

Organizational Citizenship Behavior in the Educational Context: A Systematic Review of the Role of Work Motivation, Organizational Commitment, Employee Engagement, and Organizational Culture

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Organizational Citizenship Behavior (OCB) plays a crucial role in enhancing the effectiveness of educational institutions, yet its determinants remain fragmented across the literature. This study aims to systematically synthesize the role of work motivation, organizational commitment, employee engagement, and organizational culture in shaping OCB among educators. A Systematic Literature Review approach was employed using the PRISMA protocol to ensure a transparent and rigorous selection process. Relevant literature was obtained from Google Scholar, Scopus, and SINTA databases, focusing on publications within the last decade. A total of seventy-four articles met the inclusion criteria and were analyzed using thematic synthesis. The findings indicate that intrinsic motivation acts as a fundamental internal driver of OCB, while affective commitment strengthens emotional attachment that encourages voluntary extra-role behavior. Employee engagement emerges as the most consistent and dominant predictor, reflecting the role of vigor, dedication, and absorption in translating psychological states into proactive actions. Organizational culture functions as both a direct determinant and a moderating factor that reinforces the influence of individual variables. These results highlight that OCB is shaped by the interaction between psychological and organizational dimensions. The study contributes theoretically by integrating multiple determinants into a unified conceptual framework and offers practical implications for educational institutions in developing strategies to enhance educator performance through strengthening motivation, commitment, engagement, and a supportive organizational culture.

Keywords: Organizational Citizenship Behavior, Work Motivation, Organizational Commitment, Employee Engagement, Organizational Culture, Education, Systematic Literature Review

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1. Introduction

Educational organizations play a strategic role in enhancing the quality of human resources and national competitiveness. In this context, organizational effectiveness is not solely determined by formal performance based on job descriptions, but also by discretionary behaviors that go beyond prescribed roles, commonly referred to as Organizational Citizenship Behavior (OCB). OCB is defined as voluntary extra-role behavior that is not explicitly recognized in formal reward systems but contributes significantly to organizational effectiveness[1] [2].

Within the educational sector, OCB holds particular importance. Educators who demonstrate OCB not only perform their teaching responsibilities but also assist colleagues, actively participate in school activities, mentor students beyond formal hours, and maintain harmonious relationships with parents and the broader community. Such behaviors foster a positive school climate, strengthen collaboration, and ultimately enhance the quality of learning outcomes[3].

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However, the manifestation of OCB in educational settings remains inconsistent. Several studies indicate that not all educators exhibit optimal extra-role behavior. In the Indonesian context, evidence suggests relatively low levels of participation in non-formal school activities, limited initiative in assisting colleagues, and insufficient involvement in institutional development[4][5]. This condition potentially weakens organizational collaboration and overall effectiveness.

These challenges highlight the need to understand the underlying determinants of OCB in educational institutions. Previous literature identifies key individual factors associated with OCB, including work motivation[6], organizational commitment [7][8], and employee engagement[9]. These variables represent internal psychological drivers that influence positive work behavior.

In addition to individual factors, contextual elements also play a critical role. Organizational culture, defined as a system of shared values, beliefs, and norms within an organization[10], is considered one of the most influential contextual factors. In educational settings, organizational culture is reflected in values such as collaboration, innovation, student orientation, and collective responsibility. A strong and positive organizational culture can create an environment that naturally encourages the emergence of OCB[11][12].

Despite extensive research on OCB, several gaps remain. First, most studies adopt quantitative approaches and examine variables independently, with limited efforts to integrate multiple determinants into a comprehensive framework. Second, prior research tends to separate individual and contextual factors, whereas OCB is likely shaped by their interaction. Third, the Indonesian educational context, characterized by collectivist values such as mutual cooperation and strong social cohesion, may influence the manifestation of OCB differently compared to Western contexts where most theories were developed. Finally, limited studies have explored the role of organizational culture as a moderating variable in strengthening the relationship between individual factors and OCB.

Based on these gaps, this study aims to systematically synthesize the literature on the role of work motivation, organizational commitment, employee engagement, and organizational culture in enhancing OCB among educators. By integrating these variables into a comprehensive conceptual framework, this study seeks to provide a deeper understanding of the psychological and social mechanisms underlying OCB in the educational context.

