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How school governance affects teachers' organizational citizenship behavior?

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ABSTRACT

Organizational citizenship behavior (OCB) is a critical determinant for teachers and school. The aim of this study to investigate how school governance affects teachers' OCB through organizational commitment. The study used a survey method which was carried out by distributing Likert scale questionnaires: school governance, organizational commitment, and OCB to 275 teachers in public junior high schools in Indonesia. Data analyses using structural equation modeling (SEM) supported by common method biases (CMB) followed descriptive and correlational statistics. The results show that school governance directly affects teachers' OCB, organizational commitment directly affects teachers' OCB, school governance directly affects organizational commitment, and school governance indirectly affects teachers' OCB through organizational commitment. This finding promotes a new model of school governance affects teachers' OCB through organizational commitment. Accordingly, this study suggests that school management improves OCB teachers through management engineering based on school governance and organizational commitment. Meanwhile, researchers can discuss the model before it is adapted or adopted in their future research projects.



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Introduction

OCB determines individual and organizational life, including school organizations. At the individual level, OCB increases employee's performance (Suswati, 2022) and productivity (Barsulai et al., 2019). In addition, OCB also reduces work stress (Pranata et al., 2020), burnout (Opeke & Akonila, 2019), and turnover intention (Saputri & Husna, 2022). At the organizational level, OCB can enhance organizational's performance (Huynh & Nguyen, 2022), competitiveness (Ramalakshmi & Ravindran, 2022), effectiveness (Kumaria & Thapliyal, 2017), and agility (Aval et al., 2017). Conceptually, OCB is an employee's actions outside the boundaries of formal duties but can help the survival and success of the organization (McShane & von Glinow, 2020). It is related to individual actions that are voluntary, free, and actually can drive organizational effectiveness and efficiency (Earlyanti & Hamid (2023). Therefore, OCB reflects over-duty behavior not formally regulated within the organization, including in the compensation system (Yang et al., 2022). Organ et al. (2006) put forward five indicators of OCB. First, altruism is helping others, such as helping colleagues complete abandoned work or solving complex personal problems. Second, conscientiousness is related to awareness and enthusiasm to do their best to exceed organizational expectations. Third, sportsmanship reflects a tolerant attitude toward the weaknesses and shortcomings of the organization. Fourth, courtesy reflects the willingness to foster good

relations with others to reduce the possibility of interpersonal conflict. Fifth, civic virtue refers to acting responsibly to help the survival and success of the organization.

In reality, such behavior is needed by individuals and organizations in emergency situations, such as during the COVID-19 pandemic or the transition to endemic. These two conditions require rapid anticipation and adaptation. For example, in the school organizations' context, the COVID-19 pandemic requires teachers to quickly adapt to implementing online learning without adequate preparation and supporting facilities. Afterward, teachers must apply a hybrid learning pattern during the transition from pandemic to endemic. Such a condition requires extra behavior, reflected in OCB. It doesn't just happen. Many factors can cause it. For example, prior studies indicate that OCB affected school governance (Widodo & Sulistiasih, 2021) and organizational commitment (Al Difa & Claudia, 2022). Besides affecting OCB, organizational commitment is also impacted by school governance (Galay, 2022). However, other studies indicated contradictively results. For instance, Soelton et al. (2021) and Santol et al. (2022) indicated that OCB impacts good governance. Novianti (2021) also found that organizational commitment did not significantly affect OCB. Even Romi et al. (2021) point out that OCB affects organizational commitment. Furthermore, Najm et al. (2022) revealed no significant effect of several dimensions of corporate governance, such as transparency, on affective and normative commitment. Moreover, Basri et al. (2021) claimed that organizational commitment influences the implementation of corporate governance. The inconsistency of these research results creates a research gap requiring scientific clarification via research. Based on this urgency, this study investigates how school governance affects teachers' OCB through organizational commitment and finds a new empirical model through mediation mechanisms.

School Governance and Teacher's OCB

Conceptually, the term school governance is the same as corporate governance. The point describes the synergy and combination of structures and processes that organizations implement to inform, manage, direct, and monitor their activities in order to achieve the desired organizational goals (Hey, 2017). Svard (2017) identified five principles of organizational governance, which include transparency, accountability, responsibility, independence, and fairness.

