

# Role of Employee Well-Being Mediating Psychological Empowerment and Perceived Organizational Support on Teacher Organizational Citizenship Behavior

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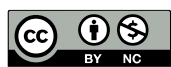
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## Abstract:

Organizational Citizenship Behavior (OCB) among teachers is an important factor that can enhance the effectiveness and quality of school performance. OCB can be influenced by various factors, including psychological empowerment and perceived organizational support. In addition, employee well-being also plays a significant role in fostering positive behavior among teachers in the workplace. Therefore, this study aims to analyze the role of employee well-being in mediating the effect of psychological empowerment and perceived organizational support on organizational citizenship behavior among teachers. This study employed a quantitative approach using a survey method. Data were collected through questionnaires using a Likert scale distributed to teachers as research respondents, with a total of 199 teacher respondents in Indonesia. The data analysis techniques included instrument testing, classical assumption tests, regression analysis, and hypothesis testing to determine both direct and indirect effects among the research variables. The results showed that psychological empowerment and perceived organizational support have a positive and significant effect on organizational citizenship behavior, and both variables also have a positive and significant effect on employee well-being. Furthermore, employee well-being has a positive and significant effect on organizational citizenship behavior. The analysis also indicates that employee well-being is able to mediate the effect of psychological empowerment and perceived organizational support on organizational citizenship behavior. Enhancing psychological empowerment and perceived organizational support among teachers can improve their well-being, which in turn encourages the emergence of organizational citizenship behavior.

**Keywords:** Psychological Empowerment; Perceived Organizational Support; Employee Well-Being; Organizational Citizenship Behavior

## Introduction

Education plays a crucial role in the development of a nation, as it contributes to improving the quality of human resources to support national progress (Priatna, 2021). According to Juita et al. (2024), education is one of the main pillars in enhancing human resource quality. Chazan (2022) defines education as a deliberate, systematic, and continuous effort to disseminate, encourage, or acquire knowledge, values, attitudes, skills, and various forms of learning that emerge from such efforts.

In the field of education, teachers hold a vital role as one of the primary human resources (Yuliza, 2023). The actions of teachers are considered highly supportive of educational sustainability when they are able to assist students in achieving their goals and developing their interests and talents (Assor et al., 2002).

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Therefore, the role of teachers today extends beyond merely delivering material, as they are also responsible for shaping character, fostering motivation, and inspiring students.

In practice, teachers often face various challenges, such as managing classroom dynamics, preparing teaching materials, maintaining good relationships with colleagues and supervisors, and building positive interactions with students and parents. Aini & Linando (2024) emphasize that a harmonious work environment and support from colleagues are essential in creating a conducive environment for teachers. As a result, teachers' employee well-being can influence both teaching effectiveness and the overall school environment.

Several factors influence teachers' employee well-being, one of which is psychological empowerment, a motivational construct reflected in four cognitive dimensions: meaning, competence, self-determination, and impact (Marin-Garcia & Bonavia, 2021). These dimensions are interrelated and shape how individuals perceive their psychological empowerment. Research by Kõiv et al. (2019) indicates that school leadership can affect teachers' well-being, although this influence occurs indirectly through the level of empowerment perceived by teachers.

In addition to psychological empowerment, perceived organizational support also plays an important role in shaping teachers' well-being. According to Kurtessis et al. (2015), perceived organizational support (POS) refers to employees' general perception of the extent to which the organization values their contributions and cares about their well-being.

With the presence of employee well-being, supported by psychological empowerment and perceived organizational support, teachers are more likely to demonstrate organizational citizenship behavior (OCB). OCB refers to voluntary behavior that goes beyond formal role requirements, is not performed for specific rewards, and is not merely a temporary emotional response. Instead, it reflects extra contributions made by organizational members to support both individual and organizational well-being (Worku & Debela, 2024).

Previous studies have extensively examined the relationships among psychological empowerment, perceived organizational support (POS), and organizational citizenship behavior (OCB) across various organizational contexts. For instance, Chiang & Hsieh (2012) demonstrated that both psychological empowerment and POS significantly influence OCB in the hospitality industry. However, their findings are context-specific, as they are limited to hotel employees in Taiwan, whose work characteristics, organizational structures, and motivational dynamics differ substantially from those of teachers.

In educational settings, teachers operate within a more value-driven and emotionally demanding environment, where psychological and social factors may play a more complex role in shaping extra-role behaviors. While prior research suggests that employee well-being is positively associated with OCB Todorovic & Jovanovic (2024), the existing literature tends to examine these relationships in isolation. There remains a lack of integrative studies that simultaneously analyze psychological empowerment and POS while positioning employee well-being as a mediating mechanism, particularly in the context of teachers.