2. Literature Review and Problem Statement

Literature Review

Organizational Citizenship Behavior (OCB) has been widely recognized as a critical determinant of organizational effectiveness, particularly in collaborative environments such as educational institutions. Originally conceptualized by Organ[1], OCB refers to discretionary behaviors that are not formally rewarded but contribute significantly to the overall functioning of an organization. Podsakoff et al [2] further elaborate that OCB encompasses several dimensions, including altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. In the educational context, OCB extends beyond individual task performance and reflects behaviors that support collective outcomes. Educators who demonstrate OCB actively assist colleagues, participate in institutional development, and contribute to a positive learning environment. Empirical evidence suggests that OCB among teachers enhances teamwork, strengthens collaboration, and improves overall school effectiveness[3]. Moreover, in collectivist cultures such as Indonesia, values like mutual cooperation and social harmony further reinforce the manifestation of OCB, making it a contextually significant

construct.

The emergence of OCB is closely associated with internal psychological factors, particularly work motivation. According to Gagné and Deci [6], motivation can be categorized into intrinsic and extrinsic forms, where intrinsic motivation plays a more dominant role in fostering voluntary behaviors such as OCB. Individuals who are intrinsically motivated tend to engage in extra-role activities driven by personal satisfaction and internal values rather than external rewards. In the educational sector, intrinsically motivated educators are more likely to mentor students, collaborate with colleagues, and contribute beyond their formal responsibilities. The literature consistently shows that intrinsic motivation has a stronger and more stable relationship with OCB compared to extrinsic motivation, which often produces less consistent effects. This finding highlights the importance of internal drivers in shaping discretionary behaviors within educational settings.

In addition to motivation, organizational commitment is another key determinant influencing OCB. Meyer and Allen[8] conceptualize organizational commitment as comprising affective, continuance, and normative dimensions. Among these, affective commitment characterized by emotional attachment to the organization has been identified as the most influential predictor of OCB. Individuals who feel emotionally connected to their institution are more likely to contribute beyond formal requirements and demonstrate voluntary supportive behaviors. Normative commitment also plays a meaningful role, particularly in collectivist cultures, where individuals feel a moral obligation to support organizational goals. In contrast, continuance commitment, which is based on the perceived cost of leaving the organization, tends to show weaker or even negative associations with OCB. These findings suggest that emotional attachment and value alignment are more effective in encouraging extra-role behavior than purely rational considerations.

Furthermore, employee engagement has emerged as one of the most robust predictors of OCB. Schaufeli et al [9] define employee engagement as a positive and fulfilling psychological state characterized by vigor, dedication, and absorption. Engaged individuals exhibit high levels of energy, strong involvement, and deep concentration in their work, which naturally translate into proactive and voluntary behaviors. The literature consistently demonstrates that employee engagement has the strongest and most stable relationship with OCB compared to other individual-level variables. In educational settings, engaged educators are more likely to take initiative, contribute to institutional development, and actively support both students and colleagues. This indicates that engagement serves as a critical mechanism that transforms internal motivation and commitment into observable behavior.

Beyond individual factors, contextual elements also play a significant role in shaping OCB, particularly organizational culture. Schein[10] defines organizational culture as a system of shared values, beliefs, and norms that guide behavior within an organization. In educational institutions, culture is reflected in practices such as collaboration, innovation, and collective responsibility. Empirical studies indicate that a supportive and collaborative organizational culture significantly enhances OCB. Cultural values such as teamwork, openness, and mutual support create an environment in which extra-role behaviors are encouraged and normalized. Moreover, organizational culture does not only act as a direct antecedent but also functions as a moderating variable that strengthens the relationship between individual factors such as motivation, commitment, and engagement and OCB. In this sense, culture serves as a catalyst that facilitates the expression of positive work behaviors within the organization.

Problem Statement

Despite the growing body of literature on Organizational Citizenship Behavior, several critical gaps remain, particularly within the educational context. First, most existing studies adopt a fragmented approach, examining individual determinants of OCB such as motivation, commitment, or engagement separately. There is a lack of integrative studies that systematically synthesize these variables into a comprehensive conceptual framework. Second, limited research has simultaneously analyzed the interaction between individual and contextual factors. While individual-level variables have been extensively explored, the role of organizational culture as both a direct determinant and a moderating variable remains underexamined. Third, the majority of OCB theories have been developed in Western contexts, which are predominantly individualistic. Consequently, there is a need to reassess these theories within collectivist environments, such as Indonesia, where cultural values like mutual cooperation and social harmony may significantly influence OCB. Fourth, although numerous empirical studies exist, systematic literature reviews focusing specifically on OCB in the educational sector particularly in the Indonesian context are still scarce. This limits the ability to draw comprehensive and generalizable conclusions.

