JOB SATISFACTION, WORK ENVIRONMENT, WORK-LIFE QUALITY, AND TEACHER OCB

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Abstract

This study analyzed the effects of job satisfaction and work environment on teachers' organizational citizenship behavior (OCB), with quality of work life (QWL) as an intervening variable, at SMA Negeri 1 Sutera, Pesisir Selatan Regency. A quantitative design and total sampling were applied to all 88 teachers. Data were analyzed using classical-assumption tests, multiple regression, path analysis, and Sobel tests. Job satisfaction and work environment significantly predicted QWL. Job satisfaction, work environment, and QWL also significantly predicted OCB. Model I explained 71.9% of QWL variance, while the OCB model explained 53.8% of OCB variance. Sobel statistics confirmed significant indirect effects of job satisfaction and work environment on OCB through QWL. The findings demonstrate that supportive work experiences can strengthen teachers' discretionary, extra-role contributions by improving the quality of their working lives.

Keywords: job satisfaction; work environment; quality of work life; organizational citizenship behavior; teachers

INTRODUCTION

Education depends not only on formal curricula and infrastructure but also on teachers' willingness to contribute beyond the minimum requirements of their job descriptions. Teachers routinely exchange instructional resources, assist colleagues, mentor students, participate in school activities, and maintain the social climate of the institution. These voluntary behaviors are commonly described as organizational citizenship behavior (OCB). OCB is important because schools operate through interdependent professional relationships; therefore, discretionary cooperation can strengthen organizational effectiveness even when it is not directly rewarded.

At SMA Negeri 1 Sutera, the initial survey reported in the source manuscript suggested that teacher OCB had not yet reached an optimal level. Among 20 preliminary respondents, only seven agreed that they willingly helped colleagues without expecting personal benefit, five were willing to spend additional time helping colleagues without overtime compensation, and six were willing to accept responsibility for collectively agreed decisions. In each item, the number of respondents who disagreed exceeded the number who agreed. These observations indicate that voluntary cooperation and shared responsibility require organizational attention.

Job satisfaction is one factor that may encourage teachers to display OCB. Teachers who evaluate their work positively are more likely to identify with the school and to invest discretionary effort in helping colleagues and students. Robbins and Judge (2021) describe job satisfaction as a central work attitude associated with behavioral outcomes. Previous studies in the source manuscript, including Mahendra (2019) and Fauzan (2020), similarly link satisfaction with positive extra-role behavior.

The work environment is another important antecedent. Schools depend on physical facilities, interpersonal communication, administrative support, collegial relationships, and psychologically safe professional interaction. A supportive environment makes collaboration easier and lowers the interpersonal costs of offering help. Conversely, inadequate facilities, ineffective communication, and weak organizational support can reduce teachers' willingness to participate beyond formal obligations.

Quality of work life (QWL) provides a broader mechanism connecting workplace experiences with discretionary behavior. QWL captures well-being, safety, opportunities for development, work-life balance, recognition, and a sense that the organization values employees as whole persons. Teachers who experience higher QWL are likely to develop stronger emotional attachment and more energy for voluntary contribution. Arifin Muri (2020), Mira (2022), and Yasa (2020) provide empirical support for relationships between QWL and OCB in organizational settings.

The study therefore examined an integrated path model in which job satisfaction and work environment influence OCB both directly and indirectly through QWL. This mediation perspective is useful because favorable workplace conditions may not automatically produce citizenship behavior; they may first improve the quality of teachers' work experience, which in turn strengthens their willingness to contribute beyond formal tasks.

LITERATURE REVIEW

Organizational Citizenship Behavior

OCB refers to discretionary behavior that supports organizational functioning but is not fully captured by formal job requirements. Typical forms include helping colleagues, demonstrating conscientiousness, maintaining constructive relationships, tolerating reasonable inconvenience, and participating in organizational life. Greenberg and Baron (2019) explain that these behaviors increase organizational effectiveness by improving coordination and social functioning. In schools, OCB can improve peer support, instructional collaboration, problem solving, and student-oriented service.

