



The Influence of Self-Efficacy on Organizational Citizenship Behavior (OCB) Through Commitment Among Inclusive Public Junior High School Teachers in Bogor Regency

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Abstract:

This study aims to examine the influence of self-efficacy on Organizational Citizenship Behavior (OCB), both directly and indirectly through commitment, among teachers at inclusive public junior high schools in Bogor Regency. The research employs a quantitative approach using a survey method with a sample of 325 teachers selected through proportional random sampling. Data were collected via validated questionnaires and analyzed using Structural Equation Modeling (SEM) with the help of SmartPLS 4.0 software. The findings reveal that self-efficacy has a significant positive effect on both commitment and OCB. Moreover, commitment significantly influences OCB and acts as a mediating variable in the relationship between self-efficacy and OCB. These results indicate that teachers with higher self-efficacy tend to demonstrate stronger emotional attachment to their work and organization, which in turn enhances their willingness to engage in extra-role behaviors that benefit the school environment. This study highlights the importance of developing self-efficacy and organizational commitment as strategic efforts to improve teacher performance beyond formal job responsibilities. It also offers theoretical insights into the role of psychological and organizational factors in promoting OCB among educators in inclusive educational settings

1. Introduction

Teachers, as professional educators, are required to possess a range of competencies to perform their duties effectively. According to Law Number 14 of 2005 on Teachers and Lecturers, Article 10 Chapter IV, teachers must demonstrate four key competencies: pedagogical, professional, social, and personal. Mastery of these competencies is essential for teachers to deliver high-quality education to their students.

Inclusive schools provide services that differ from regular schools, especially in accommodating students with special needs who require tailored approaches to maximize their skills and potential. However, the delivery of inclusive education in 46 public inclusive junior high schools in Bogor Regency—employing 1,730 teachers—still faces

several challenges. These include limited teacher capability, insufficient facilities, funding constraints, and others. Despite these limitations, educational services can still be maintained if teachers exhibit strong OCB. Teachers with high OCB not only fulfill their core responsibilities but also voluntarily contribute to the school's improvement—for example, by helping colleagues, participating in school and professional organizations, showing tolerance, providing support beyond classroom hours, and maintaining respectful conduct.

Low levels of OCB among teachers can negatively affect the quality of educational institutions and diminish public trust. Therefore, it is crucial to identify factors that can enhance teachers' OCB. One such factor is self-efficacy, defined as an individual's belief in their ability to succeed in specific tasks. Individuals with low self-efficacy

tend to give up easily under pressure, while those with high self-efficacy persist and strive to overcome difficulties.

surveys indicate that many inclusive school teachers in Bogor Regency still exhibit relatively low levels of self-efficacy. This is evident in the lack of thorough preparation for lesson plans and insufficient creativity in teaching, which in turn affects student learning outcomes. Conversely, teachers with high self-efficacy are more likely to be motivated and resourceful in completing their responsibilities.

The workload of inclusive school teachers is more demanding than that of their counterparts in regular schools, as they are also responsible for guiding students with special needs. Thus, strong self-efficacy is necessary to manage these challenges effectively. High levels of confidence also foster greater motivation, enabling teachers to accomplish tasks and overcome obstacles successfully. Several previous studies—such as those by Ullah et al. (2021), Erum et al. (2020), Meor Rashydan Abdullah & Walton Wider (2022), and Pratiwi & Nawangsari (2021)—have shown that self-efficacy positively influences OCB. Alshaikh & Bond (2019) also found that principals' self-efficacy significantly impacts teachers' OCB.

In addition to self-efficacy, organizational commitment is another key factor influencing OCB. Commitment refers to an individual's intention to remain a part of an organization and to dedicate their efforts to achieving its goals. A strong commitment stems from trust in the organization and motivates teachers to invest their full capabilities for the institution's progress. Therefore, organizational commitment plays a vital role in enhancing teacher quality and productivity.

Numerous studies—such as those by Massoud et al. (2020), Motalebi & Marşap (2020), Hossain (2020), Jayawardena & Kappagoda (2020), Malik & Anjum (2021), Jigjiddorj et al. (2021), Alghamdi et al. (2022), and Saber (2023)—have reported a significant and positive relationship between organizational commitment and OCB.

In light of this context, the present study seeks to explore the reasons behind the low OCB among inclusive school teachers and to examine the influence of self-efficacy and commitment on the Organizational Citizenship Behavior of teachers in public inclusive junior high schools in Bogor Regency.

