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A Strategic Model for Enhancing Organizational Citizenship Behavior Through Transformational Leadership and Emotional Intelligence in Educational Institutions

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Abstract: This study examines the suboptimal level of Organizational Citizenship Behavior (OCB) among educational support staff, indicated by low initiative, limited extra role involvement, and minimal contribution to organizational effectiveness. OCB represents voluntary behavior that enhances individual performance and supports the effectiveness and sustainability of educational organizations, particularly private vocational high schools in Bogor Regency. Strengthening OCB is essential to create a collaborative, adaptive, and service oriented work environment. This study aims to develop strategic efforts to enhance OCB by analyzing the direct and indirect effects of Transformational Leadership and Emotional Intelligence, with Job Satisfaction as an intervening variable. A quantitative survey approach was employed. The population consisted of educational support staff at private vocational high schools in Bogor Regency, with 186 respondents selected through proportional random sampling. Data were collected using validated and reliable questionnaires and analyzed using descriptive statistics, correlation analysis, and path analysis. The results show that Transformational Leadership and Emotional Intelligence have positive and significant direct effects on OCB. Job Satisfaction also has a positive and significant direct effect on OCB. Additionally, Transformational Leadership and Emotional Intelligence positively influence Job Satisfaction. Mediation analysis confirms that Job Satisfaction mediates the effects of Leadership and Emotional Intelligence on OCB.

Keywords: Organizational Citizenship Behavior, Transformational Leadership, Emotional Intelligence, Job Satisfaction, Educational Support Staff.

INTRODUCTION

Human Resource Management (HRM) is a strategic organizational function that focuses on managing individuals to contribute optimally to the achievement of organizational goals. HRM not only encompasses administrative activities but also plays a strategic role in creating organizational competitive advantage (Dessler, 2020; Mathis & Jackson, 2019). In the

educational context, particularly private vocational high schools (SMK Swasta) in Bogor Regency, the increasing organizational complexity demands effective administrative systems and human resource management, especially in response to large student populations, diverse skill programs, and growing service demands.

Educational support staff play a strategic role in supporting the implementation of education, as stipulated in Law No. 20 of 2003 and Law No. 14 of 2005, and further reinforced by Government Regulation No. 13 of 2015 and Ministerial Regulation No. 12 of 2018. However, field findings indicate that some educational support staff in private vocational schools in Bogor Regency still perform duties limited to formal job descriptions, with suboptimal levels of Organizational Citizenship Behavior (OCB). OCB represents voluntary behavior that significantly contributes to organizational effectiveness (Organ et al., 2006; Podsakoff et al., 2000) and is a critical factor in the success of educational organizations (Robbins & Judge, 2019).

Interviews and preliminary survey results reveal that OCB issues among educational support staff are particularly evident in the dimensions of Helping, Courtesy, Sportsmanship, Voice, Civic Virtue, and Boosterism, with the most critical problems occurring in the Voice and Civic Virtue dimensions. These findings indicate the need for serious managerial intervention. Consistent with previous studies highlighting the influence of transformational leadership, emotional intelligence, and job satisfaction on OCB (Ayalew & Walia, 2024; Herfina et al., 2022; Jufrizen et al., 2023; Mardanillah et al., 2024; Santa et al., 2023), this study employs a mixed-methods approach to analyze the determinants of OCB and to formulate contextual and sustainable strategies for enhancing OCB among educational support staff.

Based on the research problems, this study aims to develop strategies for enhancing Organizational Citizenship Behavior (OCB) among educational support staff in private vocational high schools in Bogor Regency by examining the magnitude of the direct effects of Transformational Leadership, Emotional Intelligence, and Job Satisfaction on OCB, as well as the direct effects of Transformational Leadership and Emotional Intelligence on Job Satisfaction. In addition, this study investigates the indirect effects of Transformational Leadership and Emotional Intelligence on OCB through Job Satisfaction as an intervening variable, in order to provide a comprehensive understanding of the factors influencing OCB and to formulate effective and sustainable improvement strategies.

METHOD

This study employed a mixed methods approach with a Sequential Explanatory Design, integrating quantitative and qualitative methods to examine Organizational Citizenship Behavior (OCB) among educational staff. The design allows empirical testing of variable relationships while providing contextual understanding of statistical findings, aligning with Creswell and Plano Clark's recommendations for complex behavioral research.