Job Satisfaction, Quality of Work Life, and OCB

Job satisfaction represents a positive evaluation of one's work and can emerge from tasks, supervision, recognition, relationships, and organizational treatment. Satisfied teachers are more likely to perceive the school as a valued community and may reciprocate with extra-

role behavior. Job satisfaction may also improve QWL because positive evaluations of work contribute to psychological well-being and perceived fit between personal needs and organizational conditions. Accordingly, H1 proposes a positive effect of job satisfaction on QWL, H4 proposes a positive direct effect on OCB, and H6 proposes an indirect effect on OCB through QWL.

Work Environment, Quality of Work Life, and OCB

The work environment includes physical conditions and psychosocial relationships. A healthy environment provides adequate facilities, clear communication, collegial respect, leadership support, and manageable demands. Such conditions directly facilitate helping behavior and may also increase QWL by making daily work safer, more comfortable, and more meaningful. H2 therefore proposes a positive effect of work environment on QWL, H5 a positive direct effect on OCB, and H7 an indirect effect through QWL.

Quality of Work Life and OCB

QWL reflects the extent to which the workplace supports employee well-being and professional growth. It may influence OCB through social-exchange and resource mechanisms: teachers who perceive support are more willing to reciprocate, and teachers with sufficient psychological resources are more able to help others. H3 proposes that QWL positively affects OCB.

RESEARCH METHODS

The study used a quantitative explanatory design at SMA Negeri 1 Sutera, Pesisir Selatan Regency. The population comprised 88 teachers: 32 civil-servant teachers (ASN) and 56 government employees under employment agreements (PPPK). Because the population was manageable, all teachers were included through total sampling, resulting in a sample of 88 respondents.

Data were collected through a questionnaire measuring job satisfaction (X1), work environment (X2), quality of work life (Z), and organizational citizenship behavior (Y). The source manuscript indicates the use of SPSS and path analysis. Classical assumptions were assessed through Kolmogorov-Smirnov normality tests, tolerance/VIF multicollinearity tests, and scatterplot inspection for heteroskedasticity. Two regression models were then estimated: Model I predicted QWL from job satisfaction and work environment; Model II predicted OCB from job satisfaction, work environment, and QWL. Sobel tests were used to examine the significance of the mediated paths.

The edited version retains the numerical results reported in the manuscript while correcting labeling inconsistencies. In particular, a model-summary footnote in the original document incorrectly identified the dependent variable as work environment even though the corresponding coefficients and surrounding text clearly concern OCB. The dependent variable is therefore presented as OCB in the revised tables.

Table 1. Teacher Population and Sample

Teacher status	Number
ASN teachers	32
PPPK teachers	56
Total	88

Source: SMA Negeri 1 Sutera, as reported in the source manuscript.

RESULTS AND DISCUSSION

Preliminary OCB Condition

Table 2. Preliminary OCB Survey

OCB statement	Agree	Disagree
Willing to help colleagues in difficulty without expecting personal gain	7	13
Willing to spend additional time helping colleagues without overtime compensation	5	15
Willing to accept responsibility for collectively agreed decisions and associated risks	6	14

Source: Initial survey reported in the source manuscript (n = 20).

The preliminary data support the relevance of the study. Across all three statements, disagreement exceeded agreement. This pattern does not establish the final level of OCB in the full sample, but it identifies a practical problem: voluntary helping and shared responsibility were not yet dominant behaviors in the preliminary group.

Classical-Assumption Tests

The Kolmogorov-Smirnov results were above 0.05 for OCB (0.120), QWL (0.213), job satisfaction (0.138), and work environment (0.129), meeting the study's normality criterion. Tolerance values ranged from 0.879 to 0.974 and VIF values from 1.027 to 1.138, indicating no problematic multicollinearity. Scatterplot inspection showed no systematic residual pattern, supporting the absence of substantial heteroskedasticity.

Model I: Predicting Quality of Work Life

Table 3. Regression Model I: Quality of Work Life

Predictor of QWL	B	t	p-value
Constant	18.331	8.823	<0.001
Job satisfaction	0.142	3.067	0.003
Work environment	0.186	3.263	0.002

Source: Primary data processed with SPSS, 2025.

Model I yielded R = 0.848, R^2 = 0.719, and adjusted R^2 = 0.700. Thus, job satisfaction and work environment jointly explained 71.9% of the variation in QWL. Both coefficients were positive and significant. The equation was Z = 18.331 + 0.142X1 + 0.186X2. The stronger unstandardized coefficient for work environment suggests that, within the scale used, improvements in the workplace context were closely associated with better perceived QWL.