Based on these gaps, this study aims to provide a systematic synthesis of the literature to develop an integrative understanding of the roles of work motivation, organizational commitment, employee engagement, and organizational culture in shaping Organizational Citizenship Behavior within educational institutions.

3. Methods

This study adopts a Systematic Literature Review (SLR) approach guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework[13]. The SLR method was selected to ensure a rigorous, transparent, and replicable process in identifying, evaluating, and synthesizing relevant studies. Unlike traditional narrative reviews, this approach allows for a structured examination of the literature while minimizing potential researcher bias through clearly defined procedures.

Prior to conducting the review, a research protocol was carefully developed to guide the entire process. The protocol included the formulation of research questions, the development of a comprehensive search strategy, the establishment of inclusion and exclusion criteria, the procedures for study selection, the data extraction process, and the analytical techniques to be employed. Although the protocol was not registered in PROSPERO, it was systematically applied throughout the review to maintain consistency and methodological rigor.

The literature search was conducted in March 2026, focusing on studies published between 2015 and 2024. To ensure comprehensive coverage, three major databases were utilized, encompassing both international and national sources.

Table 1. Literature Databases

Database	URL	Rationale
Google Scholar	https://scholar.google.com	Broad coverage of international and local journals
Scopus	https://www.scopus.com	High-quality, internationally indexed journals
SINTA Portal	https://sinta.kemdikbud.go.id	Accredited Indonesian journals

The keywords used are a Boolean combination of the following terms in both Indonesian and English:

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Group A (Dependent Variable):

- "organizational citizenship behavior" OR "OCB" OR "perilaku kewarganegaraan organisasi"

Group B (Independent Variables):

1. "motivasi kerja" OR "work motivation" OR "motivasi intrinsik" OR "intrinsic motivation"
2. "komitmen organisasi" OR "organizational commitment" OR "komitmen afektif" OR "affective commitment"
3. "employee engagement" OR "keterlibatan kerja" OR "work engagement"
4. "budaya organisasi" OR "organizational culture" OR "budaya sekolah" OR "school culture"

Group C (Context):

"pendidikan" OR "education" OR "sekolah" OR "school" OR "guru" OR "teacher" OR "dosen" OR "lecturer"

Search formula: (A) AND (B) AND (C)

The studies included in this review must meet all of the following inclusion criteria:

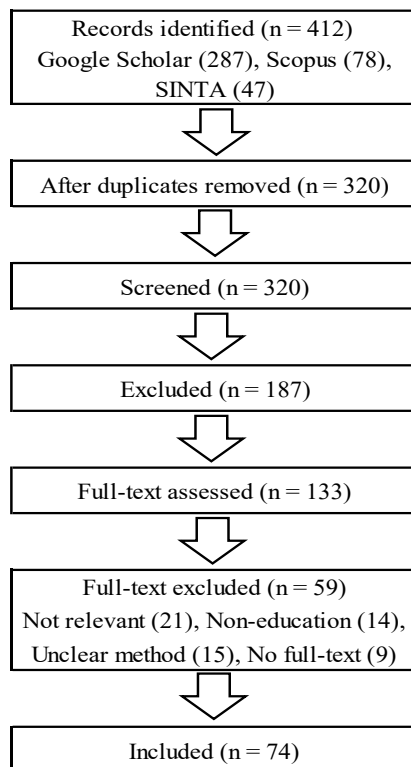
Inclusion Criteria:

1. Type of publication: Peer-reviewed journal articles (excluding conference proceedings, books, opinions, and editorials)
2. Period: Published between 2015–2024 (last 10 years)
3. Language: Indonesian or English
4. Focus: Discusses OCB in the context of education (schools, higher education institutions, training institutions)
5. Variables: Examines at least one of the following variables in relation to OCB: work motivation, organizational commitment, employee engagement, or organizational culture
6. Method: Empirical research (quantitative, qualitative, or mixed-method) or systematic literature review
7. Availability: Full-text available

Exclusion Criteria:

1. Articles in the form of opinions, editorials, book reviews, or non-peer-reviewed proceedings
2. Does not examine OCB as the main/dependent variable
3. Context outside the education sector (e.g., business, industry, government)
4. Full-text not available even after contacting the authors

The study selection process was conducted based on the PRISMA stages, which include identification, screening, eligibility, and inclusion. The article selection flow diagram is presented in Figure 1.



