Organizational Citizenship Behavior in Educators (Teachers in Schools)

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Abstract

This study aims to explore organizational citizenship behavior among teachers across various countries through a systematic review based on the PRISMA model by analyzing data of 14.834 teachers from several countries, including Indonesia, Pakistan, and Saudi Arabia. The study highlights factors influencing organizational citizenship behavior, such as leadership styles, job satisfaction, organizational commitment, and organizational justice. The findings indicate that transformational leadership, job satisfaction, organizational commitment, and organizational justice are significantly and positively related to teachers' organizational citizenship behavior. Personal and intra-partner factors also play an important role in explaining variations in organizational citizenship behavior, with intra-organizational factors playing a dominant role. This research provides valuable insights into the significance of OCBin the context of teachers in school environments.

Keywords: Organizational Citizenship Behavior; Prisma; Teachers

Introduction

Organizational Citizenship Behavior (hereafter referred to as OCB) has become a focal point in various management and organizational psychology studies due to its crucial role in enhancing organizational performance. In Indonesia, the role of teachers in the education system is essential. Teachers are considered a fundamental element in the education system, as their role significantly impacts the quality of education (Hoesny et al., 2021). However, teachers often face various challenges, such as high workloads and limited resources. Teaching is a demanding and challenging profession because teachers have multiple responsibilities, including classroom management, lesson planning, class preparation, student evaluation, and resource management (Kebbi & Al-Hroub, 2018). Therefore, despite these challenges, the role of teachers in educational organizations remains vital, encompassing not only teaching responsibilities but also actively contributing to creating a positive work environment and improving education quality.

In educational organizations, OCB among educators, particularly teachers in schools, plays a crucial role in fostering a supportive and productive learning environment. Developing and implementing OCB in an educational context can enhance teacher performance, collaborative teamwork, and overall

school effectiveness (Hanson et al., 2022). Teachers who exhibit OCB tend to be more proactive in their formal duties, such as assisting colleagues, supporting students, and actively participating in school activities. OCB refers to voluntary individual behaviors that are not directly or explicitly recognized by formal reward systems but generally contribute to improving organizational performance efficiently and effectively (Organ et al., 2006). OCB among teachers in schools is a key factor in creating a supportive and productive learning environment, enhancing teacher performance, and improving overall school effectiveness.

This study aims to examine OCB among school teachers using a systematic review method based on the PRISMA model (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). The PRISMA model enables an in-depth analysis of existing literature to identify trends, gaps, and key factors influencing OCB among teachers. By utilizing PRISMA, this study seeks to provide a deeper understanding of OCB trends, driving factors, and its impact on school effectiveness and teacher well-being. The findings of this study are expected to contribute not only to the theoretical development of OCB literature in the field of education but also to practical applications in improving school environments.

Method

The method used in this study is a systematic review following the PRISMA model. PRISMA 2020 is designed to be used in systematic reviews that involve synthesis (such as meta-analysis or other statistical synthesis methods) as well as those that do not involve synthesis (for example, if only one study meets the criteria) (Page et al., 2021). PRISMA is a tool designed to help researchers comprehensively and transparently report systematic reviews. Several processes were carried out in this study, including identification, screening, eligibility, and inclusion.

In the identification phase, articles were obtained using the Publish or Perish 8 software. The researcher entered the keyword "Organizational Citizenship Behavior in Teachers" in the Scopus database and retrieved 200 articles from 1995 to 2024. In the screening phase, these 200 articles were filtered down to 40 by eliminating 160 articles that were published more than five years ago. Additionally, two articles that did not use a quantitative research method were excluded, reducing the number to 38 articles. Lastly, two articles that did not focus on teachers as subjects were removed, leaving a total of 36 articles included in this review.

