

Effects of Situational Leadership, Organizational Culture, and Organizational Citizenship on Private Elementary Teachers' Job Satisfaction

Yoanna Francisca Sulistyorini¹, Saiful Anwar¹, Ichwani Siti Utami¹

¹ Universitas Pamulang , Indonesia; jfr.sulistyorini@gmail.com

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Abstract

Teacher job satisfaction is a crucial factor influencing teacher performance, organizational commitment, and educational quality. Although previous studies have examined situational leadership, organizational culture, and Organizational Citizenship Behavior (OCB) as predictors of job satisfaction, limited research has investigated their combined effects in private elementary schools. This study aims to analyze the partial and simultaneous effects of situational leadership, organizational culture, and OCB on teacher job satisfaction in private elementary schools in Ciputat District, South Tangerang, Indonesia. A quantitative approach with a predictive-exploratory survey design was employed. The sample consisted of 120 teachers selected through proportional random sampling from a population of 172 teachers. Data were collected using a five-point Likert-scale questionnaire and analyzed using multiple linear regression with IBM SPSS Statistics. The results show that situational leadership has a positive and statistically significant effect on teacher job satisfaction ($B = 0.417, p < 0.001$), while organizational culture also has a positive and statistically significant effect ($B = 0.374, p = 0.001$). In contrast, OCB has a positive but statistically non-significant direct effect ($B = 0.128, p = 0.114$), suggesting that extra-role behaviors may not directly enhance job satisfaction when they are perceived as implicit work expectations or additional responsibilities. Simultaneously, the three independent variables significantly explain 80.6% of the variance in teacher job satisfaction ($R^2 = 0.806, F = 160.417, p < 0.001$). These findings highlight the importance of adaptive leadership and a supportive organizational culture while demonstrating that the contribution of OCB to teacher satisfaction is context-dependent. The study contributes to educational management literature by providing an integrated organizational perspective on the determinants of teacher job satisfaction in private elementary schools.

Keywords

Situasional Leadership; Organizational Culture; Organizational Citizenship Behavior; Teacher Job Satisfaction;

Corresponding Author:

Yoanna Francisca Sulistyorini

Universitas Pamulang , Indonesia; jfr.sulistyorini@gmail.com

1. INTRODUCTION

Teacher job satisfaction has become one of the most important indicators of educational quality because it directly influences teacher performance, organizational commitment, instructional



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effectiveness, and ultimately student learning outcomes (Harrison et al., 2023; Hoque et al., 2023). As the primary human resources within educational institutions, teachers are expected to demonstrate professionalism, innovation, and dedication in carrying out their pedagogical, social, professional, and personal responsibilities (Ulya et al., 2025). These expectations can only be fulfilled when teachers experience a satisfactory working environment that supports both their professional growth and psychological well-being. Job satisfaction enables teachers to perform their duties with enthusiasm, maintain high levels of motivation, and actively contribute to school improvement initiatives. Conversely, dissatisfied teachers tend to exhibit reduced commitment, lower productivity, increased absenteeism, and a higher intention to leave the organization, thereby undermining the sustainability and effectiveness of educational institutions (Katıtaş, 2026). Consequently, understanding the factors that influence teacher job satisfaction has become an essential concern for educational researchers and school administrators seeking to improve institutional performance (Hoque et al., 2023; Kilag et al., 2023).

Within the Indonesian educational system, private elementary schools face unique managerial challenges compared to public schools (Islami & Mujiati, 2024; Mahdiyah et al., 2026). Unlike public institutions that receive substantial government support, private schools must maintain educational quality while simultaneously ensuring financial sustainability and organizational competitiveness. School leaders are therefore required to establish a work environment capable of motivating teachers despite limitations in financial resources and institutional facilities. In many private schools, teacher satisfaction extends beyond financial compensation and encompasses broader organizational experiences such as recognition, professional development opportunities, leadership practices, interpersonal relationships, and organizational support. Teachers increasingly expect schools to provide an environment that values their contributions, recognizes their achievements, and facilitates career advancement. These organizational conditions have become increasingly important in retaining competent teachers and maintaining educational excellence in highly competitive educational environments (Prasetyo et al., 2024; R. Sari et al., 2024).

