



DRIVING ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB) IN HIGHER EDUCATION: THE ROLE OF SUPERVISORY SUPPORT, PERCEIVED ORGANIZATIONAL SUPPORT AND RELIGIOSITY

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ABSTRAK

This study aims to analyse the influence of supervisory support and perceived organisational support (POS) on organisational citizenship behaviour (OCB), considering religiosity as a mediating variable among private vocational school teachers in Greater Tangerang. This study is important because teachers' organisational citizenship behaviour plays a role in improving school effectiveness, but the mechanisms of its formation in value-based professions such as teaching are not yet fully understood. The research uses a quantitative approach with an explanatory design. Data were collected from 217 teachers selected through proportionate stratified random sampling from a population of 476 private vocational school teachers. Data analysis was performed using Structural Equation Modelling-Partial Least Squares (SEM-PLS) with SmartPLS 4.0 through evaluation of the measurement model and structural model, including validity, reliability, coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2), and mediation tests using bootstrapping. The results showed that supervisory support had a positive and significant effect on teacher religiosity, indicating that supportive leadership could strengthen spiritual values in the work environment. However, SS and POS did not have a significant effect on OCB, and the religiosity variable was not proven to significantly affect OCB. Furthermore, religiosity did not mediate the relationship between organisational support and OCB. These findings indicate that

Keywords: Supervisory support, perceived organizational support, religiosity, organizational citizenship behavior

INTRODUCTION

The complexity of the world of education has increased during this transformative era, alongside the many expectations placed on educational institutions and the extra-role voluntary behaviour exhibited by educators who aim to improve organisational effectiveness. This phenomenon is summarised in the concept of Organisational Citizenship Behaviour (OCB), which relates to actions by individuals that go beyond the formal obligations of their role, thereby contributing to the overall success of the institution. In the domain of education, teacher OCB serves as an important determinant in improving the quality of pedagogical practices, encouraging collaboration among educators, and enhancing the overall effectiveness of educational organisations (Choong & Ng, 2024). Engagement in extra-role behaviour by educators is strategically significant in improving the quality of educational services and the sustainable performance of educational institutions (Iskandar et al., 2025). Various elements related to OCB include religiosity, perceived supervisory support, and perceived organisational support (POS). Religiosity emerges as an important factor influencing individual work behaviour;



contemporary research shows that it can enhance positive work behaviour and mediate the relationship between organisational factors and OCB (Natanael et al., 2023). Supportive leadership has the potential to enhance teachers' positive behaviours, particularly OCB, as educators perceive themselves as valued and supported.

According to the social exchange theory framework, organisational citizenship behaviour (OCB) is conceptualised as an individual's reciprocal response to the organisation. For example, when a teacher feels supported by the organisation and its leadership, they tend to exhibit constructive behaviour that enhances the organisation's success. Ultimately, perceived organisational support (POS) can function as a psychological mechanism that links organisational support, individual attributes, and teachers' OCB (Lie et al., 2022). Most previous studies have focused on leadership variables, job satisfaction, or organisational commitment as important factors influencing teachers' OCB (Choong & Ng, 2024; Matagi, 2025). Investigations that simultaneously combine supervisory support, religiosity, and perceived organisational support in a single model to explain teachers' OCB are still relatively rare, especially in the context of private vocational schools located in Greater Tangerang, which includes South Tangerang City, Tangerang City, and Tangerang Regency.

Although scientific research on Organisational Citizenship Behaviour (OCB) has expanded significantly within the body of organisational behaviour, most antecedent research has concentrated on traditional determinants. First, the methodologies offered have made substantial progress in explaining educators' discretionary behaviour, but they remain inadequate in articulating the psychological processes and contextual variables that shape OCB in an educational setting. Second, empirical investigations into the influence of supervisory support on teachers' OCB continue to yield inconclusive findings. Furthermore, while religiosity is widely recognised as a critical predictor of teachers' affirmative behaviour, most studies still categorise religiosity as an independent variable that has a direct effect on OCB. Third, the educational paradigm is imbued with organisational support as a variable that has the capacity to influence teachers' work behaviour. Based on this exposition, it is concluded that significant research gaps remain in the OCB literature related to the domain of education.

