

Narrating Teacher Commitment: Exploring Organizational Citizenship Behavior through Transformational Leadership, Resilience, and Work Engagement in Indonesian Schools

Ida Solowati¹ , Ghuftron Abdullah² , Kristin

Violinda³ , Amel Baussaidi⁴ 

¹ Universitas PGRI Semarang, Indonesia

² Universitas PGRI Semarang, Indonesia

³ Universitas PGRI Semarang, Indonesia

³ Higher Institute of Accounting and Business Administration (ISCAE), Tunisia

ABSTRACT

Background. Organizational Citizenship Behavior (OCB) of teachers is crucial for enhancing school effectiveness, collaboration, and overall educational quality, as it reflects voluntary behaviors beyond formal job requirements. However, OCB is influenced by various organizational and individual factors, including leadership style, psychological resilience, and work engagement.

Purpose. This study aimed to analyze the influence of transformational leadership, teacher resilience, and work engagement on Organizational Citizenship Behavior among teachers of State Junior High Schools in North Pekalongan District, Pekalongan City.

Method. A quantitative approach with a survey design was employed. The study involved 115 teachers selected as respondents from the population of public junior high school teachers in the district. Data were collected using structured questionnaires that had been tested for validity and reliability. The data were analyzed using descriptive statistics and multiple linear regression to examine both partial and simultaneous effects of the independent variables on OCB.

Results. The findings revealed that transformational leadership, teacher resilience, and work engagement each had a positive and significant effect on teachers' OCB. Transformational leadership was identified as the most dominant predictor, followed by teacher resilience and work engagement. Simultaneously, the three variables explained a substantial proportion of variance in OCB, indicating that both organizational leadership and psychological factors play important roles in shaping teachers' extra-role behaviors.

Conclusion. Improving teachers' OCB requires an integrated strategy that strengthens transformational leadership practices, enhances teacher resilience, and promotes higher work engagement. These results highlight the strategic importance of effective leadership and teacher well-being in fostering organizational effectiveness in educational institutions.

KEYWORDS

Citizenship Behavior, Organizational, Teacher Resilience, Transformational Leadership

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Correspondence:

Ida Solowati,
idasmpn13pekl@gmail.com

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INTRODUCTION

Education plays a fundamental role in developing high-quality human resources capable of responding to the demands of the global era. In this context, schools function not only as formal learning institutions but also as complex

social systems shaped by interactions among individuals, particularly teachers. As key actors in educational organizations, teachers are expected not only to perform their formal instructional duties but also to contribute to broader organizational effectiveness through collaborative and voluntary behaviors.

One form of such contribution is Organizational Citizenship Behavior (OCB), which refers to discretionary actions that are not formally required but support organizational functioning and effectiveness. In the educational context, teachers' OCB is manifested through behaviors such as helping colleagues, participating actively in school programs, maintaining a positive work climate, and demonstrating commitment beyond formal responsibilities. OCB consists of several dimensions, including altruism, conscientiousness, sportsmanship, courtesy, and civic virtue, all of which reflect the quality of social interaction and professional commitment within the organization. Empirical evidence indicates that OCB plays a crucial role in enhancing school performance, teamwork, and the overall quality of educational services (Gunawan et al., 2026; Huang & Tsai, 2024; Makumbe, 2025; Varshney & Varshney, 2024).

Despite its importance, OCB does not emerge automatically; rather, it is shaped by the interaction of organizational and individual factors. One of the most influential organizational determinants is transformational leadership. Transformational leadership emphasizes the ability of leaders to inspire, motivate, and develop the potential of subordinates through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In the school context, principals who adopt transformational leadership practices can create a supportive and motivating work environment that encourages teachers to engage in extra-role behaviors. Previous studies have consistently demonstrated that transformational leadership has a significant positive effect on teachers' OCB, as well as on job satisfaction and organizational commitment (Deepa et al., 2025; Eustachio et al., 2024; Fang et al., 2026; Purnomo et al., 2025; Samsuryaningrum & Umamy, 2024; Soontornchaiya & Charoensukmongkol, 2025; Syamsiyah et al., 2024; Van Den Boom-Muilenburg et al., 2023).

