

Teachers' Organizational Citizenship Behavior in the Digital and Post-Crisis Era: A Systematic Literature Review and Integrative Framework

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Abstract

This systematic literature review examines the determinants, mechanisms, contextual influences, and outcomes of teachers' Organizational Citizenship Behavior (OCB) based on 31 empirical studies published between 2020 and 2025. Guided by the PRISMA framework, the review synthesizes evidence concerning psychological, organizational and leadership, contextual, and intermediary factors associated with teachers' extra-role behavior. The findings indicate that job satisfaction, self-efficacy, empowerment, leadership, organizational climate, and trust are consistently associated with OCB, while organizational trust and psychological contract fulfillment function as important intermediary mechanisms. The review further shows that teacher OCB is context-sensitive and is reshaped by crisis conditions and digital transformation, particularly through increased student support, role adaptation, technology use, knowledge sharing, and innovative learning design that support more advanced and progressive educational practices. However, excessive extra-role demands may contribute to workload and role overload, indicating that OCB should be understood as an adaptive but potentially resource-intensive organizational phenomenon. The review identifies methodological and contextual gaps, including the dominance of cross-sectional quantitative studies, limited representation of private schools and non-Western regions beyond Asia and the Middle East, and insufficient attention to digitalization, teacher well-being, and sustainability. The study contributes an integrated framework for understanding teacher OCB and highlights the need for culturally responsive leadership, organizational trust, digital mentoring, and sustainable working conditions in educational organizations.

Keywords: organizational citizenship behavior, organizational trust, digital transformation, advanced and progressive educational, innovative learning design, adaptive teaching and learning, global educational challenges, sustainable learning design



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1. Introduction

Organizational Citizenship Behavior (OCB) has long been recognized as a central theme in organizational research due to its significant role in enhancing institutional

effectiveness and sustainability. In the educational context, teachers' OCB refers to discretionary behaviors that go beyond formal job descriptions, contributing to school climate, teaching quality, and student well-

being (Dipaola & Tschannen-Moran, 2001; Organ, 1994). The importance of OCB has become increasingly salient in the face of global challenges such as the COVID-19 pandemic and the digitalization of education, which require teachers to adapt their professional practices, respond to increasingly challenging educational environments, and contribute to more advanced, progressive, and technology-mediated learning (Bogler & Somech, 2023).

Previous studies have predominantly drawn upon classical theories such as *Social Exchange Theory* (Blau, 1964) and the *Conservation of Resources Theory* (Hobfoll, 1989), which emphasize reciprocity and the management of psychological resources. For instance, Cohen and Abedallah (2021) demonstrated the relationship between OCB and counterproductive behavior in the collectivist cultural context of Israel, while Choong and Ng (2022) highlighted the role of trust and collective efficacy in shaping teachers' OCB in Malaysia. Cross-national studies have further underscored the influence of authentic, ethical, and paternalistic leadership on OCB (Nassir & Benoliel, 2024; Phetsombat & Na-Nan, 2023; Shie & Chang, 2022). These findings underscore the multidimensional nature of OCB, which is shaped by the interaction of individual, organizational, and cultural factors.

Despite a growing body of literature, existing reviews remain limited in scope. Many are narrowly focused on specific leadership styles, dominated by quantitative *cross-sectional* designs, and underrepresent non-Western contexts (Ahmed, 2021; Erdogan et al., 2022). Moreover, contemporary issues such as work-life balance, digitalization, and responses to external crises remain underexplored (Rave et al., 2023). These gaps highlight the need for a more comprehensive synthesis of the

literature that adopts an integrative, multi-level perspective while also considering how teacher OCB contributes to advanced, challenging, and progressive forms of education and learning in increasingly dynamic educational environments.

This Systematic Literature Review (SLR) addresses these limitations by integrating micro-level (individual), meso-level (organizational & leadership), and macro-level (Contextual and crisis-related) dimensions in understanding teachers' OCB. The study introduces a novel thematic taxonomy that classifies OCB determinants into three categories: psychological, organizational & leadership, and Contextual. Theoretically, this framework extends the dominant reliance on SET and COR by incorporating perspectives from leadership, educational digitalization, and the transformation of teaching and learning toward more advanced and progressive educational practices. Practically, the findings provide actionable insights for policymakers and school leaders in designing adaptive strategies to foster OCB and support progressive learning practices, particularly in post-pandemic educational settings characterized by technological transformation and increasingly challenging learning demands.

This review seeks to answer five key research questions: (1) what are the publication trends of teacher OCB research in the past five years in terms of volume, geographical distribution, and methodological approaches; (2) what contextual factors influence teachers' OCB in schools; (3) what organizational interventions or practices have been identified as effective in fostering teachers' OCB and supporting advanced, progressive, and adaptive teaching and learning practices; (4) what psychological or organizational mechanisms mediate the

relationship between contextual factors and organizational interventions in shaping teachers' OCB; (5) what outcomes are generated from teachers' OCB at the individual level, organizational level, and educational system level.

The article is organized as follows: it first outlines the conceptual framework and PRISMA-based review methodology, then presents findings from trend and thematic analyses, followed by a discussion of theoretical and practical contributions. The paper concludes with limitations and future research directions.

Organizational Citizenship Behavior (OCB) has long been recognized as a central construct in organizational studies due to its ability to explain discretionary behaviors that go beyond formal job requirements while contributing to institutional effectiveness (Organ, 1988). In the field of education, OCB has gained particular prominence, as teachers' extra-role behaviors have been linked to improved school climate, teaching quality, student achievement, and the development of more progressive teaching and learning environments (Dipaola & Tschannen-Moran, 2001). Dimensions such as altruism, conscientiousness, and civic virtue illustrate the willingness of teachers to engage in contributions that exceed their contractual obligations (Podsakoff et al., 2009). Over time, however, research has increasingly highlighted that OCB is not shaped solely by individual dispositions but also by organizational, psychological, and cultural factors. Trust, collective efficacy, and leadership styles have emerged as salient determinants (Choong & Ng, 2022), while more recent studies incorporate emotional intelligence and workplace spirituality as additional elements that frame OCB as a dynamic rather than a static phenomenon

(Hsieh et al., 2024; Al-Mahdy et al., 2022; Cohen & Abedallah, 2020).

Historically, OCB research was initially concentrated in corporate contexts before gradually shifting toward education in the early 2000s, particularly to explore the role of leadership and school climate in shaping extra-role behaviors (Podsakoff et al., 2000). In the subsequent decade, psychological dimensions such as organizational commitment and interpersonal trust became more prominent (Somech & Drach-Zahavy, 2013). The COVID-19 pandemic, however, marked a turning point, with studies reporting substantial increases in teachers' OCB, ranging from additional support for students to adaptation to digital learning technologies and the development of more flexible, advanced, and progressive approaches to teaching and learning (Bogler & Somech, 2023). More recently, the literature has increasingly examined mediating and moderating mechanisms such as collective efficacy and cultural values. Research in Asian contexts, for example, has underscored the importance of transformational leadership and institutional support in strengthening teachers' OCB (Fang & Yu, 2023; Hsieh et al., 2022).

Several classical theories have provided the conceptual foundations for OCB research. The *Conservation of Resources* (COR) Theory (Hobfoll, 1989) explains how individuals seek to preserve psychological resources under pressure (Rave et al., 2023; Harry Gnanarajan & Kengatharan, 2021; Cohen & Abedallah, 2020), though the abstract nature of such resources makes them challenging to measure. The *Transformational Leadership Theory* (Bass, 1985) has been widely used to demonstrate how inspirational leadership motivates teachers and encourages OCB (Ahmed, 2021). Similarly, the *Social Exchange Theory*

(Blau, 1964) emphasizes reciprocity, positing that OCB arises as a response to fair treatment and support within organizations. Nevertheless, the explanatory power of these theories often diminishes when teachers face chronic stress or burnout (Phetsombat & Nan, 2023). Nevertheless, these frameworks appear less responsive to contemporary challenges such as global crises, digital transformation, and increasingly challenging educational and learning environments, thereby suggesting the need for more integrative approaches.