This gap indicates that the underlying process through which empowerment and organizational support translate into OCB is not yet fully understood. Specifically, it is unclear whether employee well-being functions as a critical psychological pathway that strengthens or explains this relationship in educational environments. Therefore, this study seeks to address this gap by examining the mediating role of employee well-being in the relationship between psychological empowerment, POS, and OCB among teachers.

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## Literature Study

This study proposes a conceptual framework that examines the relationships among psychological empowerment, perceived organizational support (POS), employee well-being, and organizational citizenship behavior (OCB) within the perspective of Social Exchange Theory (Blau, 1964). In this framework, psychological empowerment and POS are conceptualized as organizational resources that influence teachers' internal psychological states, particularly employee well-being, which in turn affects their willingness to engage in extra-role behaviors such as OCB. This perspective emphasizes that positive treatment from the organization is likely to be reciprocated by employees through beneficial attitudes and behaviors, both directly and indirectly through psychological mechanisms.

Psychological empowerment is defined as a motivational construct manifested in four cognitions: meaning, competence, self-determination, and impact (Spreitzer, 1995). It reflects a condition in which individuals feel capable, autonomous, and able to influence their work environment. Llorente-Alonso et al. (2024) further describe psychological empowerment as a subjective and cognitive process that enables individuals to perceive themselves as effective and authorized in completing their tasks. Abdulzahra (2025) also highlights that psychological empowerment represents a contemporary approach in human resource management that contributes to improved work performance. Within the framework of Social Exchange Theory, psychological empowerment can be viewed as a form of social investment provided by the organization, which encourages teachers to reciprocate through positive attitudes and behaviors.

Perceived organizational support refers to employees' belief that the organization values their contributions and cares about their well-being (Eisenberger & Stinglhamber, 2011). It reflects the extent to which teachers perceive organizational appreciation, fairness, and concern for their professional and emotional needs. Eisenberger & Stinglhamber (2011), further emphasize that perceived organizational support strengthens employees' sense of belonging and loyalty to the organization. From the perspective of Social Exchange Theory, organizational support functions as a socio-emotional resource that reinforces reciprocal relationships, where teachers respond positively to supportive treatment from the organization.

Employee well-being is defined as an individual's psychological and emotional condition in the workplace, encompassing job satisfaction, positive emotions, and the absence of emotional exhaustion (Zheng et al., 2015). It represents the overall quality of teachers' work-related experiences, both cognitively and affectively. Ilies et al. (2007) further explain that employee well-being is reflected in daily emotional states, mood changes, and evaluative judgments about work and life. Within the framework of Social Exchange Theory, employee well-being can be understood as the internal psychological outcome of positive social exchanges, where consistent organizational support and empowerment enhance individuals' emotional and cognitive states.

Organizational citizenship behavior (OCB) refers to discretionary actions performed by individuals beyond formal job requirements that contribute to organizational effectiveness (Organ, 1997). Graham (1991) defines OCB as voluntary behavior that is collective in nature and beneficial to the organization as a whole. These behaviors are not formally rewarded but are essential for improving organizational performance and social functioning. Within the perspective of Social Exchange Theory, OCB is interpreted as a form of reciprocal behavior driven by moral obligation and social norms, where individuals respond to positive organizational treatment through extra-role contributions.

Based on this conceptual framework, psychological empowerment and perceived organizational support are proposed to influence organizational citizenship behavior both directly and indirectly through employee well-being as a mediating variable. This framework highlights that employee well-being serves as a crucial

psychological mechanism that explains how organizational resources are translated into positive behavioral outcomes among teachers.

## Research Method

This study employed a quantitative approach to empirically examine the mediating role of employee well-being in the relationship between psychological empowerment, perceived organizational support (POS), and organizational citizenship behavior (OCB). The research was conducted among teachers in Indonesia, including those from kindergarten, elementary, junior high, and senior high school levels.

The sampling technique used in this study was non-probability sampling, specifically convenience sampling, through the distribution of online questionnaires via Google Forms. This approach was chosen due to the absence of a comprehensive and accessible sampling frame of teachers across Indonesia, as well as the wide geographical distribution of the population. Additionally, this study focuses on examining relationships between variables rather than making broad population generalizations, making non-probability sampling an acceptable and relevant approach in this context.

A total of 199 respondents participated in this study. The respondents consisted of teachers from various educational levels and backgrounds, providing diverse perspectives relevant to the research variables. Detailed demographic characteristics of the respondents, including gender, age, educational level, teaching experience, and school level, are presented in the Results section to provide a clearer understanding of the sample profile.

All variables in this study were operationalized into measurable indicators using a Likert scale questionnaire, producing quantitative data suitable for statistical analysis.