If implemented properly, these principles help the organization achieve its goals. For example, previous studies by Boshnak (2021) and Gunawan and Widodo (2022) show that corporate governance affects organizational performance and competitive advantage. In addition, the corporate governance system also increases the profitability and betterment of the organizations' wealth (Kafidipe, 2021; Khan et al., 2019). In addition, the corporate governance structure identifies the division of responsibilities and rights of organizational members, such as external auditors, board of directors, management, and shareholders (Mansur & Tangl, 2018), thereby making the organization more effective in achieving its goals. It shows that corporate governance is crucial for organizations, including school organizations. Schools that uphold and apply the principles of good school governance can stimulate an increase in teacher OCB. For example, a school that manages finances transparently and reports them openly will encourage teachers to do things beyond their duties to achieve school goals immediately. An investigation by Widodo and Sulistiasih (2021) and Gustari and Widodo (2020) also indicated that school governance has a significant effect on teachers' OCB. Therefore, we promote the hypothesis as follows:

H₁: School governance directly affects teachers' OCB.

Organizational Commitment and Teachers' OCB

OCB can also be influenced by organizational commitment. Several studies concluded that organizational commitment significantly affects OCB (Al Difa & Claudia, 2022; Promprasert et al., 2022; Azmy, 2021; Kusumaningati et al., 2018; Vipraprastha et al., 2018). It indicates that organizational commitment is an essential predictor for OCB. In an organizational context, commitment is an employee's intention to identify himself in the organization, participate actively in various organizational activities, and make the best effort to benefit the organization (Noe et al., 2023). Hence, traditionally, organizational commitment reflects a strong willingness to be part of the organization, acceptance of organizational values, and readiness to make extra efforts to help achieve organizational goals (Doan et al., 2020; Riana, 2021). According to Meyer and Allen (1991), organizational commitment has three components as measurement indicators. First, affective commitment relates to employees' emotional attachment to identifying and involving themselves in various organizational activities. Second, normative commitment is employees' feelings in accepting, obeying, and implementing various organizational rules and policies. The third is continuance commitment, linked to feelings of loss if the employee leaves the organization. At a high level, its potentially enhance teachers' OCB. As an illustration, employees' emotional attachment to identifying and involving themselves in various organizational activities can stimulate civic virtue among teachers manifested in acting responsibly to help schools' survival and success. In addition, normative commitment as a teachers' feelings in accepting, obeying, and implementing

various organizational rules and policies also stimulates their awareness and enthusiasm to do their best to exceed school expectations. Accordingly, we formulate the second hypothesis as follows:

H₂: Organizational commitment directly affects teachers' OCB.

School Governance and Teachers' Organizational Commitment

Besides affecting teachers' OCB, organizational commitment is also influenced by school governance. Galay (2022) and Aini and Maswanto (2019) demonstrated that corporate governance significantly impacts organizational commitment. It indicates that school governance is essential antecedence for teachers' organizational commitment. That means the school's proper implementation of the school governance's principles tends to encourage teachers' affective, normative, and continuance commitment. For instance, the principle of responsibility should drive affective commitment among teachers. The principles of transparency and fairness also stimulate emerging teachers' normative commitment. Accordingly, it can propose the third hypothesis:

H₃: School governance directly affects teachers' organizational commitment.

Mediating Role of Organizational Commitment

So far, it is still difficult to find research results showing organizational commitments' role in mediating the causal relationship between school governance and OCB. However, several prior studies above indicated a mediating role of organizational commitment in the relationship between school governance with teachers' OCB. Galay (2022) and Aini and Maswanto (2019) demonstrated that corporate governance impacts organizational commitment, while Al Difa and Claudia (2022) and Promprasert et al. (2022) prove that organizational commitment is related to OCB. The two study groups place organizational commitment as a mediator between school governance and OCB. That means that when schools can properly apply the principles of school governance, it can inspire and stimulate teacher affective, normative, and continuance commitment and then implicates teachers' OCB. Therefore, it can propose the fourth hypothesis:

H₄: School governance indirectly affects teachers' OCB through organizational commitment.

Research Methods

Participants

The participants (sample) of the study consisted of 275 public junior high school teachers in Indonesia and are domiciled in three provinces: Jakarta, West Java, and Banten. They were selected by accidental sampling based on their willingness to fill out the complete questionnaire without receiving any compensation (Widodo, 2019). As presented in Table 1, the most of them are women (70.91%), aged 46-55 years (46.55%), and have a bachelor's degree (85.82%). In addition, most were married (89.82%), and had work experience as teachers > 16 years (57.82%).