Methodologically, recent OCB studies exhibit growing diversity. The application of Partial Least Squares Structural Equation Modeling (PLS-SEM) has enabled more nuanced analyses of latent constructs and their interrelationships (Cheng et al., 2025; Choong et al., 2022; Choong & Ng, 2024, 2022; Shie & Chang, 2022), while mixed-method designs have been employed to capture the complex dynamics of OCB in crisis contexts (Bogler & Somech, 2023). Multilevel analyses have also gained traction, illustrating how collective-level factors shape individual teachers' OCB while simultaneously influencing student outcomes (Erdogan et al., 2022). In addition, organizational trust has been identified as a mediating mechanism linking principal emotional intelligence to teachers' OCB, providing further evidence of the interplay between leadership, psychological states, and organizational culture (Hsieh et al., 2024).

These developments point to an increasingly interdisciplinary character of OCB research, where psychology, management, and education intersect. Studies have shown that authentic leadership is positively associated with teachers' well-being and OCB (Shie & Chang, 2022). At the same time, other works have raised caution about the potential dark side of OCB, noting

that excessive extra-role behaviors may increase stress and fatigue among teachers (Muntean et al., 2022). Thus, OCB should not be understood as inherently positive but rather as a phenomenon that carries both beneficial and adverse consequences. Cross-contextual comparisons further reveal that OCB manifestations are shaped by cultural norms, gender, and organizational spirituality, underscoring its non-universal nature.

Despite the breadth of existing scholarship, several gaps remain evident. The predominance of quantitative, cross-sectional designs limits the understanding of causal relationships over time. Geographic representation is skewed toward Asia and the Middle East, leaving regions such as Africa and Latin America largely underexplored. Moreover, most studies have focused on public schools, while private schools and higher education institutions remain underrepresented. Finally, contemporary issues including digitalization, work-life balance, and the sustainability of education are yet to be systematically integrated into OCB frameworks. These gaps highlight the need for a more holistic and contextually sensitive synthesis that can better address the complexities of teachers' OCB in contemporary educational settings.

2. Method

The research method employed in this study was designed using a Systematic Literature Review (SLR) guided by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, ensuring transparency, consistency, and replicability of the process (Page et al., 2021). The flow of article selection is illustrated in the PRISMA diagram presented in Figure 1, which outlines the sequential stages of identification,

screening, eligibility assessment, and final inclusion.

During the identification stage, literature searches were systematically conducted using the Scopus database. This database was deliberately chosen given its rigorous indexing standards and comprehensive coverage of reputable journals, thereby minimizing the risks of duplication and the inclusion of articles from predatory outlets (Lasda Bergman, 2012; Rocha et al., 2020). Keywords applied included “*Teacher’s Organizational Citizenship Behavior*”. The initial search yielded 109 articles. However, after applying filters for publication year (2020–2025) and journal quality (Q1–Q4), 47 articles were excluded for being outside the designated time range, while seven were removed for not meeting tier requirements. Interestingly, no duplicates or abstracts were missing at this stage, leaving 55 articles for subsequent review.

The screening stage involved examining the titles and abstracts of these 55 articles. Notably, none were excluded, indicating that the initial search strategy had been sufficiently targeted. Nevertheless, during the retrieval process, 15 articles could not be

accessed due to full-text restrictions, resulting in 40 articles available for further evaluation.

The eligibility stage required a full-text review of the 40 accessible articles. A total of nine were excluded for substantive reasons: some did not explicitly address OCB in the context of teachers, while others demonstrated methodological shortcomings. Ultimately, 31 articles met the eligibility criteria.

In the final inclusion stage, these 31 articles were subjected to qualitative thematic analysis (Braun & Clarke, 2006). Data extraction and coding were supported by systems such as WataSe Uake, which facilitated consistency throughout the process. Nevertheless, strict adherence to PRISMA guidelines remained essential to reduce potential selection bias and ensure that the review could be replicated in future studies (Page et al., 2021; Siddaway et al., 2019). Taken together, the methodological approach adopted here provides a structured framework that not only guarantees the rigor of the review process but also strengthens the theoretical and practical contributions derived from its findings.

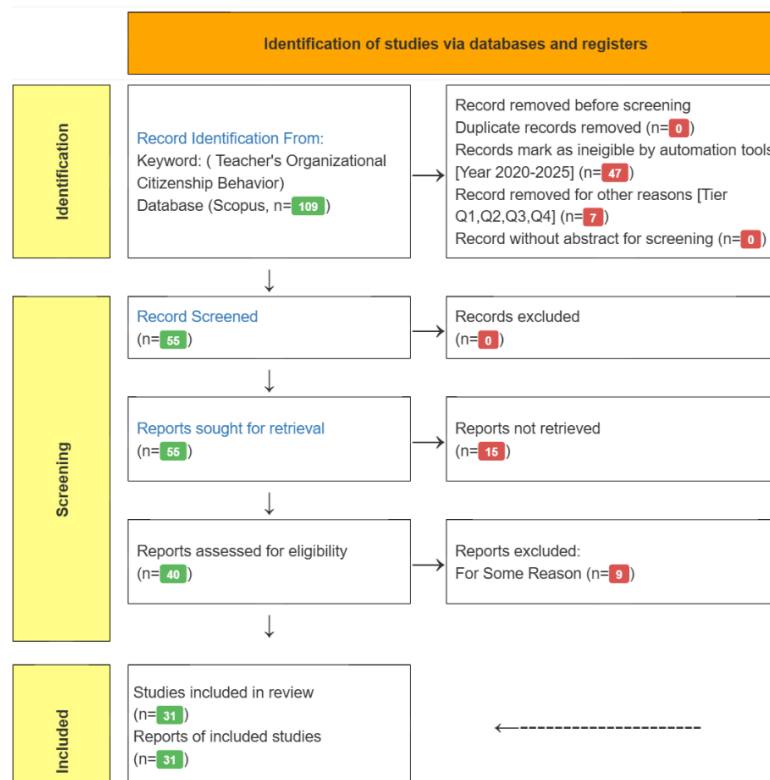


Figure 1. Identification, screening, and inclusion steps (PRISMA 2020)

3. Result and Discussion

A systematic analysis of the 31 articles that met the inclusion criteria after passing through the PRISMA stages (see Figure 1) provides a rich overview of the development of research on teachers' *Organizational Citizenship Behavior* (OCB) between 2020 and 2025. The selected articles reflect a diversity of geographical contexts, methodological designs, and theoretical frameworks, thus allowing for a comprehensive mapping of how teacher OCB has been conceptualized and investigated over the past five years. This section presents the results through a combination of tables, graphs, and visual maps that support the analytical narrative. The sequence of visualizations is organized to guide readers through the findings from publication trends and geographical distribution to dominant theoretical frameworks, methodological patterns, and the classification of OCB determinants.

To provide a structured understanding, the results are illustrated through several key visualizations. Figure 1 displays the PRISMA flow diagram, outlining the article selection process. Figure 2 presents the trajectory of publications between 2020 and 2025. Figure 3 depicts the geographical distribution of research, whereas Figure 4 shows distribution of research based on school type. Figure 5. Displays types of data analysis used. Table 1 summarizes the selected articles with details on country, theoretical frameworks, and methods, and Table 2 classifies the determinants of teacher OCB into four broad categories: psychological, organizational, contextual, and intermediary. These visualizations serve not merely as descriptive aids but as critical entry points for interpreting broader patterns and tendencies within the field.

a. Trends in Publication and Research Growth

The trend of publications across the review period reveals a consistent increase. While the number of studies in 2020 remained relatively modest, a substantial surge occurred in 2024. Interestingly, this increase coincided with the heightened scholarly interest in teachers' roles during the COVID-19 crisis (Figure 2). The surge suggests not only the growing popularity of OCB as a research topic but also its practical urgency in

addressing global educational challenges (Bogler & Somech, 2023). More importantly, the trend signals an epistemological shift: OCB is no longer viewed merely as an auxiliary behavior that supports organizational efficiency but increasingly as an adaptive strategy that underpins institutional resilience and enables teachers to respond to advanced, challenging, and progressively changing educational and learning environments.

