

Organizational Culture, Supervision, and Compensation as Determinants of Organizational Citizenship Behavior Among Public Vocational High School Teachers: The Role of Job Satisfaction

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ABSTRACT:

Some of the most valuable things teachers do are never written into their job descriptions: helping a colleague through a hard week, staying late for a struggling student, or quietly keeping the life of the school running. This willingness to go beyond what is formally required known as organizational citizenship behavior is widely seen as one of the quiet forces behind a good school, yet it cannot be taken for granted. This study asks a simple question: what encourages such commitment among certified teachers in Indonesia's public vocational high schools (Sekolah Menengah Kejuruan, SMK), focusing on the Special Capital Region of Jakarta. Drawing on the experiences of teachers across the city, the study looks at four aspects of working life: the culture of the school, the quality of the supervision and support teachers receive, the fairness of their compensation, and how satisfied they feel in their work. The findings tell a consistent and encouraging story. A supportive and fair culture, supervision that guides and develops rather than merely controls, and rewards that teachers regard as just all help teachers feel more satisfied and, in turn, more willing to give beyond expectation. Of these, teachers' own sense of job satisfaction stands out as the strongest influence on their citizenship behavior, while fair compensation does the most to nurture that satisfaction in the first place. The message for school leaders is straightforward: when teachers feel respected, supported, and fairly valued for their work, they tend to give back to their schools in ways no rule or job description could ever demand. The study offers practical guidance for building those conditions in vocational education.

Keywords: organizational citizenship behavior; organizational culture; supervision; compensation; job satisfaction; vocational education; teachers.

1. Introduction

The performance of vocational secondary education depends heavily on teachers who are willing to contribute beyond their formal job

descriptions. Such discretionary contributions are captured by the construct of organizational citizenship behavior (OCB), defined as voluntary individual behavior that is not directly or explicitly recognized by the formal reward system

but that, in aggregate, promotes the effective functioning of the organization (Organ, 2018). In schools, teacher OCB manifests as helping colleagues, mentoring students beyond required hours, volunteering for institutional activities, and tolerating temporary inconveniences without complaint. A growing body of evidence links teacher OCB to school effectiveness, instructional quality, and the reputation of educational institutions (Gnanarajan et al., 2020; Podsakoff et al., 2018; Saifullah et al., n.d.).

In the Indonesian context, public vocational high schools (Sekolah Menengah Kejuruan, SMK) carry a distinctive mandate: equipping graduates with the technical and non-technical competencies demanded by industry. Achieving this mandate requires a teaching workforce that is not only technically qualified but also collegial, adaptive, and committed to collective goals precisely the qualities embodied in OCB. Yet field observations and prior studies suggest that OCB among SMK teachers in Jakarta is often suboptimal, with reports of limited innovation in instruction, inconsistent adherence to professional standards, and constrained collaboration. The persistence of these patterns even among certified teachers underscores that formal certification alone does not guarantee the discretionary engagement on which school effectiveness depends. (Alrizki et al., 2024; Hatip et al., 2023; Liestari & Muhandis, 2021)

From a human resource management (HRM) perspective, three managerial levers are theoretically positioned to shape teacher OCB: the organizational culture that frames shared values and norms, the supervision through which school leaders guide and develop teachers, and the compensation system that signals the organization's recognition of teachers' contributions. Each of these has been studied in relation to OCB, but largely in isolation and predominantly in non-educational or non-Indonesian settings. The literature supports saying that these antecedents have been studied in relation to OCB, but mostly in isolation and largely outside Indonesian educational settings. A clear next step is an integrated Indonesian education model that tests leadership,

satisfaction, commitment, climate, and cynicism together rather than as separate literatures (Huang et al., 2021; Kim & Vandenberghe, 2020; Phetsombat & Na-Nan, 2023). A further mechanism, job satisfaction, is consistently identified as a proximal affective state that translates favorable work conditions into citizenship behavior (Ilies et al., 2009; Singh & Singh, 2019; Zampetakis & Arvanitis, 2024).

Despite this accumulated evidence, three gaps motivate the present study. First, most prior research isolates a single antecedent rather than estimating the simultaneous, relative contributions of culture, supervision, and compensation within one model. Second, comparatively little work targets certified teachers in public vocational schools, a population whose professional standing and institutional context differ from those of general or private-sector samples. Third, evidence anchored in the Indonesian governance setting where teacher welfare, certification, and supervision are shaped by specific national policies remains limited. Addressing these gaps, this study estimates a path model in which organizational culture, supervision, and compensation predict both job satisfaction and OCB, while job satisfaction additionally predicts OCB, among certified SMK teachers in the Special Capital Region of Jakarta (DKJ).