Table 1. Profile of the research participants

| Profile | Amount | Percentage |
|----------------------|--------|------------|
| Gender | | |
| 1. Male | 80 | 29.09 |
| 2. Female | 195 | 70.91 |
| Age | | |
| 1. < 25 years | 12 | 4.36 |
| 2. 26 – 35 years | 52 | 18.91 |
| 3. 36 – 45 years | 75 | 27.27 |
| 4. 46 – 55 years | 128 | 46.55 |
| 5. > 56 years | 8 | 2.91 |
| Education | | |
| 1. Bachelor (S1) | 236 | 85.82 |
| 2. Postgraduate (S2) | 39 | 14.18 |
| Status | | |
| 1. Married | 247 | 89.82 |
| 2. Unmarried | 28 | 10.18 |
| Experience | | |
| 1. < 5 years | 20 | 7.27 |
| 2. 6 – 10 years | 56 | 20.36 |
| 3. 11 – 15 years | 40 | 14.55 |
| 4. > 16 years | 159 | 57.82 |

Procedures and Materials

This study uses a quantitative method through surveys by distributing questionnaires online via email and WhatsApp in Google Forms format. A five-option Likert scale questionnaire from strongly disagree/never (score 1) to strongly agree/always (score 5) was prepared by researchers based on theoretical dimensions/indicators from experts. The school governance questionnaire consists of ten items, developed from indicators of transparency (Tran), accountability (Acco), responsibility (Resp), independence (Inde), and fairness (Fair) (Svard, 2017). Then, the organizational commitment questionnaire includes nine items as development indicators: affective commitment (AC), normative commitment (NC), and continuance commitment (CC) (Meyer & Allen, 1991). Meanwhile, the OCB questionnaire comprises ten items as a description of the indicators: altruism (Altr), conscientiousness (Cons), sportsmanship (Spor), courtesy (Cour), and civic virtue (Civi) (Organ et al., 2006). The corrected item-total correlation coefficient (CI-TCC) and Alpha coefficient (AC) of school governance were .485–.839 and .98, OCB = .393–.780 and .864, and organizational commitment = .570–.848 and .915. Overall, CITCC is more than ($>$) .361 and AC more than ($>$) .70, indicating the validity and reliability research instrument (Widodo, 2019).

Data Analysis

The data obtained from distributing the questionnaires were analyzed using the structural equation modeling (SEM) performed by LisRel 8.80 software. Previously, the questionnaire has tested their validity and reliability, used to collect data from 275 research participants. The results were analyzed using common method biases (CMB), descriptive, and correlational statistics, processed by SPSS 22. Its function is to detect the possibility of CMB occurring, describe research variables, and explain the relationship between indicators.

Result and Discussion

Common Method Biases

Several researchers suspect that the cross-sectional survey study using the self-report questionnaire, such as used in this research, leaves the problem of CMB, which is one source of measurement error. CMB describes the magnitude of the difference between the relationships between the observed variables and the actual correlations produced by the general method of variance (CMV). Therefore, CMB can reduce valid and reliable research findings. Fuller et al. (2016) suggest using procedural improvements and statistical approaches to anticipate it. In this study, a statistical approach was applied using the Harman's single-factor test (Malhotra et al., 2016). The results show that the total variance extracted by one factor is 35.571%, smaller than the recommended tolerance of 50% (Kock, 2021). Thus, the data of this study are not contaminated with CMV (CMB) symptoms.

Descriptive and Correlation Analysis

As displayed in Table 2, the descriptive statistical analysis results shows mean values of school governance indicators from the lowest to highest: Inde = 8.04, Fair = 8.33, Tran = 8.48, Resp = 8.99, and Acco = 9.16; organizational commitment: AC = 12.25, CC = 12.97, and NC = 13.82; and OCB: Spor = 7.83, Cons = 8.10, Civi = 8.23, Altr = 8.28, and Cour = 9.42. In addition, the standard deviation (SD) values of the school governance indicators are Tran = 1.130, Resp = 1.364, Tran = 1.438, Fair = 1.553, and Inde = 1.654; organizational commitment: NC = 1.478, CC = 1.584, and AC = 2.102; OCB: Cour = .826, Civi = 1.186, Spor = 1.398, Altr = 1.428, and Cons = 1.481. In general, the SD values are smaller than the mean values. This empirical fact indicates a suitable data representation. In addition, the results of the correlation analysis between indicators also showed a significant reciprocal relationship at $p < .01$. All correlation coefficient values are less than 0.9. It indicates no symptoms of multicollinearity in this study.