Model II: Predicting Organizational Citizenship Behavior

Table 4. Regression Model II: Organizational Citizenship Behavior

Predictor of OCB	B	t	p-value
Constant	35.820	7.405	<0.001
Job satisfaction	0.228	2.769	0.007
Work environment	0.217	2.260	0.009
Quality of work life	0.553	3.038	0.002

Source: Primary data processed with SPSS, 2025.

The OCB model produced R = 0.734 and R^2 = 0.538, with adjusted R^2 = 0.518. Job satisfaction, work environment, and QWL were all positive and significant predictors of OCB. QWL had the largest unstandardized coefficient (0.553), indicating that the quality of teachers' work experience is a particularly important proximal predictor of discretionary behavior. The reported ANOVA was statistically significant, confirming that the predictors jointly explained meaningful variation in OCB.

Mediation through Quality of Work Life

Table 5. Sobel Tests for Indirect Effects

Indirect path	Sobel statistic	Critical value	Interpretation
Job satisfaction → QWL → OCB	2.165	1.988	Significant mediation
Work environment → QWL → OCB	2.179	1.988	Significant mediation

Source: Sobel test results reported in the source manuscript.

The mediation findings show that job satisfaction influences OCB through two routes: a direct route and an indirect route through QWL. When teachers feel satisfied with their work, they are likely to experience greater psychological comfort and a more positive overall work life; this improved experience can then increase their willingness to help colleagues, support school activities, and assume responsibilities beyond formal requirements. The significant Sobel statistic supports this explanatory mechanism.

A similar mechanism applies to the work environment. Supportive facilities and interpersonal conditions do more than directly encourage cooperation. They also shape the broader quality of teachers' daily work experience. When teachers perceive their work environment as supportive, QWL improves; when QWL improves, teachers have more

emotional and practical capacity for OCB. The significant indirect path therefore clarifies why workplace improvement can have behavioral benefits beyond immediate comfort.

The direct effect of QWL on OCB is theoretically important. It suggests that OCB is not only a function of isolated job attitudes but also of whether employees perceive their work system as humane, sustainable, and developmental. In educational institutions, this finding is especially relevant because teachers often perform substantial relational and emotional labor that may not be reflected in formal task lists. A strong QWL can preserve the resources required for such discretionary contributions.

For school management, the results imply that OCB should not be promoted merely through exhortations to cooperate. Sustainable citizenship behavior is more likely when the institution improves the underlying work experience. Practical measures include transparent workload allocation, constructive leadership communication, peer-support mechanisms, fair recognition, professional-development opportunities, adequate teaching facilities, and systems that protect teachers from chronic overload.

The findings also warn against treating OCB as unlimited unpaid labor. Organizational citizenship is discretionary by definition. Management should create conditions in which teachers willingly contribute because they feel supported and connected to the school, rather than normalizing extra-role behavior as a hidden compulsory workload. This distinction is important for preserving both teacher well-being and long-term institutional effectiveness.

Extended Discussion and Educational Implications

The path model offers a useful explanation of how formal workplace conditions become voluntary teacher behavior. Job satisfaction and the work environment are relatively immediate perceptions of work, while QWL represents a broader appraisal of whether the employment experience is sustainable, supportive, and compatible with professional and personal well-being. OCB occurs farther downstream as discretionary behavior. The significant indirect effects therefore suggest a sequence in which positive workplace experiences improve teachers' overall work life, and that improved work life increases the likelihood of helping, cooperation, and responsible participation.

This distinction matters because schools often attempt to increase cooperation through normative appeals. Teachers may be encouraged to "work as a family," volunteer for additional activities, or assist colleagues. Such appeals can be effective in the short term, but the present findings indicate that extra-role behavior is more sustainable when the institution first creates conditions that teachers experience as fair and supportive. OCB should emerge from positive reciprocity rather than from implicit pressure.

Job satisfaction can influence QWL because it reflects whether teachers experience positive emotions and acceptable exchanges in their work. Satisfaction with supervision, recognition, task meaning, colleague relationships, and organizational processes can reduce

psychological strain. When repeated over time, these experiences contribute to a broader sense that working life is manageable and worthwhile. This helps explain why job satisfaction was significant both as a predictor of QWL and as a direct predictor of OCB.

