Therefore, this study is relevant in supporting the improvement of the quality of basic education, especially in Pekalongan Regency, and contributes more broadly to the achievement of national education goals.

RESEARCH METHODOLOGY

This study employed a quantitative approach with a correlational research design aimed at examining causal relationships among variables through hypothesis testing. The quantitative approach was chosen because this study is based on the positivist philosophy, which emphasizes objective measurement of social phenomena in the form of numerical data that can be statistically analysed. Therefore, this study empirically investigated the influence of Organizational Citizenship Behavior (OCB), organizational culture, and principals' emotional competence on the performance of elementary school teachers.

The research was conducted in all public elementary schools in Paninggaran District, Pekalongan Regency, consisting of 23 schools. The study was carried out over a six-month period, from June to November 2025. The research location was selected based on empirical phenomena related to teacher performance that required deeper investigation. It was expected that the findings would contribute significantly to improving the quality of education in the region.

The research design used in this study was a survey with an ex post facto approach. This design was selected because the researcher did not manipulate the independent variables but instead examined the relationships among variables based on existing conditions. The independent variables in this study were Organizational Citizenship Behavior (OCB) (X1), organizational culture (X2), and principals' emotional competence (X3), while the dependent variable was teacher

performance (Y). Through this design, the researcher was able to identify the magnitude of the partial and simultaneous effects of each independent variable on teacher performance.

The population of this study consisted of all public elementary school teachers in Paninggaran District, totalling 163 teachers. Due to resource limitations, the sample size was determined using the Krejcie and Morgan formula, resulting in 115 respondents. The sampling technique applied was probability sampling using proportional random sampling, in which each member of the population had an equal opportunity to be selected while still considering the proportional number of teachers in each school. This technique was chosen to ensure sample representativeness and minimize research bias.

The research instrument used was a closed-ended questionnaire employing a five-point Likert scale consisting of strongly agree, agree, moderately agree, disagree, and strongly disagree. The instrument was designed to measure Organizational Citizenship Behavior (OCB), organizational culture, principals' emotional competence, and teacher performance. Data collection was conducted by distributing questionnaires directly to respondents and subsequently collecting them for analysis. The use of a closed-ended questionnaire aimed to facilitate data processing and improve the consistency of respondents' answers.

Data analysis in this study was conducted through several stages, including instrument testing, descriptive analysis, and inferential analysis. Instrument testing included a validity test aimed at determining the accuracy of the instrument in measuring the intended constructs Data analysis aims to identify patterns in quantitative data for scientific research results. The analysis includes instrument testing, analysis prerequisites, and hypothesis testing using the Krejcie and Morgan formula. Validity testing using SPSS is considered valid if the correlation value exceeds 0.361. In addition, descriptive analysis was conducted to describe data distribution through the calculation of means, standard deviations, and percentages.

Furthermore, inferential analysis was performed to test the research hypotheses using simple linear regression and multiple linear regression techniques. Simple linear regression was used to examine the partial effect of each independent variable on the dependent variable, while multiple linear regression was used to examine the simultaneous effect of the three independent variables on teacher performance. Decision-making was based on the significance level with an error rate of 5% ($\alpha = 0.05$). If the significance value was less than 0.05, the alternative hypothesis was accepted.

In addition, correlation analysis was conducted to determine the level of relationship among variables, both partially and simultaneously. The t-test was used to examine the partial effect of each independent variable, while the coefficient of determination (R^2) was used to determine the contribution of the independent variables in explaining variations in the dependent variable. All data analysis processes were carried out using SPSS version 25.

Through these methodological procedures, this study is expected to produce valid, reliable, and scientifically accountable findings that can contribute to the development of educational management science and serve as a basis for policy-making in improving teacher performance.

RESULT AND DISCUSSION

The findings of this study indicate that Organizational Citizenship Behavior (OCB), organizational culture, and principals' emotional competence play significant roles in influencing teacher performance in public elementary schools. Based on quantitative data analysis involving 121 teachers from 23 public elementary schools in Paninggaran District, Pekalongan Regency, four major patterns emerged from the hypothesis testing: the significant partial influence of OCB on teacher performance, the significant partial influence of organizational culture on teacher

performance, the significant partial influence of principals' emotional competence on teacher performance, and the significant simultaneous influence of all three variables on teacher performance.

Descriptive Statistics

The descriptive analysis provides an overview of respondents' perceptions regarding the four research variables. Based on questionnaire responses from 121 teachers, the results indicate varying levels of perception across all variables. For teacher performance, the total score was 13,357 with a mean of 110.39, a maximum score of 185, and a minimum score of 37 (theoretical range: 37–185). The frequency distribution revealed that 34.7% of respondents rated teacher performance at a moderate level, 23.1% at a high level, and only 6.6% at a very high level. Conversely, 25.6% rated it at a low level and 9.9% at a very low level, indicating that a considerable proportion of teachers perceived their performance as suboptimal.