This study presents a new contribution to the advancement of organisational behaviour scholarship in the domain of Secondary Education, specifically by formulating an integrative model that combines organisational factors and personal value dimensions in explaining Organisational Citizenship Behaviour (OCB) among educators. It positions Perceived Organisational Support (POS) as a psychological mediation mechanism that describes how leadership support and religious values can significantly influence the manifestation of OCB among teachers. Furthermore, this investigation provides empirical insights related to private vocational secondary schools (Sekolah Menengah Kejuruan, SMK) and contributes methodologically by examining a mediation model that links supervisory support, religiosity, perceived organisational support, and OCB within an integrated structural framework, thereby producing a broader understanding of the fundamental mechanisms governing the development of organisational citizenship behaviour in educators.

Organisational Citizenship Behaviour (OCB) is organisational behaviour that describes the voluntary behaviour of employees that exceeds the formal demands of their



job and contributes to organisational effectiveness (Organ, Podsakoff, & MacKenzie). Teachers with high levels of OCB tend to be more cooperative, have a strong commitment to the school, and are more active in supporting the success of the organisation (Nguyen et al., 2023). Teachers' organisational citizenship behaviour can improve the quality of the work environment and strengthen collaboration among educators in educational organisations (Ahmed, 2025). According to organisational support theory, leadership behaviour is often perceived as a representation of the organisation itself. When teachers feel supported by their leaders, they tend to develop the perception that the organisation values their contributions and cares about their well-being (Eisenberger et al., 1986). Supervisory support can increase work engagement and extra-role behaviour (Talebzadeh & Karatepe, 2020); (Zhang et al., 2023). Principal support can increase job satisfaction and encourage teachers to demonstrate more proactive work behaviour within the school organisation (Liu et al., 2022). Religiosity is a multidimensional concept that reflects the level of belief, religious practice, and internalisation of spiritual values in an individual's life. Individuals with high levels of religiosity tend to have strong altruistic values, making them more inclined to help others and contribute to the common good within the organisation (Amin et al., 2021). Religiosity has a positive relationship with various positive work behaviours (Ababneh, 2021). (Pahuja et al., 2025) found that religious values can strengthen an individual's prosocial orientation, thereby encouraging behaviours that support organisational success. The according to Social Exchange Theory (Blau), when employees feel supported by the organisation, they will reciprocate that support through positive attitudes and behaviours that benefit the organisation, including increased commitment, performance, and organisational citizenship behaviour (Blau, 2017). Perceptions of organisational support can increase intrinsic motivation and encourage individuals to contribute more to the organisation (Kurtessis et al., 2017). Caesens and (Stinglhamber et al., 2023) show that POS acts as a psychological mechanism that explains the relationship between human resource management practices and positive work behaviour among teachers.

METHOD

The use of a quantitative approach as the method of choice in this study was due to the aim of exploring the causal relationship between variables in the context of a structural model. An exploratory design was used to explain the causal dynamics between constructs and to assess the theoretical model developed based on previous literature analysis (Strydom et al., 2007; Thyer, 2009). The methodology was determined by empirically examining the impact of religiosity, supervisory support, and perceived organisational support (POS) on organisational citizenship behaviour (OCB), with religiosity functioning as a mediating variable in the educational institution framework.

The target population of the study consisted of all private secondary school teachers located in the Greater Tangerang area, including South Tangerang City, Tangerang City, and Tangerang Regency, totalling 476 teachers. The sampling strategy used was random sampling using the Taro Yamane formula, error (0.05). This resulted in a sample of 217 teachers. This sample size was considered adequate for Partial Least Squares Structural Equation Modelling (SEM-PLS 4.0) analysis, as it met the minimum sample size criteria set for structural model evaluation covering several latent constructs (Hair et al., 2021).



Primary data was obtained through the use of carefully designed questionnaires based on variable indicators adapted from existing research validated in the domains of organisational behaviour and educational management. Each item in the statement was assessed using a Likert scale. The variables studied in this investigation consisted of four main constructs, namely Supervisory Support (X1), which was evaluated through six indicators summarising leadership support for teachers in carrying out their professional duties; Religiosity (Z), which was assessed through five indicators denoting individuals' level of belief and internalisation of personal religious values in the context of professional life; Perceived Organisational Support (POS) (X2) measured through five indicators describing teachers' perceptions of the extent to which the organisation recognises their contributions and prioritises their welfare; and Organisational Citizenship Behaviour (OCB) (Y) evaluated using six indicators describing teachers' extra-role behaviours that go beyond formal job requirements. Prior to full data collection, the research instrument underwent preliminary testing through content validity assessment and readability evaluation (MS.Excel) to ensure that each statement item was comprehensively understood by respondents.