The work environment also has both direct and indirect behavioral consequences. Physical facilities influence whether teachers can prepare, teach, and collaborate efficiently. Nonphysical conditions—especially communication, trust, administrative support, and collegial relations—determine whether helping behavior is easy or costly. If cooperation is met with conflict, unclear procedures, or unequal workload, teachers may rationally restrict their efforts to formal duties. A supportive climate lowers those costs and simultaneously improves QWL.

The relatively large coefficient for QWL in the OCB model highlights the cumulative effect of work experience. Teachers' willingness to contribute beyond formal requirements may depend less on one isolated event and more on whether they consistently feel safe, respected, balanced, and able to develop professionally. This is consistent with the idea that citizenship behavior requires available psychological resources. Teachers who are chronically exhausted or who perceive their work as inequitable may have little capacity for discretionary contribution even if they understand its importance.

The preliminary OCB survey provides a practical illustration. The majority of the 20 preliminary respondents were unwilling to endorse the three citizenship statements. In particular, only five agreed that they would spend additional time helping colleagues without overtime compensation. This result should not be interpreted as evidence of poor character or low professionalism. It may instead indicate that the perceived cost of additional effort is high, that workloads are already demanding, or that reciprocity and recognition are insufficient. A QWL framework encourages management to investigate these underlying conditions.

The mediation results also indicate that interventions can work through more than one pathway. Improving recognition may directly increase satisfaction and also improve QWL. Strengthening communication may directly support OCB and also improve the work environment, which then improves QWL. Professional-development opportunities may simultaneously enhance perceived support, competence, and organizational identification. School leaders can therefore prioritize interventions with multiple benefits rather than isolated activities.

Workload management deserves particular attention. Teachers frequently perform instruction, assessment, administration, student guidance, extracurricular duties, and institutional reporting. When additional voluntary behavior becomes routine, the boundary between OCB and hidden workload may disappear. School management should periodically map formal and informal duties to ensure that citizenship behavior remains voluntary and that highly cooperative teachers are not repeatedly assigned disproportionate extra work.

Recognition should also be designed carefully. Formal monetary rewards are not the only mechanism. Timely acknowledgment, opportunities to lead professional activities, public appreciation of collaborative contributions, fair access to development programs, and constructive feedback can signal that extra-role behavior is valued. However, recognition should avoid creating competition that undermines cooperation. The objective is to reinforce collective contribution rather than to rank teachers solely on visible volunteering.
Professional learning communities provide one practical institutional mechanism. Structured peer-learning groups can normalize mutual assistance while keeping it within planned organizational time. Teachers can jointly analyze student learning, share teaching materials, observe lessons, and solve instructional problems. This converts some forms of OCB from spontaneous individual burden into supported collaborative practice, potentially improving both QWL and school effectiveness.
Leadership behavior is likely to be a major background condition. Although leadership was not modeled, principals and administrators influence satisfaction through fairness and recognition, shape the work environment through communication and conflict management, and influence QWL through workload and development policies. Future research could test whether perceived organizational support or leadership style precedes the paths examined here, thereby providing a more complete explanation of teacher citizenship behavior.
The results also have implications for teacher retention and institutional resilience. QWL and job satisfaction are commonly associated with employees' willingness to remain in an organization. In schools, turnover or disengagement can disrupt instructional continuity and collaborative networks. Policies that improve the work experience may therefore generate benefits beyond OCB, including stronger commitment, lower burnout, and more stable professional communities.
Methodologically, the significant Sobel statistics should be interpreted as evidence of indirect associations within a cross-sectional path model rather than proof of temporal causality. Mediation is strongest when the presumed cause is measured before the mediator and the mediator before the outcome. Because the present study measured all variables in one survey, alternative causal directions remain possible. For example, teachers who regularly engage in OCB may subsequently experience greater satisfaction because they have stronger collegial relationships.
Future studies should therefore use longitudinal designs, repeated measurements, or time-lagged models. Multi-school samples could also test whether the relationships vary according to school size, leadership, urban-rural location, teacher employment status, and organizational culture. Given that the population includes both ASN and PPPK teachers, future analysis could examine whether employment status changes perceptions of security, QWL, or the relationship between satisfaction and citizenship behavior.

