



Organizational Commitment and Culture on Teachers' Organizational Citizenship Behavior in Elementary School

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ABSTRACT

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This study aims to examine the influence of organizational commitment and organizational culture on teachers' Organizational Citizenship Behavior (OCB), both partially and simultaneously. A quantitative approach with a descriptive and causal-associative research design was employed. The study involved 41 teachers selected through a saturated sampling technique. Data were collected using a structured questionnaire based on a four-point Likert scale and analyzed using validity and reliability tests, classical assumption tests, multiple linear regression analysis, partial (t) tests, simultaneous (F) tests, and the coefficient of determination. The results indicate that organizational commitment has a positive and significant effect on teachers' OCB ($t = 2.898$, $p = 0.006$), while organizational culture also has a positive and significant effect with a stronger influence ($t = 6.421$, $p < 0.001$). Simultaneously, organizational commitment and organizational culture significantly influence teachers' OCB ($F = 61.169$, $p < 0.001$), explaining 75.1% of the variance in OCB (Adjusted $R^2 = 0.751$). These findings imply that strengthening teachers' organizational commitment and fostering a supportive organizational culture are essential strategies for promoting voluntary, collaborative, and extra-role behaviors that enhance organizational effectiveness and improve the quality of educational management.

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INTRODUCTION

Educational institutions play a strategic role in preparing human resources capable of responding to increasingly complex social, technological, and economic changes. The success of educational reform is determined not only by curriculum quality and infrastructure but also by teachers' willingness to contribute beyond their formal responsibilities. Such voluntary contributions enable schools to maintain effective collaboration, strengthen organizational resilience, and improve educational quality. As educational organizations

continue to experience curriculum reforms, digital transformation, and increasing administrative demands, teachers are expected to demonstrate initiative, cooperation, and responsibility that exceed contractual obligations. Evidence from recent educational management studies indicates that schools characterized by high levels of collaborative behavior among teachers generally achieve better organizational effectiveness, stronger institutional performance, and more sustainable educational improvement (Amri, 2024; Maharani et al., 2025; Husnah et al., 2021). Therefore, understanding the factors that encourage teachers to engage voluntarily in organizational activities has become an important issue for educational institutions and broader societal efforts to strengthen educational quality, organizational sustainability, and long-term institutional effectiveness.

One of the most important forms of voluntary behavior within educational organizations is Organizational Citizenship Behavior (OCB). OCB refers to discretionary behavior that is performed voluntarily, extends beyond formal job requirements, and collectively enhances organizational effectiveness (Worku & Debela, 2024). In educational settings, OCB is reflected in teachers' willingness to assist colleagues, actively participate in school programs, maintain harmonious interpersonal relationships, and contribute to institutional development without expecting additional rewards. Such behaviors become increasingly important because elementary school teachers simultaneously perform instructional, administrative, supervisory, and student development responsibilities. The emergence of OCB is closely associated with teachers' organizational commitment, which represents individuals' psychological attachment and loyalty toward their organization (Fred, 2025), and organizational culture, which reflects shared values, norms, and behavioral expectations guiding organizational members. Recent studies emphasize that organizational commitment and supportive organizational culture together encourage teachers to demonstrate higher levels of voluntary, collaborative, and sustainable organizational behavior (Ismail et al., 2024; Munawar et al., 2025; Hasani, 2025).

Despite the recognized importance of OCB, many schools continue to encounter organizational challenges that limit teachers' voluntary participation beyond their formal duties. Increasing administrative workloads, curriculum adjustments, accountability requirements, and continuous interaction with students and parents often reduce teachers' opportunities to engage in helping behaviors, collaborative initiatives, and institutional development. Under such conditions, teachers may successfully accomplish mandatory teaching responsibilities while demonstrating relatively limited participation in discretionary organizational activities. This situation becomes problematic because schools increasingly rely on voluntary cooperation among teachers to

sustain educational quality, improve institutional performance, and adapt to organizational change. Consequently, strengthening teachers' OCB has become a practical concern for school leaders seeking to build collaborative educational environments. Since OCB is widely recognized as being influenced by both internal psychological factors and external organizational conditions, understanding how organizational commitment and organizational culture contribute to teachers' voluntary behavior has become increasingly relevant for improving educational management and strengthening organizational effectiveness in elementary schools (Prasetya et al., 2024; Soelton, 2023; Mukarromah & Manshur, 2025).