Table 2. Descriptive and correlation statistics results

| Indicators | Descriptive | | Correlation | | | | | | | | | | | | |
|---|-------------|-------|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| | Mean | SD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| School Governance (X) | | | | | | | | | | | | | | | |
| 1. Tran | 8.48 | 1.438 | 1.00 | | | | | | | | | | | | |
| 2. Acco | 9.16 | 1.130 | .41** | 1.00 | | | | | | | | | | | |
| 3. Resp | 8.99 | 1.364 | .33** | .66** | 1.00 | | | | | | | | | | |
| 4. Inde | 8.04 | 1.654 | .21** | .21** | .38** | 1.00 | | | | | | | | | |
| 5. Fair | 8.33 | 1.553 | .42** | .38** | .45** | .50** | 1.00 | | | | | | | | |
| Organizational Commitment (Y ₁) | | | | | | | | | | | | | | | |
| 6. AC | 12.25 | 2.102 | .34** | .15** | .21** | .27** | .27** | 1.00 | | | | | | | |
| 7. NC | 13.82 | 1.478 | .34** | .26** | .16** | .14** | .25** | .40** | 1.00 | | | | | | |
| 8. CC | 12.97 | 1.584 | .28** | .14** | .15** | .22** | .29** | .27** | .47** | 1.00 | | | | | |
| OCB (Y ₂) | | | | | | | | | | | | | | | |
| 9. Altr | 8.28 | 1.428 | .20** | .18** | .18** | .31** | .41** | .52** | .22** | .26** | 1.00 | | | | |
| 10. Cons | 8.10 | 1.481 | .24** | .20** | .23** | .29** | .43** | .32** | .26** | .36** | .57** | 1.00 | | | |
| 11. Spor | 7.83 | 1.398 | .25** | .27** | .19** | .41** | .50** | .34** | .30** | .35** | .49** | .64** | 1.00 | | |
| 12. Cour | 9.42 | .826 | .17** | .26** | .17** | .28** | .26** | .31** | .44** | .41** | .31** | .31** | .33** | 1.00 | |
| 13. Civi | 8.23 | 1.186 | .16** | .18** | .17** | .19** | .33** | .38** | .22** | .40** | .42** | .34** | .35** | .30** | 1.00 |

** $p < .01$

Confirmatory Factor Analysis

As presented in Table 3, the factor loading values for all indicators are greater than .3. It confirms the validity of indicators in measuring research variables (Costello & Osborne, 2005). Meanwhile, the reliability is seen based on the values of construct reliability (CR), variance extract (VE), and Alpha (α), respectively greater than .7 for CR and α , and greater than .5 for VE. It indicates good reliability and acceptable convergence (van Griethuijsen et al., 2015; Hair et al., 2018).

Tabel 3. Results of the measurement model

| Constructs | Indicators | Factor Loading | CR | VE | α |
|-------------------------------------|------------|----------------|------|------|----------|
| School Governance (X) | Tran | .49 | .765 | .507 | .908 |
| | Acco | .75 | | | |
| | Resp | .82 | | | |
| | Inde | .46 | | | |
| | Fair | .59 | | | |
| Organizational Commitment (Y^1) | AC | .48 | .769 | .517 | .915 |
| | NC | .84 | | | |
| | CC | .56 | | | |
| OCB (Y^2) | Altr | .70 | .781 | .530 | .864 |
| | Cons | .81 | | | |
| | Spor | .76 | | | |
| | Cour | .43 | | | |
| | Civi | .49 | | | |

Goodness of Fit

The results of the goodness of fit (GOF) index test are summarized in Table 4. Of the eleven measurement criteria, eight indexes are good (fit), while the other three are poor, namely chi-squared, sig. probability, and RMSEA. Specifically, the chi-square test is usually very sensitive for large sample sizes, more than 200 (Hair et al., 2018), as in the case of this study which involved 275 teachers. Hence, the chi-square value is poor. However, overall the GOF results show valid (fit) indications because most of the tested (eight criteria) meet the requirements.