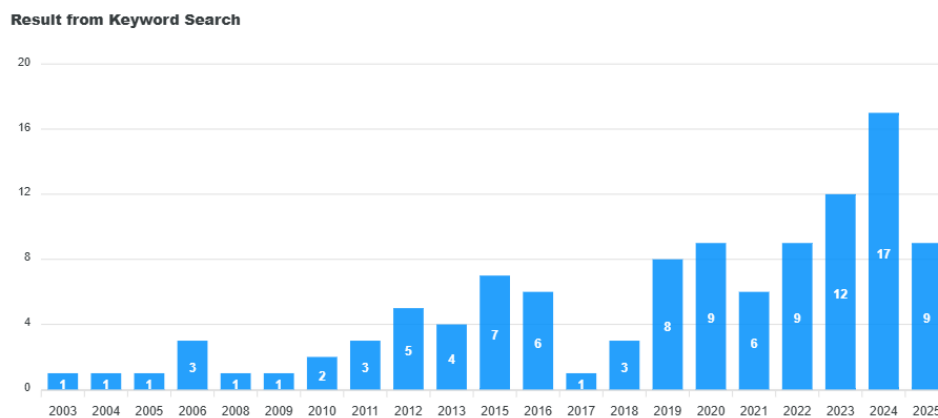


Figure 2. Year of publication

b. Geographic Distribution of Research

As demonstrated in Figure 3, the geographical distribution of studies remains concentrated in Asia and the Middle East, particularly in Israel, China, Malaysia, and Taiwan. More than two-thirds of the studies originate from these regions. This dominance reflects the prevalence of collectivist cultures, where voluntary behaviors by teachers are strongly tied to social norms emphasizing solidarity and group cohesion (Choong et al.,

2022; Nassir & Benoliel, 2024). By contrast, contributions from Africa and Latin America are notably scarce, although a few studies from Ethiopia shed light on how rural contexts and resource constraints shape teacher OCB in unique ways (Emirie & Gebremeskel, 2022). Such geographical gaps inevitably limit the generalizability of findings, though they also point to fertile ground for future cross-cultural investigations.

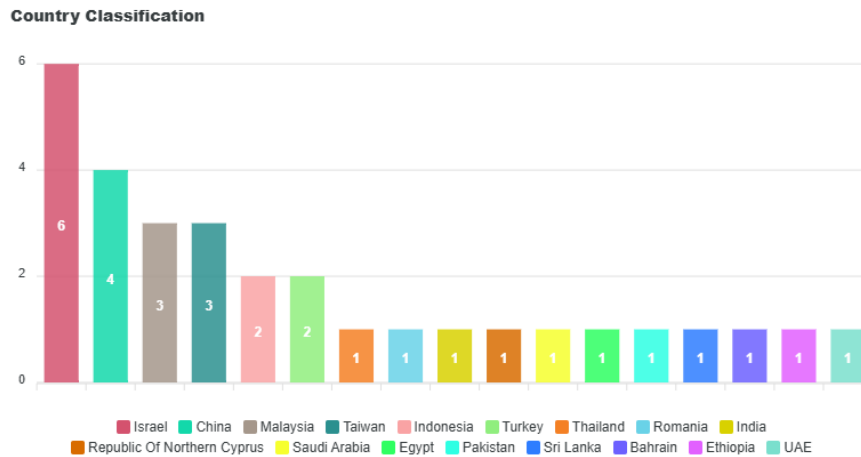


Figure 3. Country of Study

Figure 4 the distribution of studies on teachers' OCB by school type reveals a striking imbalance. Most studies were conducted in public schools (17 publications), followed by those with unspecified school types (13 publications), whereas research focusing on private schools was extremely

limited, with only one publication. This pattern indicates that the current body of literature predominantly reflects the public-school context, where bureaucratic structures and regulatory frameworks are more prominent.

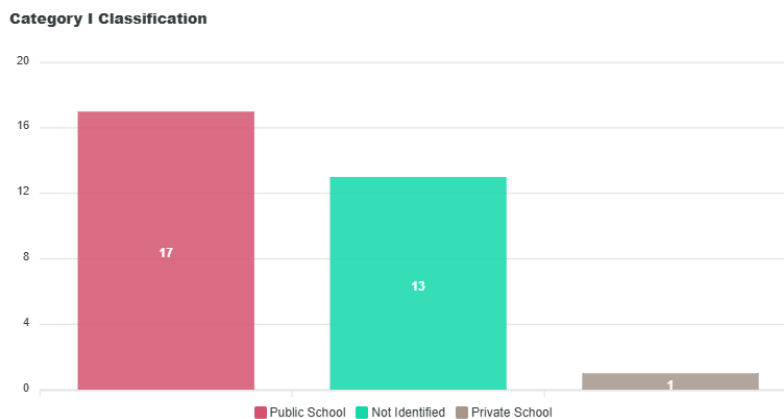


Figure 4. Distribution of Research Based on School Type

Such an imbalance highlights a critical research gap and simultaneously presents an opportunity for future inquiry. Private schools often operate under distinct managerial structures, organizational cultures, and leadership practices, which may generate unique determinants and manifestations of OCB. For instance, greater managerial flexibility and reliance on internal resources in private schools may influence teachers' motivations, organizational climate, and

collegial support differently from public schools. Therefore, the scarcity of studies on private schools should not merely be seen as a limitation but rather as a promising avenue for extending theoretical insights and enhancing the generalizability of OCB research across diverse educational institutions.

c. Dominant Theoretical Frameworks

Based on Table 1, the theoretical analysis reveals a strong dominance of *Social Exchange Theory* (SET) and *Conservation of Resources* (COR). SET has been widely employed to explain reciprocal dynamics between teachers and organizations, where organizational support fosters voluntary contributions (Blau, 1964; Choong et al., 2022). COR, in turn, emphasizes how teachers mobilize and preserve psychological resources under pressure, particularly during crises (Bogler & Somech, 2023). While both theories remain relevant, the adoption of

novel frameworks remains limited. Only a handful of studies have engaged with alternatives such as the *Job Demands–Resources* (JD-R) model or *Positive Organizational Scholarship*. These frameworks arguably hold greater potential to address contemporary challenges, especially those linked to digital transformation and teacher well-being (Jufriansah et al., 2026). Thus, although the reliance on SET and COR provides a stable foundation, the literature still demonstrates a degree of theoretical conservatism.

Table 1. Summary of Articles by Country, Theory, and Method

Source	Country	Jurnal	Rank	Methods	Theoretical Foundation
(Cheng et al., 2025)	China	SAGE Open	Q2	Survey Research	NA
(Ji et al., 2025)	China	BMC Psychology	Q1	Survey Research	NA
(Ahmed, 2021)	Egypt	International Journal of Educational Management	Q2	Systematic Review	NA
(Roy et al., 2024)	India	Organizational Psychology	Q4	Survey Research	Social Exchange Theory
(Birani-Nasraddin et al., 2024)	Israel	International Journal of Educational Management	Q2	Survey Research	Social Exchange Theory and Crossover Model
(Choong & Ng, 2024)	Malaysia	BMC Psychology	Q1	Survey Research	Social Exchange Theory and Social Cognitive Theory
(Hsieh et al., 2024)	Taiwan	Acta Psychologica	Q1	Survey Research	Conservation of Resources (COR) theory
(Shaya et al., 2024)	UAE	Sustainability	Q1	Survey Research	Conservation of Resources (COR) and Stress as Offense to Self (SOS)
(Sun et al., 2024)	China	Behavioral Sciences	Q2	Survey Research	The study integrates social information processing theory, ecosystem theory, self-efficacy theory, motivation model, and resource conservation theory.

