

# THE IMPACT OF ORGANIZATIONAL SUPPORT ON JOB SATISFACTION AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR OF TEACHERS AT VOCATIONAL HIGH SCHOOLS IN DENPASAR

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## Abstract

Organizational support is very necessary in the implementation of education. The purpose of research is to determine the extent of organizational support's influence on job satisfaction and its impact on organizational citizenship behavior. This quantitative research using an ex-post-facto survey approach was conducted on teachers at State Vocational High Schools in Denpasar. The sample was determined using the Slovin formula plus the Warwick and Lininger method, resulting in 257 teachers. Data were obtained through the distribution of questionnaires in the form of closed statements with 5 choices. The analysis technique used SEM-PLS. The results are; (1) there is a strong and significant direct influence of organizational support on job satisfaction at the T-statistical value 24.655 and Sig. is 0.000; (2) there is a fairly strong and significant direct influence of organizational support on organizational citizenship behavior at the T-statistical value 3.802 and Sig. is 0.000; (3) there is a significant direct influence of job satisfaction on organizational citizenship behavior at the T-statistical value 6.376 and Sig is 0.000 and (4) there is a significant indirect influence of organizational support on organizational citizenship behavior through job satisfaction at the T-statistical value 5.879 and Sig is 0.000. It is recommended to implement organizational support as well as job satisfaction to improve organizational citizenship behavior in teachers at State Vocational High Schools in Denpasar City.

**Keywords:** organizational support, job satisfaction, organizational citizenship behavior

## INTRODUCTION

Teachers play a central role in determining output and are key to the success of the education system. Their central role as instructors is to transfer knowledge to students (Dam & Janssen, 2021). Teachers are the most important parties to carry out intensive interactions with students so that their role has a great impact for improving attitudes, knowledge, skill and ways of thinking and behaving (Handayani et al., 2023). Teachers are obliged to carry out their duties as professional educators, educating, teaching, guiding, directing, assessing and evaluating (Abacioglu et al., 2022). The important role of teachers requires Organizational Citizenship Behavior (OCB). Schools with many teachers who have good Organizational Citizenship Behavior can produce continuously increasing achievements, thus improving the quality of education. Teachers with high Organizational Citizenship Behavior make a significant contribution to improving the quality of education. This is evidenced by behavior that is more concerned with the quality of learning and is willing to help students, creates a supportive learning atmosphere, tends to be more cooperative and willing to work together with colleagues, can improve the school's image by demonstrating positive and professional behavior and can contribute to improve the education quality (Dille & Røkenes, 2021).

The reality of teachers of State Vocational High Schools in Denpasar that Organizational Citizenship Behavior in teachers is not optimal, low managerial ability of the principal in efforts to improve teacher performance compared to academic supervision, commitment, motivation, low perception of organizational support and job satisfaction towards work commitment and OCB of the millennial generation in the education industry, and low job satisfaction felt by teachers compared to work motivation and teacher performance. In addition, from the results of interviews with representatives of the Bali Province Vocational High School supervisory team and several State Vocational High School teachers in Denpasar, there are problems related to teacher OCB behavior, such as there are teachers who do not have the desire to help colleagues voluntarily and only do their own work, some teachers must be ordered to do work, there are teachers who spread issues to bring down other teachers, there are teachers who leave their work when duty hours are in progress. In addition, there are also several teachers who do not contribute and channel ideas, do not provide quality learning, are stagnant in the use of learning technology, it is concluded that behavior is in the low category. The low organizational citizenship behavior of teachers at Denpasar State Vocational Schools is influenced by several factors, both internal and external. In this study by Hermanto &

Srimulyani, (2022) found that organizational management, self-efficacy, work motivation and job satisfaction were proven to have a significant influence on OCB in teachers. Another study conducted by Pandia et al., (2023) shows the importance for the role on leadership and support as well as employee satisfaction including teacher self-confidence in encouraging good Organizational Citizenship Behavior to realize increased professionalism and quality of education (Popescu et al., 2024).

