

# **The Influence of Perceived Organizational Support on Organizational Trust, Affective Commitment, Teacher Engagement and Organizational Citizenship Behavior of Junior High School Teachers in North Konawe Regency**

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## **Abstract:**

*This study aims to analyze the influence of perceived organizational support on various psychological and behavioral aspects of State Junior High School teachers in North Konawe Regency. Specifically, this study examines the influence of perceived organizational support on organizational trust, affective commitment, engagement, and Organizational Citizenship Behavior (OCB). In addition, this study also explores the mediating role of organizational trust, affective commitment, and engagement in the influence of perceived organizational support and OCB. This study used the SEMPLS analysis technique, with a sample of 208 teachers. This study found that perceived organizational support had a positive and significant effect on organizational trust ( $\beta = 0.487$ ;  $p = 0.000$ ), a positive and significant effect on affective commitment ( $\beta = 0.507$ ;  $p = 0.000$ ), a positive and significant effect on teacher engagement ( $\beta = 0.554$ ;  $p = 0.000$ ), and a positive and significant effect on Organizational Citizenship Behavior (OCB) ( $\beta = 0.249$ ;  $p = 0.014$ ). In addition, organizational trust has a positive and significant effect on OCB ( $\beta = 0.226$ ;  $p = 0.005$ ), affective commitment has a positive and significant effect on OCB ( $\beta = 0.232$ ;  $p = 0.007$ ), and teacher engagement has a positive and significant effect on OCB ( $\beta = 0.227$ ;  $p = 0.018$ ). Furthermore, perceived organizational support has a positive and significant effect on OCB through organizational trust ( $\beta = 0.110$ ;  $p = 0.027$ ), through affective commitment ( $\beta = 0.118$ ;  $p = 0.021$ ), and through teacher engagement ( $\beta = 0.126$ ;  $p = 0.042$ ) with partial mediation properties.*

**Kata Kunci:** Perceived Organizational Support, Organizational Trust, Affective Commitment, Teacher Engagement, Organizational Citizenship Behavior

## Introduction

Schools, as public organizations, play a crucial role in providing educational services and developing quality human resources (Solong & Yadi, 2021). As educational institutions, schools are not only places for teaching but also environments that foster the holistic growth of students. School success is largely determined by the synergy between various components, particularly the principal and teachers, who have distinct yet interconnected roles and responsibilities in achieving shared educational goals. Teachers are key human resources in realizing educational goals. Teachers are not only required to focus solely on formal teaching duties, but also to demonstrate voluntary behavior that supports organizational effectiveness, known as Organizational Citizenship Behavior (OCB). This behavior includes a willingness to help colleagues, participate in school activities, and pay attention to student development (Pandipa, 2020; Sugandi & Ridwan, 2025). Teachers who engage in OCB create a collaborative and harmonious work environment, thus effectively supporting the achievement of educational goals.

Various studies have shown that perceived organizational support influences OCB. Ramdani et al. (2023) stated that organizational support was the dominant factor in encouraging extra-role behavior, while Fatmasari and Rozaq (2023) and Alshaabani et al. (2021) found the effect to be insignificant. This difference suggests that while organizational support is important, other psychological factors such as trust and affective commitment also influence the extent to which teachers demonstrate OCB. Organizational trust plays a crucial role because it creates a sense of security, cooperation, and openness (Alomran et al., 2024). Employees or teachers who feel trusted and perceive the school as having high integrity will be more proactive in supporting organizational goals (Lay & Panjaitan, 2020; Hidayat & Patras, 2022). However, research by Sitio (2024) indicates that the effect of trust on OCB is not always significant, meaning that trust must be built through consistent interactions and policies to be effective. In addition to trust, affective commitment also plays a crucial role in enhancing OCB. Affective commitment reflects emotional attachment, loyalty, and pride in the organization (Chigeda et al., 2022). Teachers with high affective commitment tend to work beyond formal obligations. Although some studies, such as those by Rustanti & Yuniawan (2024) and Fala et al. (2021), found insignificant effects, research by Handayani & Seswandi (2022) demonstrated that motivation and organizational support can strengthen affective commitment, ultimately driving OCB. Job engagement also serves as a mediating factor between the influence of organizational support and OCB. Teachers with high engagement view work as an important part of their identity, work with dedication, and contribute beyond formal responsibilities (Santosa, 2012; Naimah & Sari, 2022). Research by

Mahayana & Ardi (2022) supports this view by showing that job engagement acts as a mediating variable that encourages prosocial and collaborative behavior in schools.