Source: Researcher's processed results (2026)

Figure 1. Literature selection flowchart based on the PRISMA Protocol

Table 2. Inclusion and Exclusion Criteria

Category	Description
Inclusion Criteria	Peer-reviewed journal articles (2015–2024), English/Indonesian language, educational context, relevant variables, full-text available
Exclusion Criteria	Non-scientific publications, irrelevant variables, non-educational context, inaccessible full-text

The study selection process followed the PRISMA framework, consisting of four main stages: identification, screening, eligibility, and inclusion. In the identification stage, the initial search across the three databases yielded a total of 412 articles, comprising 287 articles from Google Scholar, 78 articles from Scopus, and 47 articles from the SINTA portal. After removing duplicate records, 92 articles were excluded, resulting in 320 unique articles for further evaluation.

In the screening stage, titles and abstracts of the remaining articles were assessed to determine their initial relevance to the research topic. During this phase, 187 articles were excluded because they were not relevant, particularly those that discussed Organizational Citizenship Behavior (OCB) outside the educational context. As a result, 133 articles proceeded to the next stage.

In the eligibility stage, full-text assessments were conducted on the 133 remaining articles to ensure compliance with the predefined inclusion criteria. A total of 59 articles were excluded for several reasons: 21 articles did not explicitly examine the relationship with OCB, 14 articles were conducted outside the educational context, 15 articles lacked clear or empirical research methods, and 9 articles were not available in full-text form. Finally, in the inclusion stage, 74 articles met all the criteria and

were included in the final synthesis.

Data from the 74 selected articles were systematically extracted using a standardized data extraction form, which includes:

Table 3. PRISMA Selection Process

Stage	Number of Articles
Identification	412
After duplicates removal	320
Screening result	133
Final included studies	74

Data from the selected studies were systematically extracted using a structured framework to ensure consistency and comparability. The extracted information included article identity, research characteristics, methodological approach, variables examined, key findings, and quality assessment.

Table 4. Data Extraction Framework

Category	Extracted Information
Article identity	Author, year, title, journal
Study characteristics	Objectives, location, sample
Methodology	Design, instruments, analysis
Variables	Definitions and dimensions
Findings	Relationship direction and strength
Quality	CASP score

To ensure the reliability of the findings, all selected studies were evaluated using the Critical Appraisal Skills Programme (CASP). The assessment criteria were adapted according to the research design of each study, covering aspects such as clarity of objectives, methodological rigor, data analysis, and interpretation. Studies with low-quality scores were excluded, resulting in an average quality score of 7.8 among the included articles, indicating a generally high standard of research quality.

The analysis of the collected data was conducted using a thematic synthesis approach as proposed by Thomas and Harden[14]. This process began with line-by-line coding of relevant findings from each article, followed by the development of descriptive themes through grouping similar codes. Subsequently, these themes were further refined into higher-level analytical themes, which formed the basis for constructing an integrative conceptual model explaining the relationships among the studied variables. For quantitative studies, reported effect sizes such as correlation coefficients and regression coefficients were also tabulated to assess the strength and consistency of relationships.

Despite its systematic approach, this study acknowledges several methodological limitations. The reliance on three databases may have resulted in the exclusion of relevant studies from other sources. Additionally, the restriction to English and Indonesian publications may limit the generalizability of the findings. The dominance of cross-sectional studies in the reviewed literature also constrains the ability to draw strong causal inferences. Furthermore, the potential for publication bias remains, as studies with significant results are more likely to be published.

4. Result and Discussion

This section presents a comprehensive thematic synthesis of 74 selected studies that met the inclusion criteria. The analysis integrates both individual and contextual determinants of Organizational Citizenship Behavior (OCB) within educational settings, resulting in a

multidimensional understanding of how OCB is formed, sustained, and strengthened.