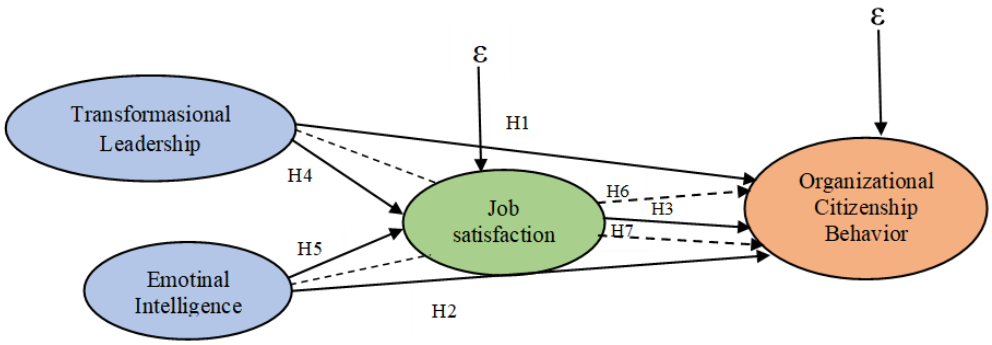
The quantitative phase involved surveys of educational staff at private vocational high schools accredited A in Bogor Regency, Indonesia. A sample of 186 respondents was selected from a population of 345 using the Slovin formula. Data were analyzed using path analysis to examine direct, indirect, and total effects among Transformational Leadership (X1), Emotional Intelligence (X2), Job Satisfaction (Y), and OCB (Z).

Preliminary testing of instruments ensured validity and reliability using Pearson correlation and Cronbach's alpha. Descriptive statistics summarized respondent characteristics, while tests for normality, homogeneity, and linearity ensured compliance with parametric assumptions. Regression significance was assessed via F-tests and t-tests.

Operational definitions were established for all variables. OCB was measured across six dimensions, Transformational Leadership across four dimensions, Emotional Intelligence

across five, and Job Satisfaction across six aspects. Indicator-level analysis confirmed that all items represented their latent constructs with convergent and discriminant validity.

This study employed a Sequential Explanatory research design, in which quantitative research was conducted first and subsequently complemented by qualitative research. If the quantitative findings indicated that the Organizational Citizenship Behavior (OCB) of educational staff was categorized as high, a qualitative analysis was then carried out to determine whether the qualitative results were consistent with or different from the quantitative findings. More specifically, the qualitative analysis aimed to verify whether similarities or differences existed between the quantitative data and the qualitative findings across the variable indicators presented in the figure 1.



Source: Research findings

Figure 1. Research Design

The qualitative phase, conducted after the quantitative analysis, employed Focus Group Discussions (FGDs) and the Delphi technique to explore perceptions, experiences, and expert consensus regarding the variables. FGDs involved school officials and were analyzed thematically, while Delphi rounds engaged human resource experts and academics to achieve consensus on the findings. Results were validated through triangulation to ensure credibility and consistency.

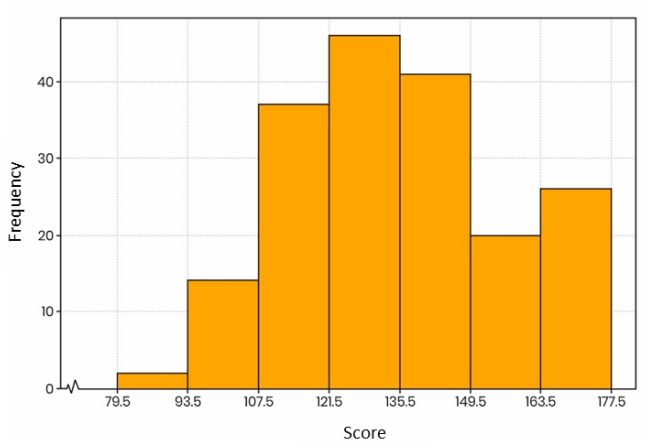
Finally, a comparative analysis integrated quantitative and qualitative results to determine whether findings were consistent across methods. This combined methodology ensured both statistical rigor and contextual understanding in assessing factors influencing OCB among educational staff.