Preliminary observations conducted at several private elementary schools in Ciputat District revealed various practical issues related to teacher job satisfaction. Several teachers reported dissatisfaction regarding limited promotion opportunities, insufficient institutional recognition for outstanding performance, and inadequate organizational support in carrying out educational responsibilities. Some teachers also perceived inconsistencies in managerial communication and decision-making processes that affected their motivation to contribute beyond formal responsibilities. Although these challenges did not necessarily reduce teachers' commitment to educating students, they created perceptions of inequity and reduced organizational attachment. Such conditions may gradually

influence teacher morale, work enthusiasm, and overall institutional effectiveness if not addressed appropriately. These practical findings indicate the importance of identifying organizational and behavioral factors capable of improving teacher job satisfaction within private elementary schools.

Among various organizational determinants, situational leadership has emerged as one of the most influential leadership approaches in educational management. Situational leadership emphasizes the flexibility of school principals in adapting their leadership style according to teachers' competence, commitment, readiness, and work situations (Afany & Syukri, 2024; Dofinsa et al., 2025; Lismeni et al., 2025; Nisak et al., 2025). Rather than applying a single leadership style universally, principals are encouraged to diagnose the developmental level of teachers before determining appropriate leadership behaviors involving directing, coaching, supporting, or delegating (Woodard & Hyatt, 2024). This adaptive leadership model acknowledges that teachers possess different professional experiences, instructional capabilities, and motivational characteristics requiring different managerial approaches. Consequently, situational leadership enables principals to create more responsive, supportive, and empowering work environments that facilitate teacher development and enhance organizational effectiveness (Woodard & Hyatt, 2024).

The implementation of situational leadership in schools extends beyond administrative supervision and includes mentoring, professional coaching, constructive feedback, emotional support, and participatory decision-making (Afany & Syukri, 2024; Lismeni et al., 2025). Principals who successfully adjust their leadership behavior according to teachers' professional needs are more likely to build trust, strengthen communication, and encourage collaborative learning among teachers (Çoban et al., 2023). Such leadership practices not only improve teachers' instructional competence but also enhance their perceptions of organizational fairness, appreciation, and professional autonomy. Previous empirical studies consistently demonstrate that situational leadership significantly improves employee motivation, organizational commitment, work engagement, and job satisfaction across educational institutions (Restalillah et al., 2024). Therefore, situational leadership represents a strategic managerial approach capable of fostering positive psychological experiences among teachers while simultaneously strengthening school performance.

Another essential determinant of teacher job satisfaction is organizational culture. Organizational culture refers to the system of shared values, beliefs, assumptions, traditions, and behavioral norms that shape how organizational members interact, solve problems, and pursue institutional goals (Anwar et al., 2024; Nurfajrina et al., 2021; Utaminingsih & Rachmawaty, 2023). Within educational organizations, culture serves as an invisible framework guiding teacher behavior, professional ethics, collaboration, and institutional identity (Hasanah et al., 2023). A positive organizational culture encourages teamwork, mutual respect, innovation, continuous learning, and collective responsibility toward educational

excellence (Utaminingsih & Rachmawaty, 2023). Teachers working within supportive organizational cultures generally experience greater psychological comfort, stronger organizational identification, and higher confidence in achieving professional goals.

Conversely, organizational cultures characterized by poor communication, excessive bureaucracy, unclear expectations, or limited collaboration may reduce teacher satisfaction and organizational commitment. Schools with ineffective organizational cultures often struggle to develop trust among teachers, resulting in fragmented teamwork and declining institutional performance (Nurlathifah & Hidayat, 2025). Numerous empirical studies have confirmed that organizational culture significantly influences employee attitudes, organizational commitment, workplace engagement, and job satisfaction by shaping employees' perceptions regarding organizational support, justice, participation, and interpersonal relationships (Dami et al., 2022; Mubarokh, 2024). Consequently, strengthening organizational culture has become an important strategic priority for school management seeking to improve teacher well-being and institutional effectiveness.

In addition to leadership and organizational culture, *Organizational Citizenship Behavior* (OCB) has attracted growing scholarly attention as a behavioral factor contributing to organizational success (Hasanah et al., 2023; Solomon & Meron, 2022; Widodo et al., 2022). OCB refers to discretionary behaviors voluntarily performed by employees beyond formal job requirements that contribute positively to organizational effectiveness (Fauziah et al., 2025). Unlike compulsory work tasks, OCB reflects teachers' willingness to assist colleagues, participate actively in school activities, share instructional knowledge, maintain harmonious interpersonal relationships, and support organizational objectives without expecting immediate personal rewards. Such voluntary behaviors strengthen organizational cohesion and facilitate collaborative problem-solving within educational institutions.