The analysis was conducted by reviewing and synthesizing findings from the selected articles based on the established criteria. The article selection process in this study is presented in the PRISMA flowchart (Figure 1).
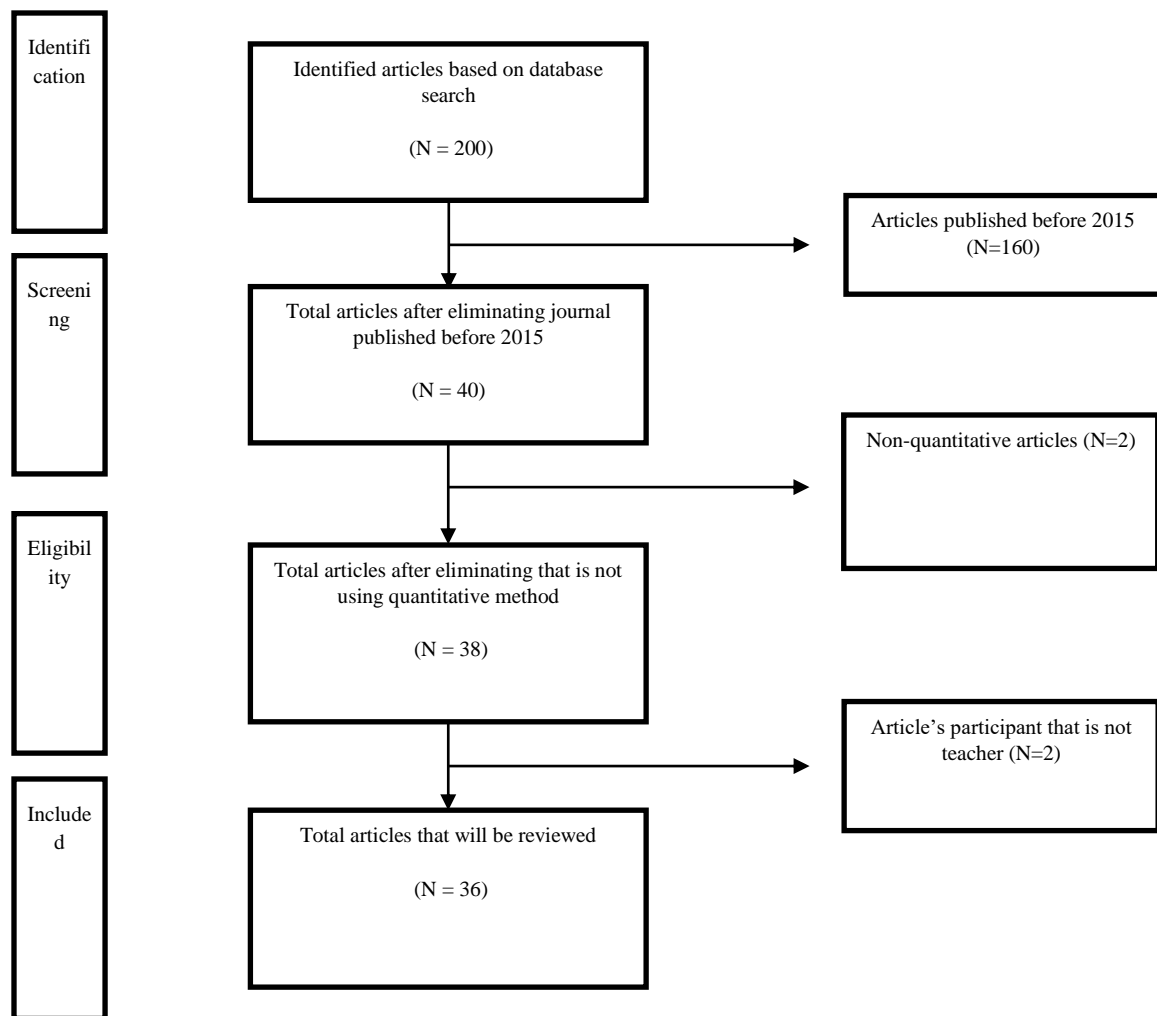
Figure 1. PRISMA Flowchart for Article Selection Process

Results and Discussion

Based on the selection process using the PRISMA method, 36 articles discussing OCB in teachers were identified., dengan detail artikel terlampir dalam Tabel 1. A summary of the articles used in this study, including the number of subjects and the regions from which they were drawn, the OCB measurement tools used, and the results, can be seen in Table 1.