Organizational support has a strong impact for teachers' behavior. Organizational support can increase teachers' organizational commitment, making them more likely to exhibit positive behavior (Chen & Eyoun, 2021). Organizational support can increase teacher trust in the school and can increase teacher motivation, because they feel appreciated and supported, which is manifested in the provision of awards and recognition to high-achieving teachers, thereby increasing motivation and job satisfaction (Rasool et al., 2021). Schools provide professional development opportunities for teachers, thereby enhancing their skills and confidence. They also provide adequate resources for teachers to perform their duties effectively and foster good communication with teachers, making them feel heard and valued (Wang, 2022). Thus, organizational support in schools can have strong impact on teachers' OCB to improving the education quality or learning environment.\

Job satisfaction can also have a strong impact to teacher's behavior at school (Agus et al., 2021). Teachers who are happy in their professions are more likely to be driven to act in positive ways, such as helping coworkers or doing extra work, being committed to the school and willing to demonstrate good behavior, tending to focus more on the quality of work and being more willing to demonstrate positive behavior (Amini & Kemal, 2021). Several studies have shown that teachers who feel their salaries and benefits are fair and commensurate with their workload tend to be more satisfied and demonstrate positive behavior. Teachers who perceive a comfortable and supportive work environment tend to be more satisfied and demonstrate behavior. Teachers who feel valued and recognized for their achievements tend to be more satisfied and demonstrate Organizational Citizenship Behavior. Teachers who feel they have opportunities for professional development tend to be more satisfied and demonstrate positive behavior (Farisi, 2021). Thus, Teachers' Organizational Citizenship Behaviour in schools can be greatly impacted by their job satisfaction, which can enhance the standard of instruction and the learning environment.

In order to overcome the problem of the big difference between expectations and reality that occurs in Organizational Citizenship Behavior, it is necessary to find a solution to solve the problem, namely by conducting an in-depth study of the causal factors through research to analyze and explain how big the direct influence of organizational support on Organizational Citizenship Behavior is, in addition to employment satisfaction's direct impact on organizational citizenship behaviour and the support of the organization's indirect impact on it through job satisfaction on State Vocational High School teachers in Denpasar City using a quantitative research model approach.

## LITERATURE REVIEW

Organizational support is a perception and policy that refers to the extent to which an organization demonstrates concern and commitment to the well-being and needs of employees (Wulandari et al., 2023). Organizational support can take the form of motivating employees to improve their performance and well-being, providing the resources and facilities employees need to do their jobs effectively, and developing policies and procedures that support employee well-being and performance as well as a work environment that supports teacher development, thus influencing teacher behavior and attitudes towards the school (Alshaabani et al., 2021). Indicators of organizational support include: (1) availability of resources; (2) support for professional development and teacher autonomy; (3) participation in organizational decisions; (4) a responsive and inclusive organizational climate; (5) balance of workload and well-being; (6) clarity of roles and tasks; and (7) fairness in organizational management. Job satisfaction is the feelings teachers have about their jobs, and other aspects related to their jobs (Novitasari et al., 2022). Having a work environment that allows them to do their jobs as best they can in the classroom and significantly improve student achievement is closely related to job satisfaction (Ridlo et al., 2021). Indicators derived from seven dimensions in an integrative manner based on theoretical and empirical studies on job satisfaction include the following: (1) basic physiological needs, (2) a balanced and safe work environment; (3) social conditions; (4) the need for appreciation; (5) carrying out actualization; (6) the effectiveness of policies and implementation of regulations; and (7) challenges and certainty of a teacher's career.

Teachers' Organizational Citizenship Behavior is voluntary and extra-curricular carried out by teachers outside for their formal duties and responsibilities (Dubey et al., 2022). Teacher behavior demonstrated by assisting their colleagues in teaching, managing the classroom, or other tasks, taking initiatives to improve the quality of learning, developing the curriculum, or improving school performance, developing themselves through training, seminars, or other activities to improve the quality of teaching, helping students outside of school hours, such as providing additional tutoring or supporting extracurricular activities and participating in school activities, such as meetings, extracurricular activities, or other school events (Pandia et al., 2023). In this study, teachers' Organizational Citizenship Behavior was measured through characteristics (indicators) derived from seven dimensions in an integrative manner based on theoretical and empirical studies on OCB, including: (1) helping behavior including altruism and courtesy; (2) conscientiousness and self-development; (3) sportsmanship; (4) civic virtue; (5) loyalty and compliance; (6) cheerleading; and (7) peacekeeping and harmony.