In addition to leadership, individual psychological factors also play a critical role in shaping OCB, particularly teacher resilience. Resilience refers to an individual's capacity to adapt, recover, and remain productive in the face of work-related challenges and pressures. Teachers with high resilience are more likely to maintain positive attitudes, demonstrate adaptive coping strategies, and sustain their professional performance under demanding conditions. Empirical studies indicate that resilience contributes significantly to OCB by strengthening individuals' ability to respond constructively to organizational demands and changes (Ariyanto et al., 2023; Guo et al., 2025; Makumbe, 2025; Sidauruk et al., 2025).

Another key determinant of OCB is work engagement, which represents a positive and fulfilling psychological state characterized by vigor, dedication, and absorption in one's work. Work engagement reflects the extent to which individuals are emotionally and cognitively connected to their professional roles. Teachers with high engagement tend to exhibit enthusiasm, persistence, and a willingness to contribute beyond formal expectations. Prior research has shown that work engagement significantly influences OCB and teacher performance, as it fosters intrinsic motivation and organizational identification (Alene et al., 2025; Ayep et al., 2024; Ehmann et al., 2024; Karmila & Mawar Ratih Kusumawardani, 2025; Long & Xia, 2025; Odiaka & Chang, 2025; Uraon & Kumarasamy, 2024).

Theoretically, transformational leadership, resilience, and work engagement are not independent constructs but are dynamically interconnected in shaping OCB. Transformational leadership can foster a supportive environment that enhances both teacher resilience and engagement,

while resilience enables teachers to remain adaptive under pressure and engagement promotes active participation in organizational activities. The interaction among these variables creates a psychological and organizational climate conducive to the emergence of OCB. Several studies suggest that transformational leadership influences OCB both directly and indirectly through work engagement, while resilience strengthens individuals' capacity to sustain such behaviors (Gunawan et al., 2026; Purnomo et al., 2025; Soontornchaiya & Charoensukmongkol, 2025).

Empirical observations in public junior high schools in North Pekalongan District indicate that the levels of transformational leadership, teacher resilience, and work engagement vary across schools. While some principals demonstrate strong inspirational leadership, others exhibit less consistent leadership practices. Similarly, teachers differ in their ability to adapt to challenges and maintain engagement, with some experiencing reduced motivation and emotional exhaustion. These variations suggest that teachers' OCB is not uniformly developed but is influenced by the interplay of organizational and individual factors.

Although previous studies have examined the relationships among transformational leadership, resilience, work engagement, and OCB, most research has focused on these variables separately or has emphasized mediating mechanisms without providing a comprehensive model. Moreover, limited studies have simultaneously investigated the combined influence of these three determinants on teachers' OCB within the Indonesian educational context, particularly in public junior high schools located in specific socio-geographical settings such as coastal areas (Bodhi dkk., 2025; Lu & Chen, 2025; Tuan & Ferasso, 2025). This indicates a gap in the literature regarding an integrative understanding of how leadership and psychological factors interact in shaping teachers' extra-role behavior.

Based on this gap, the present study aims to examine the influence of transformational leadership, teacher resilience, and work engagement on teachers' Organizational Citizenship Behavior in public junior high schools in North Pekalongan District, Pekalongan City. By integrating organizational and psychological perspectives, this study is expected to contribute to the development of educational management theory and provide practical insights for enhancing teacher commitment and organizational effectiveness in schools.