However, initial observations of public junior high school teachers in North Konawe Regency indicate that OCB remains low. Teacher participation in extracurricular activities is limited, discipline is suboptimal, and some teachers have not prepared adequate lesson plans. This condition indicates the need for increased organizational support, trust, affective commitment, and work involvement so that teachers can consistently display extra-role behavior, which will ultimately improve the professionalism and quality of education in North Konawe Regency.

## **Literature Review**

### **Perceived Organizational Support**

Eisenberger et al., (1986; 2002) stated that perceived organizational support will encourage positive attitudes in the form of trust, loyalty, and commitment. Eisenberger et al. (2002) explained that Perceived Organizational Support is the perception of the extent to which an organization values the contributions of employees and cares about their well-being. Alfajar (2020) added that POS is defined as the extent to which an organization is ready to help when needed. Ahmad (2018) emphasized that work relationships are a form of reciprocity that goes beyond formal contracts because employees who feel valued will develop greater emotional attachment. Wellem (2018) stated that the absence of organizational support makes work seen as a burden that reduces effectiveness. Rasool et al. (2021) emphasized that organizational support can increase employee engagement.

### **Organizational Trust**

Trust in the relationship between employees and organizations is often understood as a psychological contract, an unwritten agreement between employers and employees that, if violated, can undermine trust (Citil, 2022). Trust reflects the expectation or belief that another party will act in a beneficial and non-harmful manner, where the trustor is willing to be vulnerable to the actions of the trustee, believing that the trustee will act in their best interests. McKnight and Chervany (2000) define organizational trust as confidence in the competence and willingness of another party to behave fairly, ethically, and predictably, which is an important foundation for cooperation and coordination within an organization. Trust enhances the quality of work relationships, social support, and the sense of meaning and purpose in work. According to Ma et al. (2019), research on trust in organizations encompasses three aspects—interpersonal trust, trust in supervisors, and trust in top management—but few have examined trust in the organization as a whole. Kao and Sapp (2022) emphasized that organizational trust grows from consistent behavior based on honesty,

respect, and a commitment not to take advantage of others, even when there is an opportunity to do so, thus forming the basis for integrity and sustainability of working relationships within the organization.

### **Affective Commitment**

Commitment is a state in which an employee sides with the organization and its goals and desires to remain a member (Alshaabani et al., 2021). One form of commitment that most influences work behavior is affective commitment, which is an employee's emotional attachment to the organization where they work (Chigeda et al., 2022). Employees with strong affective commitment are loyal because of internal motivation, not external pressure, and are motivated to contribute to the organization's progress. This commitment arises from a value alignment between the individual and the organization, a satisfying work experience, and a working relationship that is consistent with the employee's expectations and basic needs. According to Jia-Jun and Hua-Ming (2022), individuals with high affective commitment remain in the organization because of their own desires and feel a moral responsibility for the organization's success. Affective commitment also reflects voluntary loyalty and dedication to the organization's values and vision (Fonataba, 2023). Meanwhile, Chaudhary et al. (2023) emphasized that affective commitment reflects the strength of a person's desire to remain employed due to a shared sense of values and goals. Thus, affective commitment can be understood as an emotional bond that makes employees identify with the organization, support its goals, and strongly desire to maintain their membership.