## METHOD

The relationship between variables in survey research is ex-post-facto and is designed in a quantitative form, naturally including a causal link between independent and dependent variables (Maidiana, 2021). The relationship between variables that influence each other so as seen in the graphic below, information is gathered on the direct and indirect effects of organizational support (X) on work satisfaction (Y1) and organizational citizenship behaviour (Y2).

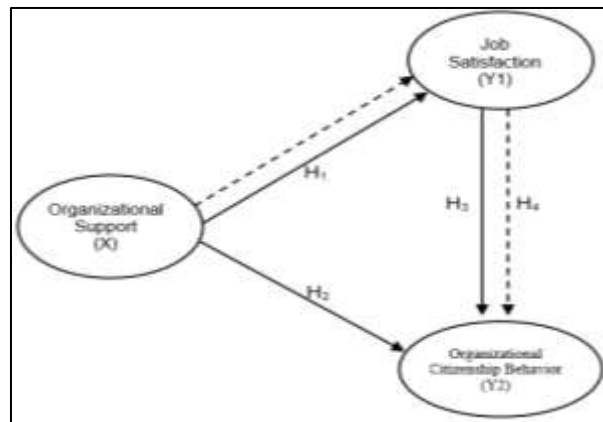


Figure (1). Relationship between variables

The subjects in this study were teachers at Denpasar State Vocational High Schools with a population of 489 people. Then, the researcher determined the sample size using the Slovin Formula (1960) plus the Warwick and Lininger formula (2007). This resulted in a sample size of 257 people who were randomly selected as respondents from each school, thus giving all teachers the opportunity to be included in the sample (Firmansyah & Dede, 2022). Data collection was obtained from questionnaires distributed personally to the teachers who participated. The statements in the questionnaire, both positive and negative, were supplemented with columns for alternative/optional answers use the scale of Likert. This aimed to assess respondents' opinions, perceptions, and assessments of social events or phenomena. Data from questionnaires with alternative/optional answers like this constitute ordinal data, while the correlation test and SEM-PLS analysis in this study required interval data. To create a good questionnaire, a grid like the one in Table 1 below is required.

Table (1). Research Instrument Grid

Variables	Indicator	Number of Items
Organizational Support (X)	X1 Resource Availability	6
	X2 Teacher Professional Development	8
	X3 Participation in Organizational Decisions	6
	X4 Organizational Climate	9
	X5 Workload Balance	7
	X6 Roles and Duties	6
	X7 Organizational Management	6
	Total	48
Job Satisfaction (Y1)	Y1.1 Physiological Needs	5
	Y1.2 Environmental Needs	7
	Y1.3 Social Needs	5
	Y1.4 Esteem Needs	5
	Y1.5 Self-Actualization Needs	5
	Y1.6 Regulatory Effectiveness	7
	Y1.7 Career Security	6
	Total	40
Organizational Citizenship Behavior (Y2)	Y2.1 Helping Behavior	5
	Y2.2 Conscientiousness and Self Development	7
	Y2.3 Sportsmanship	5
	Y2.4 Civic Virtue	5
	Y2.5 Organizational Loyalty and Compliance	7
	Y2.6 Cheerleading	5
	Y2.7 Peacekeeper and Harmony	6

	Total	40
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The method used to analyze data in quantitative research based on numerical data is descriptive statistical analysis aimed at determining general trends such as the mean, mode, and median of data distribution and standard deviation to determine whether respondents' answers tend to be uniform or varied, and the range to see the difference between the highest and lowest values. While the next inferential analysis uses the PLS-SEM technique where the requirement for the outer evolution of the variable to its indicator is declared valid and reliable while the inner evaluation of the dependent variable shows how much power it has in predicting of hypothesis testing. The T-statistic and P-values will be used to determine the results of the hypothesis test; if the T-statistic score is greater than 1.96 and the P-values are less than 0.05, the hypothesis is considered accepted.

## RESULT

Data was obtained through questionnaires, then tabulated into numerical data, and then subjected to statistical analysis to determine the quality of the data for each variable (Agung, 2014). The results of the statistical analysis are shown in Table 2 below.

