

# The Influence Servant Leadership and Organizational Climate on Organizational Citizenship Behavior among Primary School Teachers in Sabah

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## ABSTRACT

This study explores the impact of servant leadership and organizational climate on teachers' Organizational Citizenship Behavior (OCB) in Sabah. A total of 481 teachers participated in this study. Data were analyzed using Statistival Package For The Social Sciences (SPSS) version 29, employing descriptive analysis, One-Way Analysis of Variance (ANOVA), and regression analysis. The findings indicate that teaching experience significantly affects OCB. However, regression analysis reveals that servant leadership does not significantly impact OCB, whereas organizational climate plays a crucial role in shaping teachers' discretionary behaviors. These results suggest that a positive and supportive organizational climate enhances teachers' willingness to go beyond their formal responsibilities, contributing to a more collaborative and effective school environment. Therefore, school leaders should prioritize fostering a conducive organizational climate to strengthen teachers' OCB, ultimately improving overall school performance and student outcomes.

**Keywords:** Servant Leadership, Organizational Climate, OCB

## INTRODUCTION

Globalization has triggered a variety of significant changes in the education system in Malaysia, including aspects of curriculum, pedagogy, technology, and school administration. Notably, this development requires continuous adjustments to ensure the country's education system remains relevant and competitive globally. This is in line with national development, prioritizing quality education, skills, and knowledge to ensure that people can live a more perfect life (Madani, 2019; UNICEF, 2015). Thus, the Ministry of Education (MOE) is striving to allocate competent leaders and teachers to produce human capital that is able to meet the country's needs (Siti Azaha and Bity Salwana, 2022).

The contribution of teachers in the form of Organizational Citizenship Behavior (OCB) supports teaching effectiveness. It also impacts the achievement of the school's overall organizational goals (Abu Nasra & Heilbrunn, 2016; Asnani Bahari et al., 2020). Students, as the main catalyst for educational success, are also indicators in assessing the effectiveness of OCB in the school context. However, Suriani (2021) commented that applying OCB through schools in Malaysia is still relatively lacking and limited in studies. In this context, one of the main issues that can be observed is the lack of support for colleagues who have difficulties in the organization, specifically in the New Teacher Development Program (NTDP). Consequently, this presents a significant challenge in ensuring mentor support for new teachers (Robson & Mtika, 2017; Walters et al., 2020). In particular, the effectiveness of these programs is often affected by the selection of less experienced mentors, as well as constraints such as the reluctance of mentors to share knowledge and experience. Furthermore, a study by Ariff Hidayat and Mahani Mokhtar (2022) discovered that this problem prevents mentors from performing their responsibilities optimally.

In addition, the practice of mutual assistance and professional collaboration between colleagues is a crucial element of the Professional Learning Community (PLC). It aims to improve teaching and learning performance in the classroom (Tai Mei Kin & Omar Abdul Kareem, 2021). However, weaknesses in the implementation of PLCs often occur due to the lack of commitment and willingness of some teachers to share

ideas and experiences with their colleagues (Mohd Aizat & Kamaruddin, 2020). Moreover, the effectiveness of the teaching, learning, and facilitation (PdPc) process is also hindered due to unsystematic professional sharing. Thus, efforts to meet the MOE's targets may encounter significant obstacles (Muhammad Faizal & Crow, 2012).

Leadership is also one of the key factors that determine the success and performance of a school organization. Notably, a good leader can indirectly influence the behavior of OCB expert citizenship since this practice is performed voluntarily without expecting a reward from the organization (Fadzilah, 2021). As such, servant leadership is one of the fastest-growing new leaders associated with ethics, welfare, and morality (Lancot & Irving, 2010; James Lemoine, 2015), which takes a member-focused approach. Building on this, servant leadership seeks to influence its members effectively as it is capable of mobilizing teachers to practice behavioral practices that contribute to the advancement of the organization (Jaggil, 2019). In addition, the role of leaders in school management is vital as it guides the direction and ensures effective implementation among teachers in schools (Asnani Bahari & Norsiah Mat, 2017; Gurumoorthy et al., 2020). Despite efforts, school organizations frequently experience problems, notably poor communication. If communication management is not managed properly, misunderstandings can occur and affect the working atmosphere (Nazri Mat Yasin & Aida Hanim A. Hamid, 2022). Moreover, the failure of leaders to effectively share the school's mission, vision, and goals is also an issue in school organizations (Fadzilah Patman, 2021). In line with this, organizational leaders often face difficulties implementing work culture improvements and a lack of practice in sharing responsibilities (Mohd Yusaini & Mohd Izham, 2020).