### **Teacher Engagement**

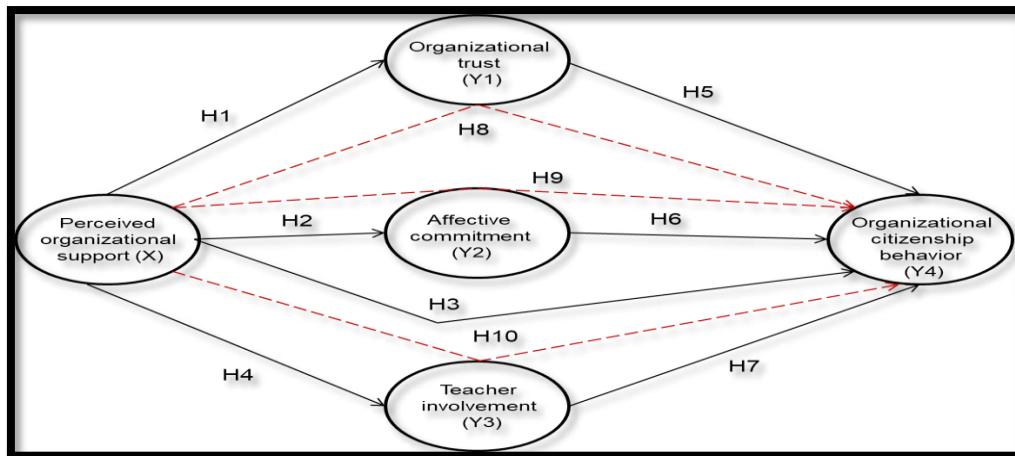
Job engagement is an individual's mental and emotional involvement in their work, which drives them to contribute to the achievement of organizational goals (Santosa, 2012). Individuals with high levels of engagement identify with their work, consider it important in their lives, and show a deep concern for its outcomes. This engagement encompasses physical, cognitive, and emotional dimensions, where employees feel satisfied because their work is able to fulfill their intrinsic and extrinsic needs. According to Ekowati and Ariani (2022), job engagement plays a role in predicting organizational conditions such as absenteeism and turnover rates. Canboy et al. (2023) emphasize that job engagement is multifaceted, encompassing individual responsibility and commitment to performance. Leiter and Maslach (2017) define it as a persistent positive affective-motivational state, characterized by high enthusiasm and enjoyment of work. Job engagement also reflects employees' emotional and intellectual commitment to the organization (Hikmatullah, 2017), demonstrated through attention and absorption in the work role. Balakrishnan et al. (2023) added that effective two-way communication between leaders and employees is a crucial factor in increasing engagement, as it provides a sense of ownership

and opportunities to participate in decision-making. Conversely, poor internal communication can decrease engagement and lead to variations in work quality (Yue et al., 2021). Thus, work engagement is a combination of emotional commitment, active participation, and effective communication that together create optimal motivation and performance within an organization.

### Organizational Citizenship Behavior

Organizational Citizenship Behavior (OCB) is voluntary behavior exhibited by individuals within an organization without coercion and not directly linked to a formal reward system, yet it can increase the effectiveness and smooth functioning of the organization (Organ, 2018; Sugandi & Ridwan, 2025). This behavior reflects actions carried out sincerely, happily, and without expecting rewards, such as helping coworkers, maintaining harmonious relationships, and actively participating in organizational activities (Husodo, 2018). OCB arises from internal motivation and a sense of concern for the overall success of the organization (Ahmed & Khan, 2016). In other words, OCB is an expression of commitment and belonging to the organization, where employees are willing to work beyond formal demands for mutual progress, even though these contributions are not always recorded in the performance appraisal system.

**Figure 1 Conceptual Framework**



### Research Hypothesis

- H1. Perceived organizational support has a positive and significant effect on teachers' organizational trust.
- H2. Perceived organizational support has a positive and significant effect on teachers' affective commitment.
- H3. Perceived organizational support has a positive and significant effect on teachers' engagement.
- H4. Perceived organizational support has a positive and significant effect on teachers' organizational citizenship behavior.

- H5. Organizational trust has a positive and significant effect on teachers' organizational citizenship behavior.
- H6. Affective commitment has a positive and significant effect on teachers' organizational citizenship behavior.
- H7. Teacher engagement has a positive and significant effect on teachers' organizational citizenship behavior.
- H8. Perceived organizational support has a positive and significant effect on organizational citizenship behavior through teachers' organizational trust.
- H9. Perceived organizational support has a positive and significant effect on organizational citizenship behavior through teachers' affective commitment.
- H10. Perceived Organizational Support has a positive and significant effect on organizational citizenship behavior through teachers' engagement.

## **Research Methods**

This research was conducted at a State Junior High School (SMP) in North Konawe Regency. The population in this study were all 431 State Civil Service Teachers at the State Junior High School (SMP) in North Konawe Regency. Sampling used the Slovin formula at a precision level of 5 percent, resulting in a sample size of 208 people. The research approach used was SmartPLS, a development of PLS (Partial Least Square) analysis.