Source	Country	Jurnal	Rank	Methods	Theoretical Foundation
(Bogler & Somech, 2023)	Israel	Teaching and Teacher Education	Q1	Cross Sectional Mixed Methods	Conservation of Resources theory and Social motivation perspective group engagement model
(Koşar et al., 2023)	Turkey	Education and Science	Q3	Survey Research	NA
(Fang & Yu, 2023)	China	Behavioral Sciences	Q2	Survey Research	Self-determination theory
(Phetsombat & Na-Nan, 2023)	Thailand	Sustainability	Q1	Survey Research	Social learning theory
(Widodo et al., 2023)	Indonesia	International Journal of Learning, Teaching and Educational Research	Q3	Survey Research	NA
(Choong & Ng, 2022)	Malaysia	Current Psychology	Q2	Survey Research	Social Exchange Theory (SET) and Social Cognitive Theory
(Choong et al., 2022)	Malaysia	Asia Pacific Journal of Education	Q2	Survey Research	Social Cognitive Theory
(Emirie & Gebremeskel, 2022)	Ethiopia	Education 3-13	Q3	Phenomenological study (Qualitative)	NA
(Erdogan et al., 2022)	Turkey	International Journal of Educational Management	Q2	Cross sectional multilevel correlational	Social Cognitive Theory
(Gamliel & Shapira–Lishchinsky, 2023)	Israel	Leadership and Policy in Schools	Q2	Survey Research	NA
(Hsieh et al., 2022)	Taiwan	Frontiers in Psychology	Q1	Survey Research	Organizational Support Theory
(Muntean et al., 2022)	Romania	Education Sciences	Q2	Survey Research	Social Exchange Theory
(Nassir & Benoliel, 2024)	Israel	Educational Management Administration and Leadership	Q1	Survey Research	Relational demography theory, informed by the similarity-attraction paradigm and social categorization theory.
(Rave et al., 2023)	Israel	Current Psychology	Q2	Survey Research	NA
(Shie & Chang, 2022)	Taiwan	SAGE Open	Q2	Survey Research	Authentic Leadership Theory
(Aftab et al., 2021)	Pakistan	Cogent Psychology	Q3	Survey Research	NA

Source	Country	Jurnal	Rank	Methods	Theoretical Foundation
(Ahmed, 2021)	Saudi Arabia	Management in Education	Q1	Survey Research	NA
(Al-Mahdy et al., 2022)	Bahrain	Journal of Beliefs and Values	Q1	Survey Research	NA
(Cohen & Abedallah, 2020)	Israel	Organization Management Journal	Q2	Survey Research	Conservation of resources model of stress equity theory social exchange perspectives and consistency theory as explanatory bases for burnout justice and self evaluation effects
(Lestari et al., 2021)	Indonesia	Cypriot Journal of Educational Sciences	Q3	Survey Research	NA
(Harry Gnanarajan & Kengatharan, 2021)	Sri Lanka	Journal of Beliefs and Values	Q1	Survey Research	NA
(Ciftgul & Cetinkanat, 2021)	Republic Of Northern Cyprus	Revista De Cercetare Si Interventie Sociala	Q3	Survey Research	Path-Goal Theory

d. Methodological Approaches

From a methodological standpoint, the majority of studies rely on quantitative approaches, particularly survey instruments developed by Podsakoff et al. (1990) (Appendix). Most employ *Structural Equation Modeling* (SEM) or *Partial Least Squares SEM* (PLS-SEM) to analyze complex variable relationships (Figure 5). While such methods are robust for testing structural models, they are not without limitations

especially regarding self-report bias and the limited contextual depth of findings. Interestingly, only a small number of studies use longitudinal designs or qualitative approaches, even though both would provide valuable insights into the long-term dynamics of OCB (Emirie & Gebremeskel, 2022). This methodological imbalance suggests that the current body of research privileges statistical rigor over contextual richness.

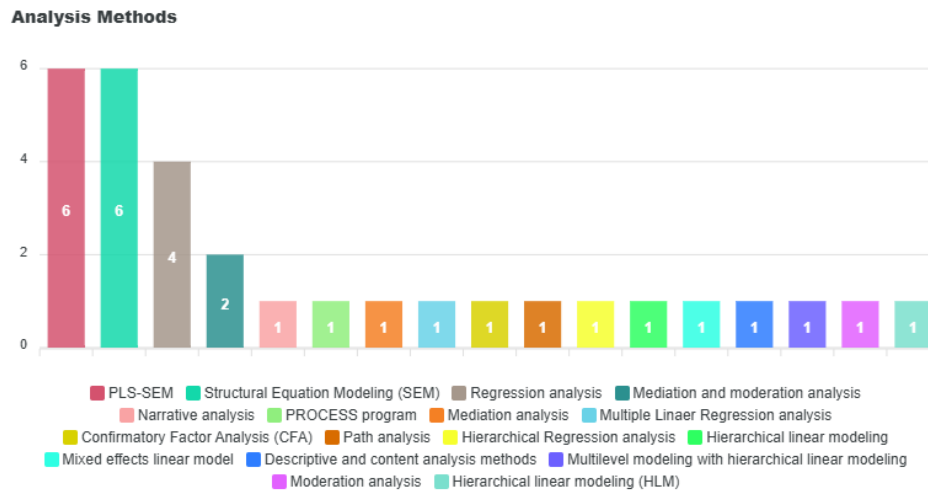


Figure 5. Types of Data Analysis Used

Figure 5 shows that data analysis is dominated by PLS-SEM and Structural Equation Modeling (SEM), each appearing in six studies, followed by regression analysis in four studies. Other techniques, including mediation, moderation, multilevel, factor, and mixed-effects analyses, occur less frequently, indicating methodological diversity but a strong quantitative orientation.

e. Classification of OCB Determinants

A closer look at Table 2 confirms this thematic evolution. Earlier publications

tended to focus on traditional predictors such as job satisfaction and organizational commitment. However, articles published after 2022 began to broaden their scope, highlighting issues of digitalization, work–life balance, and workplace spirituality (Hsieh et al., 2024; Muntean et al., 2022). This diversification underscores the dynamic nature of OCB research, showing that it continues to evolve in response to the social and technological transformations affecting educational institutions.

Table 2. Classification of Teacher OCB Determinants

Source	Title	Classification of Determinant	Result
(Cheng et al., 2025)	A Mediation Analysis to Detect the Effects of Servant Leadership on Teacher Organizational Citizenship Behavior Using PLS-SEM and IPMA	Organization (Servant Leadership, Professional Learning Communities, Trust)	Servant leadership indirectly influences OCB by enhancing trust, revealing a complex relationship between SL and OCB
(Ji et al., 2025)	Relationship teachers' perception of organizational justice, job burnout and organizational citizenship behavior	Organization (Organizational Justice, Job Burnout)	The study reveals that job burnout plays a significant mediating role in the relationship between POJ and OCB, particularly in the dimensions of passion burnout and professional self-efficacy burnout.
(Ahmed, 2021)	Principals' leadership styles and teachers' organizational citizenship behaviour: a systematic review of research	Organization (Leadership Styles)	The findings revealed that transformational leadership was the most frequently studied leadership style. The study synthesized how principal leadership directly and indirectly affects teachers OCBs.