For Organizational Citizenship Behavior, the total score was 15,162 with a mean of 125.31, a maximum of 207, and a minimum of 42 (theoretical range: 42–210). The distribution showed that 33.9% of respondents perceived OCB at a moderate level, 21.5% at a high level, and 8.2% at a very high level. However, 24.8% rated it at a low level and 11.6% at a very low level, suggesting that OCB among teachers has significant room for improvement. For organizational culture, the total score was 12,635 with a mean of 104.42, a maximum of 173, and a minimum of 35 (theoretical range: 35–175). The majority of respondents (32.2%) perceived organizational culture at a moderate level, while 27.3% rated it at a low level and 10.7% at a very low level, indicating that organizational culture has not been fully optimized in schools. For principals' emotional competence, the total score was 21,660 with a mean of 179.01, a maximum of 300, and a minimum of 66 (theoretical range: 60–300). The distribution showed that 33.9% of respondents rated principals' emotional competence at a moderate level, while 24.8% rated it at a low level and 12.4% at a very low level, suggesting that principals' emotional competence requires systematic development.

Prerequisite Assumption Tests

Prior to hypothesis testing, several assumption tests were conducted to ensure the validity of regression analysis. The normality test using the Kolmogorov-Smirnov test yielded a significance value of 0.200 for the unstandardized residual, which exceeds the threshold of 0.05, indicating that the data followed a normal distribution. The linearity test revealed significance values for Deviation from Linearity of 0.575 (OCB - teacher performance), 0.329 (organizational culture - teacher performance), and 0.159 (principals' emotional competence - teacher performance). All values exceeded 0.05, confirming that the relationships between each independent variable and the dependent variable were linear. The multicollinearity test showed that Variance Inflation Factor (VIF) values for all independent variables ranged between 1.000 and 1.000, well below the threshold of 10, while Tolerance values were 1.000, exceeding the threshold of 0.10. These results indicate no multicollinearity among the independent variables, confirming that the regression model met all assumption requirements.

Hypothesis Testing Results

Hypothesis 1: Effect of Organizational Citizenship Behavior (X_1) on Teacher Performance (Y)

The correlation test revealed a Pearson correlation coefficient of 0.737 ($p < 0.01$), indicating a strong and positive relationship between OCB and teacher performance. The F-test (ANOVA) produced an F-value of 38.491 ($p < 0.01$), which exceeded the F-table value of 2.680, confirming that OCB significantly affects teacher performance. The coefficient of determination (R^2) was 0.544, indicating that OCB contributed 54.4% to teacher performance. The t-test showed a t-value of 6.204 ($p < 0.01$), exceeding the t-table value of 1.988. The regression equation obtained was $\hat{Y} = 61.322 + 0.392X_1$, which indicates that for every one-unit increase in OCB, teacher performance increases by 0.392 units.

Hypothesis 2: Effect of Organizational Culture (X_2) on Teacher Performance (Y)

The correlation test revealed a Pearson correlation coefficient of 0.769 ($p < 0.01$), indicating a strong and positive relationship between organizational culture and teacher performance. The F-test produced an F-value of 49.160 ($p < 0.01$), exceeding the F-table value of 2.680. The coefficient of determination (R^2) was 0.592, indicating that organizational culture contributed 59.2% to teacher performance. The t-test showed a t-value of 7.011 ($p < 0.01$). The regression equation obtained was $\hat{Y} = 46.688 + 0.610X_2$, indicating that for every one-unit increase in organizational culture, teacher performance increases by 0.610 units.

Hypothesis 3: Effect of Principals' Emotional Competence (X_3) on Teacher Performance (Y)

The correlation test revealed a Pearson correlation coefficient of 0.804 ($p < 0.01$), indicating a very strong and positive relationship between principals' emotional competence and teacher performance. The F-test produced an F-value of 38.810 ($p < 0.01$). The coefficient of determination (R^2) was 0.646, indicating that principals' emotional competence contributed 64.6% to teacher performance the largest individual contribution. The t-test showed a t-value of 6.230 ($p < 0.01$). The regression equation obtained was $\hat{Y} = 57.127 + 0.298X_3$.

Hypothesis 4: Simultaneous Effect on Teacher Performance (Y)

The F-test for the multiple regression model produced an F-value of 66.438 ($p < 0.01$), significantly exceeding the F-table value of 2.680. The coefficient of determination (R^2) was 0.683, indicating that the combined contribution of the three variables was 68.3%. The multiple linear regression equation was $\hat{Y} = 23.130 + 0.329X_1 + 0.468X_2 + 0.243X_3$. Among the three variables, organizational culture had the largest regression coefficient (0.468), suggesting it was the most dominant predictor in the simultaneous model.

