

Integration of Servant Leadership and Psychological Factors on Teachers' OCB

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Abstract

Teachers' Organizational Citizenship Behavior (OCB) plays a crucial role in enhancing school effectiveness and the quality of educational services, particularly in private vocational high schools that face increasing performance and competitiveness demands. However, the lack of extra-role behavior among teachers remains a persistent challenge. This study aims to examine the effects of Servant Leadership and teachers' psychological factors on Organizational Citizenship Behavior (OCB) among teachers in private vocational high schools in West Jakarta, both directly and indirectly. This research employed a quantitative approach using a survey method. The population consisted of 1,119 permanent teachers from A-accredited private vocational high schools in West Jakarta, with a sample of 199 teachers selected through proportional random sampling. Data were collected using validated and reliable structured questionnaires and analyzed using Path Analysis to examine causal relationships among variables. The findings indicate that Servant Leadership and psychological factors have a positive and significant effect on teachers' OCB, both partially and simultaneously. Psychological factors emerge as a key variable that strengthens the influence of Servant Leadership on teachers' extra-role behavior. This study contributes theoretically to the development of OCB research within educational leadership studies and provides practical implications for school management in designing strategies to enhance teachers' performance through the strengthening of servant leadership practices and the management of teachers' psychological conditions.

Keywords: organizational citizenship behavior, servant leadership, psychological factors



INTRODUCTION

In recent years, the quality of educational institutions has increasingly been determined not only by formal regulations and instructional competencies, but also by teachers' discretionary behaviors that go beyond formal job descriptions. One such behavior is Organizational Citizenship Behavior (OCB), which refers to voluntary, extra-role actions that contribute to organizational effectiveness but are not explicitly recognized by the formal reward system (Organ, Podsakoff, & MacKenzie, 2020). In the context of schools, teachers' OCB manifests in behaviors such as voluntarily assisting colleagues, actively supporting school programs, maintaining positive attitudes during organizational changes, and prioritizing institutional interests over personal convenience. These behaviors are widely recognized as critical determinants of school effectiveness, organizational resilience, and educational quality improvement (Podsakoff et al., 2022).

The urgency to strengthen teachers' OCB has become even more pronounced amid rapid educational transformation driven by digitalization, accountability pressures, and post-pandemic recovery challenges. Reports from UNESCO (2023) and OECD (2024) indicate that schools worldwide are facing increasing demands for adaptability, collaboration, and psychological resilience among teachers. In Indonesia, particularly in private vocational high schools (*Sekolah Menengah Kejuruan Swasta*), teachers are required to perform multifaceted roles while often encountering limited organizational support, job insecurity, and high-performance expectations. These conditions make OCB a strategic behavioral asset that enables schools to sustain performance and competitiveness in an increasingly complex educational environment.

Leadership has consistently been identified as a central organizational factor influencing OCB. Among various leadership paradigms, Servant Leadership has gained growing scholarly attention due to its ethical orientation, people-centered approach, and emphasis on empowering followers. Servant leadership prioritizes serving the needs, growth, and well-being of teachers, fostering trust, fairness, and a sense of meaningful work (Eva et al., 2021). Empirical studies have demonstrated that servant leadership positively influences teachers' organizational commitment, job satisfaction, psychological safety, and OCB (Jiang & Chen, 2023; Karatepe et al., 2024). In educational settings, principals who practice servant leadership tend to create supportive climates that encourage voluntary and cooperative behaviors among teachers.

However, leadership alone may not fully explain the emergence of OCB. Recent organizational behavior literature emphasizes the importance of psychological factors such as motivation, personality traits, psychological empowerment, and work engagement as internal





drivers that shape teachers' willingness to perform extra-role behaviors (Bakker, Albrecht, & Leiter, 2023). Psychological resources enable teachers to cope with job demands, maintain positive attitudes, and proactively contribute to organizational goals. Studies conducted in educational contexts confirm that motivated and psychologically empowered teachers are more likely to exhibit OCB, particularly in environments characterized by high uncertainty and limited structural support (Yin et al., 2022; Kim & Beehr, 2024).