The effectiveness of educational management is greatly influenced by a conducive organizational climate through efforts to create a comfortable environment for each member. Wynn (2019) emphasized that the relationship between organizational climate and job satisfaction is very close and positively impacts teaching effectiveness. However, a study by Yahya, Mohd Faiz, Wan Rozimi, and Mat Rahimi (2021) asserted that there are still schools in Malaysia facing the problem of a lack of infrastructure and facilities that should be provided for the benefit of all school staff. Hence, the success or failure of an organization depends on the wisdom of the administrator in leading its citizens (Ali, 2019). In the current educational context, the organizational climate is increasingly challenging due to various significant changes (Mejran, 2021). Consequently, the provision of quality basic facilities can directly impact intellectual development and the quality of the school environment (Esfandiari & Meihami, 2023).

Devos, Tuytens, and Hulpia (2014) mentioned that organizational climate was identified as a medium that strongly influences their study variables. In addition, Wijayanto (2017) explained that a good organizational climate can improve performance among members of the organization as well as job satisfaction. The significance of organizational climate is also a variable that plays a role in improving the performance and excellence of organizational development (Takele & Kiltu, 2014). At the same time, the researcher's view of the organizational climate can be used to assess the organization's initiatives in order to continue to grow (Venkates & Jegajothi Hameed, 2017), adapting to current policies and sustainable work situations (Rahmawati & Prasetyo, 2017). This, in turn, can positively impact job satisfaction among organization members (Ariyani, 2012; Susanti, 2013).

## **LITERATURE REVIEW**

### **Organizational Citizenship Behavior (OCB)**

The concept of OCB originates from the work of Chester Bernard, who emphasized the importance of cooperation and the willingness to work together within an organization. Daniel Katz further proposed that OCB represents an essential instrumental performance and can be viewed as a form of spontaneously innovative behavior (Podsakoff, Paine & Bachrach, 2000). Organ (2005) defined OCB as discretionary behavior that goes beyond formal job requirements and contributes to organizational effectiveness. Similarly, Moorman and Blakely (1995) stated that OCB refers to behaviors voluntarily performed by employees that are not part of their official duties. Ariani (2013) described OCB as a reflection of an individual's willingness to contribute energy and effort to achieve success and improve organizational performance. William and Anderson (1991) also defined OCB as voluntary actions performed outside formal job responsibilities that benefit the organization.

The foundational understanding of OCB is closely related to Social Exchange Theory (Blau, 1964), which posits that when employees perceive fairness, support, and trust in their workplace relationships particularly with leadership—they are more likely to reciprocate with positive behaviors such as OCB. These behaviors are driven not by obligation, but by mutual respect and a sense of psychological investment in the organization.

Although research on OCB in the Malaysian education sector remains limited, some studies indicate that Malaysian teachers may not always perceive OCB as a factor strongly linked to personal achievement or job satisfaction. However, other findings challenge this view.

For instance, Muhamad Ariff et al. (2018) established a significant relationship between OCB and job satisfaction among academic staff at Universiti Kebangsaan Malaysia (UKM). These results align with Amiraa's (2010) research, which examined the relationship between OCB and job satisfaction among secondary school teachers, revealing that higher levels of OCB were positively associated with increased job satisfaction.

Similarly, studies by Luqman, Shaiful, and Ahmad (2022) and Bramble et al. (2011) highlighted that various leadership styles—especially transformational and charismatic leadership positively influence OCB among teachers. These findings are consistent with Mascall, Leithwood, and Strauss (2009), who confirmed that distributed leadership practices significantly enhance OCB among educators. Collectively, these studies suggest that leadership, in its many forms, plays a pivotal role in fostering OCB within school environments.

Recent empirical evidence also supports these conclusions in broader regional contexts. Ayu and Suprpto (2023) found a significant relationship between OCB and job satisfaction among teachers at SMKN schools in Jakarta, Indonesia. Likewise, Arifin and Dwiyantri (2021) and Mulyadi and Saifudin (2021) reported that OCB positively and significantly influenced job satisfaction among teachers in Indonesian schools. Furthermore, Niki Puspita and Helmi (2020) confirmed that OCB has a direct and substantial effect on teacher job satisfaction, surpassing the indirect influence mediated through organizational commitment. Similar findings were reported in the study by Maryani, Trisniarty, and Mustafa (2022).

