From Leadership to Extra-Role Behavior: Understanding the Mediating Roles of Job Satisfaction and Organizational Commitment-Conceptual Analysis

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Abstract. Organizational Citizenship Behavior (OCB) refers to voluntary employee behavior that contributes to organizational effectiveness even though it is not included in formal job descriptions. Various studies indicate that transformational leadership (TL) plays a significant role in enhancing OCB; however, inconsistent research findings suggest the need for a more comprehensive understanding of the mechanisms underlying this relationship. This article aims to conceptually analyze the influence of TL on OCB by considering the mediating roles of job satisfaction (JS) and organizational commitment (OC). The method used is a concept analysis approach through a review and synthesis of relevant literature to construct a conceptual framework that explains the relationships among the variables. The analysis is based on Social Exchange Theory (SET), which explains that positive treatment from leaders will encourage positive reciprocity from employees in the form of work attitudes and behaviors that benefit the organization. The results of the analysis indicate that TL has the potential to increase OCB both directly and indirectly through increased JS and OC. JS and OC serve as psychological mechanisms that bridge the relationship between TL and OCB. This article makes a theoretical contribution by offering a more comprehensive conceptual framework for explaining the formation of OCB and provides a foundation for future empirical research to test the proposed relationship across various organizational contexts.

Keywords: Job Satisfaction, Organizational Commitment, Organizational Citizenship Behavior, Social Exchange Theory, Transformational Leadership.

1 Introduction

Organizational Citizenship Behavior (OCB) is a concept in organizational behavior that plays a strategic role in determining organizational effectiveness, particularly in the context of educational institutions. OCB as voluntary behavior performed by organizational members beyond the formal requirements of their job descriptions, not clearly and explicitly acknowledged via formal incentive systems, yet collectively making a tangible contribution to the organization's effectiveness and success [1]. OCB encompasses three main dimensions used in this study, namely: (1) OCBI (Organizational

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Citizenship Behavior directed at Individuals), which refers to voluntary behavior aimed at directly assisting other individuals; (2) OCBO (Organizational Citizenship Behavior directed at the Organization), which refers to voluntary behavior that benefits the organization as a whole; and (3) OCBT (Organizational Citizenship Behavior directed at the Task), which refers to voluntary behavior directly related to improving the quality of core task completion [2], [3]. Various antecedents of OCB have been identified in the literature, including leadership, JS, OC, and organizational culture. In the leadership dimension, recent studies consistently demonstrate the positive influence of transformational leadership (TL) on OCB. Demonstrated that TL has a direct and significant effect on teachers' OCB [4]. Previous research confirmed the significant positive influence of TL on OCB [5], while found that TL has a positive influence on OCB from the perspective of Social Exchange Theory in the context of Indonesian higher education organizations [6].

TL is a leadership style that was first developed theoretically [7] and later comprehensively expanded by Bass and Avolio through the concept of the Four I's. TL is defined as a the capacity of a leader to encourage and inspire people to go beyond self-interests for the sake of the organization, drive transformative change, and achieve performance that exceeds expectations [8]. TL encompasses four main dimensions: (1) Idealized Influence, wherein the leader acts as a charismatic and respected role model; (2) Inspirational Motivation, wherein the leader articulates an inspiring vision; (3) Intellectual Stimulation, where the leader fosters creativity and innovative thinking; and (4) Individualized Consideration, where the leader provides personal attention to each individual follower. Empirical evidence regarding the influence of TL has accumulated consistently over the past decade. TL has been shown to enhance both innovation performance and employees' self-efficacy, indicating that leaders who provide inspiration, support, and a clear vision can strengthen employees' confidence in their abilities while simultaneously fostering innovative outcomes [9]. TL has been found to significantly enhance employees' work motivation and performance, indicating that leaders who inspire and support their subordinates can foster greater motivation, which subsequently contributes to improved performance outcomes [10]. In the context of Islamic educational institutions, TL has been found to positively influence both innovation performance and work motivation, indicating its important role in fostering employee development and organizational effectiveness [11]. Earlier investigations have suggested that TL contributes positively to employee engagement(EE) and employee performance(EP) [12]. Demonstrated a positive effect on EE and EP [13], while confirmed an effect on work motivation and innovative work behavior [14]. Demonstrated that TL has a significant positive effect on organizational effectiveness [15].