2. Material and methods

Organizational Citizenship Behavior (OCB)

OCB is part of organizational behavior science, referring to discretionary individual behaviors that

Self-efficacy plays a critical role, as confident teachers are more diligent, resilient, and committed to achieving organizational goals. Preliminary go beyond formal job descriptions yet contribute significantly to team performance and, ultimately, organizational effectiveness. Robbins (2017) emphasizes that individual behavior within an organization plays a critical role in its overall effectiveness.

Griffin & Moorhead (2014) define OCB as actions that make a positive contribution to the organization. Colquitt, LePine & Wesson (2018) characterize OCB as voluntary employee actions that may or may not be formally rewarded but enhance the work environment.

This study adopts five dimensions of OCB as proposed by Organ (2006):

Altruism: Teachers helping colleagues with personal or work-related issues without being obligated to do so.

Conscientiousness: Following organizational rules beyond expectations, such as arriving early or working beyond hours.

Sportsmanship: Maintaining a positive attitude and tolerance despite inconveniences at work.

Courtesy: Respecting others, preventing conflict, and supporting colleagues in difficult situations.

Civic Virtue: Participating voluntarily in organizational activities and safeguarding the institution's reputation.

OCB may involve support for individuals (e.g., assisting co-workers, sharing resources) or the organization (e.g., promoting a positive image, contributing ideas, attending events) (McShane & Von Glinow, 2018).

As an extra-role behavior, OCB has gained attention across various disciplines including HR management, healthcare, strategy, and education. In schools, OCB from teachers is essential to ensure the success of educational processes, as teachers serve both as academic leaders and moral role models

Self-Efficacy

Self-efficacy is a person's belief in their ability to successfully complete tasks. This belief serves as a foundational factor in motivating individuals to strive toward success and persist through challenges. Robbins & Coulter (2013) highlight that individuals with high self-efficacy are more confident in their capabilities. In difficult situations, those with low self-efficacy tend to reduce their effort or give up entirely, while those with high self-efficacy persevere and try harder to succeed.

According to Artino (2012), high self-efficacy enables individuals to engage, attempt, and persist in the face of challenges, whereas those with lower self-efficacy are more likely to struggle or avoid demanding tasks

Commitment

Organizational commitment plays a crucial role in determining whether an institution succeeds in achieving its goals. It reflects the emotional and psychological attachment of employees to the organization, motivating them to remain and contribute fully. Yao et al. (2019) argue that organizations must foster financial, emotional, and psychological loyalty among employees by showing care and respect. Organizational values and beliefs are central to building a sense of identity and loyalty among staff.

Colquitt, LePine, & Wesson (2018) define organizational commitment as the desire of employees to stay within the company, affecting their decisions to leave for other opportunities. McShane & Von Glinow (2018) describe it as emotional involvement and identification with the organization. According to Gao et al. (2020), long-term employee commitment can enhance productivity and reduce organizational costs, as committed employees are more likely to work diligently toward organizational objectives.

Theoretical Framework

Based on the interrelationships among the variables and guided by the theoretical framework, the researcher developed a conceptual model, as illustrated in the figure below.



Figure 1. Hypothetical Model

Description:

X: Self-Efficacy

Z: Commitment

Y: Organizational Citizenship Behavior (OCB)

The diagram above illustrates the influence among variables, which is structured upon theoretical foundations that have been adopted and adapted in accordance with the research topic. From this framework, it is evident that self-efficacy influences teachers' OCB. Furthermore, self-efficacy and commitment collectively impact teachers' Organizational Citizenship Behavior.

Research Methods

This study adopts a quantitative approach to address the research questions and test the proposed hypotheses. The primary objective is to examine the influence of exogenous variables on the endogenous

variable through a mediating variable. In this model, OCB serves as the endogenous variable, while self-efficacy as the exogenous variables, and commitment acts as the mediating (intervening) variable.

In terms of its purpose, this is an explanatory study aimed at testing hypotheses to evaluate the nature of relationships and influences among the variables involved. The research was conducted using a survey method via a Google Forms questionnaire, targeting teachers from public inclusive junior high schools in Bogor Regency to assess how they perceive themselves in relation to the study variables.