Despite the growing body of literature, several limitations remain evident. First, many previous studies have examined servant leadership and psychological factors independently, without integrating both perspectives into a comprehensive explanatory model of teachers' OCB. Second, empirical evidence using advanced multivariate approaches, such as path analysis combined with SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management), remains scarce, particularly in educational leadership research. SITOREM offers a unique analytical advantage by not only identifying statistically significant relationships but also prioritizing improvement indicators based on their contribution and practical urgency (Hardhienata, 2021). Third, there is limited context-specific evidence focusing on private vocational high schools in urban Indonesian settings, such as West Jakarta, where organizational dynamics differ substantially from public schools due to managerial autonomy, market competition, and employment arrangements.

Addressing these gaps is crucial, as private vocational schools play a strategic role in preparing skilled human resources aligned with labor market needs. Understanding how servant leadership and psychological factors jointly influence teachers' OCB can provide actionable insights for school leaders, policymakers, and education managers seeking to enhance organizational effectiveness through behavioral and human-centered interventions.

Therefore, this study aims to analyze the integration of servant leadership and psychological factors in influencing teachers' Organizational Citizenship Behavior among private vocational high school teachers in West Jakarta. By employing path analysis and SITOREM analysis, this research seeks to (1) examine the direct and indirect effects of servant leadership and psychological factors on teachers' OCB, (2) identify priority indicators for improvement, and (3) offer evidence-based recommendations for leadership practices and teacher development strategies. The findings are expected to contribute theoretically to the advancement of educational leadership and organizational behavior literature, while also providing practical guidance for improving teacher performance and school sustainability in vocational education contexts.





LITERATURE REVIEW

Organizational Citizenship Behavior (OCB) has long been recognized as a critical construct in organizational behavior literature, referring to discretionary and voluntary behaviors that are not formally required by job descriptions but significantly contribute to organizational effectiveness (Organ et al., 2020). In educational organizations, particularly schools, OCB represents teachers' willingness to perform extra-role behaviors such as assisting colleagues, supporting school initiatives beyond assigned duties, maintaining positive attitudes under challenging conditions, and demonstrating loyalty to institutional goals. These behaviors are especially important in educational settings, where collaborative culture, shared responsibility, and collective commitment strongly influence school performance and student outcomes (Podsakoff et al., 2022).

In the context of education, OCB is commonly conceptualized through dimensions such as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Altruism reflects teachers' voluntary assistance to colleagues, while conscientiousness refers to exceeding minimum role requirements. Sportsmanship involves maintaining positive attitudes despite difficulties, courtesy emphasizes proactive conflict prevention, and civic virtue relates to active participation in school governance and development (Organ et al., 2020). Empirical evidence indicates that high levels of teachers' OCB are associated with improved instructional quality, stronger organizational climate, and enhanced school effectiveness (Yin et al., 2022). For private vocational high schools, where institutional sustainability often depends on adaptability and teamwork, OCB becomes a strategic behavioral asset that supports organizational resilience and competitiveness.

Leadership is widely acknowledged as a fundamental antecedent of OCB, as leaders shape organizational climate, values, and interpersonal relationships. Among various leadership approaches, Servant Leadership has gained increasing prominence due to its ethical foundation and human-centered orientation. Servant leadership emphasizes serving followers first, empowering them, fostering personal growth, and prioritizing collective well-being over personal authority (Eva et al., 2021). Core characteristics of servant leadership include humility, empathy, stewardship, ethical behavior, empowerment, and commitment to followers' development (van Dierendonck, 2021). Unlike traditional hierarchical leadership models, servant leadership focuses on nurturing trust, psychological safety, and meaningful work experiences.