Organizational Citizenship Behavior in Educational Contexts

Organizational Citizenship Behavior (OCB) has been widely acknowledged as a crucial element in enhancing organizational effectiveness, particularly in environments that rely heavily on collaboration, such as educational institutions. OCB, as defined by Organ[1], refers to discretionary behavior that is not formally rewarded but contributes to the overall effectiveness of the organization. Podsakoff et al[2] further categorize OCB into five dimensions: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue.

In the educational context, OCB exhibits distinct characteristics compared to other sectors. The teaching profession inherently involves interdependence among educators, requiring coordination, mutual assistance, and collective problem-solving. As a result, OCB in education is not merely individual but also collective in nature. Teachers often engage in activities beyond their formal responsibilities, such as assisting colleagues in lesson planning, participating in institutional development programs, mentoring students, and contributing to extracurricular activities.

Moreover, the Indonesian cultural context strengthens the manifestation of OCB. Values such as *gotong royong* (mutual cooperation), *kekeluargaan* (familial relationships), and *musyawarah* (deliberative decision-making) reinforce behaviors such as altruism and courtesy. These cultural values embed OCB within social norms, making it not only a voluntary behavior but also a moral expectation.

Table 5. Dimensions of OCB in Educational Context

Dimension	Definition	Educational Example
Altruism	Helping colleagues voluntarily	Assisting lesson preparation
Conscientiousness	Exceeding minimum standards	Preparing classroom in advance
Sportsmanship	Tolerance toward constraints	Accepting limited resources
Courtesy	Preventing interpersonal conflict	Maintaining communication
Civic Virtue	Active participation	Attending institutional meetings

Work Motivation and Organizational Citizenship Behavior

The synthesis of 28 studies indicates that work motivation, particularly intrinsic motivation, plays a significant role in influencing OCB. According to Self-Determination Theory (Gagné & Deci, 2005), intrinsic motivation originates from internal satisfaction and personal values, making it a stronger driver of voluntary behavior than extrinsic motivation.

Table 6. Summary of Work Motivation Findings

Indicator	Result
Total studies	28
Significant positive	82%
Non-significant	11%
Negative	7%
Correlation range	0.31 – 0.58

The findings suggest that intrinsically motivated educators tend to engage more actively in extra-role behaviors such as mentoring students, assisting colleagues, and participating in school activities. This occurs because intrinsic motivation aligns with the meaningful nature of teaching as a profession. Teachers who perceive their work as a calling are more likely to internalize OCB as part of their

professional identity. However, the effectiveness of intrinsic motivation is not unconditional. Several studies indicate that its influence diminishes in environments characterized by excessive workload, lack of organizational support, or perceived injustice. This suggests that motivation alone is insufficient without a supportive organizational context.

Organizational Commitment and Organizational Citizenship Behavior

Organizational commitment is another critical determinant of OCB, particularly affective commitment, which reflects emotional attachment to the organization[8].

Table 7. Organizational Commitment Effects

Component	Effect on OCB	Average r
Affective	Strong positive	0.44
Normative	Moderate positive	0.32
Continuance	Weak/negative	0.08 / -0.12

The results demonstrate that affective commitment is the strongest predictor of OCB. Teachers who feel emotionally connected to their institution are more likely to contribute beyond formal expectations. Normative commitment also plays a role, particularly in collectivist societies, where moral obligation drives behavior. In contrast, continuance commitment shows weak or negative relationships with OCB. This indicates that individuals who remain in an organization due to necessity rather than desire are less likely to engage in voluntary behaviors. This finding reinforces the importance of emotional and value-based attachment rather than purely economic considerations.

Employee Engagement and Organizational Citizenship Behavior

Employee engagement emerges as the most powerful and consistent predictor of OCB across the reviewed studies. Defined as a positive psychological state characterized by vigor, dedication, and absorption[9], engagement represents an active and holistic involvement in work.