Previous studies have consistently reported positive relationships between organizational commitment, organizational culture, and Organizational Citizenship Behavior across educational organizations. For example, Yohannes et al. (2022) demonstrated that organizational commitment and organizational culture significantly contributed to teachers' OCB within school organizations. Similarly, Munawar et al. (2025) reported that both variables significantly predicted OCB among elementary school teachers. Other studies also found that organizational culture encourages teachers' willingness to cooperate, participate, and contribute voluntarily because shared organizational values strengthen interpersonal trust and collective responsibility (Lathifatunnisa & Izzati, 2022; Najih et al., 2022). Furthermore, recent educational studies have shown that teachers with stronger organizational commitment tend to demonstrate greater responsibility, participation, and organizational involvement, ultimately strengthening OCB within schools (Ismail et al., 2024; Fauziah et al., 2025; Fajariyah, 2025). Collectively, these studies provide substantial empirical evidence that organizational commitment and organizational culture remain important antecedents for promoting teachers' voluntary organizational behavior and improving school effectiveness.

Previous findings, however, also reveal several inconsistencies that warrant further investigation. Although numerous studies have confirmed the positive influence of organizational commitment on Organizational Citizenship Behavior, others have reported insignificant or inconsistent relationships. Saraswati and Hakim (2019) found that affective and continuance commitment did not significantly influence OCB, whereas Satria et al. (2020) reported that organizational commitment failed to predict teachers' OCB and performance. Likewise, the influence of organizational culture may vary according to how organizational values are understood and implemented by members (Meliala & Saparuddin, 2023; Siswadi et al., 2023). Another limitation concerns the research context because most previous studies focused on companies, universities, or public organizations, whereas elementary schools have received relatively

limited attention. Moreover, earlier studies generally emphasized direct relationships among variables without examining the contribution of specific organizational dimensions. Consequently, empirical evidence remains insufficient to explain how organizational commitment and organizational culture interact in shaping teachers' OCB within the distinctive organizational characteristics of elementary schools (Jimoh, 2026; Zhao et al., 2025; Marlina et al., 2025).

Addressing these limitations requires a more comprehensive understanding of how teachers' voluntary behavior develops within elementary school organizations. This study therefore extends previous research by simultaneously examining the influence of organizational commitment and organizational culture while considering the contribution of their respective dimensions to Organizational Citizenship Behavior. Such an approach provides a more detailed explanation of teachers' voluntary behavior because OCB is influenced not only by psychological attachment but also by organizational values reflected in everyday interactions, collaboration, and shared responsibility. Unlike previous studies that primarily focused on identifying direct effects between variables, this research emphasizes the comparative contribution of each predictor in explaining teachers' extra-role behavior within elementary schools. By integrating individual and organizational perspectives into one analytical framework, this study offers a broader understanding of how schools can cultivate voluntary teacher participation to improve organizational effectiveness. Consequently, the findings are expected to provide practical guidance for strengthening collaborative school management, teacher engagement, and sustainable institutional development.

Based on the foregoing discussion, this study investigates whether organizational commitment positively influences teachers' Organizational Citizenship Behavior, whether organizational culture positively influences teachers' Organizational Citizenship Behavior, and whether both variables simultaneously explain teachers' Organizational Citizenship Behavior within elementary schools. It is proposed that teachers who possess stronger psychological attachment to their schools and work within a supportive organizational culture are more likely to demonstrate voluntary behaviors that exceed formal job expectations and contribute to organizational effectiveness. Accordingly, this study seeks to provide empirical evidence regarding the relative contribution of organizational commitment and organizational culture in explaining teachers' Organizational Citizenship Behavior. The results are expected to enrich educational management literature by offering a more comprehensive explanation of teachers' voluntary behavior from both psychological and organizational perspectives. Furthermore, the findings are

anticipated to assist school leaders in designing evidence-based strategies that strengthen collaboration, organizational participation, institutional effectiveness, and sustainable educational quality improvement through supportive organizational practices.