Within schools, teachers demonstrating high levels of OCB frequently participate in extracurricular activities, mentor newly appointed teachers, assist colleagues experiencing instructional challenges, and voluntarily contribute ideas for school improvement. These behaviors create supportive learning communities characterized by mutual trust, cooperation, and collective responsibility. Furthermore, OCB enhances organizational resilience by encouraging teachers to prioritize institutional interests alongside personal responsibilities. Previous research consistently indicates that higher levels of OCB positively influence organizational performance, institutional commitment, teacher collaboration, and job satisfaction because teachers experience greater psychological fulfillment through meaningful contributions to their organizations (Kartiko et al., 2023; Shohib et al., 2024; Singh et al., 2025).

Although substantial literature has examined situational leadership, organizational culture, OCB, and job satisfaction individually, existing empirical evidence remains fragmented. Most previous studies have investigated these variables independently or within different organizational settings,

including higher education institutions, government agencies, hospitals, and manufacturing industries (Hasanah et al., 2023; Idris et al., 2026; Meliala & Saparuddin, 2023; Najih & Mansyur, 2022; Solomon & Meron, 2022). Research specifically focusing on private elementary school teachers remains relatively limited despite the unique managerial characteristics of private educational institutions. Moreover, previous investigations have rarely examined the simultaneous influence of situational leadership, organizational culture, and OCB within a single comprehensive analytical framework capable of explaining teacher job satisfaction more holistically.

Another important research gap concerns the interaction between situational leadership and Organizational Citizenship Behavior (OCB). Previous studies have consistently demonstrated that situational leadership contributes positively to teachers' job satisfaction and organizational outcomes (Restalillah et al., 2024; Rumengan & Idawati, 2024; D. L. Sari et al., 2025; Shie & Chang, 2022). Likewise, Organizational Citizenship Behavior has been found to positively influence teachers' job satisfaction and school effectiveness (Rumengan & Idawati, 2024), while leadership and job satisfaction also contribute to the development of teachers' OCB (D. L. Sari et al., 2025). Nevertheless, these studies have generally examined situational leadership, Organizational Citizenship Behavior, and job satisfaction as separate constructs or through simple direct relationships. Limited attention has been given to investigating whether situational leadership functions as a catalyst that strengthens teachers' Organizational Citizenship Behavior, which subsequently enhances their job satisfaction. Therefore, examining the interaction among these variables provides a more comprehensive understanding of the organizational mechanisms underlying teacher job satisfaction and addresses an important gap in the educational management literature.

2. METHODS

This study employed a quantitative approach with a predictive-exploratory survey design to examine the relationships among situational leadership, organizational culture, Organizational Citizenship Behavior (OCB), and teacher job satisfaction (Creswell & Plano Clark, 2023; Waruwu et al., 2025). A quantitative approach was selected because it enables the objective measurement of research variables and the statistical testing of the proposed hypotheses. The population comprised 172 teachers from private elementary schools across six administrative sub-districts in Ciputat District, South Tangerang, Indonesia. The sample size was determined using the Slovin formula with a 5% margin of error: $n = N / (1 + Ne^2)$ where n represents the sample size, N represents the population size, and e represents the margin of error. With a population of 172 teachers and a 5% margin of error, the calculation yielded approximately 120 respondents. Accordingly, 120 teachers were selected using proportional random sampling to ensure proportional representation from each school.

Data were collected through a structured online questionnaire using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument initially consisted of 160 items measuring four constructs: situational leadership, organizational culture, Organizational Citizenship Behavior (OCB), and teacher job satisfaction. Prior to the main survey, a pilot study involving 30 respondents was conducted to assess the validity and reliability of the instrument. The validity analysis showed that 140 of the 160 items met the established validity criteria and were retained for the final instrument, while 20 items were excluded. The final questionnaire therefore consisted of 140 valid items. The very high Cronbach's Alpha coefficients, exceeding 0.980 for all variables, indicated excellent internal consistency. However, such exceptionally high coefficients may also suggest a degree of item redundancy or substantial overlap among items measuring the same construct. Therefore, the item reduction process was considered important to eliminate invalid items and improve the efficiency and distinctiveness of the measurement instrument while maintaining adequate construct coverage.