Although the empirical findings above consistently indicate a positive influence of TL, there are inconsistencies in the research results that constitute a significant research gap in this study. Found that TL was not demonstrated having a favorable impact on the performance of employees [16]. This inconsistency indicates that the influence of TL is contextual and cannot be universally generalized without considering mediating factors operating between predictor and outcome variables. Previous research confirmed the same phenomenon by finding that TL does not directly influence OCB without the presence of mediating variables, particularly in the context of educational

institutions [17]. Collectively, these inconsistent findings indicate the existence of mediating mechanisms that have not been fully accounted for, and serve as the primary basis for this study to propose JS and OC as mediating variables.

The inconsistencies in these research findings can be explained by two main mechanisms. First, contextual factors such as industry characteristics, organizational culture, and differing human resource management systems can moderate or even reverse the direction of the influence of TL on outcomes. Second, there may be mediating variables that serve as a mechanistic bridge between TL and its outcomes. Explicitly recommend that future research consider mediating variables to explain the mechanisms of TL's influence more comprehensively [18]. Also suggest the need for mediating variables such as OC to uncover the indirect pathways of TL toward organizational outcomes [19]. In line with these recommendations, have empirically demonstrated that TL influences OCB through a triple mediation involving affective OC, JS, and job self-efficacy in the Indonesian context [20]. Specifically confirmed that OC mediates the influence of TL on OCB among high school teachers [19]. Based on these recommendations and empirical evidence, this study explicitly proposes JS and OC as mediating variables that bridge the relationship between TL and OCB.

The theoretical framework used to explain the overall mechanism of the relationships among variables in this study is SET. This theory was first developed [21]and further elaborated [22]. The fundamental principle of SET is the norm of reciprocity, which states that individuals who receive positive treatment or investment from others will be motivated to reciprocate with behavior or contributions of equal or even greater value. SET is the most appropriate theoretical framework for explaining the mechanism of TL on OCB from the perspective of social exchange between leaders and followers [23]. Through their systematic literature review, confirmed that the principle of reciprocity in SET has consistently been shown to explain employees' voluntary behavior, including OCB, as a response to positive treatment from leaders [24]. In the context of this study, SET explains that when a school principal applies TL that provides individual attention, inspiration, and intellectual stimulation to PTK, PTK will respond with increased JS and OC as a form of positive psychological condition that subsequently encourages OCB behavior as a form of reciprocity. Empirically demonstrated this mechanism through the dual mediation of affective commitment and JS in the context of secondary school teachers in China [25], previous research [26] confirmed a similar mechanism in the Indonesian context.

2 Literature Review

2.1 Social Exchange Theory (SET)

One of the most popular ideas is SET for explaining social relationships and individual behavior in an organizational context [22]. This theory was first developed, who explained that interactions between individuals are built through the exchange of valuable resources [27]. Individuals who receive benefits from others will develop an obligation to reciprocate those benefits through positive actions [27]. SET assumes that social

relationships develop based on the norm of reciprocity, in which each party strives to maintain a mutually beneficial relationship [22]. Unlike economic exchange, which is formal and contractual in nature, social exchange tends to be based on trust, mutual respect, and longterm commitment [27]. In an organizational context, employees who receive support, attention, and fair treatment from the organization and their leaders are likely to exhibit attitudes and activities that enhance the organization as a reciprocal for the therapy they have received [22]. This theory also explains that positive relationships between leaders and employees can enhance various beneficial work attitudes, such as JS, OC, and extra role behavior [22]. Therefore, SET serves as a relevant theoretical framework for explaining how TL can foster JS and OC, which ultimately enhance OCB as a form of employee reciprocity in response to the positive treatment they receive from the organization and its leaders [22], [27].