Table 1. List of Articles on OCB in Teachers

No	Author	Number of Respondents	Variabels	Meansurement Tools	Results
1	Abu-Nasra (2020)	211 male and female teachers working in Northern Israel	Personal factors, intra-organizational factors (job satisfaction, trust in supervisor, & transformational leadership)	OCB scale developed by Williams & Anderson (1991)	Female teachers are more involved in OCB than male teachers, and there is a positive relationship between transformational leadership, trust in the supervisor, job satisfaction, and organizational citizenship behavior. Personal and intra-

				organizational factors together explain the variation in OCB, with intra-organizational factors having a greater influence.
2	Aftab et al. (2020)	250 teachers working in Pakistan	Organizational commitment	OCB scale developed by Williams & Anderson (1991)	Increased organizational commitment enhances OCB, which in turn improves the university's efficiency, effectiveness, and reputation, while reducing teacher absenteeism and turnover.
3	Ahmed (2024)	457 teachers working in Eastern Province, Saudi Arabia	Teacher Empowerment	OCB scale created by Organ (1997)	Although teacher empowerment in Saudi secondary schools aligns with Saudi transformation programs in 2020, teachers remain less involved in important decision-making, but empowerment is positively correlated with OCB.
4	Alanoğlu & Karabatak (2020)	studied 312 teachers in Elazig, Turkey	Principal management style, cooperative management, authoritarian management, organizational justice perception, job satisfaction, organizational citizenship behavior	OCB scale adapted from DiPaola & Hoy (2005)	Organizational justice mediates the relationship between cooperative management and organizational citizenship behavior but does not mediate authoritarian management. Job satisfaction strengthens the relationship between cooperative management and OCB, while authoritarian management negatively affects organizational justice perception without influencing OCB.
5	Alkhadher et al. (2020)	315 secondary school teachers from the USA, China, and Kuwait	Individualism-collectivism, nation, & job satisfaction	OCB scale developed by Williams & Anderson (1991)	Individualism-collectivism values, country, and job satisfaction influence OCB, with teachers who have collectivist values being more concerned with group interests.
6	Al-Mahdy et al. (2022)	349 teachers from 20 secondary schools in Bahrain	Workplace spirituality, organisational citizenship behaviour, & teacher commitment	OCB scale developed by Lee & Allen (2002)	Workplace spirituality directly contributes to teacher OCB through affective commitment, helping policymakers and school leaders increase workplace spirituality to build a culture of OCB and improve school effectiveness.
7	Alwi et al. (2021)	175 secondary school teachers in Indonesia	Personality, attitude, emotional intelligence, organisational citizenship behaviour, & perception of organizational justice.	OCB scale adapted from Kaihatu & Rini (2007)	Personality, especially the Big Five, positively correlates with attitude and OCB. Emotional intelligence affects OCB through the perception of organizational justice.
8	Budak et al. (2020)	636 teachers from schools in Sultangazi	organizational citizenship behavior, school principals' managerial performances, performance evaluation, organizational commitment.	OCB scale adapted from Basim & Sensen (2006)	There is a relationship between school principals' managerial performance and teacher OCB.