These findings are underpinned by the assumptions of Social Exchange Theory, which explains how employees' voluntary efforts, such as helping colleagues, taking initiative, and going beyond job expectations, are influenced by the quality of their exchanges with school leadership and the organizational environment. High-quality exchanges built on trust and mutual support enhance employees' sense of belonging and responsibility toward the organization, resulting in higher OCB. In summary, OCB remains a crucial behavioral construct in understanding teacher engagement and organizational performance. While perceptions of OCB may vary across cultural and institutional settings, consistent evidence shows that it is positively associated with job satisfaction and is significantly influenced by leadership behavior particularly when rooted in trust, support, and reciprocity.

## **Servant Leadership**

Spears (2002) defined servant leadership as service-first leadership that begins with a feeling of wanting to serve and putting the interests of individuals first. In particular, servant leadership is based on several key elements, namely valuing individuals, assisting their development, guiding followers through verbal communication, as well as encouraging the sharing of power and position for the benefit of each individual (Laub, 1999; Turkmen et al., 2017; Saglam et al., 2017). Research has revealed no significant differences in the responses of male and female teachers to the implementation of servant leadership (Relly Tasap, 2016; Fischer, 2016). Along with the findings of Hung, Tsai, and Wu (2016), Jacob's (2011) study indicated that the duration of teaching experience did not significantly impact the level of servant leadership practiced by principals. Similar results were also reported by Relly Tasap (2016).

Meanwhile, Izzani and Yahya (2017) identified five key dimensions in servant leadership that significantly impact the administration of change in schools, in line with previous studies by Jasvinder (2010), Laurie (2011), and Savage (2011). These findings support the application of servant leadership in school contexts that emphasize teacher empowerment and shared decision-making. Recent international studies have further

strengthened the empirical basis for servant leadership in educational and organizational settings. For instance, Demissie, Alemu, and Tensay (2024) demonstrated that servant leadership significantly enhances positive workplace behavior in public sector organizations, although the presence of organizational politics can act as a limiting factor. Similarly, Farooqui, Pathan, and Channa (2024) reported that servant leadership contributes to improved trust and cooperation among academic staff in Pakistani public colleges.

In the context of school leadership, a study published in Tandfonline (2023) found that servant leadership had a significant positive effect on the professionalism and collaborative practices of instructors in the public education sector. This was echoed in Southeast Asian research by Aceng Abdul Aziz et al. (2024), who found that servant leadership, supported by trust-based school cultures and job satisfaction, led to enhanced teacher engagement in Indonesian Islamic schools. Likewise, Tambunan et al. (2025) discovered that supportive leadership styles—especially when accompanied by self-awareness and cultural intelligence—can improve teacher behavior and overall school effectiveness. These studies reflect how servant leadership can be successfully applied across various educational systems and cultural settings, including collectivist societies like Malaysia

### Organizational Climate

Taguiri and Litwin (1968) referred to organizational climate as the quality of an organization's internal environment that is relative and stable and can be experienced by members, thus encouraging their behavior. In contrast, Gibson and Levin (1975) described climate as a set of elements in the work atmosphere that employees can observe directly or indirectly.

There have been various studies of organizational climate-related literature in school organizations, including research by Maisura (2007), which proved the existence of the influence of organizational climate on teacher OCB. Furthermore, the findings of Iqbal (2012) suggested that leadership patterns and organizational climate with work motivation as an intermediate variable have a positive and significant impact on employee achievement. In line with the findings by Wan Na (2013), his study proved the existence of a moderately strong relationship between six aspects of organizational climate and job performance. In addition, Ranwan and Roslee (2020) reported that their analysis reported no significant differences in the mean scores of organizational climate variables based on gender. On the other hand, a study by Mejran, Suhaimi, and Mohd Khairuddin (2020) noted significant differences in the mean scores of organizational climate variables based on teaching experience. Mejran (2021) also highlighted that the mean score of organizational climates is high in the context of implementing 21st-century educational changes.

### Study Objectives

This study examined the impact of servant leadership and organizational climate on OCB among teachers in Sabah. In this regard, the study sets the following objectives:

- i. Measuring servant leadership level, organizational climate, and OCB.
- ii. Identify differences in servant leadership, organizational climate, and OCB based on teaching experience.
- iii. Identify the influence of Servant leadership and organizational climate on OCB.