In educational leadership contexts, servant leadership is particularly relevant as school leaders are expected not only to manage instructional processes but also to support teachers'



professional and psychological needs. Principals who practice servant leadership tend to create supportive and inclusive school environments, encourage teacher participation in decision-making, and promote shared responsibility for school improvement (Jiang & Chen, 2023). Such leadership behaviors have been empirically linked to higher levels of teachers' job satisfaction, organizational commitment, and OCB (Karatepe et al., 2024). These findings suggest that servant leadership plays a pivotal role in fostering voluntary, extra-role behaviors among teachers by strengthening social exchange relationships and moral obligations within schools.

Beyond leadership, contemporary research increasingly highlights the role of psychological factors in explaining teachers' OCB. Psychological factors such as work motivation, personality traits, job satisfaction, and organizational commitment represent internal resources that influence how teachers perceive their work environment and respond behaviorally. Work motivation, for instance, reflects the internal drive that directs teachers' effort and persistence in achieving organizational goals. Motivated teachers are more likely to engage in discretionary behaviors that support colleagues and institutional objectives (Bakker et al., 2023).

Personality traits, particularly conscientiousness and agreeableness, have also been shown to predict OCB, as individuals with these traits tend to be responsible, cooperative, and inclined toward helping behaviors (Kim & Beehr, 2024). Job satisfaction, defined as a positive emotional state resulting from the appraisal of one's job experiences, has consistently been associated with higher OCB, as satisfied teachers are more willing to reciprocate favorable treatment from the organization through extra-role contributions (Judge et al., 2020). Similarly, organizational commitment especially affective commitment reflects emotional attachment to the school and has been found to be a strong predictor of teachers' willingness to engage in OCB (Meyer et al., 2022).

Empirical studies across national and international contexts provide robust evidence regarding the relationships among servant leadership, psychological factors, and OCB. Research conducted in various educational settings indicates that servant leadership positively influences teachers' OCB both directly and indirectly through mediating psychological mechanisms such as job satisfaction, psychological empowerment, and organizational commitment (Jiang & Chen, 2023; Aboramadan et al., 2022). Other studies emphasize that psychological factors independently contribute to OCB, even in environments with limited structural support, highlighting their critical role in sustaining teachers' discretionary behaviors (Yin et al., 2022).

Despite these advancements, a critical synthesis of prior research reveals several notable gaps. First, many studies have examined servant leadership and psychological factors in isolation, rather than integrating both perspectives into a unified explanatory framework.

Second, empirical research that simultaneously analyzes leadership behavior and multiple psychological variables in explaining teachers' OCB remains limited, particularly in vocational education contexts. Third, there is a scarcity of studies focusing on private vocational high schools in urban Indonesian settings, where organizational dynamics, employment conditions, and leadership practices differ substantially from those in public schools. These limitations suggest that existing models may not fully capture the complexity of factors influencing teachers' OCB in private vocational institutions.

To address these gaps, the present study proposes an integrated conceptual framework that positions servant leadership as an exogenous organizational factor influencing teachers' OCB both directly and indirectly through psychological factors. Psychological variables such as motivation, personality, job satisfaction, and organizational commitment are conceptualized as mediating mechanisms that translate leadership practices into discretionary work behaviors. This framework provides a more comprehensive understanding of the causal relationships among leadership, psychological resources, and OCB, serving as a theoretical foundation for hypothesis development. By integrating servant leadership and psychological factors within a single analytical model, this study is expected to contribute to the enrichment of educational leadership and organizational behavior theories, while offering practical insights for enhancing teacher performance and organizational effectiveness in private vocational schools.