Before conducting multiple linear regression analysis, the data were subjected to classical assumption tests to ensure the appropriateness of the regression model. The tests included normality, multicollinearity, and heteroscedasticity. The Kolmogorov-Smirnov test was used to assess the normality of the regression residuals, with a significance value greater than 0.05 indicating that the residuals were normally distributed. Multicollinearity was assessed using the Variance Inflation Factor (VIF) and tolerance values, with VIF values below 10 indicating the absence of problematic multicollinearity among the independent variables. Heteroscedasticity was examined using the Glejser test, where significance values greater than 0.05 indicated that the regression model did not exhibit significant heteroscedasticity. These diagnostic procedures were conducted to ensure that the regression estimates satisfied the relevant assumptions of the classical linear regression model and were suitable for hypothesis testing.

The collected data were analyzed using descriptive statistics and multiple linear regression with IBM SPSS Statistics. Hypothesis testing was conducted using t-tests to examine the partial effects of situational leadership, organizational culture, and OCB on teacher job satisfaction, while the F-test was used to assess their simultaneous effect. The coefficient of determination (R^2) was calculated to determine the proportion of variance in teacher job satisfaction explained jointly by the independent variables.

3. FINDINGS AND DISCUSSION

Findings

This section presents the empirical findings concerning the effects of Situational Leadership, Organizational Culture, and Organizational Citizenship Behavior (OCB) on teacher job satisfaction

among private elementary school teachers in Ciputat District, South Tangerang, Indonesia. The analysis includes descriptive statistics, classical assumption tests, partial regression analysis, and simultaneous regression analysis. The findings are intended to provide an integrated explanation of the extent to which leadership practices, organizational culture, and teachers' extra-role behavior contribute to job satisfaction.

Descriptive Statistics Analysis

Descriptive statistics were calculated to describe the general perceptions of the respondents regarding the four research variables. The final research instrument consisted of 140 valid items, with 35 items representing each construct: Situational Leadership, Organizational Culture, Organizational Citizenship Behavior, and Teacher Job Satisfaction. Since each item was measured using a five-point Likert scale ranging from 1 to 5, the aggregate scores were converted into mean item scores to facilitate interpretation. The interpretation of the mean scores followed five categories: 1.00–1.80 = Very Low, 1.81–2.60 = Low, 2.61–3.40 = Moderate, 3.41–4.20 = High, and 4.21–5.00 = Very High.

Table 1 Descriptive Statistics of Research Variables

Variable	Mean Total Score	Std. Deviation	Number of Item	Mean per Item	Category
Situational Leadership	140.12	20.12	35	4.00	High
Organizational Culture	150.89	20.71	35	4.31	High
Organizational Citizenship Behavior (OCB)	147.03	20.04	35	4.20	High
Job Satisfaction	145.20	19.71	35	4.15	High

The results in Table 1 show that the respondents generally expressed positive perceptions across all four research variables. Situational Leadership obtained a mean item score of 4.00, which falls within the high category. This indicates that teachers generally perceived school principals as demonstrating relatively adaptive leadership practices in responding to teachers' professional needs.

Organizational Culture obtained the highest mean item score, namely 4.31, which falls within the very high category. This finding indicates that teachers generally perceived the organizational environment of their schools as supportive, collaborative, and characterized by shared institutional values. Organizational Citizenship Behavior obtained a mean item score of 4.20 and was categorized as high, suggesting that teachers frequently demonstrated voluntary behaviors that supported colleagues and school activities. Meanwhile, Teacher Job Satisfaction obtained a mean item score of 4.15, also within the high category, indicating generally favorable perceptions of teachers' work experiences.

The standard deviations, ranging from 19.71 to 20.71 for the aggregate scores, indicate meaningful variation among respondents while maintaining a generally positive distribution of responses. Overall, the descriptive findings suggest that the participating schools demonstrate relatively favorable organizational conditions, with organizational culture emerging as the strongest perceived dimension at the descriptive level.

Before multiple linear regression analysis was conducted, classical assumption tests were performed to determine whether the data met the fundamental requirements of the regression model. The tests consisted of normality, multicollinearity, and heteroscedasticity.

Table 2 Result of Classical Assumption Test

Assumption Test	Indicator	Value	Decision
Normality	Kolmogorov–Smirnov Z	0.073	Normal
Normality	Asymp. Sig. (2-tailed)	0.200	Normal
Multicollinearity	Situational Leadership (X1) VIF	2.412	No multicollinearity
Multicollinearity	Organizational Culture (X2) VIF	2.267	No multicollinearity
Multicollinearity	OCB (X3) VIF	1.843	No multicollinearity
Heteroscedasticity	Situational Leadership (X1) Glejser Sig.	0.312	No heteroscedasticity
Heteroscedasticity	Organizational Culture (X2) Glejser Sig.	0.448	No heteroscedasticity
Heteroscedasticity	OCB (X3) Glejser Sig.	0.681	No heteroscedasticity

The results presented in Table 2 indicate that the regression model satisfied the principal classical assumptions. The Kolmogorov–Smirnov test produced a significance value of 0.200, which is greater than 0.05. Therefore, the residuals were considered normally distributed. This result indicates that there was no statistically significant deviation from normality in the regression residuals.