RESULTS AND DISCUSSION

Descriptive Analysis

Descriptive analysis was conducted to provide an overview of the data distribution for Organizational Citizenship Behavior (OCB), Transformational Leadership, Emotional Intelligence, and Job Satisfaction based on the perceptions of educational staff in private vocational high schools in Bogor Regency. The results are presented narratively with reference to the distribution patterns shown in the histograms for each variable.

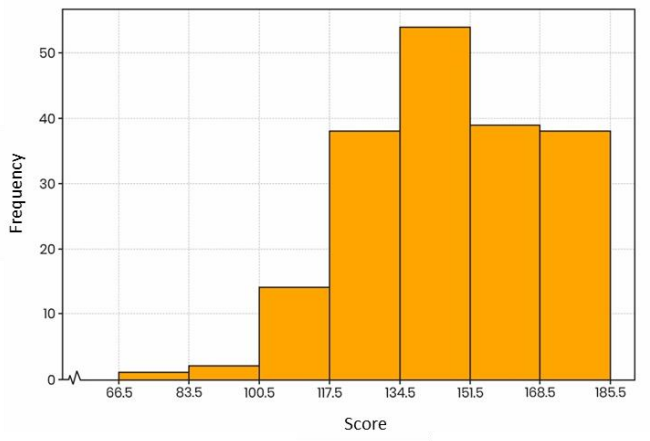
The histogram of Organizational Citizenship Behavior (OCB) (Figure 2) shows that most respondents are concentrated in the score interval of 128–143, with 61 respondents (32.80% of the sample). This indicates that perceptions of OCB are predominantly in the medium category. A substantial proportion of respondents is also found in the higher interval of 160–175, totaling 50 respondents (26.88%). In contrast, the lowest frequency appears in the interval of 80–95, with only 2 respondents (1.08%). Overall, the histogram demonstrates a distribution skewed toward medium to high values, indicating a generally positive level of OCB.



Source: Research findings

Figure 2. Histogram of the OCB Variable

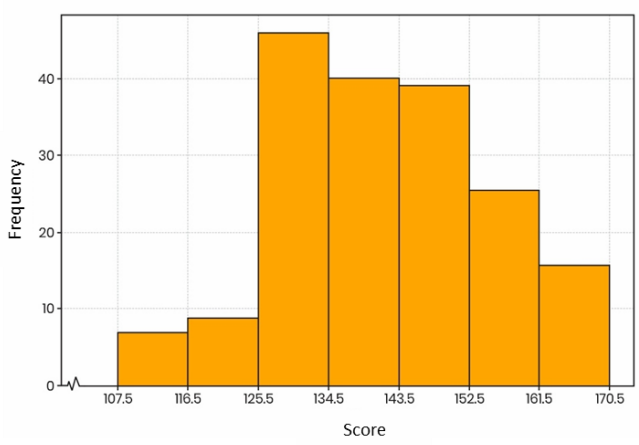
The histogram for Transformational Leadership indicates that the largest concentration of respondents falls within the score interval of 157–174, comprising 50 respondents (26.88%). This is followed by the intervals of 139–156 with 46 respondents (24.73%) and 175–192 with 43 respondents (23.12%). Only a very small number of respondents are located in the lower score intervals, suggesting that low perceptions of transformational leadership are relatively rare. In general, the distribution pattern is inclined toward higher scores, indicating that transformational leadership is perceived as good to very good by most respondents.