Table 1. Summary of Literature Review on Servant Leadership, Psychological Factors, and Teachers' OCB

Aspect	Key Concepts	Main Findings from Literature	Representative References
Organizational Citizenship Behavior (OCB)	Voluntary, extra-role behavior; altruism, conscientiousness, sportsmanship, courtesy, civic virtue	Teachers' OCB enhances school effectiveness, collaboration, organizational climate, and instructional quality. OCB is crucial in educational organizations facing high complexity and change.	Organ et al. (2020); Podsakoff et al. (2022); Yin et al. (2022)
OCB in Educational Context	Teacher cooperation, voluntary involvement, institutional loyalty	High levels of OCB among teachers are associated with improved school	OECD (2024); UNESCO (2023); Kim & Beehr

Aspect	Key Concepts	Main Findings from Literature	Representative References
		performance, professional culture, and sustainability, particularly in private schools.	(2024)
Servant Leadership: Concept and Theory	Serving followers, empowerment, humility, ethical leadership, stewardship	Servant leadership emphasizes follower growth, well-being, and moral responsibility, fostering trust and psychological safety within organizations.	Eva et al. (2021); van Dierendonck (2021)
Servant Leadership in Education	Supportive school leadership, shared decision-making, teacher empowerment	School leaders who adopt servant leadership create positive work climates and strengthen teachers' intrinsic motivation and professional commitment.	Jiang & Chen (2023); Aboramadan et al. (2022)
Servant Leadership and OCB	Leadership–behavior linkage, social exchange theory	Servant leadership has a positive and significant effect on teachers' OCB, both directly and indirectly through psychological mechanisms.	Karatepe et al. (2024); Jiang & Chen (2023)
Psychological Factors: Work Motivation	Intrinsic and extrinsic motivation	Motivated teachers demonstrate higher willingness to engage in discretionary and cooperative behaviors beyond formal job requirements.	Bakker et al. (2023); Ryan & Deci (2020)
Psychological Factors:	Conscientiousness, agreeableness	Teachers with positive personality traits are	Kim & Beehr (2024);

Aspect	Key Concepts	Main Findings from Literature	Representative References
Personality		more likely to engage in helping behaviors and maintain positive organizational attitudes.	Judge et al. (2020)
Psychological Factors: Job Satisfaction	Emotional evaluation of work experience	Job satisfaction significantly predicts OCB, as satisfied teachers reciprocate favorable organizational treatment through extra-role behaviors.	Judge et al. (2020); Meyer et al. (2022)
Psychological Factors: Organizational Commitment	Affective, continuance, normative commitment	Affective commitment is a strong antecedent of teachers' OCB, particularly in schools with high organizational demands.	Meyer et al. (2022); Yin et al. (2022)
Integrated Findings	Leadership–psychology–behavior relationship	Psychological factors often mediate the relationship between servant leadership and OCB, indicating the importance of integrated explanatory models.	Aboramadan et al. (2022); Jiang & Chen (2023)
Research Gap	Limited integration; contextual limitations	Few studies integrate servant leadership and multiple psychological factors simultaneously, especially in private vocational high schools in urban Indonesian contexts.	Synthesized from prior studies
Conceptual Framework	Causal relationships	Servant leadership influences teachers' OCB directly and	Present Study

Aspect	Key Concepts	Main Findings from Literature	Representative References
Implication		indirectly through psychological factors, forming the basis for hypothesis development.	

RESEARCH METHODOLOGY

This study employed a quantitative approach with a causal explanatory design to examine the relationships among servant leadership, psychological factors, and teachers' Organizational Citizenship Behavior (OCB). A quantitative design was chosen to allow objective measurement and statistical testing of causal relationships among variables. To analyze both direct and indirect effects within the proposed conceptual model, path analysis was used as the main analytical technique, as it enables the examination of complex causal relationships simultaneously.

The population of this study consisted of permanent foundation teachers (Guru Tetap Yayasan) working in private vocational high schools (SMK Swasta) accredited "A" in West Jakarta. The total population comprised 1,119 teachers across 43 schools located in 8 sub-districts. From this population, a sample of 199 teachers was selected using proportional random sampling to ensure representativeness and sufficient statistical power for path analysis.