The multicollinearity test also produced satisfactory results. The VIF values for Situational Leadership, Organizational Culture, and OCB were 2.412, 2.267, and 1.843, respectively. All values were below the commonly accepted threshold of 10, indicating that the independent variables did not exhibit problematic multicollinearity. Thus, each predictor retained sufficient distinctiveness for inclusion in the regression model. The Glejser test further indicated that the model did not suffer from significant heteroscedasticity. The significance values were 0.312 for Situational Leadership, 0.448 for Organizational Culture, and 0.681 for OCB. All values exceeded 0.05, indicating that the residual variance was sufficiently homogeneous.

Taken together, the normality, multicollinearity, and heteroscedasticity tests demonstrate that the regression model met the principal assumptions required for multiple linear regression analysis. Therefore, the regression coefficients can be interpreted appropriately for subsequent hypothesis testing.

Partial Effects Evaluation

Multiple linear regression analysis was conducted to examine the individual effects of Situational Leadership, Organizational Culture, and OCB on Teacher Job Satisfaction. The results are presented in Table 3.

Table 3 Partial Effects of Situational Leadership, Organizational Culture, and OCB on Teacher Job Satisfaction

Variables	B	t-value	Sig.
Constant	13.159	–	–
Situational Leadership (X1)	0.417	5.221	0.000
Organizational Culture (X2)	0.374	3.321	0.001
Organizational Citizenship Behavior (X3)	0.128	1.592	0.114
Variables	B	t-value	Sig.

The regression equation can therefore be expressed as: $Y = 13.159 + 0.417X_1 + 0.374X_2 + 0.128X_3$. The results indicate that Situational Leadership has a positive and statistically significant effect on Teacher Job Satisfaction. The regression coefficient of 0.417 indicates that an increase in Situational Leadership is associated with an increase in Teacher Job Satisfaction, assuming the other variables remain constant. The t-value of 5.221 and significance value below 0.001 provide strong statistical evidence for the effect. Organizational Culture also has a positive and statistically significant effect on Teacher Job Satisfaction. Its regression coefficient of 0.374, t-value of 3.321, and significance value of 0.001 indicate that stronger organizational culture is associated with higher teacher job satisfaction.

In contrast, OCB has a positive but statistically non-significant effect on Teacher Job Satisfaction. Although its regression coefficient is positive at 0.128, the t-value of 1.592 and significance value of 0.114 exceed the 0.05 significance threshold. Therefore, the direct effect of OCB is not statistically supported in the presence of the other predictors.

Simultaneous Effects Evaluation

The simultaneous effect of the three independent variables was examined using the coefficient of determination and the F-test.

Table 4 Simultaneous Effect of Situational Leadership, Organizational Culture, and OCB on Teacher Job Satisfaction

Statistics	Value
R	0.898
R-Square (R ²)	0.806
Adjusted R-Square	0.801
F-value	160.417

The regression model produced an R value of 0.898, indicating a very strong collective relationship between Situational Leadership, Organizational Culture, OCB, and Teacher Job Satisfaction. The R^2 value of 0.806 indicates that 80.6% of the variance in Teacher Job Satisfaction can be explained collectively by the three independent variables. The remaining 19.4% is attributable to other variables not included in the present model. The Adjusted R^2 value of 0.801 indicates that the explanatory power of the model remains high after adjustment for the number of predictors and sample size. The F-test yielded an F-value of 160.417 with a significance value below 0.001. Thus, Situational Leadership, Organizational Culture, and OCB collectively provide a statistically significant explanation of Teacher Job Satisfaction.

Importantly, the significant F-test does not imply that every individual predictor must be statistically significant. Rather, it indicates that the regression model as a whole provides significant explanatory value. This is consistent with the partial regression findings, in which Situational Leadership and Organizational Culture were significant predictors, whereas OCB was not statistically significant as an independent predictor.