## **Operational Definition of Variables**

Perceived organizational support refers to the views and feelings of teachers at public junior high schools (SMP) in North Konawe Regency regarding the extent to which their schools support their professional needs. Organizational trust refers to teachers' perceptions at public junior high schools (SMP) in North Konawe Regency regarding their confidence in the school or institution where they teach. Teacher affective commitment refers to teachers' emotional attachment to the school, which encourages them to be more motivated and persist in the workplace. Teacher job engagement is the extent to which teachers engage in their work, emotionally, cognitively, and physically, to achieve teaching goals. Organizational citizenship behavior is voluntary behavior carried out by teachers to support the school, such as helping colleagues or participating in school activities.

## **Research Result**

### **Discriminant Validity Test**

Discriminant validity testing aims to ensure that each construct in the research model is truly distinct from the other constructs, so that the indicators of one construct do not represent other constructs. In the PLS-SEM approach, the recommended discriminant validity test is carried out

using the Heterotrait-Monotrait Ratio (HTMT), which is considered more sensitive than the Fornell-Larcker and Cross Loading criteria. An HTMT value  $<0.90$  indicates good discriminant validity, while for closely related constructs a limit of  $<0.85$  is used. If these criteria are met, it can be concluded that the model has adequate discriminant validity.

**Table 1 Discriminant Validity Testing**

Research Variables	1	2	3	4
Organizational trust				
Teacher engagement	0,599			
Affective commitment	0,530	0,641		
Organizational citizenship behavior	0,641	0,677	0,663	
Perceived organizational support	0,535	0,601	0,565	0,647

Source: Processed Primary Data, 2025

### **R-Kuadrat( $R^2$ )**

The R-Square ( $R^2$ ) value indicates the proportion of variance in endogenous constructs that can be explained by exogenous constructs in the structural model. The higher the  $R^2$  value, the better the model's ability to explain the variability of endogenous constructs. In general, an  $R^2$  value of 0.75 is categorized as strong, 0.50 as moderate, and 0.25 is considered weak (Hair et al., 2019). Meanwhile, Q-Square Predictive Relevance ( $Q^2$ ) is used to assess the model's predictive ability to observe data. A  $Q^2$  value  $> 0$  indicates that the model has predictive relevance, and the closer it is to 1, the better the model's ability to predict and the higher the level of goodness of fit to the research data.

**Table 2 R-Square Values**

Research Variables	R-square	$Q^2$ predict
Organizational trust	0,237	0,215
Teacher engagement	0,307	0,290
Affective commitment	0,257	0,232
Organizational citizenship behavior	0,556	0,347

Source: Processed Primary Data, 2025

Based on Chin's (1998) criteria, the analysis results show that organizational trust ( $R^2 = 0.237$ ) and affective commitment ( $R^2 = 0.257$ ) are in the weak category, indicating that perceived organizational support only explains a small portion of the variance in both. Work involvement ( $R^2 = 0.307$ ) is on the weak to moderate border, indicating that the role of organizational support is sufficient but not yet dominant. Meanwhile, Organizational Citizenship Behavior (OCB) ( $R^2 = 0.556$ ) is in the moderate category, indicating that perceived organizational support contributes significantly to teachers' extra-role behavior, although it is still influenced by other external factors..

### Hypothesis Testing

Hypothesis testing in PLS-SEM analysis is carried out by looking at the Original Sample value (path coefficient) and P Values obtained through the bootstrapping procedure. The Original Sample value indicates the direction and magnitude of the influence between latent variables, while P Values are used to determine the statistical significance of the influence. Hair et al., (2019) a hypothesis is declared accepted if the direction of the coefficient is in accordance with the research assumption and the P Value is less than 0.05 ( $p < 0.05$ ), which means there is a significant influence at the 95% confidence level..