Table 1. Summary of Descriptive Statistics and Hypothesis Testing Results

Variable	Mean	Max	Min	r	R^2	F	T	B	Result
Teacher Performance (Y)	110.39	185	37	-	-	-	-	-	-
OCB (X_1)	125.31	207	42	-	-	-	-	-	-
Organizational Culture (X_2)	104.42	173	35	-	-	-	-	-	-
Principals' Emotional Competence (X_3)	179.01	300	66	-	-	-	-	-	-
H_1: OCB - Y	-	-	-	0.737	0.544	38.491	6.204	0.392	Accepted
H_2: Org. Culture - Y	-	-	-	0.769	0.592	49.160	7.011	0.610	Accepted
H_3: Emot. Competence - Y	-	-	-	0.804	0.646	38.810	6.230	0.298	Accepted

H_4: X_1, X_2, X_3 - Y	-	-	-	0.827	0.683	66.438	-	0.329, 0.468, 0.243	Accepted

Note: $p < 0.01$; r = Correlation Coefficient; R^2 = Coefficient of Determination; B = Regression Coefficient

The Influence of Organizational Citizenship Behavior on Teacher Performance

The findings confirm that Organizational Citizenship Behavior has a positive and significant effect on teacher performance, contributing 54.5%. This indicates that teachers' voluntary behaviors such as helping colleagues, actively participating in school activities, and maintaining harmonious working relationships play a crucial role in enhancing professional performance. The dimension test results revealed that all five OCB dimensions (altruism, conscientiousness, sportsmanship, courtesy, and civic virtue) demonstrated high extraction values ranging from 0.932 to 0.955. Notably, the civic virtue dimension emerged as the most dominant, suggesting that teachers' active participation in school organizational life is the most determining factor in developing OCB. This finding aligns with research by Cahaya, Lian, and Murniviyanti (2024) and Inayah, Maftuh, and Sumantri (2023), which demonstrated that organizational culture and commitment play pivotal roles in shaping teachers' OCB. Conceptually, OCB refers to discretionary behaviors that are not formally recognized by the organizational reward system yet significantly enhance organizational effectiveness (Organ, 2018). The significant correlation ($r = 0.737$, $p < 0.01$) reinforces the theoretical proposition that prosocial organizational behaviors contribute positively to individual work outcomes. The finding that OCB explains more than half of the variance in teacher performance (54.4%) carries important practical implications. Schools should actively cultivate a work environment that encourages discretionary behaviors through strengthening organizational commitment, enhancing job satisfaction, and creating a supportive school climate. Research by Miftahurrahman, Zulfitria, and Amirullah (2023) corroborates these findings, suggesting that job satisfaction and motivation are closely linked to the emergence of OCB.

The Influence of Organizational Culture on Teacher Performance

The findings demonstrate that organizational culture has a positive and significant effect on teacher performance, contributing 59.2%. This confirms that a strong, conducive, and performance-oriented organizational culture serves as a critical driver for enhancing teachers' professionalism, collaboration, and productivity. The dimension test results revealed that all four dimensions of organizational culture innovativeness, result orientation, employee-oriented concern, and task-detail orientation had high extraction values ranging from 0.899 to 0.908. The result orientation dimension emerged as the most dominant, indicating that performance achievement is the primary focus within the school's organizational culture. This finding is consistent with research by Triana and Amini (2023) and Aditya, Prasetyo, and Lestari (2024), which demonstrated that strong organizational cultures significantly improve work effectiveness and learning quality in schools. The correlation coefficient ($r = 0.769$, $p < 0.01$) indicates a strong positive relationship, implying that the better the organizational culture implemented in schools, the higher the level of teacher performance. The substantial contribution of 59.2% underscores the importance of organizational culture as a systemic factor influencing individual performance. The regression coefficient ($\beta = 0.610$) is the highest among the three variables, suggesting that organizational culture is the most influential factor in the simultaneous model. The practical implication is clear: school principals must

prioritize building a positive, adaptive, and performance-oriented organizational culture through strengthening work values, enhancing collaboration, and creating a conducive work environment.