Discussion

The Effect of Situational Leadership on Teacher Job Satisfaction

The findings demonstrate that Situational Leadership has a positive and statistically significant effect on Teacher Job Satisfaction. This result indicates that the ability of school principals to adjust their leadership behavior according to teachers' competence, commitment, and professional readiness contributes substantially to teachers' perceptions of their work.

In the context of private elementary schools, leadership flexibility is particularly important because teachers may differ considerably in terms of teaching experience, professional competence, confidence, motivation, and readiness to assume additional responsibilities. A principal who applies the same leadership approach to all teachers may not necessarily respond effectively to these differences. Conversely, adaptive leadership enables principals to provide more direction when teachers require guidance, greater support when teachers require encouragement, and greater autonomy when teachers demonstrate sufficient competence and readiness.

This finding is consistent with the fundamental assumptions of Situational Leadership Theory, which emphasizes that leadership effectiveness depends on the leader's ability to adapt managerial behavior to the characteristics and needs of followers rather than relying on a single leadership style (Cai, 2023). From this perspective, situational leadership provides a mechanism through which principals can align leadership behavior with teachers' professional circumstances.

The significant effect also suggests that leadership influences job satisfaction not merely through

formal authority but through teachers' psychological experiences of support, recognition, competence, and autonomy. Teachers who receive appropriate guidance, constructive feedback, and opportunities for professional growth are more likely to perceive their work positively. Adaptive leadership can consequently contribute to greater confidence, stronger organizational attachment, and higher satisfaction with the work environment.

The result is supported by previous studies, including (Cai, 2023; Schmitt & Pauknerova, 2026), which reported that adaptive leadership contributes positively to employee or teacher satisfaction and organizational effectiveness. Therefore, the present findings reinforce the importance of developing principals' adaptive leadership competencies through professional development, coaching, reflective leadership practices, and systematic feedback.

The Effect of Organizational Culture on Teacher Job Satisfaction

The regression results demonstrate that Organizational Culture has a positive and statistically significant effect on Teacher Job Satisfaction. This finding indicates that teachers who perceive stronger shared values, trust, collaboration, communication, and organizational support are more likely to experience positive attitudes toward their work.

According to (H.Schein, 2004), organizational culture consists of shared assumptions and values that influence members' behavior and shape organizational identity. In schools, these assumptions and values are reflected in how principals communicate expectations, how teachers cooperate with colleagues, how conflicts are handled, and how institutional achievements and individual contributions are recognized.

The high descriptive score of Organizational Culture in the present study is consistent with its significant contribution to Teacher Job Satisfaction. When institutional values are not merely documented but consistently practiced by school leaders and teachers, they create a predictable and supportive environment. Such an environment may strengthen teachers' sense of belonging and reduce uncertainty concerning professional relationships and organizational expectations.

Organizational culture may also function as an important social resource for teachers. In private elementary schools, teachers frequently perform responsibilities extending beyond classroom instruction, including administrative duties, extracurricular programs, student mentoring, parent communication, and institutional activities. When these responsibilities are supported by a collaborative culture, teachers are more likely to perceive them as collective contributions rather than individual burdens.

This finding is consistent with previous research by (Bektiarso, 2022; Fadillah et al., 2024; Van Tran et al., 2023), which emphasized the importance of organizational culture in strengthening teacher

satisfaction, commitment, and organizational performance. Practically, school management should therefore strengthen institutional culture through transparent communication, collaborative decision-making, mutual trust, recognition of teacher contributions, and consistent implementation of organizational values.

The Effect of Organizational Citizenship Behavior on Teacher Job Satisfaction

Unlike Situational Leadership and Organizational Culture, OCB demonstrated a positive but statistically non-significant direct effect on Teacher Job Satisfaction ($B = 0.128$; $t = 1.592$; $p = 0.114$). Although the positive coefficient indicates a positive direction of association, the statistical evidence is insufficient to conclude that OCB independently predicts Teacher Job Satisfaction at the 5% significance level.

This finding requires deeper interpretation because OCB refers to discretionary behaviors that extend beyond formally prescribed job requirements, such as helping colleagues, voluntarily participating in school activities, supporting organizational initiatives, and demonstrating conscientiousness. At first glance, such behaviors might be expected to increase job satisfaction because they promote positive interpersonal relationships and organizational functioning. However, the present finding suggests that extra-role behavior does not necessarily translate directly into greater personal satisfaction.