**Table 3 Hypothesis Testing**

Code	Influence of Variables	Path Coefficient	P Values	Information
H1	Perceived organizational support -> organizational trust	0,487	0,000	Sig.
H2	Perceived organizational support -> affective commitment	0,507	0,000	Sig.
H3	Perceived organizational support -> teacher engagement	0,554	0,000	Sig.
H4	Perceived organizational support -> teacher organizational citizenship behavior	0,249	0,014	Sig.
H5	Organizational trust -> teacher organizational citizenship behavior	0,226	0,005	Sig.
H6	Affective commitment -> teacher organizational citizenship behavior	0,232	0,007	Sig.
H7	Teacher engagement -> teacher organizational citizenship behavior	0,227	0,018	Sig.
H8	Perceived organizational support -> organizational trust -> teacher organizational citizenship behavior	1,110	0,027	Partial mediation
H9	Perceived organizational support -> affective commitment -> teacher organizational citizenship behavior	0,118	0,021	Partial mediation
H10	Perceived organizational support -> teacher engagement -> teacher organizational citizenship behavior	1,126	0,042	Partial mediation

Source: Processed Primary Data, 2025

## Discussion

### **The Influence of Perceived Organizational Support on Teachers' Organizational Trust**

This study found that perceived organizational support positively and significantly affects organizational trust among public junior high school teachers in North Konawe Regency. Support through appreciation, attention to complaints, and assistance in overcoming work difficulties strengthens teachers' confidence in their schools. Concrete support—such as In-House Training (IHT) and Technical Guidance (Bimtek) on the Merdeka Mengajar Platform, ICT-based learning, School-Based Management, and Artificial Intelligence (AI)—enhances teacher competence and reinforces trust. The principal's active role in providing motivation, supervision, and career opportunities makes teachers feel valued and supported. This aligns with Eisenberger et al. (1986; 2002), Ahmad (2018), and Wellem (2018), who highlight that organizational support builds trust through reciprocal care and appreciation. In North Konawe's challenging context, such support fosters emotional security and professional recognition, especially for predominantly female teachers with bachelor's degrees who highly value guidance and acknowledgment. Attention to complaints emerged as the strongest indicator of trust, followed by recognition and welfare, though assistance in handling difficulties requires improvement. Consistent with Polat (2010) and Elamin (2024), these findings affirm that sustained organizational support promotes teacher trust, loyalty, and commitment, ultimately enhancing educational quality in North Konawe Regency.

### **The Influence of Perceived Organizational Support on Teachers' Affective Commitment**

The study found that perceived organizational support positively and significantly affects the affective commitment of public junior high school teachers in North Konawe Regency. School support through welfare attention, recognition, and professional development—such as PMM Optimization, ICT and AI Training, and School-Based Management—strengthens teachers' emotional attachment and sense of belonging. Given that most teachers are female, hold bachelor's degrees, and are relatively new, emotional care and recognition are crucial for building loyalty. Initiatives like In-House Training and awards for outstanding or innovative teachers further enhance confidence and commitment. These results align with Eisenberger et al. (1986; 2002), Alfajar (2020), Ahmad (2018), Wellem (2018), and others who found that organizational support fosters affective commitment through perceived care and appreciation. Consistent support thus plays a vital role in enhancing teachers' loyalty, motivation, and contribution to educational progress in North Konawe Regency.

## **The Influence of Perceived Organizational Support on Teacher Engagement**

This study found that perceived organizational support has a positive and significant effect on the work engagement of public junior high school teachers in North Konawe Regency. Support in the form of attention, appreciation, and tangible assistance makes teachers more active, responsible, and enthusiastic in their duties. As noted by Eisenberger et al. (2002), perceived organizational support reflects how much an organization values contributions and cares for member welfare, while Ahmad (2018) and Alfajar (2020) highlight that such relationships go beyond formal contracts. The findings, consistent with Mujiasih (2015), Rasool et al. (2021), Putri (2023), and Alshaabani et al. (2022), confirm that organizational support enhances work engagement. In North Konawe, awards, training, and professional recognition foster belonging and motivation, especially among predominantly female teachers with bachelor's degrees. Descriptive results show good engagement levels, with strong indicators of self-concept alignment, active participation, and responsibility. Overall, consistent organizational support is key to strengthening teachers' emotional and professional engagement and improving education quality in North Konawe Regency.

