

Strategies to Enhance Organizational Citizenship Behavior Among Educational Staff Through Strengthening Transformational Leadership, Emotional Intelligence, and Job Satisfaction

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Abstract

This study is motivated by the suboptimal level of Organizational Citizenship Behavior (OCB) among educational staff in private vocational high schools in Bogor Regency, as reflected in low work initiative, limited extra-role behavior, and minimal participation in supporting organizational effectiveness. This research aims to examine the direct and indirect effects of Transformational Leadership and Emotional Intelligence on OCB, with Job Satisfaction serving as an intervening variable. In addition, the study seeks to formulate strategic recommendations to enhance OCB.

The findings reveal that Transformational Leadership has a positive and significant direct effect on OCB ($\beta = 0.371$), and Emotional Intelligence also has a positive and significant direct effect on OCB ($\beta = 0.396$). Furthermore, Job Satisfaction demonstrates a positive and significant direct effect on OCB ($\beta = 0.171$). Transformational Leadership positively influences Job Satisfaction ($\beta = 0.127$), while Emotional Intelligence shows a stronger positive effect on Job Satisfaction ($\beta = 0.607$). The indirect effects of Transformational Leadership and Emotional Intelligence on OCB through Job Satisfaction are $\beta = 0.022$ and $\beta = 0.103$, respectively.

These results indicate that strengthening transformational leadership practices, fostering emotional intelligence, and enhancing job satisfaction constitute critical strategic approaches to improving Organizational Citizenship Behavior among educational staff.

Keywords: Organizational Citizenship Behavior; Transformational Leadership; Emotional Intelligence; Job Satisfaction.

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INTRODUCTION

Organizational Citizenship Behavior (OCB) is voluntary work behavior that goes beyond the formal demands of the job but contributes significantly to organizational effectiveness. This behavior reflects an individual's willingness to help coworkers, maintain a conducive work environment, and actively participate in supporting the achievement of organizational goals (Organ, 1988; Podsakoff et al., 2000). In the context of educational organizations, particularly vocational high schools (SMK), OCB of educational staff plays a strategic role because it is directly related to the quality of administrative services and the sustainability of school operations.

The empirical conditions described in this study indicate that the OCB of private vocational school education personnel is still suboptimal. Low work initiative, limited willingness to undertake tasks outside of formal roles, and a lack of active participation in supporting school activities indicate that extracurricular work behavior has not yet developed optimally. However, OCB is seen as a crucial component of individual performance that contributes to overall organizational effectiveness (Organ et al., 2006).

One organizational factor that plays a role in encouraging the emergence of OCB is transformational leadership. Transformational leadership is characterized by the leader's ability to provide idealistic influence, inspiration, motivation, and attention to the individual development of subordinates (Bass & Avolio, 1994). This study explains that transformational leaders are able to build work meaning and organizational commitment, so that educational staff are encouraged to work beyond personal interests and demonstrate voluntary work behavior that supports the organization.

In addition to leadership factors, individual characteristics also play a significant role in shaping work behavior. Emotional intelligence is understood as an individual's ability to recognize, understand, and effectively manage their own and others' emotions (Goleman, 1998). Individuals with good emotional intelligence tend to be able to manage work pressure, build positive interpersonal relationships, and demonstrate prosocial behavior in the workplace. In the context of educational personnel, emotional intelligence is a crucial factor supporting the emergence of OCB.

However, the influence of transformational leadership and emotional intelligence on OCB is not always direct. Job satisfaction is seen as a psychological state that plays a role in bridging this relationship. Job satisfaction reflects the extent to which an individual feels satisfied with their job, work environment, reward system, and relationships with superiors and coworkers (Mardanillah et al., 2024). Educational staff with high levels of job satisfaction tend to display positive attitudes toward the organization and are willing to make extra contributions through volunteer work behavior.

This study positions job satisfaction as a mediating variable explaining the mechanism of influence of transformational leadership and emotional intelligence on educational staff's OCB. Although the relationship between these variables has been widely studied, most previous research has focused on the non-educational sector. Empirical studies integrating transformational leadership, emotional intelligence, job satisfaction, and OCB within a single research model in the context of private vocational high school educational staff are still relatively limited.

Based on the empirical problems, theoretical foundations, and research gaps, this study aims to analyze the influence of transformational leadership and emotional intelligence on organizational citizenship behavior of educational staff with job satisfaction as a mediating variable. This study is expected to provide theoretical contributions in the development of organizational behavior studies in the educational context and provide practical implications for school administrators in improving positive work behavior of educational staff.