### Study Hypothesis

Based on the objective of the study, null hypotheses have been proposed. The null hypotheses in this study:

H0<sup>1</sup> There are no significant differences in servant leadership based on teaching experience.

H0<sup>2</sup> There are no significant differences in organizational climate based on teaching experience.

H0<sup>3</sup> There is no significant influence of servant leadership and organizational climate on OCB based on teaching experience.



## RESEARCH METHOD

This study employs a non-experimental design using a survey approach to collect data from a sample representative of the target population. A quantitative approach involving both descriptive and inferential statistical analysis was utilized to analyze the data collected and to test the research hypotheses. The study population comprised primary school teachers in Sabah. Based on the Sabah State Education Department records (2024), a total of 26,422 teachers are currently serving in 1,075 primary schools across the state. To ensure the adequacy and representativeness of the sample, a total of 481 teachers were selected using probability sampling techniques, specifically stratified and systematic random sampling. This ensured accurate representation across different districts and teacher demographics such as gender, teaching experience, and school locality (urban/rural).

The research employed a structured questionnaire as the main instrument for data collection. The questionnaire items were adapted from established sources the Servant Organizational Leadership Assessment (SOLA) by Laub (1999), Organizational Climate Questionnaire (OCQ) by Litwin and Stringer (1968), and the Organizational Citizenship Behavior Scale (OCBS) by Organ (1988). The instrument was reviewed and refined to fit the local educational context. Prior to the full implementation, a pilot study was conducted to assess the reliability and validity of the instrument. The results showed that Cronbach's alpha values for each construct exceeded 0.70, indicating high internal consistency. The Kaiser-Meyer-Olkin (KMO) values were also above the recommended threshold, confirming the sampling adequacy for factor analysis.

To analyze the data, IBM SPSS version 29 was used. Descriptive statistics such as mean, standard deviation, and frequency were applied to describe the characteristics of the sample, while inferential analyses including ANOVA and regression were employed to examine the relationships between servant leadership, organizational climate, and organizational citizenship behavior (OCB).

The study obtained ethical approval from the Ministry of Education Malaysia and the Sabah State Education Department. Prior to participation, informed consent was obtained from all respondents, and they were assured of the confidentiality and anonymity of their responses. Participation was voluntary, and no personal identifiers were collected. All data were managed with strict adherence to research ethics involving human participants, ensuring the protection of rights, dignity, and privacy throughout the data collection and reporting process.

## RESULT AND DISCUSSION

Evaluation of the three study variables based on teaching experience displayed mean score analysis. In particular, servant leadership recorded a mean score of  $M = 5.000$  for all teaching experience groups. Moreover, the group category 31 years and over ( $M = 4.483$ ,  $SD = 0.461$ ) demonstrated the highest total mean score, while the group 21 to 30 years presented the lowest mean score ( $M = 4.350$ ,  $SP = 0.631$ ). On the other hand, the organizational climate yielded a mean score below  $M = 4.000$ . The teaching experience group of five years and below indicated the highest mean score of ( $M = 3.903$ ,  $SP = .475$ ). In contrast, the group of 11 to 20 years recorded the lowest number, namely ( $M = 3.687$ ,  $SP = 0.499$ ). Meanwhile, for OCB, the lowest mean score was recorded by the experience group of 11 to 20 years ( $M = 4.319$ ,  $SD = 0.473$ ). Overall, the mean score is based on teaching experience and presented high levels in all groups, as summarized in Table 1.

Table 1: Average Scores of Variables According to Teaching Experience

Experience		SL	OC	OCB
Below 5 ys	M	4.444	3.903	4.383
	SD	0.552	0.475	0.427
	N	89	89	89
6 to 10 ys	M	4.480	3.738	4.350
	SD	0.576	0.483	0.431
	N	90	90	90
11 to 20 ys	M	4.3896	3.687	4.319
	SD	0.6184	0.499	0.4731
	N	143	143	143

21 to 30 ys	M	4.350	3.707	4.383
	SD	0.631	0.375	0.397
	N	99	99	99
31 above	M	4.483	3.845	4.400
	SD	0.461	0.415	0.394
	N	60	60	60
Total	SD	4.420	3.760	4.360
	N	0.583	0.464	0.431
		481	481	481

### Servant level of leadership, organizational climate, and Organizational Citizenship Behavior (OCB)

The mean score level analysis in Table 2 presents measurements of servant leadership, organizational climate, and OCB categorized into high, medium, and low based on Levin and Rubin's (1998) recommendations.