RESEARCH METHODS

This study employed a quantitative approach using a descriptive and causal-associative research design to examine the influence of organizational commitment and organizational culture on teachers' Organizational Citizenship Behavior (OCB). A quantitative approach was selected because it enables researchers to measure relationships among variables objectively and to test hypotheses using statistical analysis (Aspan et al., 2025, Lim, 2025). The causal-associative design was considered appropriate because the study aimed to determine the direct effects of organizational commitment and organizational culture on OCB. The research was conducted at SD Plus X, an elementary school selected because it emphasizes collaborative work practices and teacher participation in school development, making it an appropriate setting for investigating Organizational Citizenship Behavior among teachers (Fred, 2025; Munawar et al., 2025).

The population consisted of 41 teachers working at SD Plus X. Since the population size was relatively small, this study employed a saturated sampling technique (census sampling), in which all members of the population were included as research respondents. Data were collected using a structured questionnaire based on a four-point Likert scale, ranging from strongly disagree (1) to strongly agree (4). The research instrument measured three variables: organizational commitment, organizational culture, and Organizational Citizenship Behavior. The indicators of organizational commitment referred to the dimensions of affective, continuance, and normative commitment, while organizational culture was measured through the dimensions of professionalism, distance from management, trust in colleagues, orderliness, hostility, and integration. Organizational Citizenship Behavior was measured using the dimensions of altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Worku & Debela, 2024; Munawar et al., 2025).

The collected data were analyzed using IBM SPSS Statistics. Instrument quality was first evaluated through validity and reliability tests to ensure that all questionnaire items met the required psychometric standards. Before hypothesis testing, the data were subjected to classical assumption tests, including normality, linearity, and multicollinearity tests, to verify the suitability of the regression model. The research hypotheses were then examined using multiple linear regression analysis, followed by partial (*t*) tests, simultaneous (*F*) tests, and

the coefficient of determination (Adjusted R²) to determine both the individual and combined contributions of organizational commitment and organizational culture to teachers' Organizational Citizenship Behavior. This analytical procedure was considered appropriate because it allows simultaneous examination of the effects of multiple independent variables on a single dependent variable (Ismail et al., 2024; Meliala & Saparuddin, 2023; Siswadi et al., 2023).

RESULTS AND DISCUSSION

Results

The data analysis began with instrument testing to ensure that the questionnaire was appropriate for measuring the research variables. As presented in Table 1, the reliability test showed that all variables had Cronbach's Alpha values above the minimum standard of 0.600. Organizational commitment obtained a Cronbach's Alpha value of 0.859, organizational culture obtained 0.956, and Organizational Citizenship Behavior obtained 0.949. These results indicate that all research instruments were reliable and suitable for further statistical analysis.

Table 1. Reliability Test Results

Variable	Cronbach's Alpha	Minimum Standard	Description
Organizational Commitment	0.859	0.600	Reliable
Organizational Culture	0.956	0.600	Reliable
Organizational Citizenship Behavior	0.949	0.600	Reliable

The descriptive analysis of organizational commitment is presented in Table 2. The results show that organizational commitment was in the high category, with an average achievement of 70.54%. Among the three dimensions, affective commitment recorded the highest percentage at 73.17%, followed by continuance commitment at 69.06% and normative commitment at 68.90%.

Table 2. Descriptive Results of Organizational Commitment

Dimension	Score	Percentage
Affective Commitment	720/984	73.17%
Normative Commitment	678/984	68.90%
Continuance Commitment	453/656	69.06%
Average		70.54%

The descriptive analysis of organizational culture is shown in Table 3. The findings indicate that organizational culture was also in the high category, with an average achievement of 76.25%. The highest percentage was found in the trust

in colleagues dimension (80.49%), followed by integration (77.68%), hostility (76.10%), professionalism (76.02%), orderliness (74.63%), and distance from management (73.44%).

Table 3. Descriptive Results of Organizational Culture

Dimension	Score	Percentage
Professionalism	1122/1476	76.02%
Distance from Management	1084/1476	73.44%
Trust in Colleagues	528/656	80.49%
Orderliness	612/820	74.63%
Hostility	624/820	76.10%
Integration	637/820	77.68%
Average		76.25%

The descriptive analysis of Organizational Citizenship Behavior is presented in Table 4. The results indicate that teachers' Organizational Citizenship Behavior was in the high category, with an average achievement of 77.81%. Among the five dimensions, civic virtue recorded the highest percentage (79.37%), followed by conscientiousness (78.66%), sportsmanship (77.85%), courtesy (77.44%), and altruism (75.49%).