METHODOLOGY

This study uses a quantitative approach with a survey method, combined with a qualitative approach to form a mixed methods design. The quantitative survey approach is used to analyze the direct and indirect effects of Transformational Leadership and Emotional Intelligence on Organizational Citizenship Behavior (OCB) with Job Satisfaction as an intervening variable, while the qualitative approach is used to deepen and validate the quantitative results through data triangulation. The survey approach was chosen because it allows for systematic data collection from a large number of respondents and is suitable for testing relationships between variables based on perceptual data (Cresswell, 2014).

The study population was all educational staff at private vocational schools in Bogor Regency. The study sample consisted of 186 respondents, determined using proportional random sampling techniques to ensure that each member of the population had an equal chance of being selected as a respondent (Sugiyono, 2019), taking into account the regional distribution and number of educational staff at each school. The unit of analysis in this study was non-managerial educational staff.

Data collection was carried out use instrument questionnaire closed with Likert scale . Instrument Leadership Transformational developed based on dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Avolio, 1994). Instrument Intelligence Emotional refers to the concept awareness self , management emotions , motivation self , empathy , and skills social (Goleman, 1998). Instruments Satisfaction Work and OCB are prepared based on common indicators used in study behavior organization (Organ, 1988).

Quantitative data analysis was conducted using descriptive statistics, prerequisite analysis tests (normality, homogeneity, and linearity tests), correlation analysis, and path analysis to examine the direct and indirect influences between variables chosen Because capable explain connection causal involving intervening variables in simultaneous (Hair et al., 2014). Testing for mediation effects was conducted by calculating the indirect effect. Qualitative data were analyzed descriptively and used as triangulation material to compare and confirm the results of the quantitative analysis.

RESULTS AND DISCUSSION

The results of this study indicate that Organizational Citizenship Behavior (OCB) of educational staff in private vocational schools in Bogor Regency is shaped by a combination of leadership factors, individual characteristics, and psychological work conditions. Empirical analysis shows that Transformational Leadership, Emotional Intelligence, and Job Satisfaction have interrelated roles in encouraging the emergence of extra-role behaviors of educational staff that support the effectiveness of school organizations. These findings confirm that OCB does not emerge spontaneously, but develops through leadership mechanisms and work experiences that are perceived positively by individuals.

The direct influence between the research variables is demonstrated through the results of the path analysis. These results indicate that Transformational Leadership and Emotional Intelligence have a positive and significant influence on OCB, as does Job Satisfaction, which acts as a direct predictor of OCB. A summary of

the results of the test of the direct influence between the variables is presented in Table 1 .

Table 1. Summary of Results of Direct and Indirect Influences

No.	Track	PL β	PTL	Pr Reg.	Sobel (z) & Pr	Conclusion
1	X1 \rightarrow Z	0.371	-	0,000	-	There is a significant positive direct influence of Transformational Leadership on OCB.
2	X2 \rightarrow Z	0.396	-	0,000	-	There is a significant positive direct influence of Emotional Intelligence on OCB.
3	Y \rightarrow Z	0.171	-	0.002	-	There is a significant positive direct effect of Job Satisfaction on OCB.
4	X1 \rightarrow Y	0.127	-	0.030	-	There is a significant positive direct influence of Transformational Leadership on Job Satisfaction.
5	X2 \rightarrow Y	0.607	-	0,000	-	There is a significant positive direct influence of Emotional Intelligence on Job Satisfaction.
6	X1 \rightarrow Y \rightarrow Z	-	0.022	-	1,872 >1.65 0.03 < 0.05	There is a significant positive direct influence of Transformational Leadership on OCB through Job Satisfaction.
7	X2 \rightarrow Y \rightarrow Z	-	0.103	-	2,776 >1.65 0.003 <0.05	There is a significant positive direct influence of Emotional Intelligence on OCB through Job Satisfaction.

Based on Table 1, Transformational Leadership has a positive and significant effect on OCB ($\beta = 0.371$). This finding indicates that leadership that provides inspiration, intellectual stimulation, and individualized consideration encourages educational staff to display extra-role behaviors that support the effectiveness of the school organization. At the indicator level, *Individualized Consideration* demonstrates a strong association with *Civic Virtue*, highlighting the importance of leaders' attention to individual needs in fostering employees' sense of responsibility and active participation in organizational life. These results confirm the role of transformational leadership not only in formal performance but also in contextual behavior, and are

consistent with previous studies by Sopandi & Solihin (2025) and Khairuddin (2021), which emphasize transformational leadership as a critical antecedent of OCB.