Table 2: Mean Score Interpretation

Mean Average	Level
1.00 – 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

Mean score levels for servant leadership, organizational climate, and OCB have been classified, as provided in Table 3. The findings revealed that all three variables were at high and medium levels, with a certain percentage of each dimension. However, only a few teachers are at a low level in all three dimensions. In other words, this finding illustrates that teachers at the study site demonstrated a high level of servant leadership and practiced OCB at a moderate level.

Table 3: Mean Score Levels of Variables

Variable	Level			Total
	Low	Moderate	High	
	N (%)	N (%)	N (%)	
SL		55 (11.1%)	423 (88.9%)	481
OC		224 (46.6%)	256 (53.2%)	481
OCB		26 (5.4%)	455(94.6%)	481

$H_0^1$  There are no significant differences in servant leadership based on teaching experience

The descriptive analysis in Table 4 outlines the difference in servant mean leadership score according to teaching experience. The findings presented significant variation among the study sample ( $N = 481$ ). Accordingly, teachers with six to ten years of experience recorded the highest mean score ( $M = 4.536$ ,  $SD = 0.565$ ,  $N = 107$ ). This is followed by teachers with five years of experience and below ( $M = 4.490$ ,  $SD = 0.573$ ,  $N = 105$ ), 31 years and above ( $M = 4.431$ ,  $SD = 0.766$ ,  $N = 47$ ), and 11 to 20 years ( $M = 4.049$ ,  $SD = 0.885$ ,  $N = 154$ ). This difference indicates that teachers with six to ten years of teaching experience are more likely to practice servant leadership compared to other groups. However, teachers with 11 to 20 years of experience recorded the lowest mean scores, a tendency towards lower servant leadership in this group.

Table 4: Descriptive Analysis of the Servant Leadership Variable Based on Teaching Experience

Variable		N	M	SD
SL	Below 5 years	105	4.490	0.573
	6 to 10 years	107	4.536	0.565
	11 to 20 years	154	4.049	0.885
	21 to 30 years	79	4.160	0.948
	31 above	47	4.431	0.766
	Total	491	4.303	0.766

The one-way ANOVA analysis for comparison of servant leadership mean score according to teaching experience, as summarized in Table 5, demonstrated a significant difference  $F(df = 4, 487) = 9.937, p < 0.01$ . Therefore, null hypothesis 1 ( $H_{01}$ ) was rejected, which indicated significant differences in servant-level leadership based on teaching experience.

Table 5: One-Way ANOVA Analysis of Servant Leadership Based on Teaching Experience

Variable		<i>Ss</i>	<i>df</i>	<i>MS</i>	<i>f</i>	<i>Sig.</i>
SL	Between Group	21.782	4	5.446	9.937	<.001
	Within Group	266.883	487	.548		
	Total	288.665	491			

$H_0^2$  There are no significant differences in organizational climate based on teaching experience

Based on the descriptive analysis of mean score differences in organizational climate by teaching experience category in Table 6, it was discovered that among the total sample ( $N = 481$ ), teachers with below five years of teaching experience recorded the highest mean score compared to other experience groups ( $M = 3.903, SD = 0.475, N = 89$ ). This is followed by those with six to ten years ( $M = 3.7381, SD = 0.48372, N = 90$ ), 21 to 30 years ( $M = 3.707, SD = 0.375, N = 99$ ), over 31 years ( $M = 3.845, SD = 0.415, N = 60$ ). Finally, those with 11 to 20 years recorded the lowest mean score ( $M = 3.647, SD = 0.499, N = 143$ ). This analysis also indicates that teachers with six to ten years of teaching experience have a more positive perception of the organizational climate. In essence, this reflects their belief that the working environment is more conducive than other teaching experience groups.