Table 8. Employee Engagement Findings

Indicator	Result
Total studies	29
Significant positive	93%
Average correlation	0.52

The high consistency of engagement's influence indicates that it functions as a central mechanism linking psychological states to observable behavior. Engaged educators exhibit high energy, enthusiasm, and concentration, which naturally translate into proactive behaviors such as helping colleagues, participating in institutional development, and supporting students. Compared to motivation and commitment, engagement is more comprehensive because it encompasses cognitive, emotional, and behavioral dimensions simultaneously. This explains why engagement demonstrates the strongest predictive power for OCB.

Organizational Culture and Organizational Citizenship Behavior

Organizational culture plays a dual role in shaping Organizational Citizenship Behavior, both as a direct determinant and as a moderating factor.

Table 9. Organizational Culture Effects

Culture Type	Correlation
Collaborative	0.47
Supportive	0.44

Culture Type	Correlation
Innovative	0.38
Bureaucratic	0.12

The findings show that collaborative and supportive cultures significantly enhance OCB by creating an environment that encourages voluntary behavior. In such environments, helping colleagues and contributing to organizational activities become normalized practices. Furthermore, organizational culture acts as a moderator that strengthens the relationship between individual factors and OCB. For instance, intrinsic motivation is more likely to translate into OCB in supportive environments, while bureaucratic cultures may inhibit such behavior.

Integrated Model of Organizational Citizenship Behavior

The synthesis reveals that OCB is not determined by a single variable but by the interaction of multiple factors.

Table 10. Strength of Variables Influencing Organizational Citizenship Behavior

Variable	Consistency	Average r	Rank
Employee Engagement	93%	0.52	1
Affective Commitment	89%	0.44	2
Organizational Culture	86%	0.42	3
Intrinsic Motivation	81%	0.38	4

Three mechanisms are identified:

1. Direct effects, where each variable independently influences OCB
2. Mediating effects, where engagement acts as a bridge between motivation and commitment toward OCB
3. Moderating effects, where organizational culture strengthens or weakens these relationships

Discussion

The findings of this study confirm that Organizational Citizenship Behavior (OCB) in educational contexts is a multidimensional construct shaped by the interaction between internal psychological factors and external organizational conditions. OCB cannot be sufficiently explained by a single theoretical perspective; instead, it requires an integrative framework that captures both individual and contextual determinants. In this regard, employee engagement emerges as the most dominant and consistent predictor of OCB, supporting the Job Demands-Resources (JD-R) theory proposed by Arnold Bakker and Evangelia Demerouti[15]. The JD-R theory posits that individuals who possess adequate job resources such as support, autonomy, and recognition are more likely to experience engagement characterized by vigor, dedication, and absorption. This engaged state subsequently drives proactive and extra-role behaviors, which are central components of OCB.

In addition to engagement, intrinsic motivation plays a critical role in fostering OCB, as explained by Self-Determination Theory developed by Edward Deci and Richard Ryan[16][6]. Intrinsic motivation, which is driven by internal satisfaction and a sense of meaningfulness, encourages individuals to perform beyond formal requirements. In educational settings, teaching is often perceived as a vocation rather than merely a profession, making intrinsic motivation particularly relevant. Educators who are intrinsically motivated are more likely to engage in voluntary activities such as mentoring students, supporting colleagues, and participating in institutional development. However, the effectiveness of intrinsic motivation is contingent upon supportive organizational conditions. Studies

indicate that excessive workload, lack of recognition, and perceived injustice may weaken the positive influence of intrinsic motivation on OCB[4].

Furthermore, organizational commitment especially affective commitment serves as another significant determinant of OCB. According to the three-component model developed by John Meyer and Natalie Allen[8], affective commitment reflects emotional attachment, identification, and involvement in the organization. The findings suggest that educators who feel emotionally connected to their institutions are more likely to engage in extra-role behaviors. This emotional bond fosters a sense of belonging and ownership, which encourages individuals to contribute beyond formal job requirements. In contrast, continuance commitment based on cost considerations tends to result in minimal compliance and is often negatively associated with OCB. This distinction highlights the importance of fostering emotional attachment rather than relying solely on transactional mechanisms to enhance employee retention and behavior.

At the organizational level, culture plays a crucial role in shaping and sustaining OCB. Organizational culture, as conceptualized by Edgar Schein[10], represents a system of shared values, beliefs, and norms that guide behavior within an organization. The findings indicate that culture functions both as a direct antecedent and as a contextual moderator of OCB. A supportive and collaborative culture creates an environment where extra-role behaviors are encouraged and normalized. In such contexts, helping colleagues, participating in institutional activities, and demonstrating initiative are perceived as integral aspects of professional behavior rather than additional burdens.