Qualitative data would also strengthen interpretation. Interviews or focus groups could explore why teachers choose to help colleagues, what forms of support they value, which aspects of work reduce their willingness to contribute, and whether certain extra-role activities are perceived as voluntary or compulsory. These insights would help translate statistical relationships into context-sensitive school policies.

Organizational Development Recommendations

A school-level OCB strategy should begin with role clarification. Teachers need to know which activities are formally expected, which are collaboratively shared, and which are genuinely voluntary. Ambiguity creates two risks: employees may under-contribute because they are unsure of expectations, or highly cooperative teachers may become overloaded because extra-role work is repeatedly assigned to them. Clear role boundaries protect fairness while preserving space for voluntary citizenship behavior.

The school can also develop a structured peer-support system. Instead of depending only on spontaneous helping, departments or subject groups can schedule collaborative planning, resource sharing, and problem-solving sessions within official working time. This institutional support reduces the personal cost of cooperation and may improve both QWL and OCB. Over time, repeated positive collaboration can create social norms in which helping becomes easier and more reciprocal.

Communication quality is a particularly actionable dimension of the work environment. Teachers need timely information about schedules, policies, student issues, administrative deadlines, and institutional priorities. Late or inconsistent communication can create unnecessary stress and conflict. A clear communication protocol—defining channels, response expectations, meeting purposes, and documentation—can reduce uncertainty and improve perceptions of organizational support.

Recognition practices should acknowledge both formal performance and collaborative contribution. For example, teachers who mentor colleagues, share materials, support school events, or contribute to problem solving can be recognized in staff meetings or professional portfolios. Recognition should remain proportionate and transparent so that it does not convert OCB into competition for visibility. The aim is to communicate that cooperative behavior is valued while preserving its voluntary character.

Professional-development policy can also be aligned with QWL. Access to training is not only a competency issue; it signals that the institution is willing to invest in teachers' growth. Equitable access to workshops, certification support, mentoring, and learning communities can strengthen satisfaction and organizational attachment. Teachers who see a future for their professional development within the school may be more willing to contribute to its collective success.

Psychological safety is another relevant work-environment condition. OCB often involves offering help, raising concerns, suggesting improvements, or admitting uncertainty.

Teachers will be reluctant to engage in these behaviors if mistakes are punished harshly or dissent is interpreted as disloyalty. Leaders can strengthen psychological safety by responding constructively to questions, distinguishing error from negligence, and encouraging evidence-based discussion.

Work-life balance policies should recognize that teachers' work extends beyond classroom hours. Preparation, grading, student communication, reporting, and extracurricular responsibilities often continue after formal schedules. Schools can protect QWL by coordinating deadlines, limiting unnecessary meetings, distributing committee work equitably, and using administrative technology efficiently. These actions may reduce fatigue and preserve the capacity for positive discretionary behavior.

The distinction between ASN and PPPK employment status may also deserve organizational attention. Differences in perceived security, career pathways, administrative treatment, or benefits could influence satisfaction and QWL even if all teachers perform similar instructional roles. The present study did not compare these groups, but future analysis could test whether employment status creates different pathways to OCB. Such evidence would help ensure that school policies are experienced as equitable across categories.

Student outcomes are the ultimate educational context for these organizational variables. OCB among teachers can support students indirectly through smoother coordination, shared instructional resources, mentoring, and collective problem solving. Future research could therefore extend the model by linking teacher OCB to student attendance, academic progress, school climate, or service quality. This would move the analysis from employee behavior to educational outcomes.

Finally, the school should periodically evaluate whether improvement efforts are actually changing employee experience. Short pulse surveys, confidential suggestion channels, focus groups, and workload reviews can provide feedback. The purpose is not to produce more reports but to create a learning loop in which leadership decisions are tested against teachers' experiences. If QWL, satisfaction, and work-environment scores improve while OCB remains unchanged, management may need to examine other factors such as trust, organizational commitment, or leadership credibility.

At a theoretical level, the findings are compatible with social-exchange reasoning. Employees who receive support, fair treatment, and positive work experiences may reciprocate through behavior that benefits the organization. QWL can be understood as the cumulative perception that the exchange relationship is sustainable and humane. OCB then becomes one behavioral expression of reciprocity. Future research could directly measure perceived organizational support to test this mechanism more explicitly.