The data were collected directly from selected respondents through questionnaires, ensuring both scientific validity and reliability. Additional supporting data were obtained from interviews, documentation, and previous research reports relevant to the observed variables, which helped strengthen the theoretical framework and statements in this study. Data analysis will be carried out using inferential statistics through the Structural Equation Modeling (SEM) method with the help of SMARTPLS software, in order to determine the direct effects of each research variable. To accurately capture respondents' perceptions, each research variable was operationalized into constructs and indicators, which served as the foundation for designing the questionnaire instrument. This study focuses on analyzing three main variables: OCB, self-efficacy, and commitment

3. Results

Outer Model

Validity and Reliability

Reliability testing is conducted to ensure that the research instrument demonstrates accuracy, consistency, and precision in measuring the intended constructs. Two commonly used indicators for assessing internal consistency are Composite Reliability and Cronbach's Alpha. These methods are considered most appropriate, especially when using Likert-scale-based instruments. A construct is considered reliable when both the Composite Reliability and Cronbach's Alpha values exceed 0.7. The results of the reliability test in this study are presented below.

Table 1. Validity & Reliability

	Cronbach's alpha	Composite reliability	AVE
Commitment	0.961	0.964	0.518
OCB	0.952	0.957	0.502
Self-Efficacy	0.960	0.963	0.504

Based on the table above, it is evident that all variables in this study have Composite Reliability and Cronbach's Alpha values greater than 0.7. Therefore, it can be concluded that the constructs are reliable and suitable for further hypothesis testing in the inner model.

Inner Model

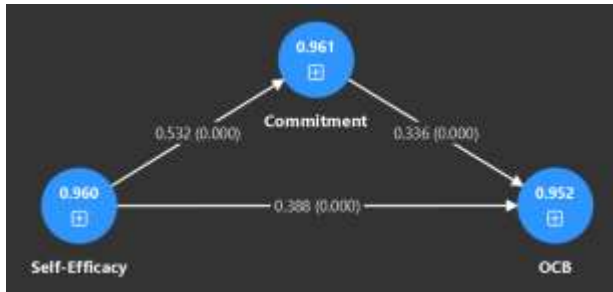


Figure 2. Estimation SEMPLS Model

The R-Square value is evaluated based on criteria that indicate whether the model is strong, moderate, or weak. A good R-Square value is typically close to 1 or 100%.

Table 2. Determination Coefficient

	R-square	Kekuatan
Commitment	0.283	Baik
OCB	0.402	Baik

Based on the table above, the results show. The commitment variable has an R-Square value of 0.283, which is categorized as good. This means that self-efficacy contribute 28.3% to the variance in commitment. Meanwhile, the R-Square value for the OCB variable is 0.402, also considered good, indicating that self-efficacy and commitment together account for 40.2% of the variation in OCB.

Effect Size

Table 3. Estimation Effect Size

	Effect Size	Keterangan
Commitment With OCB	0.135	Intermediate
Self-Efficacy With Commitment	0.395	Big
Self-Efficacy With OCB	0.180	Big

In this study, hypothesis testing was conducted by analyzing the T-Statistics and P-Values for each of the hypothesized paths between variables. A hypothesis is considered accepted if the T-Statistic exceeds 1.96 at a 5% significance level and the P-Value is less than 0.05. The results of the hypothesis testing are presented as follows.

Table 4. Estimation Path Coefficients

	Estimation	t-values	p-values
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Commitment -> OCB	0.336	4.023	0.000
Self-Efficacy -> Commitment	0.532	13.102	0.000
Self-Efficacy -> OCB	0.388	5.401	0.000
Self-Efficacy -> Commitment -> OCB	0.179	3.561	0.000

H1: There is a significant influence of self-efficacy on commitment.

The result indicates a significant effect of self-efficacy on commitment, as evidenced by a p-value of 0.000 (< 0.05) and a path coefficient of 0.532.

H3: There is a significant influence of self-efficacy on Organizational Citizenship Behavior (OCB).

The analysis shows a significant impact of self-efficacy on OCB, with a p-value of 0.000 (< 0.05) and a path coefficient of 0.388.

H6: There is a significant influence of commitment on OCB.

The results demonstrate a significant relationship between commitment and OCB, supported by a p-value of 0.000 (< 0.05) and a path coefficient of 0.366.

H7: There is a significant indirect effect of self-efficacy on OCB through commitment.

The findings reveal that self-efficacy significantly affects OCB indirectly through commitment, as indicated by a p-value of 0.000 (< 0.05) and a path coefficient of 0.179.

DISCUSSION

Based on the above explanation, it can be inferred that self-efficacy has an influence on the OCB of inclusive junior high school teachers in Bogor Regency. Self-efficacy refers to an individual's belief in their ability to accomplish tasks in the best possible manner. Therefore, it is essential that every individual believes they are equipped with the potential to succeed. In this regard, self-efficacy becomes a critical factor influencing one's motivation to pursue success. Its influence on OCB—or extra-role behavior in the workplace—can be highly significant.