Data analysis was conducted using the Partial Least Squares-based Structural Equation Modelling (SEM-PLS 4.0) methodology, facilitated by SmartPLS 4.0 software. The SEM-PLS methodology allows for simultaneous analysis of the interrelationships between latent constructs and is well suited for studies featuring complex and predictive models (Hair et al., 2021). The data analysis procedure was carried out at two main levels, namely the outer model and the inner model. At the model measurement level, an evaluation was conducted to verify the integrity of the research instruments through various criteria, including convergent validity, which was assessed through external loading values (>0.70) and Average Variance Extracted (AVE) values (>0.50); discriminant validity, which was tested using the Fornell-Larcker and Heterotrait-Monotrait Ratio (HTMT) criteria; and construct reliability, which was measured through Composite Reliability Values (> 0.70) and Cronbach's Alpha (> 0.70). At the structural model level, the testing of relationships between variables was conducted through several evaluative indicators, namely path coefficients, coefficients of determination (R^2), effect sizes (f^2), predictive relevance (Q^2), and POS mediation testing using the bootstrap procedure with 5,000 subsamples. Research hypotheses were considered significant when the t-statistic value was > 1.96 and the p-value was less than 0.05 at a 5% significance threshold.

RESULT AND DISCUSSION

The scientific investigation phase utilised convergent validity assessment with the aim of evaluating the effectiveness of the instrument in measuring analogous constructs within the research framework (Hair et al., 2019). Convergent validity assessment was conducted in three different phases, namely: 1) External Loading; 2) Composite Reliability Testing; 3) Calculation of Average Extracted Variance (AVE) (Hair et al., 2016). This section describes the assessment of the external model through validity and reliability assessment, replaced by an internal model evaluation to investigate research hypotheses using the SEM-PLS methodology (Husin & Ardiansyah, 2023); which requires evaluation of the measurement framework to ensure convergent, discriminant, and construct reliability validity before conducting structural analysis to authenticate the significance of inter-



variable relationships through bootstrapping procedures (Lioni & Baihaqi, 2016) This structural model evaluation primarily focuses on testing path coefficients and determination coefficients to ensure the predictive power and significance of the relationships between latent variables, with a t-statistic threshold exceeding 1.96 or a p-value less than 0.05 (Rahmawati et al., 2023); (Sadida et al., 2024). In addition, structural model evaluation includes an assessment of R-square to measure the variability of changes in the dependent variable explained by the independent variables in the model. Effect size testing (f^2) was conducted to ascertain the substantive impact of the independent variables on the dependent variables, along with the application of predictive relevance (Q^2) to confirm that the model had adequate predictive accuracy. All of these evaluative stages were carried out using SmartPLS software to ensure that the model estimates complied with strict psychometric criteria before formulating valid scientific conclusions.

Table 1. Convergent Validity

Variabel	1st Order Construct	Item	Loading (>0.5)	AVE (>0.5)	CR (>0.7)
Organizational Citizenship Behavior (OCB)	<i>Voice</i>	OCB 1.1	0.741	0.598	0.865
		OCB 1.2	0.682		
		OCB 1.3	0.833		
		OCB 1.4	0.831		
		OCB 1.5	0.800		
		OCB 1.6	0.744		
	<i>Civic Virtue</i>	OCB 2.1	0.854	0.637	0.806
		OCB 2.2	0.828		
		OCB 2.3	0.825		
		OCB 2.4	0.671		
	<i>Boosterism</i>	OCB 3.1	0.767	0.631	0.804
		OCB 3.2	0.757		
		OCB 3.3	0.822		
		OCB 3.4	0.829		
	<i>Altruism</i>	OCB 4.1	0.880	0.692	0.777
		OCB 4.2	0.839		
		OCB 4.3	0.774		
	<i>Courtesy</i>	OCB 5.1	0.839	0.714	0.800
		OCB 5.2	0.847		
		OCB 5.3	0.849		
	<i>Sportsmanship</i>	OCB 6.1	0.841	0.709	0.794
OCB 6.2		0.844			
OCB 6.3		0.841			
Supervisory Support	<i>Emotional Support</i>	SS.1.1	0.775	0.704	0.929
		SS.1.2	0.826		
		SS.1.3	0.859		
		SS.1.4	0.904		