RESEARCH METHODOLOGY

This study employed a quantitative approach with a correlational research design aimed at analyzing the influence of transformational leadership, teacher resilience, and work engagement on teachers' Organizational Citizenship Behavior (OCB). The correlational design was selected to examine the magnitude and direction of relationships among variables within a real educational setting, without manipulating the research context. This approach is appropriate for identifying predictive relationships; however, it does not imply causal inference, which is acknowledged as a limitation of the study. A quantitative approach was chosen because it enables the objective examination of relationships among variables through statistical analysis (Creswell & Creswell, 2023; Sugiyono, 2024).

The population of this study consisted of all teachers from public junior high schools in North Pekalongan District, Pekalongan City, totaling 115 individuals. A saturated sampling technique was applied, in which the entire population was used as the research sample. This technique ensures high internal validity and eliminates sampling error within the defined population; however, it also implies that the generalizability of findings is limited to similar educational contexts and should be interpreted with caution when extended to broader populations. This technique was selected due to the relatively

small population size, allowing the researcher to obtain a comprehensive representation of the research context (Sugiyono, 2024).

Research data were collected using a questionnaire instrument with a five-point Likert scale ranging from strongly disagree to strongly agree. The instrument was developed based on well-established theoretical frameworks for each variable: transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration), teacher resilience (adaptive capacity, emotional stability, persistence), work engagement (vigor, dedication, absorption), and Organizational Citizenship Behavior (altruism, conscientiousness, sportsmanship, courtesy, civic virtue). Each construct was operationalized into measurable indicators to ensure conceptual consistency between variables and measurement items. The Likert scale is widely recognized as an effective tool for measuring respondents' perceptions and attitudes quantitatively (Rokeman, 2024).

Prior to data collection, the instrument underwent validity and reliability testing. Validity was assessed using the Pearson Product–Moment correlation to determine the accuracy of each item in measuring the research variables. Reliability testing employed Cronbach's Alpha coefficient to ensure internal consistency of the instrument (Ghozali, 2023; Hair et al., 2023). In addition, construct validity was strengthened by ensuring that all items demonstrated factor loadings above the acceptable threshold and were aligned with their respective theoretical dimensions. An item was considered valid if the correlation coefficient exceeded the critical *r*-value, and reliable if Cronbach's Alpha was greater than 0.70.

The data analysis technique used in this study was multiple linear regression analysis to examine the effect of independent variables on the dependent variable. This method was selected to test direct relationships among variables in accordance with the primary research objective. However, given theoretical indications of potential indirect relationships among variables, particularly the role of work engagement, the analysis also considered a hierarchical regression approach to explore the incremental contribution of each predictor variable. This method was chosen because it allows for the simultaneous analysis of more than one independent variable influencing a single dependent variable (Hair et al., 2023). Hypothesis testing was conducted using partial tests (*t*-test) to examine the individual effect of each independent variable and a simultaneous test (*F*-test) to determine their combined effect.

Additionally, the coefficient of determination (R^2) was used to measure the extent to which transformational leadership, teacher resilience, and work engagement explain the variance in teachers' Organizational Citizenship Behavior. To enhance analytical transparency, standardized regression coefficients (β), significance values (*p*-values), and effect sizes were reported to provide a more comprehensive interpretation of the findings. All statistical analyses were performed using SPSS software.

To ensure the validity of the regression model, classical assumption tests were conducted, including tests of normality, multicollinearity, and heteroscedasticity. The normality test examined whether the data were normally distributed, the multicollinearity test ensured the absence of high correlations among independent variables, and the heteroscedasticity test assessed the equality of residual variances (Ghozali, 2023; Kurniawati & Margaretha, 2024). These tests were conducted to confirm that the regression model met the assumptions required for unbiased and efficient estimation.

Although more advanced analytical techniques such as Structural Equation Modeling (SEM) or mediation analysis could provide deeper insights into the complex relationships among variables, the present study prioritizes model simplicity and sample adequacy. With a relatively small sample size ($n = 115$), the use of multiple regression is considered methodologically appropriate.

Nevertheless, future research is recommended to employ more advanced models to explore potential mediating or moderating mechanisms among transformational leadership, resilience, work engagement, and OCB.