9	Cek & Eyupoglu (2020)	300 secondary school teachers in Nicosia, Northern Cyprus	Job satisfaction & organisational citizenship behaviour	The OCB scale developed by Podsakoff et al. (1990)	Shows that there is a significant positive relationship between intrinsic and extrinsic job satisfaction and OCB among teachers.
10	Celik & Konan (2021)	438 teachers in Malatya, Turkey	Empowering Leadership, Self-Efficiency, & Organizational Citizenship Behaviour	Organizational Citizenship Behaviour Survey adapted from Polat (2007)	There is a positive relationship between empowering leadership and teacher self-efficacy, as well as between teacher self-efficacy and OCB. Empowering leadership also indirectly influences OCB through teacher self-efficacy as a mediator.
11	Choong et al. (2024)	450 Teachers	Organizational justice & collective efficacy	OCB measures developed by DiPaola & Tschannen-Moran (2001)	Organizational justice significantly affects teacher OCB, with collective efficacy serving as an important mediator in this relationship.
12	Choong & Ng (2023)	255 secondary school teachers in Malaysia	Trush, teachers self-efficacy	OCB measures developed by DiPaola & Tschannen-Moran (2001)	OCB mediates the relationship between trust and teachers' self-efficacy, partially mediating the relationship between trust and collective efficacy, highlighting the importance of OCB and trust in enhancing teacher efficacy
13	Choong et al. (2020)	411 secondary school teachers from 20 schools in Perak, Malaysia.	Trust, teacher self-efficacy, general teaching efficacy, personal teaching efficacy.	OCB measures for school context developed by DiPaola & Tschannen-Moran (2001)	Perceptions of trust and self-efficacy are positively related to OCB, with trust in principals, colleagues, and clients indirectly influencing OCB through self-efficacy.
14	Ciftgul & Cetinkanat (2021)	448 teachers working in public schools in TRNC in the 2018-2019 academic year	participating leadership, supportive leadership, router leadership, leadership styles, organizational culture, organizational civic behavior.	OCB developed by Podsakoff & Mackenzie (1989)	Participative leadership and supportive leadership from principals significantly influence teachers' perceptions of organizational culture and their organizational civic behavior, while directive leadership has no significant impact.
15	Cohen & Abedallah (2020)	509 Arab teachers working in Arab elementary schools in Israel	Burnout, Emotional intelligence, Organizational citizenship behavior, Dark triad, Counterproductive workplace behavior, organizational justice, & core-self ecaluation.	OCB scale developed by Williams & Anderson (1991)	There is a significant relationship between demographic variables and CWB and OCB, with gender, age, and education negatively related to CWB, and age and education positively related to OCB.
16	Erdogan et al. (2022)	57 schools, 674 teachers, and 7,173 students from secondary schools in Malatya, Turkey.	Collective teacher efficacy, Organizational citizenship behavior, Student achievement, School academic improvement, & Schools SES.	Turkish version of OCB developed by Tasdan & Yilmaz (2008)	Collective teacher efficacy and OCB significantly predict school average achievement scores, highlighting the importance of collective teacher efficacy and OCB in improving student success.
17	Gnanarajan & Kengatharan (2022)	410 teachers from five educational zones in Jaffna district, Sri Lanka	Achievement, Self-directon, Conformity, & Organisational citizenship behaviour	OCB scale adapted from Somech & Drach-Zahavy (2000).	Among the four values studied, benevolence has a significant relationship with OCB, while achievement, self-direction, and

				conformity do not significantly relate to OCB, indicating that benevolence positively impacts teachers' OCB.
18	Hermanto & Srimulyani (2022)	820 teachers from 66 high schools and vocational schools in East Java and Central Java, Indonesia.	Organizational Justice, OCBI, OCBO, and Employee Performance.	OCB scale developed by Podsakoff et al. (2000).	Organizational justice significantly influences OCB and teacher performance, with OCB mediating the relationship between organizational justice and teacher performance.
19	Hermawan et al. (2023)	168 teachers at SMK PGRI Bogor	Servant leadership, creativity, & empowerment	OCB scale developed by Organ (1977).	Servant leadership, creativity, and empowerment are positively related to teacher OCB.
20	Hoven et al. (2021)	203 teachers from schools in Western Cape province, South Africa.	servant leadership, psychological empowerment, organisational citizenship behaviour, extra-role behaviour.	The OCB scale was developed by Podsakoff et al. (1990).	Servant leadership, psychological empowerment, and organizational citizenship behavior are significantly positively related, supported by structural models and latent variable measurement with high internal consistency, indicating that principals' servant leadership encourages teacher empowerment and development, fostering positive OCB.
21	Hsieh et al. (2024)	521 elementary school teachers in Taiwan	Emotional Intelligence, Organizational Trust, & Gender	OCB scale adapted from Coleman, Borman, Somech, & Drach-Zahavy (2000).	The emotional intelligence of principals affects teachers' organizational trust, which in turn positively impacts teacher OCB.
22	Işik (2021)	269 English teachers working in schools in Ankara, Turkey.	Job satisfaction, emotional commitment, organizational citizenship behavior	OCB scale developed by Podsakoff et al. (1990).	Job satisfaction and emotional commitment among English teachers are high and predict organizational citizenship behavior, while demographic factors influence job satisfaction and emotional commitment.
23	Ismail et al. (2021)	64 secondary school teachers at the first stage and 14 teachers at the second stage for FGD	Teachers organizational citizenship behavior	OCB scale adapted from Somech & Ron (2007)	35 OCB behaviors of teachers in Malaysia, including 18 behaviors specific to Malaysia and 17 from existing instruments, and finding 18 additional unique items for the Malaysian teacher context, with inter-rater reliability showing that behaviors are considered OCB if at least 61% of respondents classify them as voluntary behaviors.
24	Mahipalan (2023)	232 secondary school teachers in Southern India	Workplace spiriuality & workplace compassion	OCB Scale, 10 items developed by Fox et al. (2007)	There is a positive relationship between workplace spirituality and organizational citizenship behavior, with workplace compassion playing a potential moderating role in enhancing this relationship.
25	Muntean et al. (2022)	2224 teachers working in schools across various regions in Romania, including Transylvania, Moldova, Maramures, Bucovina, Crisana, Banat, Oltenia & Muntenia	Workload social support, work performance, MWRO, & Organizational citizenship behavior	OCB Scale developed by Spector et al. (2010)	Workload affects the relationship between organizational citizenship behavior, performance, and work outcomes, especially with high OCB, while social support generally affects this relationship. The study emphasizes the importance of