2.2 Transformational Leadership

TL is one of the The most common types of leadership studied in the literature on management and organizational behavior due to its ability to drive positive change in both individuals and organizations [28]. This idea was first put forth by Burns and subsequently developed by Bass in the context of modern organizations [29], [30]. TL is defined as a leader's ability to inspire, motivate, and influence employees to transcend personal interests to achieve greater organizational goals [30]. This leadership style focuses not only on achieving work targets but also on developing employees' values, beliefs, and motivation, thereby enhancing performance and commitment to the organization [31]. TL is represented by four main dimensions, idealistic influence, a source of inspiration intellectual stimulation and personal consideratio, which enable leaders to serve as role models, provide inspiration, foster creativity, and address the individual needs of their subordinates [32]. From the SET perspective, transformational leaders provide various social resources such as support, trust, attention, and recognition to employees, which in turn encourages positive responses as a form of reciprocity [22].

2.3 Job satisfaction

JS is one of the key constructs in Corporate conduct that explains an individual's evaluation and affective response to their work [33]. JS as a positive or pleasant emotional state that arises as a result of an individual's assessment of their job or work experience [33]. This definition indicates that JS is not only related to cognitive aspects but also reflects an individual's feelings toward various aspects of their work. More recently, JS is understood as an affective and evaluative response that indicates the extent to which a job fulfills an individual's needs, expectations, and values [34]. JS is also viewed as a multidimensional construct encompassing intrinsic aspects, such as the characteristics of the job itself, as well as extrinsic aspects related to the work environment and conditions [35]. From the SET perspective, JS is a positive response that arises when employees feel supported, cared for, and treated fairly by leaders and the organization [22]. A high quality relationship between leaders and employees enhances positive perceptions of the job, thereby fostering higher levels of JS [36]. Previous research has also

shown that TL plays a crucial role in enhancing JS by creating a supportive work environment, providing motivation, and addressing employees' individual needs [34].

2.4 Organizational Commitment

OC is a key construct in the field of corporate behavior that explains the level of employees' psychological connection to the company where they work [37]. OC is described as a mental condition that illustrates the connection among an individual and an organization and influences employees' desire to remain part of that organization [37]. This concept consists of three main dimensions: affective commitment, continuance commitment, and normative commitment, which indicate emotional attachment, the intention to remain with the organization, and a sense of responsibility toward the organization [37]. Employees with high OC tend to relate to the company's objectives and principles, demonstrate stronger loyalty, and have a desire to contribute to the organization's success [38]. OC is also shaped by positive work experiences, including organizational support, good working relationships, and effective leadership [25]. Various studies indicate that OC is essential to improving function, reducing turnover intentions, and fostering positive work behaviors that support organizational effectiveness [9].

2.5 Organizational Citizenship Behavior

Organizational Citizenship Behavior is an important construct in organizational behavior that refers to voluntary employee behavior performed beyond formal job requirements but which contributes positively to organizational effectiveness [39]. OCB is not explicitly listed in job posts or official compensation schemes, but its presence supports operational efficiency and the achievement of organizational goals [39]. This behavior reflects employees' willingness to contribute more through actions such as helping coworkers, maintaining a conducive work environment, participating in organizational activities, and demonstrating concern for the organization's success [40]. OCB is also viewed as extra role behavior that plays a role in building positive social relationships, enhancing teamwork, and strengthening overall organizational effectiveness [41]. Various studies indicate that workers with elevated OCB levels typically contribute beyond their formal obligations, thereby enhancing productivity, service quality, and organizational performance [42]. In the context of educational organizations, OCB is reflected in the willingness of teachers and educational staff to assist colleagues, share knowledge, participate in school activities, and voluntarily support institutional development [4].