Table (2). Statistical Analysis Results

Statistics	Organizational Support (X)	Job Satisfaction (Y1)	Organizational Citizenship Behavior (Y2)
N Valid	257	257	257
Missing	0	0	0
Mean	148,81	123,72	117,08
Median	144,00	120,00	113,00
Std. Deviation	15,445	12,727	11,364
Range	88	70	60
Minimum	104	90	92
Maximum	192	160	152
Sum	38245	31796	30089
Value	77,51	77,33	77,03
Category	high	high	high

The statistical analysis's findings typically show that organizational citizenship behaviour, job happiness, and organizational support are all in the high range. Figure 2 below displays the findings of the inferential analysis performed with the Smart PLS program and the structural equation technique.

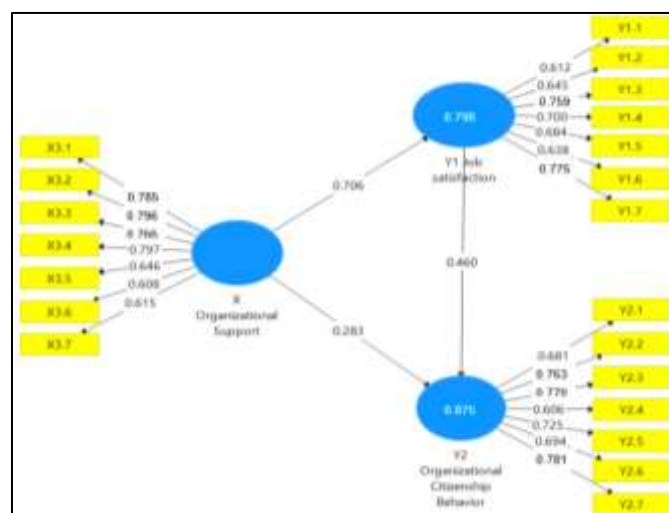


Figure (2). Outer and Inner PLS-SEM Model

### Evaluation of the Outer Model

The first step in the analysis is to measure the loadings factor of the latent variables on the indicators in order to evaluate the outer. The following analysis determines the three test outcomes that are part of the outer model evaluation: (1) discriminant validity, (2) internal consistency, and (3) convergent validity.

The results of the convergent validity evaluation, which examines the indicators in detail using the outer loading coefficients, are shown in Table 3 below.

Table (3). Outer Loading of Variables to Indicators

Variable to Indicator	Original Sample	Standard Deviation)	T Statistic	P Values
X3.1 <- X Organizational Support	0,787	0,059	13,330	0,000
X3.2 <- X Organizational Support	0,796	0,076	10,472	0,000
X3.3 <- X Organizational Support	0,766	0,062	12,354	0,000
X3.4 <- X Organizational Support	0,797	0,023	34,027	0,000
X3.5 <- X Organizational Support	0,646	0,048	13,587	0,000
X3.6 <- X Organizational Support	0,608	0,052	11,603	0,000
X3.7 <- X Organizational Support	0,615	0,055	11,080	0,000
Y1.1 <- Y1. Job-satisfaction	0,612	0,053	11,448	0,000
Y1.2 <- Y1. Job-satisfaction	0,645	0,053	12,254	0,000
Y1.3 <- Y1. Job-satisfaction	0,759	0,059	12,864	0,000
Y1.4 <- Y1. Job-satisfaction	0,700	0,043	16,161	0,000
Y1.5 <- Y1. Job-satisfaction	0,684	0,044	15,424	0,000
Y1.6 <- Y1. Job-satisfaction	0,638	0,049	12,940	0,000
Y1.7 <- Y1 Job satisfaction	0,775	0,067	11,561	0,000
Y2.1 <- Y2. Organizational-Citizenship Behavior	0,681	0,046	14,932	0,000
Y2.2 <- Y2. Organizational-Citizenship Behavior	0,763	0,088	8,671	0,000
Y2.3 <- Y2. Organizational-Citizenship Behavior	0,770	0,075	10,267	0,000
Y2.4 <- Y2. Organizational-Citizenship Behavior	0,606	0,056	10,758	0,000
Y2.5 <- Y2. Organizational-Citizenship Behavior	0,725	0,037	19,560	0,000
Y2.6 <- Y2. Organizational-Citizenship Behavior	0,694	0,043	16,040	0,000
Y2.7 <- Y2. Organizational-Citizenship Behavior	0,781	0,058	13,457	0,000

All indicators forming the variable are significant, as evidenced by the original sample value being greater than the sample mean and standard deviation, T-statistical value  $> 1,96$ , and a significance is  $< 0,05$ . The created variables have met convergent validity, and all indicators are valid.