Furthermore, Table 1 shows that Emotional Intelligence has a positive and significant effect on Organizational Citizenship Behavior ($\beta = 0.396$). Educational staff who are able to recognize, regulate, and utilize emotions effectively tend to build more harmonious working relationships, work cooperatively, and demonstrate concern for organizational interests. The strongest indicator relationship is observed between *Well-being* and *Courtesy*, indicating that positive emotional states support respectful and supportive interpersonal interactions in the workplace. These findings reinforce earlier research by Laili et al. (2025) and Yasa et al. (2025), confirming emotional intelligence as a crucial individual factor in developing OCB.

Job Satisfaction has also been shown to have a positive and significant impact on OCB ($\beta = 0.171$). Educational staff who experience higher levels of job satisfaction are more likely to voluntarily engage in organizational activities beyond formal job requirements. Among the satisfaction indicators, *Compensation and Rewards* show a strong relationship with *Sportsmanship*, suggesting that fair and appropriate rewards foster tolerance, patience, and positive attitudes toward organizational conditions. This result aligns with findings by Yasa et al. (2025) and Purwoko et al. (2025), which highlight job satisfaction as an important determinant of OCB.

In addition to directly influencing OCB, Transformational Leadership and Emotional Intelligence also influence Job Satisfaction. Transformational Leadership has a positive effect on Job Satisfaction ($\beta = 0.127$), particularly through *Inspirational Motivation*, which strengthens social relationships and work enthusiasm among educational staff. This finding is in line with Soejanto & Turangan (2025) and Wibawa & Widodo (2025). Meanwhile, Emotional Intelligence demonstrates a stronger direct effect on Job Satisfaction ($\beta = 0.607$), especially through *Sociability*, reflecting the importance of emotional competencies in enhancing employees' comfort, engagement, and overall satisfaction at work. Similar conclusions have been reported by Budi & Yoyo (2025) and Syarweny (2023).

The relationship between the research variables is not only direct but also involves a mediating mechanism. The results of the indirect effect test indicate that Job Satisfaction mediates the influence of Transformational Leadership and Emotional Intelligence on OCB. A summary of the direct, indirect, and total effects between the variables is presented in Table 2 .

Table 2. Direct, Indirect, and Total Effects Between Variables

No.	Indicator	Quantitative Analysis		Analysis Qualitative	Conclusion
		Score	Level		
A.	Idealized Influence (Ideal Influence)				
1	Leaders have exemplary character.	4,599	Good Very	Good Very	There is no difference between the results of quantitative and qualitative analysis

No.	Indicator	Quantitative Analysis		Analysis Qualitative	Conclusion
		Score	Level		
2	Leaders become a source of trust for employees.	4,502	Good Very	Good Very	There is no difference between the results of quantitative and qualitative analysis
3	Leaders demonstrate moral integrity.	4,411	Good Very	Good Very	There is no difference between the results of quantitative and qualitative analysis
4	Leaders demonstrate a strong commitment to noble values.	4,562	Good Very	Good Very	There is no difference between the results of quantitative and qualitative analysis
B.	Inspirational Motivation				
1	Leaders inspire enthusiasm for the organization's future vision.	4,537	Good Very	Good Very	There is no difference between the results of quantitative and qualitative analysis
2	Leaders inspire optimism about the organization's future vision.	4,417	Good Very	Good	There are differences between the results of quantitative and qualitative analysis, but they are still in the same direction.
3	Leaders are enthusiastic about the organization's future vision.	4,427	Good Very	Good Skali	There is no difference between the results of quantitative and qualitative analysis
C.	Intellectual Stimulation				
1	Leaders encourage followers to think critically in solving problems.	4,159	Good	Good	There is no difference between the results of quantitative and qualitative analysis
2	Leaders encourage followers to be creative in solving problems.	4,114	Good	Good Very	There are differences between the results of quantitative and qualitative analysis, but they are still in the same direction.
3	Leaders encourage followers to solve problems and dare to challenge old norms.	4,070	Good	Good Very	There are differences between the results of quantitative and qualitative analysis, but they are still in the same direction.
D.	Individualized Consideration				