Source: Research findings

Figure 3. Histogram of the Transformational Leadership Variable

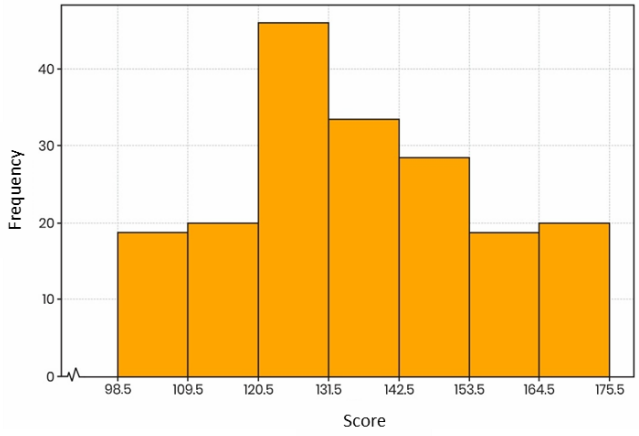
Regarding Emotional Intelligence, the histogram shows that the highest frequency occurs in the interval of 130–140, with 49 respondents (26.34%). This is closely followed by the interval of 152–162, which includes 48 respondents (25.81%), and the interval of 141–151 with 36 respondents (19.35%). The lowest frequency is found in the interval of 108–118, accounting for 9 respondents (4.84%). The overall distribution suggests that respondents' emotional intelligence levels tend to fall within the medium to high categories.



Source: Research findings

Figure 4. Histogram of the Emotinal Intelligence Variable

The histogram of Job Satisfaction reveals that the largest proportion of respondents is concentrated in the score interval of 138–150, with 44 respondents (23.66%). This is followed by the interval of 125–137 with 41 respondents (22.04%) and the interval of 164–176 with 30 respondents (16.13%). Although a smaller group of respondents appears in the lower interval of 99–111, the overall distribution indicates that job satisfaction is generally perceived at a moderate to high level, as reflected in the histogram pattern.



Source: Research findings

Figure 5. Histogram of the Job Satisfaction

The descriptive analysis based on histogram distributions indicates that Organizational Citizenship Behavior, Transformational Leadership, Emotional Intelligence, and Job Satisfaction among educational staff in private vocational high schools in Bogor Regency are predominantly at medium to high levels. These findings provide a solid descriptive foundation for further inferential analysis examining the relationships among the study variables.

Data Analysis

Data analysis was conducted to examine the relationships among Transformational Leadership, Emotional Intelligence, Job Satisfaction, and Organizational Citizenship Behavior (OCB) using both variable-level and indicator-level correlations. The overall relationships among the main research variables are summarized in Table 1. and Table 2.

Table 1. Results of Variable Analysis of X1, X2, and Y on Variable Z

Variable	Organizational Citizenship Behavior (OCB) (Z)
Transformational Leadership (X1) Sig. (2-tailed) = 0.000 N = 186	Pearson Correlation = 0.495
Emotional Intelligence (X2) Sig. (2-tailed) = 0.000 N = 186	Pearson Correlation = 0.461
Job Satisfaction (Y) Sig. (2-tailed) = 0.000 N = 186	Pearson Correlation = 0.508

Source: Research findings

The results show that Transformational Leadership, Emotional Intelligence, and Job Satisfaction are all positively and significantly correlated with OCB. Transformational Leadership demonstrates a moderate relationship with OCB ($r = 0.495$, $p < 0.001$), as does Emotional Intelligence ($r = 0.461$, $p < 0.001$). Job Satisfaction exhibits the strongest correlation with OCB among the three predictors, although still within the moderate category ($r = 0.508$, $p < 0.001$). These findings indicate that higher levels of leadership quality, emotional competence, and job satisfaction are associated with stronger discretionary behaviors among educational staff.

Table 2. Results of Variable Analysis of X1 and X2 on Variable Y

Variable	Job Satisfaction (Y)
Transformational Leadership (X1) Sig. (2-tailed) = 0.000 N = 186	Pearson Correlation = 0.412
Emotional Intelligence (X2) Sig. (2-tailed) = 0.000 N = 186	Pearson Correlation = 0.765

Source: Research findings

Further analysis indicates that Transformational Leadership is moderately correlated with Job Satisfaction ($r = 0.412$, $p < 0.001$), while Emotional Intelligence shows a strong and statistically significant relationship with Job Satisfaction ($r = 0.765$, $p < 0.001$), as presented in Table 2. This result highlights the central role of Emotional Intelligence in shaping employees' job satisfaction, which subsequently contributes to OCB.

Indicator-level analysis was conducted to identify dominant relationships between specific dimensions of the independent variables, Job Satisfaction, and OCB. The detailed indicator correlations are presented in Table 3. The findings reveal that *Individualized Consideration* (Transformational Leadership) has the strongest association with *Civic Virtue* (OCB), indicating a strong relationship. Within Emotional Intelligence, the *Well-being* indicator shows the strongest correlation with *Courtesy*. In the Job Satisfaction construct, *Compensation and Rewards* is most strongly related to *Sportsmanship*, suggesting that fair compensation plays a critical role in promoting positive voluntary behavior.