By employing a quantitative approach and systematic statistical analysis, this study is expected to provide an accurate empirical description of the influence of transformational leadership, teacher resilience, and work engagement on the Organizational Citizenship Behavior of teachers in public junior high schools in North Pekalongan District, Pekalongan City. The methodological approach adopted in this study balances analytical rigor with contextual feasibility, ensuring that the findings remain both valid and relevant within the scope of educational research.

RESULT AND DISCUSSION

The results of the descriptive analysis indicate that all research variables tend to fall within the moderate to high categories. The mean score for Organizational Citizenship Behavior (OCB) was 146.61, transformational leadership 132.00, teacher resilience 99.00, and work engagement 126.00. These findings suggest that although teachers generally demonstrate positive organizational behavior, there is a noticeable imbalance between external (leadership and engagement) and internal (resilience) factors, which may influence the sustainability of OCB in the long term. To provide a clearer overview of the characteristics of the research data, the descriptive statistics for each variable are presented in Table 1.

Table 1. Descriptive Statistics of Research Variables

Variable	N	Mean	Std. Deviation	Minimum	Maximum
Organizational Citizenship Behavior (Y)	115	146.61	12.70	126	170
Transformational Leadership (X1)	115	132.00	46.95	44	217
Teacher Resilience (X2)	115	99.00	35.94	33	165
Work Engagement (X3)	115	126.00	46.79	48	210

Table 1 shows that all variables have relatively high mean values with considerable variability in data distribution, particularly transformational leadership and work engagement, which exhibit large standard deviations. This variability indicates that leadership practices and engagement levels are not uniformly experienced across schools, suggesting contextual differences in school management and work climate. The high OCB score suggests that teachers generally demonstrate voluntary behaviors that support school organizational effectiveness. Figure 1 presents a graphical illustration.

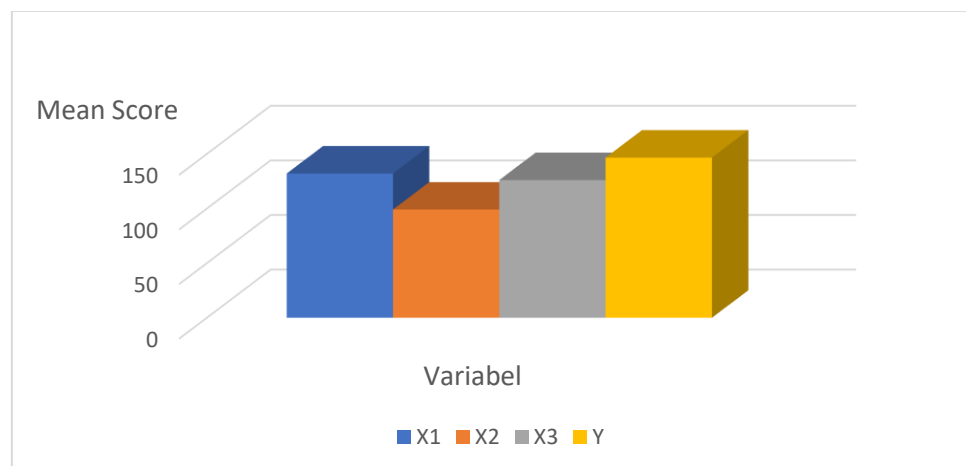


Figure 1. Comparison of Mean Scores of Research Variables

Figure 1 shows that Organizational Citizenship Behavior has the highest mean score among the variables, followed by transformational leadership and work engagement, while teacher resilience has the lowest mean score. This pattern raises an important question: why is resilience lower despite relatively high leadership and engagement? One possible explanation is that external organizational support (e.g., leadership practices) may temporarily compensate for internal psychological limitations, but without strong resilience, such behaviors may not be sustained under prolonged pressure. This finding highlights a potential vulnerability in the psychological capacity of teachers.