				social support for teachers.
26	Nassir & Benoliel (2022)	180 school principals and several teachers in 51 elementary schools in the Arab community in Israel	Paternalistic leadership, organisational citizenship behaviour, & principal teacher gender (dis)similarity	OCB scale with 23 items developed by Bogler & Somech (2005)	No difference in paternalistic leadership assessment based on gender compatibility between principals and teachers, but authoritarian leadership style was rated higher when there was gender incompatibility.
27	Nugroho et al. (2020)	150 high school teachers in Jakarta	Organizational Citizenship Behavior, Work Satisfaction, Organizational Commitment, & Performance	-	Work satisfaction, organizational involvement, and OCB have a significant relationship with school performance, with organizational citizenship behavior, work satisfaction, and organizational commitment having positive and significant effects on school performance.
28	Palma & West (2023)	92 contract teachers at 4 public universities in the Philippines	Organizational commitment & Perceived organizational support	OCB Scale developed by Lee & Allen (2002)	Contract teachers have high OCB and organizational commitment, not only based on perceived organizational support but also from other sources.
29	Phetsombat & Na-Nan (2023)	379 teachers working at the Teacher Education Commission office	Ethical leadership, job stress, job satisfaction, & organizational commitment.	OCB Scale developed by Naqshbandi et al (2016)	Ethical leadership is related to teachers' OCB, with job stress, organizational commitment, and job satisfaction acting as mediators in this relationship.
30	Rave et al. (2023)	Study 1 consists of 218, Study 2 consists of 247 teachers in Israel who experienced lockdown during the COVID-19 pandemic.	Principals listening, buffers teachers stress, & turnover intentions	Group OCB developed by Vigoda-Gadot et al. (2007)	Principals' listening quality enhances teachers' organizational citizenship behavior and reduces turnover intentions, especially for stressed teachers, highlighting the importance of effective communication in creating a supportive work environment.
31	Shie & Chang (2022)	783 teachers, consisting of 479 vocational high school teachers and 304 general high school teachers.	Principal's authentic leadership, teacher well-being, organizational trust, organizational commitment, organizational identification, & organizational citizenship behaviors	OCB Scale adapted from Cheasakul & Varman (2016).	Principals' authentic leadership enhances teachers' positive behaviors and well-being, with trust, identification, and organizational commitment playing a mediating role in this relationship.
32	Somech & Ohayon (2020)	246 teachers from 82 schools	Organizational justice, leader OCB, & Team OCB	Leader OCB tool developed by Nutov & Somech (2017) consisting of 28 items; Team OCB scale developed by Vigoda-Gadot et al. (2007)	Leader OCB is related to team OCB in schools, and organizational justice can moderate this relationship.
33	Sultoni & Gunawan (2023)	418 elementary school teachers who have attended a Professional Development Program for teachers	perceived transformational leadership, organizational citizenship behavior, job satisfaction, virtual teaching,	OCB scale developed by Organ (1988)	There is a positive relationship between perceived transformational leadership and organizational citizenship behavior, between perceived transformational leadership and job satisfaction, and between job satisfaction and organizational