Table 3. Results of Indicator-Level Analysis of Variables X1, X2, and Y on Variable Z

Independent Variables	OCB (Z1) Helping	OCB (Z2) Courtesy	OCB (Z3) Sportsmanship	OCB (Z4) Voice	OCB (Z5) Civic Virtue	OCB (Z6) Boosterism
Transformational Leadership (X1)						
Idealized Influence (X1.1)	0.497	0.500	0.352	0.400	0.474	0.538

Inspirational Motivation (X1.2)	0.417	0.519	0.493	0.453	0.571	0.397
Intellectual Stimulation (X1.3)	0.498	0.508	0.520	0.529	0.631	0.565
Individualized Consideration (X1.4)	0.504	0.467	0.510	0.475	0.646	0.623
Emotional Intelligence (X2)						
Well-being (X2.1)	0.417	0.618	0.403	0.334	0.455	0.227
Self-Control (X2.2)	0.282	0.470	0.424	0.330	0.471	0.351
Emotionality (X2.3)	0.330	0.514	0.475	0.296	0.442	0.244
Sociability (X2.4)	0.276	0.482	0.471	0.255	0.397	0.087
Empathy (X2.5)	0.271	0.381	0.476	0.387	0.341	0.247
Job Satisfaction (Y)						
Work Itself (Y1)	0.429	0.593	0.538	0.454	0.574	0.357
Supervision (Y2)	0.336	0.590	0.556	0.388	0.607	0.322
Social Relationships (Y3)	0.386	0.587	0.526	0.517	0.523	0.368
Compensation & Rewards (Y4)	0.365	0.623	0.673	0.532	0.629	0.408
Career Development (Y5)	0.398	0.619	0.545	0.495	0.619	0.421
Job Security (Y6)	0.387	0.655	0.582	0.498	0.626	0.388

Source: Research findings

To substantiate these overall patterns, a path analysis was conducted to examine both direct and indirect relationships among Transformational Leadership, Emotional Intelligence, Job Satisfaction, and Organizational Citizenship Behavior. The analysis was conducted using two structural submodels to estimate direct and indirect relationships among the variables.

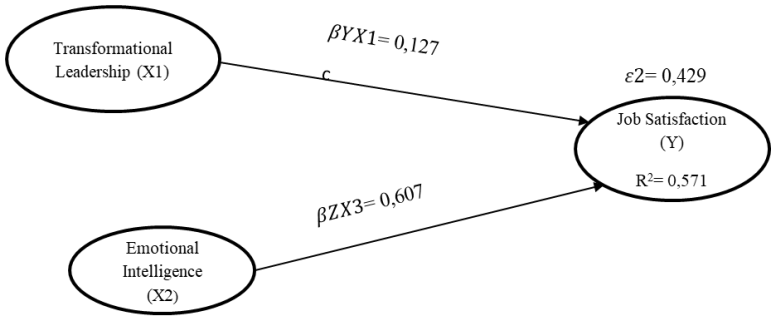
In Substructure 1, Organizational Citizenship Behavior (OCB/Z) was specified as the endogenous variable, while Transformational Leadership (X1), Emotional Intelligence (X2), and Job Satisfaction (Y) served as exogenous variables, with εz as the residual term (Figure 6.). The results show that Transformational Leadership had a positive and relatively strong direct effect on OCB (β = 0.371), followed by Emotional Intelligence (β = 0.396), while Job Satisfaction demonstrated a positive but moderate effect on OCB (β = 0.171). The coefficient of determination (R^2 = 0.581) indicates that 58.1% of the variance in OCB can be explained jointly by X1, X2, and Y, whereas the remaining 41.9% is influenced by other factors not included in this study.