As indicated in Table 4 below, the Average Variance Extracted value supports the internal consistency of Cronbach's Alpha and Composite Reliability.

Table (4). Results Test of Instrument Reliability Analysis

Variables	Cronbach's Alpha	Rho A	Composite Reliability	Average Variance Extracted
Organizational-Support (X)	0,817	0,750	0,802	0,674
Job-satisfaction (Y1)	0,828	0,734	0,812	0,685
Organizational Citizenship Behavior (Y2)	0,775	0,717	0,781	0,552

All variables met the AVE criteria of greater than 0.50, and all variables also met the composite reliability criteria and Cronbach's alpha  $> 0.70$  or even  $> 0.8$ . This indicates that each latent variable is reliable.

As demonstrated by the Root Square, discriminant validity quantifies how much a construct varies from other constructs. correlations between variables, as displayed in Table 5 below, which displays the analysis results.

Table (5). The Correlation Analysis Between Variables

	Organizational-Support (X)	Job-satisfaction (Y1)	Organizational-Citizenship Behavior (Y2)
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Organizational-Support (X)	0,712		
Job-satisfaction (Y1)	0,706	0,720	
Organizational Citizenship Behavior (Y2)	0,607	0,659	0,793

The analysis results demonstrate that the latent variables of organizational support, job satisfaction, and organizational citizenship behavior in this research model have good discriminant validity. It is concluded that all variables forming the construct are valid.

### Evaluation of the Inner Model

Evaluation of the inner can be performed using two analyses:  $R^2$ ,  $Q^2$  and the results of the SEMPLS analysis using the Smart PLS 3.29 application on the algorithm output, bootstrapping, and blindfolding, as follows.

Table (6). Result of R Square Test

Dependent-Variables	R-Square	Adjusted Square	R	Category
Job-satisfaction (Y1)	0,798	0,962		strong
Organizational Citizenship Behavior (Y2)	0,875	0,871		strong

The  $R^2$  value obtained from the analysis of the dependent variables for Job Satisfaction (Y1) was 0.798 and for Organizational Citizenship Behavior (Y2) was 0.875. This indicates that the constructed constructs have a strong model fit and strong predictive ability.

Furthermore,  $Q^2$  testing was performed using the Stone-Geiser Test (Q-Square). The results are as follows.

$$Q^2 = 1 - [(1-Y1^2) (1-Y2^2)]$$

$$Q^2 = 1 - [(1-0,798) (1-0,875)]$$

$$Q^2 = 1 - (0,202 \times 0,125)$$

$$Q^2 = 1 - 0,0253$$

$$Q^2 = \mathbf{0,9747}$$

The results of the  $Q^2$  calculation indicate that 97.47% of the job satisfaction (Y1) and Organizational Citizenship Behavior (Y2) variables are determined by Organizational Support (X), while the remaining 2.53% is due to other variables. This demonstrates that the model's equation structure is empirically sound and can predict the hypothesis results in the very strong category.

Hypothesis testing was conducted after the model structure formed from the table below displays the outcomes of the organizational citizenship behaviour, job satisfaction, and organizational support variables.

Table (7). Results of Hypothesis Testing of Direct and Indirect Influence

Relationship of Variables	Original Sample	Standard Deviation	T Statistic	P Values
Organizational-Support (X) -> Job-satisfaction (Y1)	0,706	0,029	24,655	0,000
Organizational-Support (X) -> Organizational-Citizenship Behavior (Y2)	0,283	0,074	3,802	0,000
Job-satisfaction (Y1) -> Organizational-Citizenship Behavior (Y2)	0,460	0,072	6,376	0,000
Organizational-Support (X) -> Job-satisfaction (Y1) -> Organizational-Citizenship Behavior (Y2)	0,325	0,055	5,879	0,000

The results of the hypothesis test regarding the direct and indirect relationship between organizational support and job satisfaction on organizational citizenship behavior are as follows.

1) Organizational support has a very strong direct effect to job satisfaction by the t-statistical analysis of 24.655 > 1.96, supported by a p-value of 0.000 < 0.05. Furthermore, the path coefficient of 0.706 (> 0.60) indicates a very strong effect. This means that each one-unit increase in organizational support directly increases job satisfaction by 71%.