## **The Influence of Perceived Organizational Support on Teachers' Organizational Citizenship Behavior**

The research findings indicate that perceived organizational support has a positive and significant effect on the organizational citizenship behavior (OCB) of public junior high school teachers in North Konawe Regency, although the effect is relatively smaller compared to other variables. School support in the form of attention, appreciation, and tangible assistance encourages teachers to demonstrate extra-role behaviors such as helping colleagues, maintaining a positive attitude, and being active in school activities. This is in line with the theory of Eisenberger et al. (2002) and Alfajar (2020) which states that perceived organizational support arises when individuals feel their contributions are appreciated and their well-being is cared for, and is reinforced by the findings of Rachma et al. (2025), Rustanti and Yuniawan (2024), and Alshaabani et al. (2022) which prove the positive effect of organizational support on OCB. Teachers who feel supported are more willing to contribute beyond formal duties, especially in areas with challenging geographical conditions such as North Konawe. The characteristics of teachers, who are predominantly female with a bachelor's degree, strengthen the tendency for OCB to emerge due to their social concern and high professional orientation. The results of the variable description indicate that OCB is in the good category, with the dominant dimensions of conscientiousness and civic virtue reflecting discipline, concern, and active participation in the school. While altruism still needs to

be improved through teamwork and mentoring. Overall, these results confirm that perceived organizational support remains an important factor that encourages teachers' extra-role behavior, strengthens a positive culture, and contributes to improving school performance in North Konawe Regency.

### **The Influence of Organizational Trust on Teachers' Organizational Citizenship Behavior**

The research findings indicate that organizational trust has a positive and significant effect on the organizational citizenship behavior (OCB) of public junior high school teachers in North Konawe Regency. Teachers who believe in the integrity, fairness, and competence of the school are more motivated to help colleagues, maintain harmonious relationships, and participate voluntarily in school activities. This trust is formed through tangible school support such as the implementation of In-House Training (IHT) and various Technical Guidance (PMM, ICT, AI, MBS, and Google Certified Trainer) which improve competence while strengthening the perception of organizational support. Trust in the school fosters a sense of psychological security and professional pride, especially in areas with challenging geographical conditions. The results of the variable description indicate that organizational trust is in the good category with dominant indicators of integrity, competence, and openness, although loyalty still needs to be strengthened. Theoretically, these results are consistent with the findings of Lay and Panjaitan (2020), Hidayat and Patras (2022), and Sitio (2024), which prove that organizational trust increases OCB through a sense of security, respect, and belief in organizational justice. Thus, organizational trust is proven to be a key factor that encourages teachers to demonstrate extra-role behavior that supports school success and improves the quality of education in North Konawe Regency.

### **The Influence of Affective Commitment on Teachers' Organizational Citizenship Behavior**

The study results show that affective commitment has a positive and significant effect on the organizational citizenship behavior (OCB) of public junior high school teachers in North Konawe Regency. Teachers with a strong emotional attachment to their school are more likely to exhibit extra-role behaviors such as helping colleagues, maintaining a positive attitude, and actively participating beyond formal obligations. This attachment stems from pride, loyalty, and a belief in the school's integrity and good reputation. These results align with the findings of Caterine and Wahyuningsih (2023), Sanjaya and Bastian (2022), and Noor (2025), who demonstrated that affective commitment drives OCB, although research by Arestia (2022) and Fala et al. (2021) yielded conflicting results. In the context of North Konawe, where educational facilities are limited, teachers' emotional attachment is a crucial driver of voluntary behavior that supports school success. Dominant

indicators such as pride and emotional attachment strengthen the evidence that the greater the affective commitment of teachers, the higher their tendency to display OCB through altruism, conscientiousness, sportsmanship, courtesy, and civic virtue behavior for the sake of improving the quality of education.

### **The Influence of Teacher engagement on Teacher Organizational Citizenship Behavior**

The results of the study indicate that work engagement has a positive and significant effect on the organizational citizenship behavior (OCB) of public junior high school teachers in North Konawe Regency. Teachers who are actively involved and feel their work is meaningful are more likely to exhibit extra-role behaviors such as helping colleagues, maintaining harmony, and participating in school activities. Work engagement creates positive energy that encourages teachers to work beyond formal demands, especially in areas with limited educational facilities. The characteristics of teachers, who are predominantly female with a bachelor's degree, reinforce this tendency due to their high social sensitivity and professional orientation. These results are in line with the findings of Amdanata et al. (2024), Mahayana and Ardi (2022), Ristiarli and Nugroho (2024), Alshaabani et al. (2022), and Rachma et al. (2025), which confirm that work engagement enhances OCB. Dominant indicators such as active participation, responsibility, and performance alignment with self-concept show that the higher the work engagement of teachers, the greater their tendency to exhibit voluntary behavior that supports the effectiveness and success of education in North Konawe Regency.