Accordingly, the study pursues two objectives: (1) to determine the direct effects of organizational culture, supervision, and compensation on the job satisfaction of SMK teachers; and (2) to determine the direct effects of organizational culture, supervision, compensation, and job satisfaction on teacher OCB. By testing seven direct-effect hypotheses within a single analytical framework, the study offers an integrated, context-specific account of the managerial determinants of discretionary teacher behavior and provides actionable guidance for school leaders and education policymakers.

2. Literature Review and Hypothesis Development

2.1 Organizational Citizenship Behavior and Social Exchange

OCB encompasses behaviors that exceed formal role requirements yet sustain the social and psychological environment that supports task performance. Drawing on Organ's foundational work, the construct is commonly operationalized through dimensions such as altruism (helping colleagues), courtesy (preventing work-related problems), sportsmanship (tolerating less-than-ideal conditions), civic virtue (active participation in organizational life), and conscientiousness/compliance (adherence to organizational rules) (Green, 2025; Laczko, 2002). In this study, teacher OCB is conceptualized through five indicators: helping colleagues, courtesy at work, tolerance in work situations, being a good organizational citizen, and obedience to organizational rules.

Social exchange theory provides the dominant explanatory lens for OCB (Cropanzano et al., 2017). When employees perceive that the organization treats them fairly and supportively through its culture, leadership, and reward practices they reciprocate with discretionary effort that benefits the organization (Aboramadan et al., 2022; Peelle & Henry, 2007; Seraj et al., 2025). This reciprocity logic frames each of the antecedents examined here and motivates the hypothesized paths to both job satisfaction and OCB.

2.2 Organizational Culture, Job Satisfaction, and OCB

Organizational culture refers to the shared values, norms, beliefs, and practices that guide members' behavior and shape how work is accomplished (Ceacir & Balasa, 2024; Elliyana & Basir, 2025; Fernandes et al., 2023; Morelli & Wang, 2020). A strong, positive culture characterized by supportive leadership, collective values, fairness, and openness to innovation creates a climate in which teachers feel connected and motivated to contribute voluntarily. Empirical studies report that supportive cultural elements are associated

with higher OCB (Marinova et al., 2019; Srimulyani & Hermanto, 2022). The same cultural attributes also satisfy teachers' relational and procedural-justice needs, raising job satisfaction (Abdulahi, 2020; Kanwal et al., 2024; Vangrieken et al., 2017). These arguments yield:

H1. Organizational culture has a positive direct effect on OCB.

H5. Organizational culture has a positive indirect effect on OCB through job satisfaction.

2.3 Supervision, Job Satisfaction, and OCB

Supervision in schools encompasses the planning, implementation, and evaluation activities through which principals and supervisors guide and develop teachers. When supervision is developmental rather than merely controlling offering constructive feedback, professional support, and recognition it strengthens the leader member relationship and signals organizational care. Consistent with leader member exchange and supervisory-support perspectives, such supervision is associated with greater OCB (Asif et al., 2023; Baldassari et al., 2023; Mohamed et al., 2020) and with higher teacher satisfaction and commitment (A. Arifin et al., 2024; J. Arifin & Raharjo, 2021; Hasibuan, 2020). Accordingly:

H2. Supervision has a positive direct effect on OCB.

H6. Supervision has a positive indirect effect on OCB through job satisfaction

2.4 Compensation, Job Satisfaction, and OCB

Compensation comprises the financial and non-financial rewards the organization provides in return for employees' contributions, including salary, allowances, incentives, protection, and facilities. Equitable, adequate, and performance-aligned compensation conveys recognition and procedural fairness, prompting employees to reciprocate with citizenship behavior (Gupta et al., 2022; Uraon & Kumarasamy, 2024; Veseli, 2025). Compensation is also a well-established predictor of job satisfaction: when teachers judge rewards to be commensurate with their

responsibilities, satisfaction rises (Banu, 2025; Kiiza et al., 2025; Rokeman et al., 2023). Hence:

H3. Compensation has a positive direct effect on OCB.

H7. Compensation has a positive indirect effect on OCB through job satisfaction.