Source	Title	Classification of Determinant	Result
(Roy et al., 2024)	Relationship between the dimensions of organizational citizenship behavior of university teachers	Contextual & Intermediary (Dimensions of OCB)	The findings demonstrate a substantial positive relationship between altruism and conscientiousness, altruism and courtesy, altruism and civic virtue, conscientiousness and courtesy, conscientiousness and civic virtue, and courtesy and civic virtue.
(Birani-Nasraddin et al., 2024)	How does school management team empowerment relate to teachers organizational citizenship behavior A moderated mediation model	Individual and Psychological (Job satisfaction, Empowerment)	Team empowerment positively predicted job satisfaction and job satisfaction positively predicted organizational citizenship behavior the indirect effect from team empowerment to organizational citizenship behavior through job satisfaction was significant while the interaction of team empowerment and team member exchange and the overall moderated mediation were not supported
(Choong & Ng, 2024)	Shaping teachers organizational citizenship behavior through self-efficacy and trust in colleagues moderating role of collective efficacy	Individual and Psychological (Self-Efficacy, Trust)	The study found that trust in colleagues positively influences OCB, mediated by teacher self-efficacy. Additionally, collective efficacy moderates the relationship between teacher self-efficacy and OCB, but not between trust in colleagues and OCB.
(Hsieh et al., 2024)	Empowering teachers through principals' emotional intelligence: Unlocking the potential of organizational citizenship behavior in Taiwan's elementary schools,	Individual and Psychological (Emotionally Intelligent, Empowerment)	The study found that teachers organizational citizenship behavior, influenced by the principals emotional intelligence, can be seen as secondary gains driven by higher levels of organizational trust cultivated by emotionally intelligent principals.
(Shaya et al., 2024)	Illegitimate Tasks, Negative Affectivity, and Organizational Citizenship Behavior among Private School Teachers A Mediated-Moderated Model	Organization (Illegitimate Tasks, Negative Affectivity, Passive Leadership)	The study found that illegitimate tasks have a direct impact on negative affectivity, which in turn affects OCB towards students and coworkers. Passive leadership was found to exacerbate the negative effects of illegitimate tasks on OCB.
(Sun et al., 2024)	The Relationship Between School Organizational Climate and Teachers' Organizational Citizenship Behaviors: The Mediating Role of Teaching Efficacy and Moderating Role of Optimistic Traits	Organization (Organizational Climate, Teaching Efficacy)	The study found that school organizational climate significantly predicts teachers organizational citizenship behaviors, with teaching efficacy mediating this relationship and optimistic traits moderating the pathway.

Source	Title	Classification of Determinant	Result
(Bogler & Somech, 2023)	Organizational citizenship behavior (OCB) above and beyond: Teachers' OCB during COVID-19,	Contextual & Intermediary (Crisis - Covid 19)	Teachers reported significantly higher overall OCB during COVID 19 than before including both OCB toward individuals and OCB toward the organization with the increase larger for OCB toward individuals qualitative coding revealed six categories promoting academic achievement investing extra time providing support to students use of technology compliance with regulations and compliance with role changes beneficiaries were mostly students followed by the organization parents and least colleagues
(Koşar et al., 2023)	The Mediating Role of Trust in School in the Relationship Between the Types of Power Exerted by School Principals and the Organizational Citizenship Behaviors of Teachers	Organization (Organizational trust, Power types of Principals)	The study found that teachers who work with school principals using personal or reward power have high trust in their schools, whereas legitimate power is not a significant predictor of school trust and coercive power is a low predictor of school trust. Teachers who have a high sense of trust in their schools report more organizational citizenship behaviors.
(Fang & Yu, 2023)	Cross-Level Influence of Group-Focused Transformational Leadership on Organizational Citizenship Behavior among Chinese Secondary School Teachers,	Organization (Transformational Leadership)	Group-focused transformational leadership positively influences teachers organizational citizenship behavior, mediated by psychological contract fulfillment and moderated by collectivism.
(Phetsombat & Na-Nan, 2023)	A Causal Model of Ethical Leadership Affecting the Organizational Citizenship Behavior of Teachers in the Office of the Basic Education Commission,	Organization (Ethical Leadership, Job stress, Job satisfaction, Organizational Commitment)	Ethical leadership has a direct effect on organizational citizenship behavior, and job satisfaction partially mediates this relationship.
(Widodo et al., 2023)	A Mediation Model of the Effect of Visionary Leadership on Teachers' Organizational Citizenship Behavior,	Organization (Visionary leadership, QWL, and Organizational Commitment)	Visionary leadership, QWL, and organizational commitment have a significant effect on OCB; visionary leadership significantly influences QWL and organizational commitment; and visionary leadership has a significant effect on OCB through QWL and organizational commitment.
(Choong & Ng, 2022)	The effects of trust on efficacy among teachers: The role of organizational citizenship behaviour as a mediator,	Contextual & Intermediary (OCB as Mediator)	OCB fully mediates the relationship between trust and teacher self-efficacy, and partially mediates the relationship between trust and collective efficacy. Collective efficacy partially mediates the relationship between OCB and teacher self-efficacy.

Source	Title	Classification of Determinant	Result
(Choong et al., 2022)	Creating the path towards organisational citizenship behaviour through collective efficacy and teacher's self-efficacy,	Individual and Psychological (Self-Efficacy)	The findings indicate that teachers' self-efficacy significantly influences organizational citizenship behavior, while collective efficacy does not directly influence OCB but indirectly influences it through self-efficacy.
(Emirie & Gebremeskel, 2022)	How do primary school teachers practice organisational citizenship behaviour in Amhara regional state, Ethiopia? The case of Bahir Dar city,	Contextual & Intermediary	Teachers' organizational citizenship behaviors significantly impact students learning outcomes and overall school effectiveness
(Erdogan et al., 2022)	School-level variables that enhance student achievement: examining the role of collective teacher efficacy and organizational citizenship behavior,	Individual and Psychological (Efficacy, Student Achievement)	Approximately 20 percent of variance in student achievement lies between schools collective teacher efficacy and organizational citizenship behavior both positively predict school mean achievement beyond socioeconomic status with collective teacher efficacy explaining more between school variance than socioeconomic status and all predictors together explaining about seventy two percent of between school variance
(Gamliel & Shapira–Lishchinsky, 2023)	The Impact of Teacher and School Factors on Teachers Perception of Their Personal and Group Organizational Citizenship Behaviors	Individual and Psychological (Social Loafing, Ethical Climate)	The study reveals a positive relationship between OCB and GOCB, and a negative relationship between GOCB and social loafing.
(Hsieh et al., 2022)	“Same same” but different? Exploring the impact of perceived organizational support at the school and teacher levels on teachers' job engagement and organizational citizenship behavior,	Organization (Organizational Support, Job Engagement)	Teachers with higher perceived organizational support exhibit greater organizational citizenship behavior
(Muntean et al., 2022)	A Social Support and Resource Drain Exploration of the Bright and Dark Sides of Teachers' Organizational Citizenship Behaviors,	Organization (Social Support, Workload, Work Performance)	The study found that OCB-I is more likely to trigger social support, while OCB-O is associated with increased workload. High levels of OCB can lead to role overload.
(Nassir & Benoliel, 2024)	Principal–teacher gender (dis)similarity as a moderator in the relationship between paternalistic leadership and organisational citizenship behaviour in the Arab minority in Israel,	Organization (Paternalistic Leadership)	The findings indicate that principal-teacher gender dissimilarity affects the emergence of paternalistic leadership and its influence on teacher organizational citizenship behavior. Benevolent and moral leadership were positively correlated with OCB in the case of principal-teacher gender dissimilarity.