Variabel	1st Order Construct	Item	Loading (>0.5)	AVE (>0.5)	CR (>0.7)
		SS.1.5	0.874		
		SS.1.6	0.884		
		SS.1.7	0.739		
	<i>Professional Support</i>	SS.2.1	0.824	0.711	0.918
		SS.2.2	0.835		
		SS.2.3	0.823		
		SS.2.4	0.816		
		SS.2.5	0.859		
		SS.2.6	0.899		
	<i>Instrumental Support</i>	SS.3.1	0.877	0.755	0.934
		SS.3.2	0.790		
		SS.3.3	0.913		
		SS.3.4	0.890		
		SS.3.5	0.883		
		SS.3.6	0.853		
	<i>Managerial Support</i>	SS.4.1	0.831	0.718	0.935
		SS.4.2	0.861		
		SS.4.3	0.851		
		SS.4.4	0.845		
		SS.4.5	0.851		
		SS.4.6	0.854		
		SS.4.7	0.838		
	<i>Moral Support</i>	SS.5.1	0.786	0.710	0.931
		SS.5.2	0.846		
		SS.5.3	0.787		
		SS.5.4	0.857		
		SS.5.5	0.890		
		SS.5.6	0.869		
		SS.5.7	0.857		
	<i>Appreciation Support</i>	SS.6.1	0.864	0.685	0.923
		SS.6.2	0.874		
		SS.6.3	0.849		
		SS.6.4	0.835		
		SS.6.5	0.840		
		SS.6.6	0.810		
		SS.6.7	0.710		
Religiosity	<i>Ideological Dimension</i>	REL.1.1	0.786	0.742	0.930
		REL.1.2	0.840		
		REL.1.3	0.874		
		REL.1.4	0.912		
		REL.1.5	0.859		
		REL.1.6	0.891		
	<i>Ritualistic Dimension</i>	REL.2.1	0.699	0.661	0.926
		REL.2.2	0.835		



Variabel	1st Order Construct	Item	Loading (>0.5)	AVE (>0.5)	CR (>0.7)
		REL.2.3	0.849		
		REL.2.4	0.793		
		REL.2.5	0.767		
		REL.2.6	0.844		
		REL.2.7	0.893		
		REL.2.8	0.808		
	<i>(Experiential Dimension)</i>	REL.3.1	0.712	0.710	0.948
		REL.3.2	0.903		
		REL.3.3	0.855		
		REL.3.4	0.885		
		REL.3.5	0.877		
		REL.3.6	0.887		
		REL.3.7	0.872		
		REL.3.8	0.801		
		REL.3.9	0.774		
	<i>Intellectual Dimension</i>	REL.4.1	0.824	0.675	0.919
		REL.4.2	0.870		
		REL.4.3	0.828		
		REL.4.4	0.866		
		REL.4.5	0.845		
		REL.4.6	0.696		
		REL.4.7	0.812		
	<i>Consequential Dimension</i>	REL.5.1	0.858	0.708	0.941
		REL.5.2	0.800		
		REL.5.3	0.862		
		REL.5.4	0.882		
		REL.5.5	0.842		
		REL.5.6	0.829		
		REL.5.7	0.846		
		REL.5.8	0.807		
Perceived Organizational Support		POS1.1	0.701	0.609	0.718
	<i>Fairness</i>	POS1.2	0.848		
		POS1.3	0.785		
	<i>Supervisor Support</i>	POS2.4	0.799	0.716	0.802
		POS2.5	0.875		
		POS2.6	0.863		
	<i>Organizational Rewards and Job Conditions</i>	POS3.1	0.778	0.688	0.849
		POS3.2	0.848		
		POS3.3	0.839		



Variabel	1st Order Construct	Item	Loading (>0.5)	AVE (>0.5)	CR (>0.7)
	<i>Well-being Concern</i>	POS3.4	0.852	0.648	0.863
		POS4.1	0.707		
		POS4.2	0.785		
		POS4.3	0.856		
		POS4.4	0.860		
		POS4.5	0.808		
	<i>Communication and Recognition</i>	POS5.2	0.779	0.638	0.858
		POS5.3	0.774		
		POS5.4	0.758		
		POS5.5	0.827		
		POS5.6	0.851		