No.	Indicator	Quantitative Analysis		Analysis Qualitative	Conclusion
		Score	Level		
1	Leaders provide personal attention to followers.	4,017	Good	Good Very	There are differences between the results of quantitative and qualitative analysis, but they are still in the same direction.
2	Leaders guide followers for individual development according to their individual needs.	4,245	Good	Good	There is no difference between the results of quantitative and qualitative analysis
3	Leaders support individual development according to their individual needs.	4,048	Good	Good	There is no difference between the results of quantitative and qualitative analysis

Based on **Table 2**, the role of Job Satisfaction as an intervening variable is clearly visible. Although the indirect effect of Transformational Leadership on OOP is relatively smaller than its direct effect, job satisfaction still functions as a psychological mechanism that strengthens the relationship. Conversely, the indirect effect of Emotional Intelligence on OOP through Job Satisfaction shows a greater contribution, confirming that emotional factors play a significant role in increasing job satisfaction and encouraging organizational citizenship behavior.

Overall, the causal relationship between the research variables is depicted through an empirical relationship model. This model shows the position of Transformational Leadership and Emotional Intelligence as exogenous variables that influence OCB both directly and through Job Satisfaction as an intervening variable. A visualization of this causal relationship model is presented in **Figure 1**.

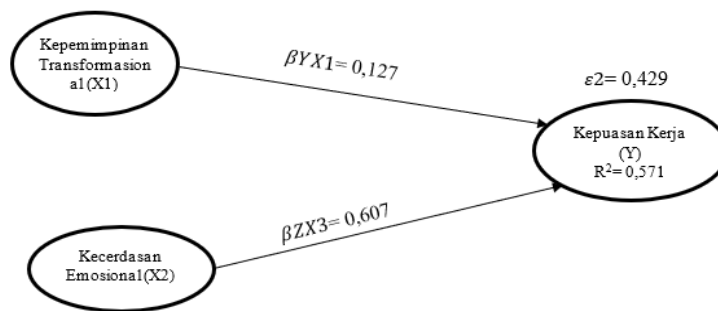


Figure 1. Empirical Causal Relationship Model Between Variables

Conceptually, the findings of this study are consistent with organizational behavior theory, which views OCB as part of contextual performance influenced by leadership, individual characteristics, and psychological conditions at work. This study does not reject existing theories, but rather strengthens and expands their application in the context of private vocational high school education personnel,

particularly by emphasizing the role of Job Satisfaction as a mediating mechanism in the formation of organizational citizenship behavior.

The findings of this study are in line with the concept of Organizational Citizenship Behavior proposed by Organ (1988), who views OCD as extra-role behavior that occurs voluntarily and supports organizational effectiveness. In addition, the results of this study support the Transformational Leadership theory developed by Bass & Avolio (1994), which emphasizes the role of leadership in influencing individual attitudes and behaviors through inspiration, motivation, and individual attention. The role of Emotional Intelligence in shaping work behavior and job satisfaction is also consistent with Goleman (1998) view, which states that the ability to manage emotions is an important factor in individual and organizational success.

CONCLUSION

Based on the research results and discussion, it can be concluded that the Organizational Citizenship Behavior (OCB) of educational staff in private vocational schools in Bogor Regency is significantly influenced by Transformational Leadership, Emotional Intelligence, and Job Satisfaction. These three variables play an important role in shaping the extra-role behavior of educational staff that supports the effectiveness and sustainability of school organizations. Transformational Leadership has been shown to have a direct influence on OCB. Leadership that is able to provide inspiration, motivation, role models, and individual attention encourages educational staff to contribute beyond the formal demands of the organization. This finding confirms that leadership quality is a strategic factor in encouraging the emergence of organizational citizenship behavior in educational environments.

Emotional Intelligence also has a positive and significant impact on EQ. The ability of educational staff to recognize and manage emotions contributes to building harmonious working relationships, enhancing cooperation, and strengthening concern for organizational interests. This demonstrates that individual factors play a significant role in shaping organizational citizenship behavior.

Furthermore, Job Satisfaction has a positive effect on OCB and acts as an intervening variable in the relationship between Transformational Leadership and Emotional Intelligence on OCB. Job satisfaction serves as a psychological mechanism that strengthens the influence of both variables, thus encouraging educational staff to voluntarily engage in organizational activities.

Overall, the results of this study confirm that improving the quality of education personnel's work ethic needs to be achieved through an integrated approach that includes strengthening Transformational Leadership, developing Emotional Intelligence, and enhancing Job Satisfaction. These findings provide a conceptual contribution by emphasizing the role of Job Satisfaction as a link between leadership factors and individual characteristics in shaping organizational citizenship behavior in the educational context.

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