2) Organizational support also has a fairly strong direct effect on organizational citizenship behavior, as evidenced by the t-statistical analysis of 3.802 > 1.96, and the p-value of 0.000 < 0.05. Furthermore, the path coefficient

results obtained a score of 0.283 ( $<0.30$ ), indicating a moderate positive effect. Accordingly, there is a direct 28% rise in organizational citizenship behaviour for every unit increase in organizational support.

3) Job satisfaction has a strong direct impact to organizational citizenship behavior, as demonstrated by the t-statistical which is  $6.376 > 1.96$ , while the p-value analysis obtained a score of  $0.000 < 0.05$ . Furthermore, the path coefficient analysis obtained a score of 0.460, which is between 0.30 and 0.60, indicating a strong effect. An approximate 46% rise in organizational citizenship behavior can be directly attributed to an increase in job satisfaction.

4) Organizational support has strong indirect impact to organizational citizenship behavior, surpassing job satisfaction. This is demonstrated by the t-statistical analysis, which is  $5.879 > 1.96$ , while the p-value analysis obtained a score of  $0.000 < 0.05$ . In addition, the path coefficient results obtained a score of 0.325 (0.30 – 0.60), meaning it has a strong influence, indicating that there will be a roughly 33% rise in organizational citizenship behaviour mediated by work satisfaction for every unit increase in organizational support.

## DISCUSSION

### **Organizational support directly impacts job satisfaction.**

Respondents' overall assessment of organizational support was good, with the majority of respondents agreeing or strongly agreeing, with a high score. Overall job satisfaction was good, with an average score in the high category. Descriptive statistical analysis then showed the average univariate score for organizational support was high. Furthermore, the results of testing the hypothesis of the relationship between organizational support and job satisfaction using structural equation modeling techniques were demonstrated by the t-statistic score of  $24.655 > 1.96$ , while the p-values were  $0.000 < 0.05$ . This suggests that organizational support has a significant direct impact on teachers' job satisfaction at Denpasar State Vocational High School.

Organizational support in this study has indicators of resource availability, professional development support and autonomy, participation in organizational decisions, responsive and inclusive organizational climate, balance of workload and welfare, clarity of roles and tasks and fairness in organizational management, it is explained that the level of individual trust in the organization, namely schools, regarding the availability of resources, support for teacher professional development, teacher involvement in organizational decision making, a conducive school climate, and balance of workload with rewards, concern for teachers, response to input (Ratnaya et al., 2022). In the implementation of education in schools, organizational support is the individual's trust in the organization, namely the school, regarding the availability of resources, support for teacher professional development, teacher involvement in organizational decision-making, a conducive school climate, and a balance of workload with appreciation, concern for teachers, response to related input because teachers need appreciation for their performance, need concern and assistance, expect career development to occur (Utomo et al., 2023). The study found a very strong influence of perceived organizational support on job satisfaction of Metro Manila BPO employees. This suggests that higher levels of job satisfaction result when workers believe their company values and supports them. According to the study, permanent employees' job satisfaction is positively and significantly impacted by their perception of organizational support. Research by Sunaris et al., (2022) also discovered that job happiness and psychological empowerment are influenced by organizational support. The research conducted Farisi, (2021) More specifically, they found that teachers' perceived organizational support influenced their job satisfaction both directly and indirectly. In schools with strong organizational support, teachers were more likely to be satisfied with their jobs, which in turn encouraged them to take initiative and made them feel psychologically comfortable (Andriyanti & Supartha, 2021).

### **Organizational Support Directly Influences Organizational Citizenship Behavior**

Respondents' assessment of overall organizational support was good, with the majority agreeing or strongly agreeing, with scores in the high category. Meanwhile, overall organizational citizenship behavior was good, with an average score in the high category. Quantitative statistical analysis then showed the average univariate organizational culture score in the high category. The test results demonstrated a relationship between the two variables, organizational support and organizational citizenship behavior, analyzed using a structural equation model. The statistical score was  $3.802 > 1.96$ , with a p-value of  $0.000 < 0.05$ . This suggests that among instructors at Denpasar State Vocational School, organizational support has a high and large direct impact on organizational citizenship behaviour.