Source	Title	Classification of Determinant	Result
(Rave et al., 2023)	How to get through hard times: Principals' listening buffers teachers' stress on turnover intention and promotes organizational citizenship behavior,	Individual and Psychological (Principal's Listening Quality, Turnover intentions, stress level)	Teachers who perceived their principals as good listeners reported lower turnover intentions, especially during high-stress periods. Additionally, principals listening was associated with higher organizational citizenship behavior among teachers.
(Shie & Chang, 2022)	Perceived Principal's Authentic Leadership Impact on the Organizational Citizenship Behavior and Well-Being of Teachers,	Organization (Authentic Leadership, Organizational Trust, Organization Identification, Organizational Commitment)	The study found that principals' authentic leadership positively affects teachers' organizational trust, organizational commitment, organizational identification, and organizational citizenship behavior.
(Aftab et al., 2021)	The moderating effect of gender on the relationship between organizational commitment and organizational citizenship behavior in Pakistani university teachers.,	Organization (Organizational Commitment)	The study found that organizational commitment positively and significantly predicted organizational citizenship behavior. Female teachers exhibited higher levels of organizational commitment and organizational citizenship behavior compared to male teachers. Gender moderated the relationship between organizational commitment and organizational citizenship behavior, with the positive association being stronger for female teachers.
(Ahmed, 2021)	Teacher empowerment and organisational citizenship behaviour in public schools in Saudi Arabia,	Individual and Psychological (Empowerment)	The study found that teacher empowerment was positively correlated with organisational citizenship behaviours among teachers
(Al-Mahdy et al., 2022)	Workplace spirituality and organizational citizenship behavior among teachers in bahrain: commitment as a mediator,	Organization (Organizational Commitment, Workplace Spirituality)	Workplace spirituality contributes to teachers organizational citizenship behavior both directly and indirectly via affective commitment
(Cohen & Abedallah, 2020)	Examining correlates of organizational citizenship behavior and counterproductive work behavior in a collectivist culture: the case of Arab teachers in Israel,	Individual and Psychological (Emotional Intelligence, Dark Triad, Burnout, Core-Self Evaluation, Justice)	Counterproductive work behavior was positively related to psychopathy and to burnout dimensions and negatively related to ability to use emotions and to core self evaluation while organizational citizenship behavior was positively related to procedural justice and negatively to emotional exhaustion and personal accomplishment was positively related to in role performance with demographic patterns showing men and younger or less educated teachers reporting more counterproductive work behavior
(Lestari et al., 2021)	Professional commitment: Its effect on kindergarten teachers' organizational citizenship behavior,	Organization (Professional Commitment)	Professional Commitment significantly affects the kindergarten teachers OCB. Affective Professional commitment, Continuance Professional commitment, and Normative Professional commitment significantly affect OCB.

Source	Title	Classification of Determinant	Result
(Harry Gnanarajan & Kengatharan, 2021)	Examining the predictors of teachers' organisational citizenship behaviour from an individual perspective: the role of human values—benevolence, achievement, self-direction and conformity,	Individual and Psychological (Benevolence, Achievement, Self-direction, Conformity)	The study found a significant positive relationship between benevolence and teachers OCB, while achievement, self-direction, and conformity had no significant relationship with OCB.
(Ciftgul & Cetinkanat, 2021)	The Impact of School Principals on Teachers' Organizational Culture Perceptions and Organizational Citizenship Behaviors	Contextual & Intermediary (Organizational Culture)	The study found that participatory, supportive, and directive leadership styles significantly predict teachers perceptions of organizational culture, while participatory and supportive leadership styles predict organizational citizenship behaviors.

The classification of OCB determinants presented in Table 2 offers a comprehensive synthesis. Psychological factors including job satisfaction, self-efficacy, and Empowerment emerge consistently as significant predictors (Birani-Nasraddin et al., 2024; Hsieh et al., 2024). Organizational factors, such as leadership style, school climate, and organizational justice, also play a central role in shaping teacher's extra roles (Cheng et al., 2025; Ji et al., 2025; Yuan & Wang, 2025). Contextual factors highlight the impact of external crises, particularly the COVID-19 pandemic, dimensions of OCB, and cultural dynamics on the expression of OCB (Roy et al., 2024; Bogler & Somech, 2023). Finally, intermediary mechanisms such as organizational trust and psychological contract fulfillment act as mediators linking antecedents to behavioral outcomes (Choong et al., 2022).

What is particularly striking in this classification is the emergence of research gaps. For instance, while digitalization is acknowledged in a few recent studies, it has yet to be systematically integrated into OCB frameworks. Similarly, issues such as teachers' work-life balance and mental health remain underexplored, even though they are increasingly critical in post-pandemic

educational contexts. These omissions highlight the need for more forward-looking and context-sensitive studies.

f. Emerging Themes: Crisis and Digitalization

The reviewed literature identifies crisis and digitalization as emerging contextual forces that increasingly shape teachers' Organizational Citizenship Behavior (OCB). The COVID-19 pandemic, in particular, altered the nature and intensity of teachers' extra-role behaviors. Rather than being limited to routine support for colleagues or the organization, teachers demonstrated additional efforts to support students, adapt to changing instructional demands, and maintain educational continuity under disrupted conditions. Bogler and Somech (2023) found that teachers reported higher levels of OCB during the COVID-19 period, including greater efforts to support students, invest additional time, use technology, comply with changing regulations, and adapt to modified roles.

The findings further indicate that crisis-related OCB extends beyond conventional organizational boundaries. Teachers' voluntary contributions increasingly involved students, parents, and other educational

stakeholders, suggesting that OCB can function as an adaptive response when formal organizational routines are disrupted (Rave et al., 2023). This pattern positions teacher OCB

not simply as discretionary behavior but as a mechanism that supports institutional continuity and responsiveness during periods of uncertainty.

Table 3. Emerging Forms of Teacher OCB in Crisis and Digital Contexts

Emerging Theme	Contextual Trigger	Forms of Teacher OCB	Key Implication
Crisis adaptation	COVID-19 and educational disruption	Additional support for students, extra time, role adaptation	OCB supports educational continuity
Digital adaptation	Rapid transition to online learning	Learning digital platforms, technology use, digital assistance	OCB expands into technology-mediated practices
Collegial support	Increased technological demands	Sharing digital knowledge and online teaching expertise	Strengthens collective adaptation
Stakeholder-oriented support	Disruption of conventional school routines	Support for students, parents, and organization	Extends OCB beyond internal organizational boundaries

Table 3 explains the digitalization represents a second important dimension of this transformation. Earlier research often portrayed technology primarily as an additional demand or potential source of workload. However, the reviewed studies suggest a more complex relationship. Teachers increasingly demonstrate voluntary behaviors such as investing additional time to master online platforms, assisting colleagues in using digital tools, and experimenting with technology-supported pedagogical practices that facilitate more advanced and progressive learning experiences (Choong et al., 2022; Erdogan et al., 2022). These behaviors indicate that digitalization can become a context in which new forms of OCB emerge rather than merely an external challenge to teachers, enabling teachers to participate in more advanced, progressive, and adaptive forms of teaching and learning.

Nevertheless, the intersection between OCB and digitalization remains insufficiently developed in the existing literature. The review indicates that only a limited number of studies explicitly incorporate digital

transformation into their conceptualization of teacher OCB (Widodo et al., 2023; Shie & Chang, 2022). Consequently, future research should examine how digital competence, technology-related workload, digital leadership, and collegial digital support interact with OCB. Such an approach would provide a more contemporary understanding of how teachers contribute voluntarily to organizational resilience in increasingly technology-mediated educational environments.

g. Cross-Cultural Insights

Cross-cultural evidence indicates that teachers' Organizational Citizenship Behavior (OCB) is strongly embedded in the cultural, social, and institutional contexts in which teachers work. The reviewed studies demonstrate that no single organizational or leadership factor consistently explains OCB across countries. Instead, teachers' extra-role behaviors appear to reflect differences in leadership traditions, collective values, organizational structures, and community expectations.

Table 4. Cross-cultural Contexts Shaping Teachers' Organizational Citizenship Behavior

Country/ Region	Dominant Contextual Factor	Leadership/ Organizational Influence	Manifestation of Teacher OCB	Key Insight
Israel	Sociopolitical pressures and organizational context	Paternalistic leadership, benevolent and moral leadership	Voluntary organizational and interpersonal contributions	OCB is closely connected with culturally embedded leadership and social conditions
Malaysia	Collective efficacy and organizational trust	Transformational leadership and supportive organizational relationships	Collegial support and voluntary organizational contributions	Trust and collective efficacy strengthen teachers' willingness to engage in OCB
Taiwan	Organizational support and psychological resources	Authentic and emotionally intelligent leadership	Support for colleagues, school, and students	Leadership and organizational trust provide psychological resources for OCB
Ethiopia	Local community values and spirituality	Community-oriented social relationships	Supportive and collaborative behaviors within the school community	OCB is influenced by community values and local social structures
China	Collectivist cultural orientation	Group-focused transformational leadership	Contributions beyond formal teaching responsibilities	Collectivism can shape how leadership influences teachers' OCB

The comparison shows in Table 4 that cultural context does not merely provide a background for OCB but influences the mechanisms through which OCB develops. In Israel, for example, paternalistic leadership and sociopolitical pressures are prominent contextual elements, whereas studies from Malaysia and Taiwan emphasize transformational, authentic, and emotionally grounded leadership. The Ethiopian context provides another distinctive pattern, in which community values and spirituality are closely associated with teachers' extra-role behaviors.