Source: Research findings

Figure 6. Empirical Causal Relationship Model among Variables in Substructure 1

Substructure 2 examined Job Satisfaction (Y) as the endogenous variable, predicted by Transformational Leadership (X1) and Emotional Intelligence (X2), with εy as the residual (Figure 7). The results indicate that Transformational Leadership exerted a positive but relatively weak effect on Job Satisfaction (β = 0.127), while Emotional Intelligence showed a

strong positive effect (β = 0.607). The coefficient of determination for this model was R^2 = 0.571, meaning that 57.1% of the variance in Job Satisfaction is explained by X1 and X2, while 42.9% is attributable to other variables outside the model.



Source: Research findings

Figure 7. Empirical Causal Relationship Model among Variables

To examine mediation effects, indirect influence analysis was conducted using the mediation path coefficients and Sobel tests. The indirect effect of Transformational Leadership on OCB through Job Satisfaction was calculated as β = 0.022 (0.127 × 0.171). The Sobel test results (z = 1.872; p = 0.03 < 0.05) confirm that Job Satisfaction significantly mediates the relationship between Transformational Leadership and OCB (Figure 7).

Similarly, the indirect effect of Emotional Intelligence on OCB through Job Satisfaction was found to be β = 0.104 (0.607 × 0.171). The Sobel test yielded a z-value of 2.776 with a one-tailed probability of 0.003 (< 0.05), indicating a significant positive mediation effect. These findings demonstrate that Job Satisfaction plays a significant mediating role, particularly strengthening the impact of Emotional Intelligence on OCB.

A concise summary of all direct and indirect effects is presented in Table 4, which confirms that Transformational Leadership and Emotional Intelligence both exert significant direct effects on OCB, while Job Satisfaction functions as a significant mediating variable in both causal pathways.

Tabel 4. Summary of Direct and Indirect Effect Results

No.	Pathway	Direct Effect (β)	Indirect Effect	Reg. Sig. (p)	Sobel (z) & p	Conclusion
1	X1 → Z	0.371	–	0.000	–	There is a significant positive direct effect of Transformational Leadership on Organizational Citizenship Behavior.
2	X2 → Z	0.396	–	0.000	–	There is a significant positive direct effect of Emotional Intelligence on Organizational Citizenship Behavior.
3	Y → Z	0.171	–	0.002	–	There is a significant positive direct effect of Job Satisfaction on Organizational Citizenship Behavior.
4	X1 → Y	0.127	–	0.030	–	There is a significant positive direct effect of Transformational Leadership on Job Satisfaction.

No.	Pathway	Direct Effect (β)	Indirect Effect	Reg. Sig. (p)	Sobel (z) & p	Conclusion
5	X2 → Y	0.607	–	0.000	–	There is a significant positive direct effect of Emotional Intelligence on Job Satisfaction.
6	X1 → Y → Z	–	0.022	–	1.872 > 1.65 p = 0.03 < 0.05	There is a significant positive indirect effect of Transformational Leadership on Organizational Citizenship Behavior through Job Satisfaction.
7	X2 → Y → Z	–	0.103	–	2.776 > 1.65 p = 0.003 < 0.05	There is a significant positive indirect effect of Emotional Intelligence on Organizational Citizenship Behavior through Job Satisfaction.

Source: Research findings

Qualitative Analysis

The qualitative analysis was conducted by selecting question items from each variable indicator based on the highest correlation coefficients, with two items per indicator used as guiding questions during data collection. Individual responses were systematically recorded, synthesized into group-level conclusions, and validated through expert triangulation to ensure analytical rigor and credibility.

The expert assessment was provided by Prof. Dr. Ir. Anoesyirwan Moeins, M.Sc., M.M., a senior professor in Human Resource Management with recognized expertise in economic statistics and performance evaluation. Based on his academic background and professional competence, the involvement of a single expert was considered sufficient to provide an objective and comprehensive qualitative evaluation.

The qualitative findings indicate that Transformational Leadership within the organization is perceived positively, characterized by leaders who demonstrate role-model behavior, inspire and motivate staff, encourage critical and creative thinking, and provide individualized attention. Emotional Intelligence among educational staff is assessed at a very good level, reflecting strong emotional awareness, self-control, empathy, effective communication, and the ability to manage interpersonal relationships constructively.

Furthermore, Job Satisfaction is generally perceived as good, supported by meaningful work, supportive supervision, positive social relationships, fair compensation, opportunities for career development, and a sense of job security. Organizational Citizenship Behavior is also evident, as educational staff frequently display voluntary helping behavior, proactive attitudes, tolerance in challenging situations, constructive expression of ideas, active organizational involvement, and efforts to maintain and promote a positive organizational image.