Based on the data in Table 1, all indicators of OCB, Supervisory Support, POS, and Religiosity explain the five dimensions of religiosity, namely ideological, ritualistic, experiential, intellectual, and consequential, with loading values between 0.696 and 0.912, indicating that these indicators are able to strongly explain the construct of religiosity. In the OCB construct, the outer loading values range from 0.671 to 0.880, indicating that all indicators are able to adequately represent the latent construct. This similarity was found in the Supervisory Support variable, where the indicators in the dimensions of emotional support, professional support, instrumental support, managerial support, moral support, and appreciation support had loading values ranging from 0.739 to 0.913, meaning that the indicators were strong in explaining the construct of leadership support. Furthermore, the indicators in the Perceived Organisational Support variable have loading values between 0.701 and 0.875, indicating that the POS construct is well measured by the indicators used. The convergent validity of each variable was evaluated using the Average Variance Extracted (AVE) value. (Hair et al., 2021). A construct is considered to have good convergent validity if the AVE value is greater than 0.50, as shown in Table 1. It was found that all constructs in this study met this criterion. For the OCB variable, the AVE value ranged from 0.598 to 0.714, indicating that more than 50% of the indicator variance could be explained by the latent construct. For the Supervisory Support variable, the AVE value ranges from 0.685 to 0.755, indicating a very good level of convergent validity. The Religiosity variable has an AVE value between 0.661 and 0.742, while the Perceived Organisational Support variable has an AVE value between 0.609 and 0.716. All of these values are above the recommended threshold, so it can be concluded that the constructs in this study have adequate convergent validity. All constructs meet these criteria. For the OCB variable, Cronbach's Alpha values range from 0.777 to 0.865, with composite reliability values between 0.871 and 0.899. For the Supervisory Support variable, Cronbach's Alpha values ranged from 0.918 to 0.935, with composite reliability between 0.936 and 0.948, indicating a very high level of reliability. The Religiosity variable has a Cronbach's Alpha value between 0.919 and 0.948, while the Perceived Organisational Support variable has a Cronbach's Alpha value between 0.718 and 0.863. In conclusion, all constructs in the research model have reliability.

Table 2. Diskriminan validity OCB



	OCB 1.	OCB 2.	OCB 3.	OCB 4.	OCB 5.	OCB 6.
OCB 1.	0.774					
OCB 2.	0.766	0.798				
OCB 3.	0.730	0.779	0.803			
OCB 4.	0.670	0.726	0.794	0.832		
OCB 5.	0.661	0.645	0.694	0.768	0.845	
OCB 6.	0.728	0.660	0.756	0.717	0.799	0.842

Table 3. Diskriminan validity SS

	SS.1.	SS.2.	SS.3.	SS.4.	SS.5.	SS.6.
SS.1.	0.839					
SS.2.	0.791	0.891				
SS.3.	0.780	0.843	0.886			
SS.4.	0.752	0.874	0.869	0.847		
SS.5.	0.689	0.794	0.838	0.832	0.858	
SS.6.	0.810	0.762	0.832	0.807	0.843	0.828

Table 4. Diskriminan validity POS

	POS1.	POS2.	POS3.	POS4.	POS5.
POS1.	0.780				
POS2.	0.591	0.846			
POS3.	0.627	0.775	0.830		
POS4.	0.656	0.661	0.811	0.805	
POS5.	0.591	0.641	0.734	0.763	0.799

Table 5. Diskriminan validity Religiosity

	REL.1.	REL.2.	REL.3.	REL.4.	REL.5.
REL.1.	0.861				
REL.2.	0.802	0.925			
REL.3.	0.772	0.813	0.915		
REL.4.	0.708	0.861	0.843	0.860	
REL.5.	0.757	0.813	0.831	0.822	0.841

Discriminant validity was tested using the Fornell–Larcker criteria, OCB variables, and AVE root values in each dimension were higher than the correlations between other dimensions. The same pattern was also found in the Supervisory Support, Religiosity, and Perceived Organisational Support constructs, indicating that each construct had clear conceptual distinctions and that there were no multicollinearity issues between constructs. Thus, it can be concluded that the measurement model in this study had adequate discriminant validity.