These differences suggest that OCB should be interpreted as a context-sensitive organizational phenomenon rather than a universally uniform behavior. Leadership practices that encourage OCB in one cultural setting may operate differently in another because teachers' expectations regarding authority, reciprocity, trust, collectivism, and

community responsibility vary across contexts (Ciftgul & Cetinkanat, 2021; Emirie & Gebremeskel, 2022). The findings therefore support a culturally responsive approach to OCB research, particularly when developing theoretical models or comparing educational systems across countries.

At the same time, the geographical distribution of the reviewed literature remains concentrated in Asia and the Middle East, while Africa and Latin America are comparatively underrepresented. This imbalance limits the extent to which existing findings can be generalized globally. Therefore, future studies should expand comparative research across diverse cultural and institutional settings and examine how cultural values interact with leadership, organizational trust, and psychological factors in shaping teachers' OCB.

h. Research Gaps and Implications

Despite the growing body of research on teachers' Organizational Citizenship Behavior (OCB), several important gaps remain evident. First, the geographical distribution of studies is uneven, with research concentrated primarily in Asia and the Middle East, while Africa and Latin America remain comparatively underrepresented. This geographical concentration limits the transferability of existing findings and indicates the need for broader cross-cultural investigations.

Second, the literature is predominantly focused on public schools, whereas private

schools and other educational settings receive considerably less attention. The reviewed studies indicate that organizational structures, leadership practices, and resource conditions may differ across school types, potentially producing different patterns of teacher OCB. Therefore, greater attention to private and diverse educational institutions is necessary to strengthen the contextual scope of OCB research.

The major gaps identified in the review and their corresponding implications are synthesized in Table 5.

Table 5. Research Gaps and Implications for Future Teacher OCB Research

Research Gap	Evidence from the Review	Implication for Future Research	Practical Implication
Geographical imbalance	Studies are concentrated in Asia and the Middle East, with limited representation from Africa and Latin America	Conduct cross-cultural and comparative studies across underrepresented regions	Develop context-sensitive OCB policies rather than relying on universal assumptions
School-type imbalance	Research predominantly examines public schools, while private schools are rarely studied	Compare OCB determinants across public, private, and other educational institutions	Adapt leadership and organizational support to different school structures
Methodological homogeneity	Quantitative and cross-sectional survey designs dominate, particularly SEM and PLS-SEM	Expand longitudinal, qualitative, mixed-method, and multilevel designs	Use richer evidence to understand the development and consequences of teacher OCB
Theoretical limitation	SET and COR remain dominant theoretical foundations	Incorporate JD-R, Positive Organizational Scholarship, and other contemporary perspectives	Develop organizational interventions addressing both resources and demands
Digitalization	Digital transformation is acknowledged but rarely integrated systematically into OCB frameworks	Examine digital OCB, digital competence, digital leadership, and technology-related demands	Implement digital mentoring while preventing excessive technology-related workload
Teacher well-being	Work-life balance, stress, and mental health remain insufficiently integrated	Investigate the relationship between OCB, well-being, workload, and role overload	Establish policies that balance voluntary contributions with teacher well-being
Educational sustainability	Sustainability is not yet systematically connected to teacher OCB	Examine OCB as a potential mechanism supporting institutional	Integrate teacher participation and organizational resilience

Research Gap	Evidence from the Review	Implication for Future Research	Practical Implication
		resilience and sustainability	into sustainability strategies

Third, the methodological profile of the literature reveals a strong reliance on quantitative, cross-sectional approaches, particularly SEM and PLS-SEM. Although these methods are useful for examining relationships among variables, they provide limited insight into how OCB develops over time and how teachers experience it within particular organizational contexts. Only a small number of studies employ qualitative or longitudinal approaches, leaving the temporal and contextual dimensions of OCB insufficiently explored.

Fourth, the theoretical landscape remains largely dependent on Social Exchange Theory (SET) and Conservation of Resources (COR) Theory. While these perspectives remain useful for explaining reciprocity, organizational support, and resource preservation, the review suggests that they may not fully capture emerging phenomena associated with digital transformation, changing job demands, and teacher well-being (Nassir & Benoliel, 2024; Phetsombat & Na-Nan, 2023). Future research could therefore incorporate the Job Demands–Resources (JD-R) model, Positive Organizational Scholarship, and culturally responsive leadership perspectives.

Finally, contemporary issues such as digitalization, teacher well-being, work–life balance, and educational sustainability require greater integration into OCB research. Digital transformation, for example, may create opportunities for teachers to demonstrate new forms of voluntary contribution while simultaneously increasing workload and role demands (Astutik et al., 2022). Similarly, excessive OCB may

generate role overload, indicating that OCB should not automatically be interpreted as an exclusively beneficial organizational outcome.

Overall, these gaps indicate the need for a more context-sensitive, theoretically diverse, and methodologically pluralistic research agenda that investigates how teachers’ OCB interacts with advanced education, challenging learning environments, progressive educational practices, and innovative learning design. Future studies should move beyond examining isolated predictors of OCB and investigate how individual, organizational, cultural, technological, and contextual factors interact over time. Such an approach would strengthen understanding of teacher OCB as a dynamic phenomenon and provide a stronger empirical basis for supporting educational resilience and sustainability.

i. Discussion

This systematic review demonstrates that teachers’ Organizational Citizenship Behavior (OCB) is a multidimensional and context-dependent phenomenon shaped by psychological, organizational, leadership, cultural, and contextual factors. Across the 31 studies reviewed, job satisfaction, self-efficacy, empowerment, organizational trust, leadership, school climate, and crisis conditions consistently emerged as important elements associated with teachers’ extra-role behavior (Adhantoro et al., 2026). These findings reinforce the view that teacher OCB cannot be adequately explained by individual characteristics alone but should be understood

through the interaction between teachers and their organizational environments.

Psychological factors, particularly job satisfaction and self-efficacy, remain important foundations of OCB. Studies included in the review indicate that teachers with stronger self-efficacy and greater job satisfaction tend to demonstrate higher levels of voluntary organizational contribution (Birani-Nasraldin et al., 2024; Choong et al.,

2022; Phetsombat & Na-Nan, 2023). This pattern is broadly consistent with Social Exchange Theory (SET), in which supportive organizational conditions may encourage reciprocal discretionary behavior (Blau, 1964). However, the present synthesis extends this interpretation by showing that psychological resources interact with organizational and contextual conditions rather than functioning independently.