Table 6: Descriptive Analysis of the Organizational Climate Variable Based on Teaching Experience

Variable		<i>N</i>	<i>M</i>	<i>SD</i>
OC	Below 5 years	89	3.903	0.475
	6 to 10 years	90	3.738	0.483
	11 to 20 years	143	3.687	0.499
	21 to 30 years	99	3.707	0.375
	31 above	60	3.845	0.415
	Total	481	3.76	0.464

The comparison of one-way ANOVA for teacher organizational climate based on teaching experience, as summarized in Table 7, presented significant differences. Based on the statistical analysis of  $F(df = 4, 476) = 3.945, p < 0.05$ , the analysis revealed that differences in organizational climate according to teaching experience were significant, causing the null hypothesis 2 ( $H_{02}$ ) to be rejected. Concurrently, the study suggested significant differences in the perception of the organizational climate based on the duration of teaching experience. In addition, the inconsistent variation of mean scores across the teaching experience group reinforces that on-duty experience factors are essential in shaping teachers' perceptions of their work environment.

Table 7: ANOVA Analysis of Organizational Climate Based on Teaching Experience

Variable		<i>Ss</i>	<i>df</i>	<i>MS</i>	<i>f</i>	<i>Sig.</i>
OC	Between Group	3.322	4	.830	3.945	.004
	Within Group	100.196	476	.210		
	Total	103.517	4480			

$H_0^3$  There is no significant influence of servant leadership and organizational climate on Organizational Citizenship Behavior (OCB) based on teaching experience.

Table 8 presents the regression analysis results involving the beta coefficients and significance levels for the predictor variables under study. Notably, the analysis demonstrates that servant leadership and organizational

climate are significant predictor variables of the criterion variable, namely OCB, among primary school teachers. Meanwhile, the beta coefficient for servant leadership ( $\beta = .312$ ,  $t = 7.042$ ,  $p < .05$ ) indicates that a one-unit increase in servant leadership corresponds to a .312 increase in OCB. Similarly, organizational climate ( $\beta = .239$ ,  $t = 5.399$ ,  $p < .05$ ) also suggests a positive and statistically significant contribution to the variation in OCB.

Collectively, both predictor variables explained 21.6% of the variance in OCB ( $R^2 = .216$ ). Specifically, servant leadership contributed 16.8% ( $R^2 = .168$ ) to the variance, while organizational climate added an additional 4.8% ( $\Delta R^2 = .048$ ) to the total explained variance. These findings imply that 78.4% of the variance in OCB remains unexplained, likely attributable to other variables not included in this study. Considering that both predictors exhibit statistically significant relationships with the criterion variable, null hypothesis 3 ( $H_0^3$ ) is rejected. Accordingly, the analysis provides empirical support for the assertion that servant leadership and organizational climate significantly influence teachers' OCB.

Table 8: Stepwise multiple regression analysis of servant leadership variables and organizational climate on Organizational Citizenship Behavior (OCB)

Predictor Variable		<i>B</i>	<i>t</i>	<i>P (Sig)</i>
SL		.312	7.042	0.001
OC		.239	5.399	0.001
Servant Leadership	Organizational Climate			
$R^2 = .168$	$R^2 = .216$			
$\Delta^2 = .168$	$\Delta^2 = .048$			
$F = 96.793$	$F = 29.152$			

This study highlights the significant impact of servant leadership and a positive organizational climate on OCB among primary school teachers. As such, the researcher discovered that servant leadership and a strong organizational climate are present at a high level within the educational setting. In addition, the findings strongly support the idea that servant leadership empowers teachers, prioritizing their needs and well-being, which in turn helps achieve organizational goals (Spears & Lawrence, 2004; Sendjaya, 2015). This perspective is aligned with the Leader Member Exchange Theory (Graen & Uhl-Bien, 1995), which posits that high-quality relationships between leaders and subordinates encourage mutual trust, respect, and voluntary behaviors that go beyond formal job descriptions such as OCB.

Furthermore, this aligns with intensive previous research on the benefits of servant leadership by Kassimu et al. (2023), Fadzilah Patman (2020), Jaggil Apak (2019), von Fischer (2017), and Relly Tasap (2016), underscoring the vital role of servant leadership in boosting organizational effectiveness. These studies collectively affirm that leadership based on service and moral responsibility can stimulate teachers' intrinsic motivation and commitment, resonating with the Organizational Support Theory (Eisenberger et al., 1986), which emphasizes the significance of perceived support from leadership in driving employee contributions beyond contractual obligations.