Table 4. Goodness of fit statistics

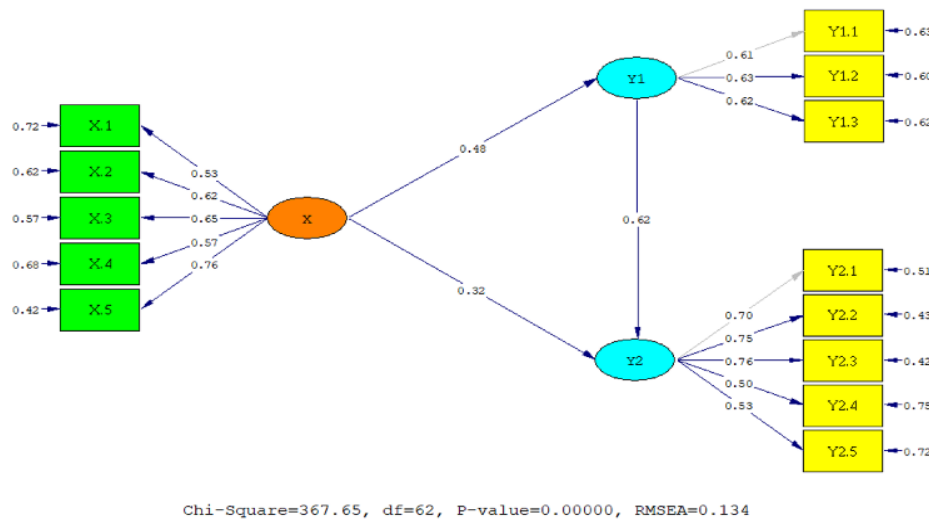
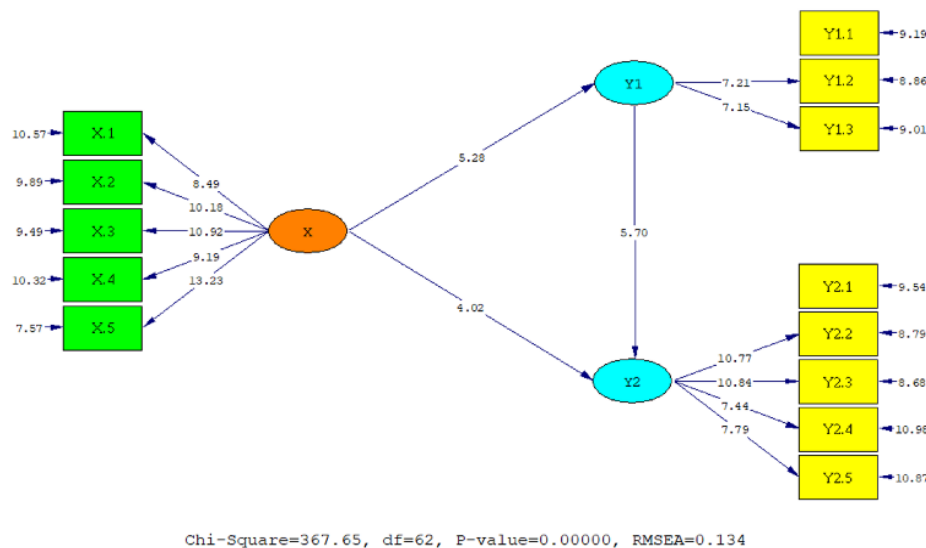
| Goodness of fit statistics | Cut of Value | Result | Information |
|----------------------------|---------------------------|--------|-------------|
| Absolute fit measures | | | |
| Chi-Square | $\chi^2 < \chi^2_{table}$ | 367.65 | Poor |
| Sig. Probability | $P > .05$ | .00000 | Poor |
| GFI | $\geq .09$ | .83 | Good |
| RMSEA | $\leq .08$ | .134 | Poor |
| Incremental fit measures | | | |
| NFI | $> .90$ | .93 | Good |
| NNFI | $\geq .90$ | .92 | Good |
| AGFI | $\geq .90$ | .95 | Good |
| CFI | $\geq .90$ | .96 | Good |
| RFI | $\geq .90$ | .90 | Good |
| Persimony fit measures | | | |
| Normed chi-square | $1 - 2 \text{ or } < 3$ | 1.55 | Good |
| PNFI | $0 - 1$ | .66 | Good |

Hypothesis Testing

The results of the hypothesis tested are summarized in Table 5 based on Figures 1 and 2. All hypotheses were supported (significant) with t value $> t_{table}$ at $\alpha = .01$. In detail, school governance significantly direct affects teachers' OCB ($\gamma = .32, p < .01$), organizational commitment significantly direct affects teachers' OCB ($\beta = .62, p < .01$), school governance significantly direct affects teachers' organizational commitment ($\gamma = .48, p < .01$), and school governance significantly indirect affects teachers' OCB through organizational commitment ($\beta = .30, p < .01$). All path coefficients (factors' loading) direct and indirect effects are positive. It shows that improving school governance can increase teachers' organizational commitment and implicates their OCB. Furthermore, organizational commitment has a more decisive influence on OCB than school governance ($.62 > .48$). It indicates that organizational commitment as an internal factor of teachers has a stronger impetus towards OCB than school governance as an external factor.