					citizenship behavior, with job satisfaction mediating the relationship between perceived transformational leadership and organizational citizenship behavior.
34	Tanjung et al. (2020)	270 Islamic school teachers in Jakarta	Job satisfaction, organizational citizenship behavior, performance, & transformational leadership	OCB Scale develop by Organ (2005)	Transformational leadership, job satisfaction, and OCB have a positive and significant effect on teachers' performance in Islamic schools.
35	Widodo & Gustari (2020)	363 mathematics and science teachers in Indonesia from four provinces (Jakarta, Banten, West Java, & Riau)	Knowledge Management, Creativity, OCB, & Innovative Behavior	OCB scale developed by the researchers based on Organ et al.'s OCBScale	Knowledge management and creativity have a significant effect on innovative behavior, both directly and through the mediation of organizational citizenship behavior, with OCB having the largest direct effect on innovative behavior, followed by creativity, which has a stronger influence on OCB than knowledge management.
36	Widodo et al. (2023)	387 teachers in Indonesia	Visionary leadership, quality of work-life, organizational commitment	OCB Scale developed by Organ (2006)	Visionary leadership has a positive influence on OCB in two ways: first, by improving quality of work-life, and second, through organizational commitment. Visionary leadership is also associated with work-life balance and has the potential to improve quality of work-life in schools.

Based on Table 1, studies on OCB among teachers show that various factors influence teachers' participation in organizational citizenship behavior. These factors range from personal factors, such as gender and individualism-collectivism values, to intra-organizational factors, such as leadership and organizational justice. These findings provide in-depth insights into how teachers in different countries engage in OCB within their school environments and highlight the significant benefits of OCB for teachers.

According to Table 1, the total number of participants in these studies is 14,834 teachers, accumulated across the studies. These teachers come from various countries, including Indonesia, Pakistan, Saudi Arabia, Turkey, the United States, China, Kuwait, Bahrain, Cyprus, Malaysia, Sri Lanka, South Africa, Taiwan, Romania, India, the Philippines, Thailand, and Israel. This indicates that education policies should be tailored to cultural and national values to encourage effective OCB that aligns with the local context.

Based on PRISMA findings, the variables influencing or being influenced by teacher OCB vary, ranging from intra-organizational factors such as leadership, job satisfaction, organizational commitment, and organizational justice. Additionally, personal factors such as personality, emotional intelligence, and individualism-collectivism values, as well as cultural and national aspects, play a role in shaping OCB among teachers. The findings can be summarized as follows:

The results of this study indicate that leadership styles, job satisfaction, organizational commitment, and organizational justice have a positive relationship with OCB among teachers. The explanations are as follows:

1. Transformational and empowering leadership styles have a significant positive effect on teachers' OCB. Leadership is a variable that can enhance teacher motivation and engagement, which ultimately increases OCB.

2. Job satisfaction has a strong positive correlation with OCB. Teachers who are satisfied with their work tend to exhibit higher levels of OCB.

3. Organizational commitment has a strong positive correlation with OCB.

4. Organizational justice has a positive relationship with OCB. Distributive, procedural, and interactional justice play an important role in influencing OCB.

Personal factors that can influence OCB are as follows:

1. Gender: Studies by Alkhadher et al. (2020) and Abu Nasra (2020) show that gender can affect the level of participation in organizational citizenship behavior, with findings indicating that female teachers tend to be more engaged in OCB compared to male teachers.

2. Personality and emotional intelligence are positively related to organizational citizenship behavior. Teachers with high emotional intelligence and a positive personality tend to be more active in displaying behaviors that support the organization.