Table 4. Descriptive Results of Organizational Citizenship Behavior

Dimension	Score	Percentage
Altruism	619/820	75.49%
Conscientiousness	645/820	78.66%
Sportsmanship	766/984	77.85%
Courtesy	762/984	77.44%
Civic Virtue	781/984	79.37%
Average		77.81%

Before conducting the multiple linear regression analysis, classical assumption tests were performed to determine whether the data met the regression requirements. The normality test using the One-Sample Kolmogorov–Smirnov test with the Monte Carlo approach produced a significance value of 0.152, indicating that the residuals were normally distributed. The linearity test showed a Deviation from Linearity significance value of 0.624, indicating a linear relationship between organizational commitment and Organizational Citizenship Behavior. In addition, the multicollinearity test produced a Variance Inflation Factor (VIF) value of 1.671, indicating that no multicollinearity problem existed between the independent variables. Based on these results, the data met the assumptions required for multiple linear regression analysis.

The results of the multiple linear regression analysis are presented in Table 5. The regression equation obtained was $Y = 3.894 + 0.551X_1 + 0.520X_2$. The constant value was 3.894, while the regression coefficients for organizational commitment and organizational culture were 0.551 and 0.520, respectively, indicating positive regression coefficients for both independent variables.

Table 5. Multiple Linear Regression Results

Variable	Regression Coefficient	Direction
Constant	3.894	Positive baseline
Organizational Commitment	0.551	Positive
Organizational Culture	0.520	Positive

The hypothesis testing results are summarized in Table 6. The partial test showed that organizational commitment had a positive and significant effect on Organizational Citizenship Behavior, with a t-value of 2.898 and a significance value of 0.006. Organizational culture also had a positive and significant effect on Organizational Citizenship Behavior, with a t-value of 6.421 and a significance value below 0.001. Furthermore, the simultaneous test produced an F-value of 61.169 with a significance value below 0.001, indicating that organizational commitment and organizational culture jointly had a significant effect on Organizational Citizenship Behavior.

Table 6. Hypothesis Test Results

Hypothesis	Relationship	t Value	Significance	Decision
H1	Organizational Commitment → Organizational Citizenship Behavior	2.898	0.006	Accepted
H2	Organizational Culture → Organizational Citizenship Behavior	6.421	<0.001	Accepted
Hypothesis	Relationship	F Value	Significance	Decision
H3	Organizational Commitment and Organizational Culture → Organizational Citizenship Behavior	61.169	<0.001	Accepted

The coefficient of determination analysis showed that the regression model produced an Adjusted R Square value of 0.751, indicating that 75.1% of the variance in teachers' Organizational Citizenship Behavior could be explained by organizational commitment and organizational culture, while the remaining 24.9% was explained by other variables outside the model.

Discussion

The first finding demonstrates that organizational commitment has a positive and significant effect on teachers' Organizational Citizenship Behavior (OCB). The regression analysis shows that organizational commitment significantly predicts OCB ($\beta = 0.551$, $t = 2.898$, $p = 0.006$), indicating that teachers with stronger commitment are more likely to demonstrate voluntary behaviors beyond their formal responsibilities. The descriptive findings further reveal that affective commitment achieved the highest score among the commitment dimensions, suggesting that teachers' emotional attachment to the school plays an important role in encouraging discretionary behaviors that support organizational effectiveness. This finding is consistent with previous studies reporting that organizational commitment is an important antecedent of OCB in educational settings because committed teachers tend to participate actively in school development and willingly contribute beyond contractual obligations (Ismail et al., 2024; Munawar et al., 2025).

The second finding indicates that organizational culture has a positive and significant effect on teachers' OCB and exerts a stronger influence than organizational commitment. This is reflected in the higher regression coefficient and t -value of organizational culture ($\beta = 0.520$, $t = 6.421$, $p < 0.001$). The descriptive analysis also shows that trust in colleagues was the highest-rated cultural dimension, followed by integration and professionalism. These findings suggest that a school environment characterized by mutual trust, collaboration, and shared values encourages teachers to engage more actively in voluntary behaviors that benefit the organization. This interpretation is consistent with previous studies showing that a supportive organizational culture strengthens teachers' willingness to cooperate, participate, and contribute voluntarily within educational organizations (Lathifatunnisa & Izzati, 2022; Jimoh, 2026; Zhao et al., 2025).