Discussion

The results of this study indicate that Transformational Leadership, Emotional Intelligence, and Job Satisfaction play significant roles in shaping Organizational Citizenship Behavior (OCB) among educational staff. The analysis shows that transformational leadership has a direct positive and significant effect on OCB, suggesting that leadership behaviors characterized by inspiration, intellectual stimulation, and individualized consideration encourage employees to engage in voluntary and constructive organizational behaviors. At the

indicator level, *Individualized Consideration* demonstrates a strong association with *Civic Virtue*, highlighting the importance of leaders' attention to individual needs in fostering employees' sense of responsibility and participation in organizational life. This finding is consistent with previous studies by Sopandi & Solihin (2025) and Khairuddin, (2021), which emphasize transformational leadership as a critical antecedent of OCB.

Emotional Intelligence is also found to have a direct positive and significant influence on OCB. Employees with higher emotional intelligence tend to exhibit greater courtesy, cooperation, and willingness to contribute beyond formal job requirements. The strongest indicator relationship is observed between *Well-being* and *Courtesy*, indicating that positive emotional states support respectful and supportive interpersonal interactions in the workplace. This result supports earlier findings by Laili et al. (2025) and Yasa et al. (2025), which confirm the role of emotional intelligence in enhancing organizational citizenship behavior.

Job Satisfaction contributes directly and significantly to OCB, indicating that employees who experience higher levels of satisfaction are more likely to demonstrate positive discretionary behaviors. Among the satisfaction indicators, *Compensation and Rewards* show a strong relationship with *Sportsmanship*, suggesting that fair rewards foster tolerance, patience, and a positive attitude toward organizational conditions. This outcome aligns with studies conducted by Yasa et al. (2025) and Purwoko et al. (2025), which highlight job satisfaction as an important determinant of OCB.

The findings further reveal that transformational leadership positively influences job satisfaction, particularly through *Inspirational Motivation*, which strengthens social relationships and work enthusiasm among educational staff. This result is in line with research by Soejanto & Turangan (2025) and Wibawa & Widodo (2025). Emotional Intelligence demonstrates a stronger direct effect on job satisfaction, reflecting the importance of emotional competencies especially *Sociability* in enhancing employees' comfort, engagement, and satisfaction at work. Similar conclusions have been reported by Budi & Yoyo (2025) and Syarweny (2023).

The mediation analysis indicates that Job Satisfaction mediates the relationships between Transformational Leadership and OCB as well as between Emotional Intelligence and OCB. Although the indirect effects are significant, they remain weaker than the direct effects, suggesting that job satisfaction functions as a partial mediator rather than a fully effective intervening variable. This pattern is consistent with prior studies by Naimah et al. (2022), Iskandar et al. (2024), and Utami et al. (2022), which also report the dominance of direct effects while acknowledging the mediating role of job satisfaction.

Overall, the findings provide empirical support for the proposed research model, demonstrating that Transformational Leadership and Emotional Intelligence are key drivers of Job Satisfaction and Organizational Citizenship Behavior, while Job Satisfaction plays a complementary mediating role. These results underline the importance of strengthening leadership practices and emotional competencies within educational institutions to promote sustainable and positive organizational behavior.

CONCLUSION

This study formulates an effective strategic model for enhancing Organizational Citizenship Behavior (OCB) among educational staff in private vocational high schools in Bogor Regency. The findings demonstrate that transformational leadership, emotional intelligence, and job satisfaction each exert a positive and significant direct effect on OCB. In addition, transformational leadership and emotional intelligence significantly influence job satisfaction, which in turn contributes positively to OCB.

Job satisfaction serves as a mediating variable in the relationships between transformational leadership and OCB as well as between emotional intelligence and OCB.

However, the direct effects of transformational leadership and emotional intelligence on OCB are stronger than their indirect effects through job satisfaction, indicating that job satisfaction does not function as an effective intervening variable. Therefore, efforts to enhance OCB are more effectively achieved through the direct strengthening of transformational leadership and emotional intelligence among educational staff, supported by initiatives aimed at improving job satisfaction.

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