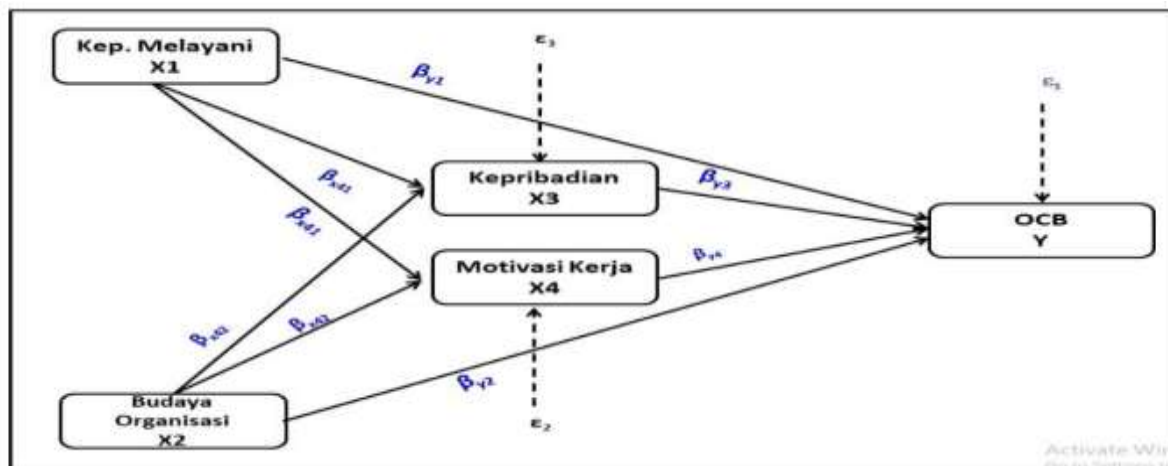
Data were primarily collected through a structured questionnaire developed based on established theories and previous studies related to servant leadership, psychological factors, and OCB. The questionnaire used a Likert-scale format to capture respondents' perceptions. To support and complement the primary data, documentation and literature review were also conducted, including school profiles, accreditation records, and relevant academic publications.

The study utilized primary and secondary data sources. Primary data were obtained directly from respondents through completed questionnaires, while secondary data were derived from institutional documents, official reports, and scholarly literature relevant to the research variables.

The research procedure was conducted in three main stages. The planning stage involved problem identification, literature review, development of the conceptual framework, and preparation of research instruments. The implementation stage included obtaining research permits, distributing questionnaires, and collecting data. The data analysis stage involved data screening, descriptive analysis, assumption testing, and hypothesis testing using path analysis to

identify direct and indirect relationships among variables. Throughout the research process, ethical considerations were maintained. Participation was voluntary, respondents' anonymity and confidentiality were ensured, and all data were used solely for academic research purposes.

Figure 1. Integrative Path Analysis Model



CONCLUSION

This study investigated the integration of servant leadership and psychological factors in influencing teachers' Organizational Citizenship Behavior in private vocational high schools accredited "A" in West Jakarta. The findings demonstrate that servant leadership significantly influences teachers' OCB both directly and indirectly through psychological factors. Psychological factors themselves were found to be strong predictors of teachers' willingness to engage in extra-role behaviors.

These results directly address the research objectives and confirm that leadership practices and teachers' psychological resources jointly play a critical role in fostering Organizational Citizenship Behavior. The study contributes theoretically by extending servant leadership and organizational behavior theories within the context of vocational education, offering an integrated model that explains how leadership and psychological factors interact to shape teacher behavior. Practically, the findings provide valuable insights for school leaders, foundation managers, and education policymakers. Implementing servant leadership practices and strengthening teachers' psychological well-being can serve as effective strategies for enhancing organizational effectiveness, collaboration, and school performance.

Despite its contributions, this study has limitations related to its cross-sectional design and contextual focus on private vocational high schools in one urban area. Future research is



recommended to employ longitudinal or mixed-method approaches, explore additional contextual variables such as organizational culture or work engagement, and extend the investigation to other educational levels and regions. Such efforts would further enrich the understanding of Organizational Citizenship Behavior in educational organizations. In conclusion, this study underscores the importance of integrating leadership and psychological perspectives to promote sustainable teacher performance and organizational effectiveness in dynamic educational environments.

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