Moreover, the influence of organizational culture is particularly significant in collectivist societies such as Indonesia. Cultural values such as mutual cooperation (*gotong royong*), familial relationships (*kekeluargaan*), and collective deliberation (*musyawarah*) reinforce OCB by embedding it within social norms and moral expectations[17]. In this context, OCB is not merely a voluntary act but also a socially reinforced behavior that aligns with cultural values. This cultural embeddedness strengthens key OCB dimensions such as altruism, courtesy, and civic virtue, making them more sustainable and deeply integrated into organizational practices.

Taken together, these findings demonstrate that OCB is best understood as the result of a synergistic interaction among motivation, commitment, engagement, and organizational culture. Employee engagement acts as a proximal mechanism that translates psychological states into observable behavior, while intrinsic motivation and affective commitment serve as foundational drivers that energize and sustain such states. Meanwhile, organizational culture provides the contextual framework that facilitates or constrains the expression of these behaviors. This integrative perspective aligns with prior research by Podsakoff et al[2] and extends existing literature by emphasizing the interaction between individual and contextual factors.

From a theoretical perspective, this study contributes to the integration of multiple frameworks including Self-Determination Theory, the JD-R model, commitment theory, and organizational culture theory into a unified model of OCB in educational contexts. Practically, the findings suggest that efforts to enhance OCB should not rely solely on individual-level interventions, such as increasing motivation or commitment, but must also involve strengthening organizational culture. Educational institutions should create supportive environments that foster engagement, encourage collaboration, and align individual values with organizational goals. By doing so, institutions can ensure that educators are not only willing but also able to engage in behaviors that contribute to organizational effectiveness.

5. Conclusion

This study provides a comprehensive synthesis of the key determinants of Organizational Citizenship Behavior (OCB) among educators by integrating findings from a wide range of empirical literature. The results confirm that OCB is shaped by a combination of internal psychological factors and organizational context, highlighting the multidimensional nature of extra-role behavior in educational institutions. Work motivation, particularly intrinsic motivation, emerges as a fundamental internal driver that encourages educators to engage in voluntary and meaningful contributions beyond their formal responsibilities. Teachers who are guided by a strong sense of purpose and professional calling tend to demonstrate higher levels of OCB, while extrinsic motivation appears to play a more limited and situational role.

Organizational commitment also plays a critical role, with affective commitment identified as the most influential dimension. Emotional attachment and a sense of belonging to the institution foster a willingness to contribute beyond formal expectations. Normative commitment remains relevant, especially in collectivist contexts, whereas continuance commitment shows limited influence. Among all variables, employee engagement stands out as the most powerful and consistent predictor of OCB. Educators who exhibit high levels of energy, dedication, and immersion in their work are more likely to translate their psychological states into proactive and voluntary behaviors. Furthermore, organizational culture serves both as a direct driver and as a contextual enhancer. A collaborative and supportive culture creates an environment that encourages OCB and strengthens the influence of individual factors. Overall, the findings demonstrate that OCB is the result of a complex interaction between individual dispositions and organizational conditions, with employee engagement functioning as the central mechanism that connects both dimensions.

Despite these contributions, this study acknowledges several limitations. The reliance on a limited number of databases may have restricted the inclusion of potentially relevant studies from other sources. In addition, the dominance of cross-sectional research designs within the reviewed literature limits the ability to establish causal relationships among variables. The focus on studies published in English and Indonesian may also constrain the generalizability of the findings to broader international contexts.

Based on these limitations, future research is recommended to expand the scope of data sources by incorporating additional international databases and unpublished studies to reduce publication bias. Longitudinal and experimental research designs are also needed to better capture the causal dynamics between motivation, commitment, engagement, organizational culture, and OCB. Furthermore, future studies should explore other potential variables, such as leadership style, job satisfaction, and organizational justice, which may enrich the understanding of OCB in educational settings. Comparative studies across different cultural contexts are also encouraged to examine how cultural values influence the manifestation of OCB. Practically, educational institutions are advised to design integrated strategies that not only enhance individual psychological factors but also strengthen organizational culture in order to sustain OCB in the long term.

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