One possible explanation is the phenomenon of role expectation. In educational organizations, behaviors that are theoretically categorized as extra-role may gradually become perceived by teachers as part of their normal professional responsibilities. Helping colleagues, attending additional school programs, supporting institutional activities, or accepting additional assignments may initially be voluntary. However, when these behaviors become repeatedly expected by the organization, their psychological character can shift from discretionary behavior to an implicit role requirement.

This condition may create a distinction between OCB as voluntary contribution and OCB as expected contribution. When teachers perceive extra-role behavior as genuinely voluntary and appropriately recognized, such behavior may contribute positively to psychological well-being. However, when the same behavior is perceived as an obligation without adequate recognition or reciprocal support, it may increase workload without necessarily increasing job satisfaction.

The phenomenon can also be understood through role overload. Teachers in private elementary schools may simultaneously perform teaching, administrative, extracurricular, mentoring, and institutional responsibilities. Under such circumstances, additional citizenship behavior may be experienced as another demand on limited time and energy. Consequently, the behavioral expression of OCB may remain high while its direct contribution to job satisfaction remains statistically weak.

This interpretation is particularly relevant given the descriptive finding that OCB was already relatively high, with a mean item score of 4.20. The high level of OCB does not automatically imply high job satisfaction. Teachers may consistently demonstrate organizational citizenship because of professional ethics, commitment to students, collegial relationships, or institutional expectations. These motives are conceptually different from the psychological evaluation of whether one's job is satisfying.

The result can further be interpreted from a social exchange perspective. Extra-role contributions are more likely to generate positive employee attitudes when teachers perceive reciprocity from the organization through recognition, fairness, support, autonomy, and appreciation. If organizational reciprocity is insufficient, OCB may represent professional dedication without producing a corresponding increase in job satisfaction.

This finding differs from previous studies that reported a direct positive relationship between OCB and job satisfaction. Nevertheless, the difference does not necessarily invalidate those findings. Instead, it suggests that the relationship between OCB and job satisfaction may be context-dependent. As (Robbins & Judge, 2009) explain, employee attitudes are influenced by multiple organizational factors operating simultaneously. Therefore, individual behavior alone may not sufficiently explain job satisfaction.

The finding also supports the argument proposed by (Meliala & Saparuddin, 2023) that the positive consequences of OCB may depend on supportive leadership and organizational conditions. In other words, teachers' willingness to contribute beyond formal job requirements may produce more favorable psychological outcomes when those contributions occur within an organizational environment characterized by effective leadership, appreciation, and positive culture.

Simultaneous Effects of Situational Leadership, Organizational Culture, and OCB on Teacher Job Satisfaction

The simultaneous regression results demonstrate that Situational Leadership, Organizational Culture, and OCB collectively explain 80.6% of the variance in Teacher Job Satisfaction. The F-test further confirms that the regression model is statistically significant.

The high R^2 value provides evidence that teacher job satisfaction is associated with a combination of organizational leadership, organizational culture, and employee behavior. This finding supports the broader organizational behavior perspective that employee attitudes are not generated by a single factor but emerge through the interaction of organizational systems, leadership processes, and individual behavior.

The results also provide an important distinction between the collective and individual contributions of the predictors. Although OCB did not demonstrate a statistically significant partial

effect, the overall regression model was highly significant. This indicates that Situational Leadership and Organizational Culture make particularly important contributions to the explanatory power of the model, while OCB remains part of the broader behavioral context in which teacher job satisfaction occurs.

The findings therefore suggest that improving teacher job satisfaction should not rely solely on encouraging teachers to demonstrate more extra-role behavior. Instead, school management should first establish organizational conditions that enable teachers to experience their work positively. Adaptive leadership and supportive organizational culture appear to constitute important organizational foundations for such conditions.

The theoretical contribution of this study lies in integrating Situational Leadership, Organizational Culture, and OCB into a single explanatory framework for Teacher Job Satisfaction. Previous studies may examine these variables separately, whereas the present research considers leadership, organizational culture, and employee behavior simultaneously. The findings provide an important theoretical insight regarding the position of OCB within this framework. OCB should not automatically be assumed to have a direct positive effect on job satisfaction. Its influence may depend on the organizational context in which the behavior occurs. When teachers receive appropriate leadership support and operate within a positive organizational culture, their extra-role contributions may be more likely to be experienced as meaningful and appreciated.

Conversely, when extra-role behaviors become normalized as implicit expectations, OCB may be maintained at a high level without producing a corresponding increase in job satisfaction. This distinction contributes to a more contextual understanding of the relationship between organizational citizenship and employee well-being. The study consequently positions Situational Leadership and Organizational Culture as important organizational foundations, while OCB represents a behavioral dimension whose psychological consequences may depend on the quality of the surrounding organizational environment.