Table 5. Hypothesis Testing Results

| Hypothesis | γ/β | T-value | Decision |
|--|----------------|---------|-----------|
| H1: School governance (X) on OCB (Y ₂) | .32** | 4.02 | Supported |
| H2: Organizational commitment (Y ₁) on OCB (Y ₂) | .62** | 5.70 | Supported |
| H3: School governance (X) on organizational commitment (Y ₁) | .48** | 5.28 | Supported |
| H4: School governance (X) on OCB (Y ₂) through organizational commitment (Y ₁) | .30** | 4.45 | Supported |

** $p < .01$ **Figure 1.** Standardized structural model**Figure 2.** T-value structural model

This study's results indicate that school governance affects teachers' organizational commitment and OCB, and organizational commitment affects teacher OCB and mediates the relationship between school governance with teachers' OCB. In detail, school governance significantly affects teachers' OCB. It indicates that school governance is a crucial predictor of teacher OCB; therefore, improving school governance can increase teacher OCB. This finding aligns with and confirms prior studies by Widodo and Sulistiasih (2021) and Gustari and Widodo (2020) that school governance influences OCB and an antithesis to the studies of Soelton et al. (2021) and Santol et al. (2022) that OCB impacts good governance.

This study also proves that organizational commitment significantly affects teachers' OCB, even stronger than school governance. It suggests that organizational commitment is a key predictor of teachers' OCB. Consequently, every improvement in organizational commitment will increase teachers' OCB. This evidence is

similar to previous studies that organizational commitment impacts OCB (Al Difa & Claudia, 2022; Promprasert et al., 2022; Azmy, 2021) and contrary to Novianti's (2021) study that organizational commitment does not significantly affect OCB and Romi et al. (2021) claimed that OCB affects organizational commitment.

In addition, this study also found that school governance significantly affects teachers' organizational commitment. It indicates that school governance is a crucial antecedent for teachers' organizational commitment. Therefore, improving school governance can have positive implications for teachers' organizational commitment. This empirical fact is in line with the investigation by Galay (2022) and Aini and Maswanto (2019) that corporate governance significantly impacts organizational commitment and negates the study of Najm et al. (2022) that there is no significant effect of corporate governance on affective and normative commitment as well as the study of Basri et al. (2021) that organizational commitment influences corporate governance.

Finally, this study finds a significant role of organizational commitment in mediating the effect of school governance on teachers' OCB. This finding is not only consistent and confirms the results of Galay's (2022) and Aini and Maswanto's (2019) research that corporate governance impacts organizational commitment and the claims of Al Difa and Claudia (2022) and Promprasert et al. (2022) that organizational commitment affects OCB, but also promotes a new empirical model of mediating the effect of school governance on OCB through organizational commitment. This model makes a theoretical contribution to the development of education management science, especially in order to increase teacher OCB through the perspective of school governance with organizational commitment mediating mechanisms. In addition, this model also provides practical implications as a strategy for increasing teacher OCB through improving school governance and organizational commitment.

Conclusion

OCB is essential for individual and organizational life, including teachers in school organizations context. Hence, this study investigates the effect of school governance on teachers' OCB through organizational commitment. The results found that school governance directly affects teachers' OCB, organizational commitment directly affects teachers' OCB, school governance direct affects organizational commitment, and school governance indirectly affects teachers' OCB through organizational commitment. This finding is not only consistent and confirms the previous studies that are in line and negates other studies that are contradictory but also promotes a new empirical model regarding the effect of school governance on teachers' OCB through organizational commitment. Accordingly, this study suggests that school management seeks to improve teacher OCB through management engineering based on school governance and organizational commitment. The way is to apply the principles of school governance (transparency, accountability, responsibility, independence, fairness) intensively and better supported by comprehensive improvements of affective, normative, and continuance commitments.

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