The descriptive findings also provide a more comprehensive understanding of teachers' OCB. Civic virtue emerged as the highest OCB dimension, indicating that teachers demonstrate strong concern for school development, institutional sustainability, and participation in organizational activities. In contrast, altruism obtained the lowest score, suggesting that although teachers are highly committed to the institution, opportunities or willingness to provide direct assistance to colleagues remain relatively lower. This pattern implies that teachers' voluntary behavior is currently stronger at the organizational level than at the interpersonal level. Previous studies have similarly reported that increasing teaching responsibilities and administrative

demands may reduce teachers' opportunities to engage in helping behaviors despite maintaining high organizational commitment (Fauziah et al., 2025; Marlina et al., 2025).

The simultaneous analysis further demonstrates that organizational commitment and organizational culture jointly influence teachers' OCB, with an Adjusted R^2 value of 0.751. This indicates that 75.1% of the variance in teachers' OCB can be explained by the combined contribution of these two variables, while the remaining variance is attributable to other factors outside the proposed model. The findings suggest that teachers' voluntary behavior develops through the interaction between internal psychological attachment and a supportive organizational environment. This result supports previous empirical evidence that organizational commitment and organizational culture simultaneously contribute to strengthening Organizational Citizenship Behavior in educational institutions (Munawar et al., 2025; Yohannes et al., 2022).

From a practical perspective, the findings indicate that improving teachers' OCB requires not only strengthening individual commitment but also fostering a positive organizational culture. Particular attention should be directed toward improving the relatively lower dimensions identified in this study, namely altruism and distance from management, through collaborative work practices, participatory leadership, and more open communication between school management and teachers. Such organizational practices have been recognized as important mechanisms for encouraging teachers' voluntary contributions and collaborative behavior in schools (Hasanah et al., 2022; Jimoh, 2026; Zhao et al., 2025).

This study provides both theoretical and practical contributions. Theoretically, it reinforces the evidence that organizational commitment and organizational culture are important predictors of teachers' OCB in elementary schools while demonstrating that organizational culture exerts a stronger influence than organizational commitment. Practically, the study identifies specific organizational dimensions that deserve managerial attention, particularly strengthening interpersonal helping behavior (altruism) and reducing communication distance between teachers and school management. The novelty of this study lies in integrating organizational commitment and organizational culture within a single regression model while simultaneously examining their dimensions to identify which aspects contribute most strongly to teachers' OCB in elementary schools. This dimensional perspective extends recent educational management research by providing more specific guidance for school leaders in developing strategies to enhance teachers' voluntary behavior (Munawar et al., 2025; Jimoh, 2026; Zhao et al., 2025).

CONCLUSION

This study demonstrates that both organizational commitment and organizational culture positively and significantly influence teachers' Organizational Citizenship Behavior (OCB), with organizational culture emerging as the stronger predictor. The findings highlight that teachers' voluntary behaviors are more likely to develop when psychological attachment to the school is reinforced by a supportive organizational environment characterized by trust, professionalism, integration, and collaborative relationships. These results suggest that strengthening organizational culture should become a strategic priority for school management while simultaneously fostering teachers' organizational commitment to sustain extra-role behaviors that enhance school effectiveness. From a theoretical perspective, this study contributes to the educational management literature by providing empirical evidence that integrates organizational commitment and organizational culture within a single explanatory model of teachers' OCB in the elementary school context, while identifying the relative strength of each predictor to enrich understanding of voluntary teacher behavior. Nevertheless, this study is limited by its focus on a single elementary school, a relatively small sample size, and the use of a cross-sectional quantitative design, which may restrict the generalizability of the findings and the ability to infer causal relationships. Future research is therefore encouraged to involve larger and more diverse samples across different educational levels, employ longitudinal or mixed-method approaches, and incorporate additional variables such as leadership style, job satisfaction, organizational justice, workload, and psychological well-being to develop a more comprehensive explanation of teachers' Organizational Citizenship Behavior.

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