In this study, psychological empowerment was measured using the instrument developed by Spreitzer (1995) and later used by Garcia-Juan et al. (2020), consisting of 12 positively worded items that reflect individuals' perceptions of meaning, competence, self-determination, and impact in their work.

Perceived organizational support was measured using the instrument developed by Eisenberger et al. (2001) and later applied by Afsar & Badir (2016). The indicators include organizational concern for employees' opinions, organizational care for employees' well-being, and the availability of assistance when facing difficulties. This variable consists of 8 items, including two reverse-coded items.

Organizational citizenship behavior was measured using the instrument developed by Lee et al. (2023) and later used by Abbasi et al. (2022). This instrument captures voluntary behaviors beyond formal job responsibilities that contribute to organizational effectiveness, consisting of 14 items.

Employee well-being was measured using the instrument developed by Duan et al. (2020), consisting of 13 items, including two reverse-coded items. This instrument reflects individuals' psychological and emotional conditions, including satisfaction, mood, and overall work-related well-being.

## Result and Discussion

### Result

#### Descriptive Statistical Test of Variables

**Table 1.** Descriptive Statistics

Descriptive Statistics
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	N	Minimum	Maximum	Mean	Std. Deviation
Psychological Empowerment	199	35	60	48.71	5.515
Perceived Organizational Support	199	19	40	31.57	4.423
Employee Well-Being	199	37	65	52.10	5.843
Organizational Citizenship Behavior	199	31	70	53.64	7.422
Valid N (listwise)	199				

Source: Primary data processed, 2026

Based on Table 1, psychological empowerment (X1) has a minimum value of 35 and a maximum value of 60, with a mean of 48.71 and a standard deviation of 5.515. Meanwhile, perceived organizational support (X2) shows a minimum value of 19 and a maximum value of 40, with a mean of 31.57 and a standard deviation of 4.423. For employee well-being (Z), the minimum value is 37 and the maximum value is 65, with a mean of 52.10 and a standard deviation of 5.843. Furthermore, organizational citizenship behavior (Y) ranges from 31 to 70, with a mean of 53.64 and a standard deviation of 7.422.

### Reliability Test

**Table 2.** Reliability Test

Variable	Cronbach's Alpha	Sig.	Result
Psychological Empowerment (X <sub>1</sub> )	0.837	>0.7	Reliable
Perceived Organizational Support (X <sub>2</sub> )	0.785	>0.7	Reliable
Organizational Citizenship Behavior (Y)	0.897	>0.7	Reliable
Employee Well-Being (Z)	0.827	>0.7	Reliable

Source: Primary data processed, 2026

Based on Table 2, the reliability test shows that all variables psychological empowerment, perceived organizational support, organizational citizenship behavior, and employee well-being have Cronbach's Alpha values greater than 0.7. Therefore, it can be concluded that all variables in this study are reliable.

### Hypothesis Testing

**Table 3.** Hypothesis Testing Results

Hypothesis	Relationship	Coefficient	t	Sig.	Result
H1	X <sub>1</sub> → Y	0.325	5.001	0.000	Accepted
H2	X <sub>2</sub> → Y	0.309	4.752	0.000	Accepted
H3	X <sub>1</sub> → Z	0.391	7.085	0.000	Accepted
H4	X <sub>2</sub> → Z	0.448	8.123	0.000	Accepted
H5	Z → Y	0.691	11.060	0.000	Accepted
H6	X <sub>1</sub> → Z → Y	0.401	8.482	0.05	Accepted
H7	X <sub>2</sub> → Z → Y	0.553	9.400	0.05	Accepted

Source: Primary data processed, 2026

Based on Table 3, all hypotheses in this study are accepted. Psychological empowerment (X1) and perceived organizational support (X2) have a positive and significant effect on organizational citizenship behavior (Y). In addition, psychological empowerment (X1) and perceived organizational support (X2) also have a positive and significant effect on employee well-being (Z). Furthermore, employee well-being (Z) has a positive and significant effect on organizational citizenship behavior (Y). The mediation test

results indicate that employee well-being (Z) is able to mediate the effect of psychological empowerment (X1) and perceived organizational support (X2) on organizational citizenship behavior (Y).