2.5 Job Satisfaction and OCB

Job satisfaction is the positive affective-evaluative state arising when employees appraise their work as fulfilling their needs, expectations, and values (Colquitt et al., 2019; Spector, 1985) (Spector, 1985; Colquitt et al., 2019). Satisfied employees develop emotional attachment and a sense of obligation to reciprocate, increasing their willingness to engage in discretionary behavior. In educational settings, teacher job satisfaction is a robust predictor of OCB and related performance outcomes (Ennida & Allouani, 2023; Lie et al., 2024; Tharikh et al., 2016). Thus:

H4. Job satisfaction has a positive direct effect on OCB.

Taken together, the preceding arguments imply a mediating role for job satisfaction. Because organizational culture, supervision, and compensation each enhance job satisfaction, and job satisfaction in turn fosters OCB, part of the influence of these three managerial factors on OCB is expected to be transmitted through job satisfaction. This mediating logic underlies H5–H7, which are specified as indirect effects on OCB rather than as direct effects on job satisfaction

Figure 1 summarizes the seven hypothesized effects four direct effect on OCB (H1-H4) and three indirect effects on OCB through job satisfaction (H5–H7) in an integrated path model in which organizational culture, supervision, and compensation predict both job satisfaction and OCB, and job satisfaction additionally predicts OCB.

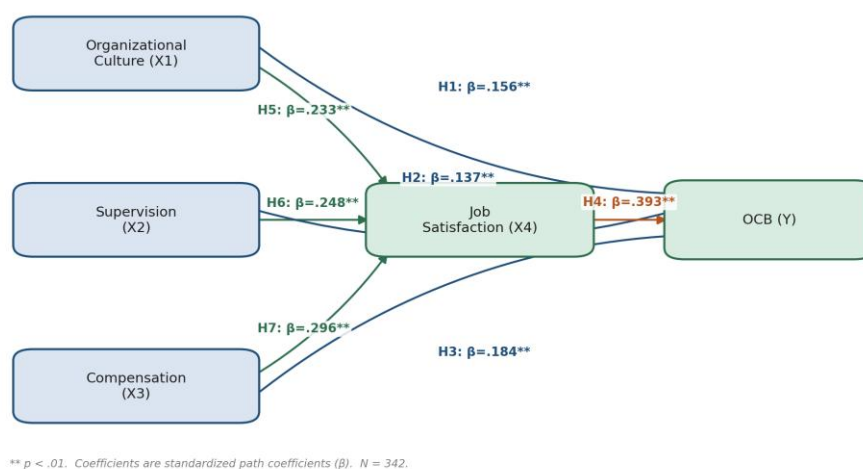


Figure 1. Conceptual and estimated path model with standardized coefficients ($N = 342$).

3. Materials and Methods

3.1 Research Design

This study employed a quantitative, cross-sectional survey design with a causal (explanatory) orientation. Path analysis was used to estimate the direct effects among the study variables across two structural equations one with job satisfaction as the endogenous variable and one with OCB as the endogenous variable at a

significance level of $\alpha = .05$ (Sugiyono, 2010). The model specifies three exogenous variables (organizational culture, X1; supervision, X2; compensation, X3) and two endogenous variables (job satisfaction, X4; OCB, Y).

3.2 Population, Sample, and Procedure

The target population comprised certified teachers at public vocational high schools (SMK Negeri) across the Special Capital Region of

Jakarta (DKJ). Restricting the population to certified teachers ensured a common baseline of professional qualification. A total of 342 teachers were recruited through proportional random

sampling across Jakarta's administrative areas, and data were collected via a self-administered online questionnaire (Google Form). Table 1 reports respondent characteristics.

Table 1. Respondent characteristics (N = 342).

Characteristic	Category	n	%
Age	≤ 30 years	6	1.8
	31-40 years	61	17.8
	41-50 years	117	34.2
	≥ 51 years	158	46.2
Gender	Male	115	33.6
	Female	227	66.4
Certification year	≤ 2010	92	26.9
	2011-2020	154	45.0
	≥ 2021	96	28.1
Teaching experience	≤ 10 years	54	15.8
	11-20 years	113	33.0
	21-30 years	128	37.4
	≥ 31 years	47	13.7
Highest education	Bachelor's (S1)	239	69.9
	Master's (S2)	102	29.8
	Doctorate (S3)	1	0.3

Percentages are rounded; column totals equal 100% within each characteristic.