### **The Influence of Perceived Organizational Support on Organizational Citizenship Behavior through Teachers' Organizational Trust**

The results of this study indicate that organizational trust plays a significant role as a mediator in the relationship between perceived organizational support and organizational citizenship behavior (OCB) of teachers at public junior high schools in North Konawe Regency. School support in the form of attention, appreciation, and tangible assistance fosters teachers' trust in the integrity and concern of the school, which in turn encourages the emergence of extra-role behaviors such as helping colleagues, maintaining harmonious relationships, and voluntarily contributing to school activities. This finding aligns with Isfahani and Rezaei (2017) and Singh and Srivastava (2016) who demonstrated that organizational trust mediates the effect of organizational support on OCB, and is reinforced by Polat (2010) and Lay and Panjaitan (2020) who emphasized the close relationship between trust and extra-role behavior. Teachers who feel valued and supported demonstrate loyalty, responsibility, and a high collaborative spirit, creating a productive work culture amidst

limited educational resources. Thus, in the context of public junior high schools in North Konawe Regency, organizational support serves as an initial resource, trust as a bridge, and OCB as a tangible outcome that strengthens performance and educational quality in a sustainable manner.

### **The Influence of Perceived Organizational Support on Organizational Citizenship Behavior through Teachers' Affective Commitment**

The results of this study indicate that affective commitment acts as a mediator in the relationship between perceived organizational support and organizational citizenship behavior (OCB) among public junior high school teachers in North Konawe Regency. School support that fosters a sense of appreciation, attention, and development opportunities creates an emotional bond that encourages teachers to display extra-role behaviors such as helping colleagues, actively participating, and maintaining work discipline. This finding aligns with those of Alshaabani et al. (2022), Handayani and Seswandi (2022), and Rustanti and Yuniawan (2024), who demonstrated that affective commitment can be a mediating pathway between organizational factors and OCB, although its strength varies. Teachers who are proud and emotionally attached to their school demonstrate loyalty and a willingness to work beyond formal demands, especially in regional contexts with limited educational facilities. Thus, affective commitment serves as a psychological bridge connecting organizational support with teachers' voluntary behavior, strengthening collective performance and creating a positive work culture in schools.

### **The Influence of Perceived Organizational Support on Organizational Citizenship Behavior through Teacher engagement**

The results of this study indicate that job engagement acts as a mediator in the relationship between perceived organizational support and organizational citizenship behavior (OCB) of public junior high school teachers in North Konawe Regency. School support, which includes appreciation, concern for well-being, and tangible assistance, fosters a sense of belonging to the job, which increases teacher job engagement. This engagement then encourages the emergence of extra-role behaviors such as helping colleagues, actively participating in school activities, and demonstrating high responsibility for learning success. This finding is in line with Putri (2023), Alshaabani et al. (2022), Amdanata et al. (2024), and Rachma et al. (2025) who emphasized that job engagement serves as a psychological bridge between organizational support and OCB. Thus, the higher the support teachers receive, the greater their involvement in their work, which ultimately increases voluntary behavior for the advancement of schools and the quality of education in North Konawe Regency.

## Conclusion and Suggestions

Perception of organizational support has a positive and significant effect on teachers' organizational trust. Perception of organizational support has a positive and significant effect on teachers' affective commitment. Perception of organizational support has a positive and significant effect on teachers' work engagement. Perception of organizational support has a positive and significant effect on teachers' organizational citizenship behavior. Organizational trust has a positive and significant effect on organizational citizenship behavior. Affective commitment has a positive and significant effect on organizational citizenship behavior. Work engagement has a positive and significant effect on organizational citizenship behavior. Perception of organizational support has a positive and significant effect on organizational citizenship behavior through organizational trust. Perception of organizational support has a positive and significant effect on organizational citizenship behavior through affective commitment. Perception of organizational support has a positive and significant effect on organizational citizenship behavior through work engagement. Further research can replace different variable indicators such as perception of organizational support as explained by Purnami (2017:98), namely well-being, tasks, leader response, closeness, and cooperation which are thought to influence organizational trust, affective commitment, teacher engagement and organizational citizenship behavior.

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