Frequency distribution analysis indicates that teachers' OCB is largely distributed across very high and low categories in a relatively balanced manner, whereas transformational leadership and teacher resilience are predominantly in the moderately high category. This polarized distribution of OCB suggests that while some teachers exhibit strong extra-role behavior, others may still operate within formal role boundaries, indicating unequal organizational commitment across individuals.

Dimension analysis using Principal Component Analysis (PCA) revealed that all indicators for each variable have extraction values above 0.50, indicating their validity as components forming the research constructs. This confirms that the measurement model is structurally sound; however, PCA results also indicate that the strength of each dimension may vary, which could influence the relative contribution of each variable in explaining OCB. A summary of the prerequisite test results is presented in Table 2.

Table 2. Summary of Regression Assumption Tests

Assumption Test	Method	Result	Conclusion
Normality	Kolmogorov–Smirnov	Sig. = 0.200 (> 0.05)	Normal
Linearity (X1–Y)	Deviation from Linearity	Sig. = 0.373	Linear
Linearity (X2–Y)	Deviation from Linearity	Sig. = 0.360	Linear
Linearity (X3–Y)	Deviation from Linearity	Sig. = 0.795	Linear
Homogeneity	Levene's Test	Sig. > 0.05	Homogeneous
Multicollinearity	VIF	1.001 – 1.008	No multicollinearity

Table 2 indicates that all classical assumptions of linear regression are satisfied. This ensures that the regression estimates are unbiased and statistically reliable, supporting the validity of subsequent inferential analysis. However, it is important to note that fulfilling statistical assumptions does not necessarily capture the full complexity of relationships among variables.

The analysis results show that transformational leadership has a positive and very strong relationship with OCB ($r = 0.854$; $p < 0.05$), followed by teacher resilience and work engagement. While these findings indicate strong statistical relationships, they should not be interpreted as purely linear or universal effects, as contextual and cultural factors may influence the strength and direction of these relationships. To provide a comprehensive overview of hypothesis testing results, a summary is presented in Table 3.

Table 3. Summary of Hypothesis Testing Results

Hypothesis	Independent Variable	r	F	R ²	Regression Coefficient (β)	Sig.	Conclusion
H1	Transformational Leadership (X1)	0.854	33.801	0.730	0.627	0.000	Significant positive effect

H2	Teacher Resilience (X2)	0.817	22.827	0.668	0.411	0.000	Significant positive effect
H3	Work Engagement (X3)	0.801	18.491	0.641	0.467	0.000	Significant positive effect
H4	X1, X2, X3 → Y (Simultaneous)	0.886	49.517	0.785	-	0.000	Significant simultaneous effect

Table 3 shows that all research hypotheses are supported. Transformational leadership emerges as the most dominant variable influencing OCB, followed by teacher resilience and work engagement. However, the dominance of transformational leadership should be interpreted critically. It is possible that in collectivist cultural settings such as Indonesia, particularly in regions like Pekalongan, hierarchical respect and leader-centered organizational structures amplify the perceived influence of leadership compared to internal psychological factors. This suggests that the dominance of leadership may be context-dependent rather than universally applicable.

The results of this study indicate that transformational leadership, teacher resilience, and work engagement have positive and significant effects on teachers' Organizational Citizenship Behavior (OCB). Rather than merely confirming previous findings, this study highlights how these variables interact within a specific local context, where leadership appears to function as a primary driver of behavioral alignment, while resilience and engagement play supporting roles (Ahmed, 2025; Asif et al., 2025; Kurniawati & Margaretha, 2024; Nguyen et al., 2026; Şirin & Yücel, 2025).

First, transformational leadership was found to have the most dominant influence on teachers' OCB. This finding aligns with previous studies; however, it is important to question whether transformational leadership is consistently dominant across all contexts. In settings where organizational culture is more decentralized or individualistic, internal factors such as resilience or engagement may play a more significant role. Therefore, the present finding should be interpreted as context-specific rather than universally generalizable (Abbas & Ali, 2023; Abdelwahed, 2025; Kaya & Atsan, 2025; Lawrason et al., 2023; Ma & Zhou, 2026; Malik & Pichler, 2023).