3.3 Measures

All constructs were measured with multi-item Likert-scale instruments developed from the theoretical literature and refined through expert review and pilot testing. OCB (Y) was assessed through five indicators: helping colleagues, courtesy at work, tolerance in work situations, being a good organizational citizen, and obedience to organizational rules. Organizational culture (X1) was measured through supportive policies, shared values, applied rules, and organizational climate. Supervision (X2) covered planning, participative implementation, measurable evaluation, constructive feedback, reliable instruments, and applicable follow-up.

Compensation (X3) comprised direct compensation (wages, salary, incentives) and indirect compensation (insurance protection, severance, facilities). Job satisfaction (X4) was assessed through pride in work, adequacy of work facilities, promotion opportunities, supervisory guidance, and peer support.

Item validity was established by correlating each item with its construct total score (Pearson product-moment), and internal-consistency reliability was assessed using Cronbach's α . As shown in Table 2, all instruments exceeded conventional reliability thresholds, indicating high measurement consistency.

Table 2. Internal-consistency reliability of measurement instruments.

Construct	Items (final)	Cronbach's α
Organizational citizenship behavior (Y)		.964
Organizational culture (X1)		.977
Supervision (X2)		.980
Compensation (X3)		.930
Job satisfaction (X4)		.978

Item counts retained after pilot testing are managed in the corresponding instrument appendices

3.4 Data Analysis

Analyses proceeded in three stages. First, descriptive statistics summarized each variable. Second, classical assumptions for path analysis were verified: normality of estimation errors using the Liliefors test and linearity of each bivariate relationship using ANOVA-based linearity tests. Third, two structural equations were estimated. Structure 1 regressed job satisfaction (X4) on organizational culture (X1), supervision (X2), and compensation (X3); Structure 2 regressed OCB (Y) on X1, X2, X3, and X4. Standardized path coefficients (β) were tested with t-tests, for the direct effects (H1–H4). The indirect (mediated) effects of organizational

culture, supervision, and compensation on OCB through job satisfaction (H5–H7) were computed as the product of the corresponding paths ($a \times b$) and tested for significance using the Sobel test. All seven hypotheses were evaluated at $\alpha = .05$.

4. Results

4.1 Descriptive Statistics

Table 3 presents the means, standard deviations, and observed score ranges for the five variables. Mean scores were high relative to their theoretical midpoints, with job satisfaction showing the widest dispersion ($SD = 17.20$).

Table 3. Descriptive statistics (N = 342).

Variable	M	SD	Observed range
Organizational citizenship behavior (Y)	123.53	14.53	89-150
Organizational culture (X1)	128.91	13.58	90-150
Supervision (X2)	127.41	13.80	89-150
Compensation (X3)	128.66	13.45	90-150
Job satisfaction (X4)	121.02	17.20	82-150

4.2 Assumption Testing

The Liliefors test indicated that the estimation errors for all paths were normally distributed (p

$> .05$ in every case; e.g., $L = .043$, $p = .200$ for Y on X1, X2, and X3; $L = .048$, $p = .055$ for Y on X4). Linearity tests likewise supported a linear specification for each bivariate relationship

(deviation-from-linearity $p > .05$). The assumptions underlying path analysis were therefore satisfied.

4.3 Correlations

All bivariate correlations among the study variables were positive and significant ($p < .01$; Table 4). Job satisfaction showed the strongest association with OCB ($r = .668$), foreshadowing its role as the dominant proximal predictor in the structural model.

Table 4. Inter-variable correlation matrix ($N = 342$).

Variable	X1	X2	X3	X4	Y
X1 Organizational culture	1	.605	.595	.559	.568
X2 Supervision	.605	1	.626	.574	.572
X3 Compensation	.595	.626	1	.589	.594
X4 Job satisfaction	.559	.574	.589	1	.668
Y OCB	.568	.572	.594	.668	1

All correlations are significant at $p < .01$ (two-tailed).

4.4 Structural Model 1: Predictors of Job Satisfaction

The first structural equation regressed job satisfaction on organizational culture, supervision, and compensation. The model was significant, $F(3, 338) = 90.84$, $p < .001$, explaining 44.6% of the variance in job satisfaction ($R =$

.668, $R^2 = .446$, adjusted $R^2 = .441$). As Table 5 shows, all three predictors had positive and significant effects, with compensation the strongest ($\beta = .296$), followed by supervision ($\beta = .248$) and organizational culture ($\beta = .233$). These coefficients constitute the a-paths used to estimate the indirect (mediated) effects on OCB reported in Section 4.6.