Table 6. Integrated Interpretation of Determinants Shaping Teachers' OCB

Dimension	Main Finding	Supporting Evidence	Interpretation	Contribution to OCB Understanding
Psychological	Self-efficacy and job satisfaction are consistently associated with OCB	Choong et al. (2022); Birani-Nasraldin et al. (2024)	Teachers' psychological resources facilitate voluntary contributions	OCB is partly grounded in teachers' internal resources
Organizational	Trust, organizational support, climate, and justice influence OCB	Hsieh et al. (2022, 2024); Ji et al. (2025)	Supportive environments strengthen willingness to contribute beyond formal roles	Organizational conditions shape behavioral expression
Leadership	Transformational, ethical, authentic, paternalistic, and emotionally intelligent leadership are associated with OCB	Fang & Yu (2023); Phetsombat & Na-Nan (2023); Shie & Chang (2022); Nassir & Benoliel (2024)	Leadership influences OCB through motivation, trust, and psychological mechanisms	Leadership effects are context-sensitive rather than universal
Contextual	Crisis, digitalization, culture, and institutional conditions reshape OCB	Bogler & Somech (2023); Emirie & Gebremeskel (2022)	External conditions alter the direction and form of voluntary behavior	OCB functions as an adaptive response to changing environments
Intermediary	Trust and psychological contract fulfillment mediate relationships between antecedents and OCB	Choong & Ng (2022); Fang & Yu (2023); Cheng et al. (2025)	Organizational and psychological mechanisms connect contextual factors with behavior	OCB should be examined through cross-level mechanisms

The synthesis in Table 6 indicates that the determinants of OCB operate through interconnected levels. Organizational support and leadership, for example, may influence teachers' psychological states, which subsequently shape voluntary behavior.

Organizational trust is particularly important because it appears not only as an organizational condition but also as an intermediary mechanism linking leadership and teacher OCB. Hsieh et al. (2024) similarly identified organizational trust as an important

mechanism through which principals' emotional intelligence is associated with teachers' OCB.

Leadership represents another central dimension. Previous research has frequently emphasized transformational leadership as an important antecedent of teacher OCB. The present review confirms this relationship but also identifies a broader range of leadership approaches, including ethical, authentic, paternalistic, visionary, and emotionally intelligent leadership. For example, transformational leadership was associated with OCB through psychological contract fulfillment in China, while paternalistic leadership was particularly relevant in the Israeli context (Fang & Yu, 2023; Nassir & Benoliel, 2024). This variation suggests that leadership should not be conceptualized as a universal predictor operating identically across educational settings.

A particularly important contribution of this review concerns the role of crisis and digital transformation. Bogler and Somech (2023) found that teachers demonstrated higher levels of OCB during the COVID-19 pandemic, including additional support for students, investment of extra time, technology use, and adaptation to changing roles. The present review interprets these behaviors as evidence that crisis conditions can alter not only the intensity but also the orientation of OCB. Voluntary contributions may extend beyond the organization itself toward

students, parents, and the wider educational community.

Digitalization introduces a further transformation. Teachers increasingly demonstrate OCB through technology-mediated practices, including learning digital platforms, helping colleagues with digital tools, and experimenting with technology-supported pedagogies (Prastikawati et al., 2024). Thus, digitalization should not be regarded exclusively as an external technological condition; it can also reshape the behavioral expression of OCB. At the same time, increasingly challenging digital and learning demands may increase workload and role pressure, requiring OCB to be considered alongside teacher well-being, work–life balance, and sustainable learning design.

The methodological findings also have important implications for interpreting the existing evidence. The literature is strongly dominated by quantitative and cross-sectional studies, particularly SEM and PLS-SEM, while longitudinal and qualitative approaches remain relatively uncommon. Although these quantitative methods are useful for testing relationships among constructs, their predominance limits understanding of how OCB develops over time and how teachers experience extra-role behavior in particular organizational contexts.

The theoretical and practical implications emerging from these findings are summarized in Table 7.

Table 7. Theoretical and Practical Implications of the Review Findings

Area	Evidence from Review	Implication	Recommended Direction
Theory	SET and COR dominate the literature	Existing theories do not fully explain digital and crisis-related OCB	Integrate JD-R and Positive Organizational Scholarship
Leadership	Multiple leadership styles are associated with OCB	Leadership effects vary across cultural contexts	Develop culturally responsive leadership models

Area	Evidence from Review	Implication	Recommended Direction
Digital transformation	Technology generates new forms of voluntary contribution	Digitalization can simultaneously enable OCB and increase demands	Examine digital OCB, digital leadership, and technology-related workload
Teacher well-being	Excessive OCB may increase workload and role overload	OCB should not automatically be treated as universally beneficial	Integrate well-being, workload, and work-life balance
Research design	Cross-sectional quantitative designs predominate	Temporal and contextual mechanisms remain insufficiently understood	Expand longitudinal, qualitative, mixed-method, and multilevel studies
Educational resilience	OCB increases under crisis conditions	OCB can contribute to institutional adaptation	Position OCB within organizational resilience and sustainability frameworks

Table 7 highlights the principal theoretical contribution of this review: teacher OCB requires a cross-level explanatory framework. While SET and COR remain valuable for explaining reciprocity and resource preservation, the emergence of digital OCB, crisis adaptation, and teacher well-being suggests that additional theoretical perspectives are needed. The Job Demands Resources model, for instance, may help explain how teachers balance voluntary contributions with increasing technological and organizational demands, while Positive Organizational Scholarship may provide a complementary perspective on resilience and positive organizational functioning (Nasution et al., 2024).

The review also contributes to the debate concerning the universality of OCB. Cross-cultural evidence shows that the meaning and expression of teacher OCB vary across institutional and cultural settings. Israel, Malaysia, Taiwan, China, and Ethiopia demonstrate different combinations of leadership, collective values, community expectations, and organizational conditions. These variations indicate that dominant theoretical models should be adapted rather than applied uniformly across educational contexts.

Importantly, OCB should not be interpreted as inherently beneficial in every circumstance. Muntean et al. (2022), for example, identified both positive and potentially adverse consequences of OCB, particularly when additional contributions increase workload and generate role overload. This finding provides an important qualification to the traditional interpretation of OCB as an exclusively positive organizational outcome. Sustainable OCB requires an organizational environment in which voluntary contributions are supported without transferring excessive responsibilities to teachers.

Taken together, the findings support an integrative conceptualization of teacher OCB as an adaptive organizational mechanism. Rather than functioning solely as discretionary behavior that supplements formal responsibilities, OCB may facilitate institutional adaptation when schools encounter crises, technological transitions, and changing educational demands (Abidin et al., 2024). This interpretation represents an extension of earlier research by connecting psychological resources, organizational conditions, leadership, cultural context, intermediary mechanisms, and contemporary

challenges within a single analytical perspective.

From a practical perspective, school leaders should therefore focus not only on encouraging OCB but also on creating the conditions under which such behavior can be sustained. Organizational trust, supportive leadership, appropriate digital mentoring, manageable workloads, and attention to teacher well-being constitute complementary conditions for sustainable extra-role contributions. The review consequently suggests that policies designed to foster OCB should be accompanied by mechanisms that protect teachers from excessive workload and role overload.

Overall, the discussion establishes that the significance of teacher OCB lies not simply in the frequency of extra-role behaviors, but in how, why, and under what conditions those behaviors emerge. The evidence points toward a shift from a predominantly individual and organizational explanation toward a more dynamic, cross-level, culturally sensitive, and context-aware understanding of OCB. This perspective provides a stronger foundation for future research examining teacher OCB in digitally transformed, crisis-sensitive, and increasingly sustainability-oriented educational environments.

4. Conclusion

This systematic literature review of 31 empirical studies published between 2020 and 2025 shows that teachers' Organizational Citizenship Behavior (OCB) is a multidimensional and context-sensitive phenomenon shaped by the interaction of psychological, organizational and leadership, contextual, and intermediary factors. Job satisfaction, self-efficacy, empowerment, leadership, organizational climate, and trust consistently emerge as key conditions, while

trust and psychological contract fulfillment function as important mechanisms linking organizational conditions to extra-role behavior. The review further demonstrates that crises and digital transformation reshape the expression of OCB, expanding teachers' voluntary contributions toward student support, role adaptation, technology use, and knowledge sharing, while also creating risks of workload and role overload. These findings indicate that OCB should not be viewed exclusively as a positive discretionary behavior but as an adaptive organizational resource that requires supportive and sustainable conditions. The review identifies persistent gaps in geographical representation, private-school contexts, longitudinal and qualitative methodologies, digitalization, teacher well-being, and sustainability, and therefore calls for culturally responsive leadership, digital mentoring, manageable workloads, and methodologically diverse research to develop a more sustainable understanding of teacher OCB.

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