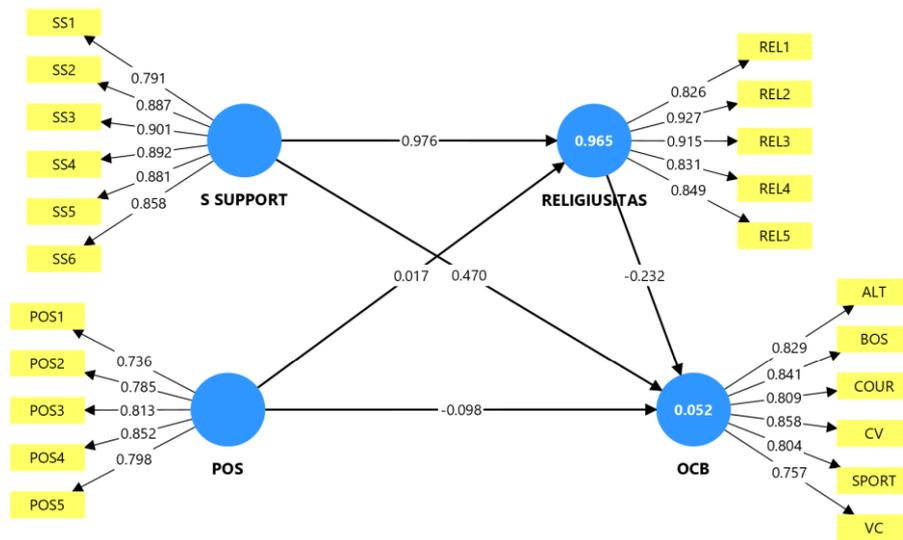


Figure 1. Structural Model OCB

Table 6. Path Coefficients

PATH COEFFICIENTS	
POS -> OCB	-0.098
POS -> RELIGIUSITAS	0.017
RELIGIUSITAS -> OCB	-0.232
S SUPPORT -> OCB	0.470
S SUPPORT -> RELIGIUSITAS	0.976

The results of the analysis show that supervisory support has a positive path coefficient on Organisational Citizenship Behaviour ($\beta = 0.470$), but the relationship is not statistically significant ($t = 1.248$; $p = 0.212$). Supervisory support has a very strong and significant effect on religiosity ($\beta = 0.976$; $t = 129.233$; $p < 0.001$). Religiosity has a negative effect on OCB ($\beta = -0.232$) and is not statistically significant ($t = 0.604$; $p = 0.546$). Perceived organisational support (POS) has no significant effect on OCB ($\beta = -0.098$; $t = 1.328$; $p = 0.184$).

Table 7. Koeffisien Diskriminan

	R-SQUARE	R-SQUARE ADJUSTED
OCB	0.052	0.038
RELIGIUSITAS	0.965	0.965

Table 7. The (R^2) value for the OCB variable is 0.052, which means that the variables of Supervisory Support, Religiosity, and Perceived Organisational Support can only explain 5.2% of the variation in OCB. This value indicates that the model's explanatory power for OCB behaviour is relatively low, suggesting that teachers' OCB behaviour is likely influenced by other factors such as transformational leadership, organisational commitment, job satisfaction, or school organisational culture.



Table 8. Effect Size

	F-SQUARE
POS -> OCB	0.008
POS -> RELIGIUSITAS	0.007
RELIGIUSITAS -> OCB	0.002
S SUPPORT -> OCB	0.008
S SUPPORT -> RELIGIUSITAS	22.982

These findings indicate that supervisory support is the main determinant in shaping teachers' religiosity, while other variables have a relatively small contribution to OCB. Supervisory support → religiosity has a very large effect size ($f^2 = 22.982$).

Table 9. Q² Predictive Relevance

	Q ² PREDICT	RMSE	MAE
OCB	0.032	1.002	0.807
RELIGIUSITAS	0.965	0.190	0.131

The analysis results show that the Q²Predict coefficient for the OCB variable is 0.032, indicating that the model has limited predictive capacity regarding OCB behaviour. Conversely, the Q²Predict coefficient for the Religiosity variable is 0.965, indicating that the model shows very strong predictive power in explaining teacher religiosity. These findings imply that the research framework is more adept at explaining the complexity of religiosity in educational institutions than explaining the civic behaviour exhibited by teacher organisations.