Second, teacher resilience was found to significantly influence OCB. Interestingly, despite its significant effect, resilience showed the lowest mean score among variables. This indicates that although resilience contributes to OCB, its development among teachers may not be optimal. This raises a critical implication: schools may rely heavily on leadership-driven motivation rather than building long-term psychological capacity among teachers. This finding suggests the need for more structured interventions to strengthen teacher resilience (Abdelwahed, 2025; Archer et al., 2024; Cai et al., 2025).

Third, work engagement was found to have a positive effect on OCB. Work engagement appears to act as a bridging mechanism between leadership and behavioral outcomes, reinforcing the idea that engaged teachers are more likely to translate leadership influence into concrete organizational behavior. This supports theoretical perspectives that position engagement as a key psychological mechanism in organizational behavior (Wu et al., 2025).

Simultaneously, the three independent variables explain a substantial proportion of the variance in teachers' OCB. However, the remaining unexplained variance suggests that other factors such as organizational culture, workload, or socio-cultural norms may also play an important role. This

indicates that OCB is a complex and multidimensional construct that cannot be fully explained by leadership and psychological variables alone (Ahmed, 2025; Pandey et al., 2025).

The dominant influence of transformational leadership underscores the importance of principals as agents of organizational change. Nevertheless, over-reliance on leadership may create dependency, where teachers' extra-role behavior is contingent upon leadership presence rather than intrinsic motivation. This highlights the need for a more balanced approach that integrates leadership, psychological development, and organizational culture (Asif et al., 2025).

The findings of this study have practical implications, suggesting that improving teachers' OCB can be achieved through the development of transformational leadership among principals, programs to strengthen teachers' psychological resilience, and strategies to enhance work engagement. From a theoretical perspective, this study contributes to the literature by demonstrating that the relationship among leadership, resilience, engagement, and OCB is contextually embedded and may vary depending on socio-cultural and organizational conditions. From a practical perspective, schools should not only focus on leadership development but also invest in strengthening teachers' internal capacities to ensure sustainable organizational behavior (Boussaidi & Korbi, 2025; Malik & Pichler, 2023).

CONCLUSION

This study concludes that transformational leadership, teacher resilience, and work engagement have positive and significant effects on the Organizational Citizenship Behavior (OCB) of teachers in public junior high schools in North Pekalongan District, Pekalongan City, both partially and simultaneously. Transformational leadership was identified as the most dominant factor in enhancing OCB, followed by teacher resilience and work engagement. These findings indicate that teachers' extra-role behavior is influenced not only by individual internal factors but also by the quality of leadership and supportive psychological working conditions.

Simultaneously, the three variables explain a substantial proportion of the variance in teachers' OCB, confirming that improving organizational citizenship behavior in schools requires a comprehensive approach. Inspirational leadership, teachers' psychological resilience, and high levels of work engagement constitute a critical combination in fostering teachers' voluntary contributions to the success of school organizations.

The findings also have practical implications, suggesting that efforts to enhance teachers' OCB can be undertaken through strengthening principals' transformational leadership competencies, developing programs to improve teacher resilience, and creating work environments that promote higher engagement. Therefore, improving the quality of human resources in schools depends not only on professional competence but also on psychological and organizational factors that support positive workplace behavior.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work, the authors used ChatGPT (OpenAI) to assist with language refinement, grammar correction, and paragraph restructuring. After using this tool, the authors carefully reviewed, revised, and validated all content and take full responsibility for the final manuscript.

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AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Methodology; Investigation; Data curation; Formal analysis; Writing-original draft.

Author 2: Supervision; Methodology; Validation; Writing-review and editing.

Author 3: Supervision; Validation; Project administration; Writing-review and editing.

Author 5: Data curation; Investigation.

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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