Resource-based reasoning provides a second explanation. Helping colleagues and taking additional responsibility require time, attention, and emotional energy. Teachers with higher QWL may possess more available resources because they experience less strain and

greater support. This perspective explains why improving QWL can increase OCB even when formal rewards do not change. It also reinforces the ethical need to avoid demanding unlimited citizenship from employees whose resources are already depleted.

Further Theoretical and Methodological Considerations

The model can be interpreted through organizational-support theory. When teachers believe that the school values their contribution and cares about their well-being, they may experience higher job satisfaction and QWL and may reciprocate through OCB. Although perceived organizational support was not measured, many practical antecedents discussed in the manuscript—recognition, supportive communication, opportunities for development, and fair treatment—are closely related to this mechanism. Future research could test organizational support explicitly as an antecedent or parallel mediator.

Organizational commitment is another plausible mechanism. Satisfaction and QWL may increase affective commitment, which could then encourage citizenship behavior. Including commitment in future models would help determine whether teachers engage in OCB because they feel personally attached to the school, because they have sufficient psychological resources, or because both mechanisms operate together. Comparing competing mediation models would improve theoretical clarity.

Teacher engagement may also be relevant. Engagement reflects vigor, dedication, and absorption in work. High QWL can preserve the energy required for engagement, while a supportive environment can reduce unnecessary strain. Engaged teachers may then be more willing to invest discretionary effort. A sequential model—work conditions to QWL, QWL to engagement, and engagement to OCB—could therefore be tested in later studies.

The school context also raises questions about collectivist professional norms. In environments where helping colleagues and supporting institutional events are culturally expected, the boundary between formal duty and OCB may be less clear than in conventional private-sector settings. Instrument wording should therefore be reviewed carefully to ensure that respondents interpret each behavior as genuinely discretionary. Qualitative validation can help identify which forms of teacher contribution are perceived as extra-role within the local school culture.

The measurement of OCB should ideally include multiple dimensions rather than a single global score. Altruism, conscientiousness, courtesy, sportsmanship, and civic virtue may respond differently to satisfaction, environment, and QWL. For example, a supportive environment may strongly encourage helping behavior, whereas QWL may be more strongly related to conscientiousness or civic participation. Dimension-level analysis would produce more precise recommendations for school leadership.

The use of self-report data creates the possibility of common-method variance because the same respondents evaluated predictors, mediator, and outcome. Future studies could obtain OCB ratings from peers or supervisors, combine them with participation records, or use

temporal separation between predictor and outcome measurement. Such design improvements would strengthen confidence that the observed relationships reflect substantive associations rather than response style.

Although the census design covers all 88 teachers in the school, generalizability remains limited because one school may have unique leadership, culture, facilities, and community characteristics. Replication across multiple schools in Pesisir Selatan would allow researchers to distinguish school-specific effects from broader patterns. Multilevel modeling could then examine whether school-level climate changes the individual-level relationships among satisfaction, QWL, and OCB.

Policy relevance can be increased by linking teacher OCB to measurable school outcomes. Future studies could test whether schools with stronger OCB have lower teacher absenteeism, more effective professional collaboration, better student support, or stronger academic outcomes. This would clarify the organizational value of OCB and help leaders justify investments in teacher well-being and work environment as part of educational-quality improvement.

Finally, intervention research would provide stronger evidence than correlational surveys. A school could implement a targeted QWL program—such as workload coordination, recognition, and peer-support structures—and compare changes in satisfaction, QWL, and OCB over time. Even a small quasi-experimental design with repeated measures could reveal whether improving the work experience actually produces the behavioral changes suggested by the present path model.

An additional managerial issue is the distribution of invisible work. In schools, some teachers repeatedly become the people others rely on for administrative assistance, mentoring, event organization, or technology support. These contributions may be classified as OCB, but repeated concentration of such work can create inequity and reduce QWL. School leaders should periodically map informal responsibilities and redistribute them when necessary, while recognizing teachers who contribute expertise that is not captured in standard workload measures.