The Influence of Principals' Emotional Competence on Teacher Performance

The findings reveal that principals' emotional competence has a positive and significant effect on teacher performance, contributing 64.6%—the largest individual contribution. This indicates that principals' ability to manage emotions, build interpersonal relationships, and create a harmonious work climate is a critical determinant of teacher performance improvement. The dimension test results demonstrated that all five dimensions of principals' emotional competence had extraction values ranging from 0.918 to 0.968, confirming their strong construct validity. The relationship skills dimension emerged as the most dominant, suggesting that principals' ability to build interpersonal relationships is the primary factor in leadership effectiveness. This finding aligns with research by Putra and Mulyani (2021), which showed that leaders' emotional intelligence contributes significantly to creating a conducive and collaborative work environment. The correlation coefficient ($r = 0.804$, $p < 0.01$) falls within the very strong category, indicating a powerful positive relationship. The coefficient of determination ($R^2 = 0.646$) indicates that principals' emotional competence contributes 64.6% to teacher performance, reinforcing that emotional factors in leadership are important determinants of teacher performance improvement. The practical implication is that developing principals' emotional competence should be a priority for educational policymakers through training programs focused on self-awareness, emotion management, empathy, and interpersonal skills.

The Simultaneous Influence on Teacher Performance

The findings provide a comprehensive understanding that all three variables collectively contribute 68.3% to teacher performance. The F-test result ($F = 66.438$, $p < 0.01$) confirms that the three independent variables simultaneously have a significant effect. This finding is crucial because it demonstrates that teacher performance is a multidimensional phenomenon that cannot be adequately explained by a single variable alone. The multiple regression equation reveals that organizational culture has the largest regression coefficient (0.468), suggesting it is the most dominant predictor. OCB has a substantial coefficient (0.329), and principals' emotional competence has a meaningful coefficient (0.243). The interconnectedness of these variables is particularly noteworthy. OCB thrives in a positive organizational culture, and principals' emotional competence acts as a bridging factor that integrates various organizational elements. This holistic perspective has important implications: schools should encourage OCB, principals must build positive organizational culture, and developing principals' emotional competence should be a priority. The findings also indicate that teacher performance is significantly influenced by non-technical factors related to behavior, culture, and leadership, suggesting that educational policies must address these aspects in a balanced and integrated manner.

Limitations

While this study provides valuable insights, several limitations should be acknowledged. First, the research employed a quantitative approach with a correlational design, which limits the ability to establish definitive causal relationships. Second, the study relied on self-reported data from teachers, which may be subject to social desirability bias. Third, the research was limited to public elementary schools in a single district, which may limit generalizability. Fourth, the study did not examine potential mediating or moderating variables. Despite these limitations, the study

provides robust empirical evidence supporting the significant roles of OCB, organizational culture, and principals' emotional competence in improving teacher performance.

CONCLUSION

Based on the results and discussion regarding the influence of Organizational Citizenship Behavior (OCB), organizational culture, and principals' emotional competence on the performance of public elementary school teachers in Paninggaran District, Pekalongan Regency, it can be concluded that these three variables play significant roles in improving teacher performance, both partially and simultaneously.

Based on the research findings specifically the analysis of variable dimensions, which revealed which dimensions made the lowest relative contributions the following recommendations focus on enhancing those specific areas to optimize teacher performance. Recommendations for the Department of Education and Culture include several key points. First, training is needed to foster innovative and active teaching methods. Second, the Department must formulate policies that better support teacher welfare and career development. Third, training on self-awareness and emotional management should be facilitated for school principals. Finally, programs aimed at improving professional ethics and communication within schools are crucial. Principals need to conduct intensive academic supervision to support teachers. Creating a supportive work environment characterized by open communication and attention to teacher well being is essential. Principals must also engage in periodic self-reflection and serve as role models for effective communication and respect for diversity. Teachers are encouraged to develop more varied, interactive, and innovative teaching methods to ensure the learning process is effective and meaningful. They are expected to participate actively in school activities and foster a positive work environment by showing care for their colleagues. Teachers also need to enhance their self-reflection skills to better understand their strengths and weaknesses in their roles.

Furthermore, maintaining polite communication and upholding professional ethics is vital. Future researchers are advised to explore the factors contributing to low teacher performance metrics and to incorporate variables such as job satisfaction. A focus on self-awareness and emotional competence is also recommended, as is identifying the factors that influence courtesy within the context of teachers' Organizational Citizenship Behavior (OCB). there are several significant implications that can serve as a basis for developing theory and practice in educational management, particularly at the elementary school level. Research findings indicate that teacher performance is influenced by instructional techniques, organizational behavior, and leadership. These elements complement one another to form a system affecting performance, wherein non-technical factors such as voluntary attitudes and the leader's emotional intelligence also play a crucial role. Given the vital importance of organizational culture, schools need to foster a positive, productive work environment and encourage Organizational Citizenship Behavior (OCB) among teachers. Principals must develop emotional competencies to ensure effective leadership. Education authorities should formulate policies that strengthen organizational culture and the work climate, while also integrating.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work, the author used Chat GPT for journal and grammar checking. After using this tool/service, the author reviews and edits the content as needed and takes full responsibility for the content of the publication.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.
Author 4: Formal analysis; Methodology; Writing - original draft.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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