Table 5. Structural Model 1 dependent variable: job satisfaction (X4).

Predictor	B	SE	β	t	p
Organizational culture (X1)	.295	.069	.233	4.292	$< .001$
Supervision (X2)	.309	.070	.248	4.434	$< .001$
Compensation (X3)	.378	.071	.296	5.342	$< .001$

$R^2 = .446$; adjusted $R^2 = .441$; $F(3, 338) = 90.84$, $p < .001$. Standardized coefficients reported as β .

4.5 Structural Model 2: Predictors of OCB

The second structural equation regressed OCB on organizational culture, supervision, compensation, and job satisfaction. The model was significant, $F(4, 337) = 98.50$, $p < .001$, explaining 53.9% of the variance in OCB ($R =$

.734, $R^2 = .539$, adjusted $R^2 = .534$). As Table 6 shows, all four predictors had positive and significant effects. Job satisfaction was the strongest predictor ($\beta = .393$), followed by compensation ($\beta = .184$), organizational culture ($\beta = .156$), and supervision ($\beta = .137$). These results support H1, H2, H3, and H4.

Table 6. Structural Model 2 dependent variable: OCB (Y).

Predictor	B	SE	β	t	p
Organizational culture (X1)	.167	.054	.156	3.069	.002
Supervision (X2)	.144	.055	.137	2.610	.009
Compensation (X3)	.199	.057	.184	3.490	.001
Job satisfaction (X4)	.332	.042	.393	7.912	< .001

$R^2 = .539$; adjusted $R^2 = .534$; $F(4, 337) = 98.50$, $p < .001$. Standardized coefficients reported as β .

4.6 Indirect Effects: The Mediating Role of Job Satisfaction

Table 7 reports the indirect effects of organizational culture, supervision, and compensation on OCB through job satisfaction, computed as the product of each a-path (Table 5) and the b-path (the effect of job satisfaction on

OCB, $\beta = .393$). All three indirect effects were positive and significant by the Sobel test ($p < .001$): organizational culture ($\beta = .092$), supervision ($\beta = .097$), and compensation ($\beta = .116$). These results support H5, H6, and H7, indicating that job satisfaction partially transmits the influence of the three managerial factors on teacher OCB.

Table 7. Indirect (mediated) effects on OCB through job satisfaction.

H	Indirect path	$a \times b$ (β)	Sobel p	Decision
H5	Organizational culture $\rightarrow$ Job satisfaction $\rightarrow$ OCB	.092	< .001	Supported
H6	Supervision $\rightarrow$ Job satisfaction $\rightarrow$ OCB	.097	< .001	Supported
H7	Compensation $\rightarrow$ Job satisfaction $\rightarrow$ OCB	.116	< .001	Supported

a = exogenous variable $\rightarrow$ job satisfaction (Table 5); b = job satisfaction $\rightarrow$ OCB ($\beta = .393$). β = standardized indirect effect.

4.7 Summary of Hypothesis Testing

Table 8 consolidates the results of the seven hypotheses. Each direct path (H1–H4) and each

indirect path (H5–H7) was positive and statistically significant at $p < .01$, and all seven hypotheses were supported.

Table 8. Summary of hypothesis testing.

H	Path	β	p	Decision
H1	Organizational culture $\rightarrow$ OCB	.156	.002	Supported
H2	Supervision $\rightarrow$ OCB	.137	.009	Supported
H3	Compensation $\rightarrow$ OCB	.184	.001	Supported
H4	Job satisfaction $\rightarrow$ OCB	.393	< .001	Supported

H	Path	β	p	Decision
H5	Organizational culture → OCB through job satisfaction (indirect)	.092	< .001	Supported
H6	Supervision → OCB through job satisfaction (indirect)	.097	< .001	Supported
H7	Compensation → OCB through job satisfaction (indirect)	.116	< .001	Supported

5. Discussion

This study tested an integrated path model of the managerial determinants of OCB among certified public vocational high school teachers in Jakarta. All seven hypotheses were supported, and the model accounted for a substantial share of the variance in both job satisfaction (44.6%) and OCB (53.9%). Two patterns stand out: job satisfaction is the strongest proximal predictor of OCB, and compensation is the strongest driver of job satisfaction.