According to Albert Bandura (1997), self-efficacy is a belief that motivates individuals to take action and achieve specific goals. Similarly, Robbins and Coulter (2013) explain that an individual's confidence in their ability to succeed in a task is positively correlated with their level of self-efficacy. The findings in this study are supported by previous research by Ullah et al. (2021), which revealed that self-efficacy enhances prosocial motivation and OCB in academic settings in Pakistan. They emphasized that teachers who are confident in their abilities are more likely to demonstrate extra-role behavior. This is also confirmed by Abdullah and

Wider (2022), whose study showed that personal resources such as self-efficacy significantly increase the level of OCB. Likewise, Richard Kipter Rotich (2022) found that self-efficacy and age are strong predictors of OCB.

Commitment is marked by emotional attachment, loyalty, and responsibility toward one's profession and organization. It is a crucial component that determines an organization's success or failure in achieving its goals. Commitment reflects the relationship between an individual and the organization they work for, indicating a willingness to remain part of the institution while contributing their skills and capabilities toward its development. Thus, organizational commitment plays an essential role in improving teacher performance and productivity. Teachers who are emotionally connected to their schools are more likely to engage in voluntary behaviors that support collective well-being. They also tend to exhibit greater loyalty and prosocial behaviors.

The findings of this study align with research conducted by Hossain (2020), which demonstrated that organizational commitment has a positive effect on OCB. Aram H. Massoud, Alaa S. Jameel, and Abd Rahman Ahmad (2020) further support this by stating that organizational commitment exerts a stronger influence on OCB than job satisfaction.

Self-efficacy reflects a person's belief in their ability to complete a given task. Teachers with high self-efficacy display greater confidence and believe they can teach effectively while managing positive learning experiences for their students. Such confidence positively affects teaching outcomes and significantly contributes to student development in school. Belief in their own capabilities drives teachers to make extra efforts in planning, implementing, and evaluating the learning process to ensure its success.

This study is supported by research from Mareyke Greety Velma Sumual (2014), which states that high self-efficacy enhances professional commitment among lecturers. Additionally, Erli Liu and Jiatao Huang (2023) found that self-efficacy is directly associated with organizational commitment, indicating a strong link between the two constructs. Organizational commitment is a critical element that influences whether an institution—be it an organization, company, or educational institution—can accomplish its goals. This is because commitment represents the relationship between employees and the organization, and reflects their strong desire to remain a part of it to achieve shared objectives.

From the discussion above, it can be concluded that self-efficacy indirectly affects teachers' OCB through the commitment they hold. This confirms

that commitment functions as a mediating variable in the relationship between self-efficacy and OCB among teachers in inclusive public junior high schools in Bogor Regency.

According to Bandura (1997), self-efficacy is an individual's belief in their capability to plan and execute necessary actions to attain specific goals. In the educational context, teacher self-efficacy refers to the extent to which teachers believe they can manage classrooms, teach effectively, and influence student learning outcomes.

Teachers with strong self-efficacy trust in their ability to overcome challenges during the teaching process. High self-efficacy leads to confident and optimistic teachers in carrying out their professional roles. This contributes to deeper organizational commitment, which ultimately drives the emergence of OCB. Therefore, organizational commitment plays a crucial role in strengthening the link between self-efficacy and OCB.

In summary, teacher self-efficacy does not only impact personal behavior but also fosters dedication to the school, which subsequently enhances OCB. When OCB improves, it contributes to a better working environment within the school. This is vital for improving the quality of human resources, especially in cultivating a healthy, responsive, and collaborative work culture

4. CONCLUSION

The results of this study confirm that self-efficacy plays a critical role in shaping OCB among inclusive school teachers. Teachers with strong self-belief are more likely to feel committed to their profession and institution, which fosters voluntary, prosocial behaviors in the workplace. This finding underscores the importance of psychological readiness in improving non-mandatory contributions that enhance the educational environment.

Furthermore, the mediation effect of commitment emphasizes that self-efficacy does not only influence OCB directly but also operates through the emotional and professional bonds teachers form with their schools. Strengthening teacher commitment, therefore, becomes an essential strategy to reinforce OCB. Educational institutions, particularly inclusive schools, should consider implementing professional development programs that nurture self-efficacy and reinforce organizational commitment to cultivate a collaborative and proactive school culture.

Author Statements:

- **Ethical approval:** The conducted research is not related to either human or animal use.
- **Conflict of interest:** The authors declare that they have no known competing financial interests or personal relationships that could have

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