3. Collectivism values and kindness show a significant relationship with organizational citizenship behavior. Teachers who adhere to these values are more likely to demonstrate behaviors that support the common good within the school context.

In addition to personal factors, culture and nationality also have a positive impact on teachers' organizational citizenship behavior (OCB). The study by Alkhadher et al. (2020) indicates that individualism and collectivism in the context of nationality can moderate the relationship between job satisfaction and OCB, suggesting that the cultural aspects prevailing in a country can influence how teachers behave in the workplace. Thus, the study shows that cultural and national aspects play an important role in influencing organizational citizenship behavior. Collectivist values in culture tend to promote OCB more than individualist values. Overall, the findings from this research indicate that teachers' OCB is influenced by factors such as leadership styles that support job satisfaction, perceived organizational justice, and emotional intelligence levels. In addition, cultural values and national context differences also contribute to determining variations in OCB behavior across regions.

The measurement tools or instruments used in this study are primarily based on the OCB scale (Organizational Citizenship Behavior), which has been adapted from various sources, including Podsakoff et al. (1990), Williams & Anderson (1991), Organ (1997), Lee & Allen (2002), and DiPaola & Hoy (2005).

Based on the findings from these studies, it is evident that OCB is crucial for both teachers and educational organizations. According to Organ (in Podsakoff et al., 1990), OCB refers to discretionary behavior that is not part of the formal requirements (role) of employees, yet still contributes to the effective functioning of the organization. The studies in the table highlight the importance of OCB in teachers:

1. A study conducted by Aftab et al. (2020) found that increasing OCB can enhance efficiency and effectiveness, reduce absenteeism, and lower teacher turnover. Teachers who demonstrate OCB contribute to a more productive and harmonious work environment.

2. A study conducted by Al-Mahdy et al. (2022) and Mahipalan (2023) showed that workplace spirituality and compassion enhance organizational citizenship behavior, which can help build a

positive school culture. A work environment that supports spirituality and compassion contributes to teachers' emotional well-being and encourages them to engage in organizational citizenship behavior.

3. A study conducted by Erdogan et al. (2022) showed that OCB and teacher collective efficacy can significantly predict student academic achievement. Teachers who participate in OCB help create a supportive learning environment, which ultimately improves student performance.

4. A study conducted by Nugroho, Suheri, et al. (2020) showed that organizational citizenship behavior, job satisfaction, and organizational commitment have a positive and significant effect on school performance. OCB plays an important role in building a collaborative work culture and supporting overall school performance improvement.

5. A study conducted by Rave et al. (2023) showed that principals' listening quality enhances teachers' OCB and reduces turnover intentions, especially for teachers experiencing stress. Effective communication and support from principals play a crucial role in teacher retention.

The findings of this study emphasize that factors such as leadership styles, job satisfaction, organizational commitment, and organizational justice play an important role in enhancing teachers' OCB. These findings align with previous research that highlights the positive relationship between these factors and teachers' OCB. The implications of this study suggest the importance of developing strategies and policies that strengthen these factors in educational environments to encourage better OCB practices among teachers. Furthermore, the study highlights that personal and intra-organizational factors also have a significant contribution in explaining variations in organizational citizenship behavior, illustrating the complexity of the factors influencing teachers' OCB. This study has limitations, such as a sample size that may not encompass all variations in educational contexts across different countries. Therefore, further research is needed to explore other factors that may influence organizational citizenship behavior, such as broader cultural and national context differences. Suggestions for future research include longitudinal studies to understand how OCB develops over time and how specific interventions may influence OCB behavior. Thus, this study provides valuable insights into the importance of internal and organizational cultural factors in enhancing teachers' OCB, which ultimately contributes to the improvement of educational quality across various global contexts.

Conclusion

OCB in teachers is a crucial aspect in improving the quality of education and school performance. Factors such as leadership styles, job satisfaction, organizational commitment, and organizational justice have a significant positive correlation with teachers' OCB. Therefore, educational organizations should pay special attention to strengthening these factors to encourage better OCB among teachers. This study not only provides insights into understanding teachers' OCB but also offers a solid foundation for further development in enhancing the quality of education across various educational contexts in different countries.

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