Organizational support is related to the availability of resources, support for professional development and autonomy, participation in organizational decisions, a responsive and inclusive organizational climate, balance of workload and well-being, clarity of roles and tasks and fairness in organizational management, it is explained that the level of individual trusting for organization, namely schools, regarding the availability of resources, support for teacher professional development, teacher involvement in organizational decision-making, a conducive school climate, and balance of workload with rewards, concern for teachers, response to input. Extra behavior between staff consisting of helpful attitudes of staff towards colleagues and new staff, best interests with the organization, and the provision of many ideas for organizational development (Hermanto & Srimulyani, 2022). In the implementation of education in schools, organizational support is the individual's trust in the organization, namely the school, regarding the availability of resources, support for teacher professional development, teacher involvement in organizational decision-making, a conducive school climate, and a balance of workload with

rewards, concern for teachers, response to input related to activities of helping each other sincerely without expecting anything in return, being honest, proactive in self-development, prioritizing the interests of the school, maintaining the good name of the teaching profession, complying with school regulations, maintaining harmony and peace, always providing motivation to fellow friends (Siswadi et al., 2023). Real organizational support can facilitate and help teachers carry out their teaching tasks smoothly and well. This work is in accordance with teachers' organizational citizenship behavior in improving their performance. Research by (Pealeu, 2022) discovered that OCB benefits from organizational assistance. The study's findings offer development strategies to motivate staff members to exhibit greater OCB and enhance their customer service performance. This study also confirms the role of organizational support in the relationship between organizational support and OCB. The findings by Alshaabani et al., (2021) verified that there is a direct and favourable correlation between OCB and felt organizational support at the individual level.

#### **Job Satisfaction Directly Influences Organizational Citizenship Behavior**

Respondents' overall job satisfaction was good, with most respondents agreeing and strongly agreeing in the high category. Meanwhile, organizational citizenship behavior was generally good, with respondents agreeing and strongly agreeing in the high category. Quantitative statistical analysis then showed that the average job satisfaction score was in the high category univariately. Furthermore, the test results showed that organizational citizenship behaviour and work satisfaction are related, analyzed using a structural equation model, yielded a t-statistic of  $6.376 > 1.96$ , and a p-values of  $0.000 < 0.05$ . Thus, it was determined that among state vocational high school teachers in Denpasar City, work satisfaction had a direct and significant impact on organizational citizenship behaviour.

Job satisfaction is related to physiological needs, a comfortable work environment, good social conditions, recognition, opportunities for self-actualization, the effectiveness of policies and regulations, and career challenges and certainty. Job satisfaction can be seen from how a person feels about the work they are doing (Basilius Raden Werang et al., 2019). A person's emotional reaction to experiences or accomplishments at work, particularly those connected to motivating elements like responsibility, achievement, acknowledgment, and growth prospects, is also known as job satisfaction (Sutrisno et al., 2023). In situations when unemployment is extremely high or where it is becoming more and more difficult to enter a profession and change professions, workers are happier in their current positions (Sunaris et al., 2022). Meanwhile, Organizational Citizenship Behavior is demonstrated in several behaviors such as being helpful, being a driving force in every activity for the school, always obeying regulations, and working according to correct procedures. This behavior is relatively more likely to be discretionary. Extra-role behavior among staff consists of staff helping colleagues and new staff, having the best interests of the organization, and providing many ideas for organizational development (Casu et al., 2021).

In the implementation of education in schools, job satisfaction is evident with the fulfillment of sufficient salaries, safe and comfortable school conditions, the establishment of cooperation with full familiarity, the implementation of rewards and punishments in school regulations, support for the development of teacher professionalism, clarity regarding teacher careers, which will motivate teachers to work with enthusiasm, help each other sincerely without expecting anything in return, be honest, proactive in self-development, prioritize the interests of the school, maintain the good name of the teaching profession, comply with school regulations, maintain harmony and peace, and always provide motivation to fellow friends (Hermanto et al., 2024). Real organizational support can facilitate and help teachers carry out their teaching tasks smoothly and well. This work is in accordance with teachers' organizational citizenship behavior in improving their performance. Research by Dubey et al., (2022) discovered that, with a coefficient value of 0.307, job satisfaction significantly improved organizational citizenship behaviour. Meanwhile, in research by Sumardjo & Supriadi, (2023) demonstrates that employee OCB is strongly and significantly influenced by job satisfaction, both partially and simultaneously. Additional research demonstrates the favourable and noteworthy impact of job satisfaction on OCB.