Building on this, the descriptive analysis revealed that most teachers rated their school's organizational climate as high. Thus, this finding supports a similar study by Mejran (2021), demonstrating that a positive organizational climate is crucial for implementing 21st-century educational reforms. The result also aligns with the conclusions of Khaziah and Fauzi (2016) and Rosli and Ranwan (2020), who likewise reported high teacher perceptions of the overall organizational climate. This supports the view that a positive climate enhances a sense of belonging and professional engagement among teachers. It is also consistent with Motivation-Hygiene Theory (Herzberg, 1959), where a positive work environment functions as a hygiene factor that prevents dissatisfaction and promotes performance.

Crucially, the study's regression analysis revealed that servant leadership and organizational climate significantly influence OCB among primary school teachers. Regression analysis indicates that servant leadership has a significant positive effect on OCB. For instance, research conducted by Rahnama et al. (2019) in Iran demonstrated that servant leadership significantly influences teachers' OCB, accounting for 16.8% of



the variance in OCB. Additionally, more recent findings by Wahyudi and Prihatin (2023) indicated that servant leadership and organizational climate collectively have a notable impact on teachers' OCB, with a nearly equal total contribution exceeding 20%. Correspondingly, the consistency of these findings across different countries and cultural contexts proves that service-based leadership and a positive work environment are the key drivers of OCB among teachers. This reinforces the application of LMX Theory in diverse contexts and validates the universality of Social Exchange Theory (Blau, 1964), which underpins reciprocal relationships between leaders and subordinates that motivate discretionary behavior.

In addition, Srimulyani (2021) also presented similar findings, suggesting that servant leadership has a positive influence. This finding is further supported by past research by Prasetyono and Ramdayana (2020), who claimed that servant leadership significantly influences teacher performance. Similarly, Asnani (2022) conducted a similar study, examining the influences of servant leadership, proactive personality, and social characteristics of job design on OCB among secondary school teachers. These results suggest that servant leadership contributes not only to extra-role behavior but also to performance outcomes when personal and contextual factors are aligned.

This study further proved that organizational climate significantly influences OCB among teachers in Sabah. These results reveal that organizational climate is a more dominant predictor variable contributing to the variance in OCB compared to servant leadership. This observation is reinforced by Mejran's (2021) study, saying that in order to have a positive organizational climate, implementing 21st-century educational reforms must be done. Additionally, research by Seniwati, Sudarno, and Rini Fatmasari (2022) also noted that organizational climate significantly affects teacher job satisfaction. Furthermore, Iqbal (2012) supported these findings by demonstrating that leadership style and organizational atmosphere, mediated by work motivation, positively and significantly influence employee achievement. At the same time, Wan Na's (2013) research confirmed a moderate yet strong relationship between various dimensions of organizational climate and teachers' job performance. These findings are in line with Organizational Climate Theory (Litwin & Stringer, 1968), which emphasizes that shared perceptions of the work environment shape employee attitudes and discretionary behaviors such as OCB.

## CONCLUSION

Overall, this study provides compelling evidence that servant leadership and organizational climate are two critical determinants influencing Organizational Citizenship Behavior (OCB) among primary school teachers. Specifically, a leadership approach grounded in human values, empathy, and support has been shown to foster teachers' willingness to contribute voluntarily toward the success of their organization. At the same time, a positive and emotionally supportive organizational climate plays an equally vital role in shaping such discretionary behaviors.

These findings underscore that the development of positive workplace behaviors among teachers is not solely dependent on individual traits or intrinsic motivation; rather, it is strongly mediated by the quality of leadership execution and the ongoing cultivation of a healthy work environment. This highlights the need for schools to view organizational behavior through a systemic and contextual lens. Beyond its theoretical contributions to the field of educational management, the study also reinforces earlier empirical findings, both locally and internationally, that affirm the significant effects of servant leadership and organizational climate on teacher behavior. The consistency of these findings across diverse educational contexts lends credibility to the assertion that these two elements are foundational to nurturing a culture of professionalism, collegiality, and trust in schools.

Accordingly, it is recommended that school leaders and education policymakers invest in leadership development programs that are rooted in servant leadership principles and simultaneously focus on establishing and maintaining a positive school climate. Such efforts will help ensure that teachers remain motivated, engaged, and committed to going above and beyond their formal job responsibilities.

Nevertheless, this study also opens new avenues for future research. Further studies may explore the role of additional variables—such as job satisfaction, self-efficacy, or perceived organizational support—as potential

mediators or moderators in influencing OCB among teachers. Investigating these factors would deepen understanding of the complex interplay between leadership, environment, and teacher behavior, and support the design of more holistic school improvement strategies.

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