The findings have several practical implications for private elementary school management. First, principals should develop adaptive leadership competencies that enable them to adjust their leadership approach according to teachers' professional readiness, competence, motivation, and individual needs.

Second, schools should strengthen organizational culture through open communication, collaborative decision-making, mutual trust, fairness, recognition, and consistent implementation of institutional values. The high descriptive score of Organizational Culture and its significant regression coefficient indicate that organizational culture represents an important area for managerial attention.

Third, school management should avoid treating OCB as an unlimited source of additional teacher effort. Extra-role behavior should remain genuinely voluntary and should not gradually become an

implicit requirement that contributes to role overload. Teachers who demonstrate OCB should receive appropriate recognition and organizational support. Finally, efforts to improve teacher job satisfaction should be approached comprehensively. Rather than merely asking teachers to increase their voluntary contributions, school leaders should create conditions in which teachers feel supported, respected, empowered, and fairly treated. Such conditions may allow OCB to function as a positive organizational resource rather than an additional source of professional burden.

Overall, the findings demonstrate that Situational Leadership and Organizational Culture have positive and statistically significant effects on Teacher Job Satisfaction, whereas OCB has a positive but statistically non-significant direct effect. Simultaneously, the three independent variables significantly explain Teacher Job Satisfaction, accounting for 80.6% of its variance. The findings emphasize that teacher job satisfaction is strongly associated with the organizational environment in which teachers perform their professional responsibilities. Adaptive leadership and a supportive organizational culture appear to provide more direct foundations for teacher satisfaction, whereas OCB may produce more variable outcomes depending on whether extra-role contributions are experienced as voluntary and appreciated or as implicit professional obligations. Future studies may examine additional variables, including work motivation, organizational commitment, psychological empowerment, teacher resilience, and work engagement. Longitudinal research and structural equation modeling may also provide further insight into the mechanisms through which leadership, organizational culture, and OCB influence teacher job satisfaction over time.

4. CONCLUSION

This study concludes that situational leadership and organizational culture have positive and statistically significant effects on teacher job satisfaction in private elementary schools in Ciputat District, South Tangerang. Situational leadership demonstrates an important contribution, indicating that principals' ability to adapt leadership behavior to teachers' competence, commitment, and professional readiness is essential in enhancing job satisfaction. Organizational culture also has a significant positive effect, demonstrating that shared values, collaboration, trust, effective communication, and organizational support contribute to a positive work environment. In contrast, Organizational Citizenship Behavior (OCB) has a positive but statistically non-significant direct effect on teacher job satisfaction. This finding suggests that extra-role behaviors do not automatically increase job satisfaction when they are perceived as implicit organizational expectations or additional professional responsibilities. Nevertheless, situational leadership, organizational culture, and OCB collectively explain 80.6% of the variance in teacher job satisfaction, confirming the strong explanatory capacity of the proposed model.

The findings contribute theoretically and practically to educational management by demonstrating that teacher job satisfaction is influenced not only by individual behavior but also by the organizational context in which that behavior occurs. From a practical perspective, school principals should implement adaptive clinical supervision based on teachers' levels of professional readiness, providing more structured direction and monitoring for teachers who require greater support while granting greater autonomy and coaching to teachers with higher levels of competence and readiness. School management should also periodically review and redistribute additional workloads related to extracurricular activities, administrative assignments, committees, mentoring, and other institutional programs. Extra-role responsibilities should be distributed equitably according to teachers' instructional workload and professional capacity so that OCB remains a voluntary organizational contribution rather than becoming an implicit obligation that may contribute to work fatigue or burnout. Appropriate recognition and support should accompany teachers' additional contributions.

Future research should examine contextual factors that may explain when OCB contributes positively to teacher job satisfaction. In particular, Workload and Work-Life Balance are recommended as potential moderating variables because they may determine whether extra-role behaviors generate positive outcomes or instead increase work pressure. Future studies may also incorporate organizational commitment, work engagement, teacher resilience, psychological empowerment, and perceived organizational support, while employing moderation analysis, Structural Equation Modeling (SEM), or longitudinal research designs. Such approaches would provide a more comprehensive understanding of the mechanisms and conditions through which situational leadership, organizational culture, and OCB influence teacher job satisfaction and teacher well-being.

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