#### **Organizational Support Indirectly Influences Organizational Citizenship Behavior Through Job Satisfaction**

Respondents' assessments of organizational support, job satisfaction, and organizational citizenship behavior were generally categorized as good, and the statistical analysis also showed a high score. Furthermore, the results of subsequent hypothesis testing, which used an empirical structural equation model analysis, yielded a t-statistic score of  $5.879 > 1.96$ , and a p-value of  $0.000 < 0.05$ . This suggests that among Denpasar City's state vocational school instructors, work satisfaction has a substantial indirect impact of organizational support on organizational citizenship behaviour.

Organizational support is an organizational attitude that can be seen in various things, including support from leaders, appreciation from the school, the work environment, so that it influences the behavior and attitudes of teachers towards the school (Basilius Redan Werang et al., 2024). Job satisfaction is a person's subjective perception of the environment in which they work. In situations when unemployment is extremely high or where it is becoming more and more difficult to enter a profession and change careers, workers are happier in their current positions (Sutrisno et al., 2023). Job satisfaction is an employee's emotional state based on their work assessment and attachment to the job. Job satisfaction encompasses an individual's evaluation of various aspects of their job, including salary, workplace conditions, positive coworkers, promotions, and opportunities for employee competency development. A person's behaviors include caring for and helping colleagues, being a driving force to undertake extra tasks, complying with regulations, carrying out work with sincerity, and taking the initiative to



generate innovative ideas for improving quality (Saluy et al., 2024). Relatively less likely to be formally or openly rewarded within the organization, and more likely to be discretionary. Extra-role behaviors among staff include helpfulness toward coworkers and new staff, having the best interests of the organization, and providing many ideas for organizational development (Ridlo et al., 2021).

In the implementation of education in schools, organizational support for individual trust in the organization, namely the school, regarding the availability of resources, support for teacher professional development, teacher involvement in organizational decision-making, a conducive school climate, and a balance of workload with appreciation, concern for teachers, response to teacher input, while job satisfaction is actually fulfilled by adequate salaries, safe and comfortable school conditions, the establishment of cooperation with full familiarity, the existence of rewards and punishments in school regulations, support for teacher professional development, clarity regarding teacher careers, which will motivate teachers to work with enthusiasm, help each other sincerely without expecting anything in return, be honest, proactive in self-development, prioritize the interests of the school, maintain the good name of the teaching profession, comply with school regulations, maintain harmony and peace, always provide motivation to fellow friends (Kaur & Kang, 2021). Real organizational support can facilitate and help teachers carry out their learning tasks smoothly (Fathiyah, 2021). Organizational support has a very strong direct influence on job satisfaction, and job satisfaction also has a very strong influence on organizational citizenship behavior. Thus, it is stated that organizational support has a strong and significant indirect influence on organizational citizenship behavior through job satisfaction among state vocational high school teachers in Denpasar City. Research by Teguh Setiawan Wibowo, (2022) found that organizational support had a strong indirect influence on OCB in contract employees of the DIY Cooperatives and SMEs Service. Likewise, research by Tania et al., (2021) This study proves that satisfaction is able to fully mediate the positive relationship between organizational support, supervisor support or OCB. Research findings Qalati et al., (2022) demonstrates how the indirect relationship between organizational support and OCB can be mediated by work satisfaction. In research by Hermanto et al., (2024) discovered that, through the mediation of job satisfaction, organizational support had a significant direct impact on organizational citizenship behaviour.

## CONCLUSION

The following conclusions are drawn from the study and discussion: (1) Job satisfaction is strongly influenced by organizational support; (2) Organizational citizenship behaviour is significantly influenced by organizational support; (3) Teachers at Denpasar City's State Vocational High School fall into the strongest category for job satisfaction's positive and significant direct influence on organizational citizenship behaviour, while (4) job satisfaction indirectly influences organizational citizenship behaviour through organizational support. In this instance, work satisfaction becomes a full mediator since it has the strongest direct influence and can mediate the indirect influence of organizational support on organizational citizenship behaviour.

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