Trust is also likely to shape the relationships observed in the model. Teachers may be satisfied with certain aspects of their jobs yet hesitate to engage in OCB if they do not trust how leaders use information, allocate opportunities, or respond to disagreement. A trustworthy environment requires consistency between stated policies and actual decisions, confidential handling of sensitive concerns, and predictable follow-through. Future studies could include organizational trust as a moderator of the satisfaction-OCB and QWL-OCB relationships.

Conflict management is another practical dimension of the work environment. Professional disagreement is normal in schools, but unresolved interpersonal conflict can make helping behavior costly. Clear procedures for addressing disputes, facilitation by leadership, and norms of respectful communication can preserve collaboration. Effective conflict

management may therefore improve work environment, satisfaction, and QWL simultaneously while preventing withdrawal from citizenship behavior.

Teacher autonomy may likewise contribute to QWL. Excessively rigid procedures can reduce professional ownership, whereas appropriate discretion in instructional planning can increase meaning and responsibility. Autonomy should be balanced with curriculum standards and accountability, but giving teachers room to exercise professional judgment may strengthen both satisfaction and willingness to contribute beyond formal duties.

Finally, improvement efforts should be sequenced realistically. Schools with limited resources may not be able to change every aspect of QWL at once. Leaders can begin with low-cost, high-impact practices such as clearer communication, fairer task distribution, recognition, meeting discipline, peer support, and better coordination of deadlines. Visible early improvements can build trust and create momentum for more resource-intensive changes in facilities or professional development.

Another future direction is to examine whether specific OCB dimensions create different benefits and costs. Helping behavior may strengthen collegial support, civic virtue may increase participation in school decision making, and conscientiousness may improve reliability. Yet excessive helping can create overload for highly cooperative teachers. A balanced analysis should therefore examine both organizational benefits and employee costs, allowing schools to encourage sustainable rather than exploitative forms of citizenship behavior.

School climate may also operate at a collective level. Individual teachers can have positive job attitudes, but if the broader climate is characterized by mistrust or fragmented departments, OCB may remain limited. Multi-level research could measure both individual perceptions and shared school climate, then test whether a supportive collective climate strengthens the effect of individual QWL on citizenship behavior.

The relationship between QWL and professional identity is also worth examining. Teachers who experience the school as a place where they can develop, exercise professional judgment, and contribute meaningfully may integrate organizational membership more strongly with their identity as educators. This stronger identity can increase willingness to support colleagues and school goals, provided that institutional demands remain consistent with professional values.

The present evidence also encourages schools to frame teacher well-being as part of educational quality rather than as a separate welfare agenda. Teachers who experience supportive work conditions are better positioned to collaborate, share knowledge, and respond to institutional needs. For this reason, decisions about workload, communication, recognition, facilities, and professional growth should be evaluated partly by how they affect teachers' capacity for constructive extra-role contribution. A school that relies on OCB while neglecting QWL risks short-term cooperation followed by fatigue or withdrawal; a

school that invests in QWL creates a more sustainable foundation for voluntary professional citizenship.

A final institutional recommendation is to align school improvement with a small set of recurring teacher-experience indicators. Rather than conducting one-off surveys, the school can monitor satisfaction, workload balance, communication quality, professional support, and willingness to collaborate at regular intervals. Trends are more informative than isolated scores because they show whether policy changes are followed by sustained improvement. When combined with attendance, professional-development participation, and school-performance indicators, these data can help leaders identify whether changes in OCB reflect shifts in teacher experience or other organizational factors. This approach also strengthens accountability because decisions about new programs can be evaluated against evidence rather than assumptions.

These monitoring practices can also strengthen institutional learning over time.

CONCLUSION

The study concludes that job satisfaction and work environment significantly improve teachers' quality of work life, and that job satisfaction, work environment, and QWL significantly increase organizational citizenship behavior at SMA Negeri 1 Sutera. QWL also significantly mediates the effects of job satisfaction and work environment on OCB. These results support an integrated model in which workplace attitudes and conditions influence discretionary teacher behavior partly by shaping the overall quality of the work experience. Practically, school leaders should strengthen recognition, communication, professional support, fairness, facilities, collegial relationships, and work-life balance. The study is limited by its single-school cross-sectional design, reliance on self-report data, and inability to establish temporal causality. Future studies should use multi-school samples, longitudinal designs, and alternative mediators or moderators such as organizational commitment, perceived organizational support, leadership style, and teacher engagement.

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