Table 10. Mediation

	SPECIFIC INDIRECT EFFECTS
S SUPPORT -> RELIGIUSITAS -> OCB	-0.226
POS -> RELIGIUSITAS -> OCB	-0.004

The results of the analysis show that Supervisory Support leads to Religiosity leads to OCB ($\beta = -0.226$), POS leads to Religiosity leads to OCB ($\beta = -0.004$). However, both mediation paths did not show statistical significance, so it can be concluded that religiosity does not play a mediating role in the relationship between supervisory support and perceived organisational support towards OCB. These findings emphasise that although leadership support can significantly increase teachers' religiosity, this increase in religiosity does not directly translate into OCB behaviour in school organisations. The purpose of this study was to analyse the influence of supervisory support and perceived organisational support (POS) on organisational citizenship behaviour (OCB), considering the role of religiosity as a mediating variable among private vocational school teachers in Greater Tangerang. The results of this study reveal several important findings that contribute to the development of organisational behaviour literature in the world of education, particularly regarding the dynamics of the relationship between organisational support, religious values,



and teachers' extra-role behaviour. Another finding from this study states that not all forms of organisational support can directly increase OCB, even though such support has a significant influence on certain psychological variables such as religiosity. The supervisory support construct does not have a significant effect on OCB. This is interesting because, theoretically, leadership support is often considered one of the main determinants of organisational citizenship behaviour. According to the Social Exchange Theory framework, individuals who receive support from the organisation or leadership tend to reciprocate this treatment through behaviour that benefits the organisation, including OCB (Blau, 2017); (Eisenberger et al., 1986). These findings are in line with recent research showing that the relationship between leadership and OCB is often mediated by psychological variables such as work engagement, organisational commitment, and psychological empowerment (Aboramadan & Karatepe, 2021). In line with recent research showing that the relationship between leadership and OCB is often mediated by psychological variables such as work engagement, organisational commitment, and psychological empowerment (Aboramadan & Karatepe, 2021) These findings are consistent with recent research showing that the relationship between leadership and OCB is often mediated by psychological variables such as work engagement, organisational commitment, and psychological empowerment (Aboramadan & Karatepe, 2021). In line with recent research showing that the relationship between leadership and OCB is often mediated by psychological variables such as work engagement, organisational commitment, and psychological empowerment (Aboramadan & Karatepe, 2021).

Religiosity in the context of organisational dynamics summarises the extent to which religious principles and beliefs shape individual behaviour in a professional environment ((Saroglou & Craninx, 2021). A positive organisational climate can enhance workplace spirituality, which in turn can influence individual actions within the organisation (Fry & Nisiewicz, 2020). While religiosity experienced a significant increase through supervisory encouragement, the findings indicate that religiosity did not have a statistically significant impact on organisational citizenship behaviour (OCB). These results imply that educators' religiosity does not directly translate into behaviour that exceeds formal job responsibilities within the organisation. Previous research has found a positive relationship between religiosity and prosocial behaviour in organisations ((Abbas et al., 2022) Perceived organisational support has no significant influence on OCB. These findings differ from the predictions of Organisational Support Theory, which states that employees who feel supported by the organisation will exhibit positive behaviour as a form of reciprocity towards the organisation (Eisenberger et al., 2020). Recent research shows that the influence of POS on OCB is often not direct, but mediated by other variables such as organisational commitment, job satisfaction, and work engagement (Kim & Park, 2022). This study also examined whether religiosity acts as a mediator in the relationship between organisational support and OCB. The results of the analysis show that religiosity does not significantly mediate this relationship. Although leadership support can increase teachers' religiosity, this increase in religiosity does not directly influence OCB behaviour in school organisations. This reinforces the argument that religiosity functions more as an internal value of individuals than as a mechanism that directly influences organisational behaviour.



CONCLUSION

This study aims to analyse the influence of supervisory support and perceived organisational support on organisational citizenship behaviour (OCB), considering the role of religiosity as a mediating variable among private vocational school teachers in Greater Tangerang. The results found that not all forms of organisational support directly increase teachers' organisational citizenship behaviour. Specifically, supervisory support and perceived organisational support did not have a significant effect on OCB, while religiosity was also not found to have a significant effect on this behaviour. However, this study found that supervisory support had a very strong and significant effect on teachers' religiosity, and the mechanism of organisational citizenship behaviour formation in the context of educational organisations did not fully follow the relationship patterns commonly found in organisational behaviour literature. The theoretical perspective states that this study makes an important contribution to expanding the understanding of the relationship between organisational support, religiosity, and organisational citizenship behaviour in the context of education. The results of the study show that supervisory support plays an important role in shaping individual religiosity within organisations, but that increased religiosity does not automatically translate into organisational citizenship behaviour. Ultimately, this study emphasises that the relationship between

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