**Coefficient of Determination (R<sup>2</sup>)**

**Table 4.** Coefficient of Determination (R<sup>2</sup>)

Research Model	Independent Variables	Dependent Variables	R Square	Description
Model 1	Psychological Empowerment (X <sub>1</sub> ), Perceived Organizational Support (X <sub>2</sub> )	Organizational Citizenship Behavior (Y)	0.270	27% of OCB variance is explained by X <sub>1</sub> and X <sub>2</sub>
Model 2	Psychological Empowerment (X <sub>1</sub> ), Perceived Organizational Support (X <sub>2</sub> )	Employee Well-Being (Z)	0.474	47.4% of Z variance is explained by X <sub>1</sub> and X <sub>2</sub>
Model 3	Employee Well-Being (Z)	Organizational Citizenship Behavior (Y)	0.383	38.3% of OCB variance is explained by Z

Source: Primary data processed, 2026

The coefficient of determination (R<sup>2</sup>) indicates that the model has a moderate explanatory power. Psychological empowerment and perceived organizational support contribute more to explaining employee well-being 47.4% than organizational citizenship behavior 27%. Meanwhile, employee well-being explains 38.3% of the variance in OCB, indicating its important role within the research model.

**Discussion**

Psychological empowerment and perceived organizational support are two critical factors influencing organizational citizenship behavior (OCB) among teachers. The findings of this study reinforce previous research by Spreitzer (1995), which emphasizes that psychological empowerment through meaning, competence, self-determination, and impact enhances individuals' intrinsic motivation. Consistent with prior studies in non-educational contexts, such as Chiang & Hsieh (2012), this study confirms that empowered individuals are more likely to engage in extra-role behaviors. However, this study extends previous findings by demonstrating that in the educational context, psychological empowerment not only directly influences OCB but also operates through teachers' psychological conditions, highlighting a more complex mechanism than previously identified.

Similarly, the results related to perceived organizational support (POS) are in line with Eisenberger & Stinglhamber (2011), who argue that employees who feel valued by their organization tend to reciprocate through positive work behaviors. This study supports these findings while providing additional insight by situating teachers as a unique professional group, where emotional and relational factors play a stronger role. Compared to previous studies that primarily focused on corporate or hospitality sectors, the current findings suggest that organizational support in educational settings may have a deeper psychological impact, particularly in shaping teachers' sense of belonging and commitment.

Furthermore, this study highlights the significant role of employee well-being as a mediating variable. While previous research (Ilies et al., 2007; Zheng et al., 2015) has established the relationship between well-being and positive work outcomes, this study provides a more integrative perspective by positioning well-being as a key psychological mechanism linking organizational factors to behavioral outcomes. This finding addresses a gap in the literature, where prior studies often examined these variables separately rather than within a unified framework.

From a theoretical perspective, these findings strengthen the application of Social Exchange Theory Blau (1964) by demonstrating that reciprocal relationships in organizations are not merely direct but are mediated by internal psychological states such as well-being. This suggests that social exchange processes are more dynamic and involve emotional and cognitive dimensions that shape how individuals respond to organizational treatment.

From a practical perspective, the findings imply that schools and educational institutions should not only focus on providing structural support but also prioritize psychological empowerment and teachers' well-being. Creating an environment that fosters autonomy, recognition, and emotional support can enhance teachers' willingness to engage in voluntary behaviors that benefit the organization. In this sense, improving teacher well-being is not merely an individual concern but a strategic organizational approach to strengthening overall school performance.

## **Conclusion**

This study confirms that psychological empowerment and perceived organizational support play significant roles in enhancing organizational citizenship behavior (OCB), both directly and indirectly through employee well-being. The findings demonstrate that teachers who feel empowered and supported by their organizations are more likely to experience positive psychological conditions, which in turn encourage them to engage in voluntary behaviors that contribute to school effectiveness.

Beyond confirming these relationships, this study offers a more integrative understanding by positioning employee well-being as a key psychological mechanism that explains how organizational resources are translated into behavioral outcomes. In this sense, the study extends the application of Social Exchange Theory by showing that reciprocal behaviors are not solely driven by external organizational factors, but are also shaped by internal emotional and cognitive processes.

The main contribution of this research lies in its comprehensive model that simultaneously examines psychological empowerment, perceived organizational support, employee well-being, and OCB within the context of teachers. Unlike previous studies that tend to analyze these variables separately or within non-educational settings, this study provides empirical evidence from the educational sector, highlighting the importance of psychological and relational dynamics in shaping teachers' extra-role behaviors.

However, this study has several limitations. First, the use of non-probability sampling limits the generalizability of the findings, as the sample may not fully represent the broader population of teachers in Indonesia. Second, the cross-sectional design of the study does not allow for causal interpretations or the examination of changes over time. Third, the data were collected using self-reported questionnaires, which may be subject to response bias.

Based on these limitations, future research is encouraged to employ probability sampling techniques to enhance representativeness, as well as longitudinal designs to better capture causal relationships and dynamic changes over time. Further studies may also explore additional variables, such as leadership style,

organizational culture, or job stress, to provide a more comprehensive understanding of factors influencing organizational citizenship behavior in educational settings.

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