The positive effect of organizational culture on OCB (H1) and its positive indirect effect on OCB through job satisfaction (H5) aligns with social-exchange accounts in which a fair, collaborative, and supportive culture elicits reciprocal discretionary effort and raises affective satisfaction (Nassani et al., 2024; Sambo & Holipah, 2025; Singh & Singh, 2019). In vocational schools, where instructional innovation and industry linkage depend on collective initiative, cultivating shared values and a constructive climate appears especially consequential.

The significant effect of supervision on OCB (H2) and its indirect effect on OCB through job satisfaction (H6) is consistent with leader-member exchange and supervisory-support perspectives (Buchory et al., 2023; Sari et al., 2024; Wulani & Junaedi, 2020). Developmental supervision marked by constructive feedback, professional guidance, and recognition strengthens the teacher-leader relationship and signals organizational care, encouraging teachers to extend effort beyond

formal duties. That supervision affects OCB both directly and indirectly through job satisfaction indicates that its influence operates through two complementary channels.

Compensation exhibited a positive effect on OCB (H3) and the largest indirect effect on OCB through job satisfaction (H7), reflecting its position as the strongest antecedent of satisfaction, echoing evidence that equitable and performance-aligned rewards foster reciprocity and satisfaction (Alkahtani, 2015; Katabalo & Mwita, 2024; Mabaso et al., 2026). For certified teachers, whose remuneration includes certification allowances and other entitlements, perceived adequacy and fairness of compensation evidently shape both how satisfied they feel and how willing they are to contribute discretionarily.

Finally, job satisfaction was the strongest predictor of OCB (H4), reinforcing its position as the proximal affective mechanism through which favorable work conditions translate into citizenship behavior (Casu et al., 2021; Mahmoud et al., 2020; Organ & Ryan, 1995). The significant indirect effects (H5-H7) confirm that job satisfaction partially mediates the influence of organizational culture, supervision, and compensation on OCB, positioning satisfaction as a central conduit through which the three managerial levers reach teacher citizenship behavior.

6. Implications

6.1 Theoretical Implications

By estimating the simultaneous effects of organizational culture, supervision, and

compensation on both job satisfaction and OCB within a single model, the study extends fragmented, single-antecedent evidence toward an integrated account anchored in social-exchange theory. It also contributes context-specific evidence from certified public vocational teachers in Indonesia, a population and setting that remain underrepresented in the OCB literature. The finding that job satisfaction is the dominant proximal predictor of OCB, while the three management levers most strongly shape satisfaction, articulates a coherent affective pathway that future models can formalize and test.

6.2 Practical Implications

For school leaders and education authorities, the results suggest a layered strategy. Building a fair, collaborative, and recognition-oriented culture provides the normative foundation for discretionary behavior. Reorienting supervision from control toward development emphasizing constructive feedback, mentoring, and professional growth can raise both satisfaction and citizenship. Because compensation most strongly drives satisfaction, ensuring that financial and non-financial rewards are perceived as equitable, transparent, and commensurate with teachers' responsibilities is a high-leverage intervention. Given the centrality of job satisfaction, monitoring and improving teachers' satisfaction should be treated as a strategic priority rather than an incidental outcome.

7. Limitations and Future Research

Several limitations bound these conclusions. The cross-sectional design precludes causal inference; longitudinal or experimental work would

strengthen causal claims. Reliance on self-reported, single-source data raises the possibility of common-method variance; future studies could incorporate supervisor or peer ratings of OCB. The sample was confined to certified teachers in public vocational schools in one Indonesian region, so generalization to private schools, non-certified teachers, or other regions should be cautious. Finally, although the present model tested both direct and indirect (mediated) effects, future research could examine potential moderators such as teaching experience or school type, and additional antecedents (e.g., transformational or servant leadership) to enrich the explanatory model.

8. Conclusion

This study examined how organizational culture, supervision, compensation, and job satisfaction shape the organizational citizenship behavior of certified public vocational high school teachers in the Special Capital Region of Jakarta. Using path analysis on data from 342 teachers, all seven direct-effect hypotheses were supported: organizational culture, supervision, and compensation each positively predicted both job satisfaction and OCB, and job satisfaction positively predicted OCB. Job satisfaction was the strongest proximal predictor of OCB, and compensation the strongest driver of satisfaction. The findings affirm a social-exchange view of discretionary teacher behavior and indicate that fostering a fair and supportive culture, developmental supervision, and an equitable compensation system while actively cultivating job satisfaction can strengthen the citizenship behaviors on which vocational school effectiveness depends.

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