3 Methodology

This study adopts a conceptual analysis approach to examine and integrate existing theoretical perspectives concerning the relationships among TL, JS, OC, and OCB. The conceptual analysis is conducted through a comprehensive review and synthesis of

relevant literature to identify theoretical linkages, underlying mechanisms, and existing research gaps related to the role of TL in shaping employees' discretionary behaviors. Drawing upon previous theoretical and empirical studies, this research develops a conceptual framework that explains the potential mechanisms through which TL influences OCB, both directly and indirectly through JS and OC. The proposed framework provides a theoretical foundation for understanding the interrelationships among these constructs and offers directions for future empirical validation. Specifically, this conceptual analysis proposes several theoretical relationships: (1) TL is expected to influence OCB positively; (2) TL is expected to enhance JS and OC; (3) JS and OC are expected to contribute positively to OCB; and (4) JS and OC are proposed as mediating mechanisms that explain the relationship between TL and OCB.

4 Result and Discussion

4.1 TL on OCB

TL serves as a primary catalyst for expanding EP beyond mere contractual obligations by shifting their focus from formal duties to shared organizational goals. Grounded in SET, this relationship operates about the impartiality rule, it asserts that positive, high quality treatment from a leader generates a strong psychological and moral obligation within subordinates to return the favor [27], [43]. When leaders exhibit transformational behaviors providing individualized consideration, inspirational motivation, intellectual stimulation, and idealized influence employees perceive these socio emotional resources as an investment in their personal growth [28], [44]. Since these intangible benefits cannot be fully repaid through standard, contracted in role performance, employees seek to balance this social exchange by engaging in OCB, voluntarily executing extra role actions such as helping coworkers, fostering workplace harmony, and taking positive initiatives that drive overall organizational effectiveness [39], [45]. Therefore, through the lens of SET, TL fosters a high quality interpersonal relationship that systematically elevates OCB as a reciprocal response to a supportive leadership climate [46].

4.2 TL and JS

TL acts as a primary catalyst in elevating employee JS by fundamentally reshaping way people interpret the meaning and purpose of their work [28]. Under the framework of SET, this relationship thrives because transformational leaders shift the exchange from a rigid, material contract to a high quality socio emotional partnership [21]. Through inspirational motivation and idealized influence, leaders foster value congruence a state where employees align their personal beliefs with the organization's mission. Furthermore, by providing intellectual stimulation, leaders grant employees greater autonomy and intellectual challenges, transforming routine tasks into opportunities for self-actualization. JS is a pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values [33], [47]. When transformational leaders

consistently supply personalized support and clear direction, they directly satisfy the employee's psychological needs for competence, autonomy, and relatedness. Consequently, this continuous supply of intangible organizational resources systematically maximizes the employee's positive affective response toward their work environment, culminating in enhanced JS [48].

4.3 TL and OC

OC reflects an employee's psychological attachment to the organization, which is characterized by a willingness to remain a member of the organization, exert effort on behalf of the organization, and embrace its values and goals [49]. One of the key factors that contributes to the development of OC is TL. Transformational leaders encourage employees to transcend personal interests and actively contribute to collective organizational objectives by providing vision, inspiration, intellectual stimulation, and individualized support [28]. From the perspective of SET, the positive interactions established by transformational leaders create a reciprocal relationship in which employees perceive support, trust, and appreciation from their leaders and the organization. These favorable experiences foster a feeling of duty to return the favor by adopting constructive attitudes and actions, such as increased feelings and devotion to the organization. Consequently, TL plays an important role in strengthening OC, as employees become more identified with organizational values and demonstrate a greater willingness to maintain their long term membership within the organization [21], [49]. Prior studies have demonstrated that TL significantly improves OC [50].

4.4 JS and OCB

JS reflects an employee's overall positive perception of their job, which emerges when work experiences are consistent with individual expectations, needs, and values [33], [47]. Employees who experience satisfaction at work tend to exhibit favorable attitudes toward both their tasks and the organization, which can subsequently encourage behaviors that extend beyond formal job requirements. One such behavior is OCB, defined as discretionary and voluntary actions that enhance company efficiency yet are not specifically acknowledged by regular reward schemes, including helping colleagues, demonstrating initiative, and maintaining a cooperative work environment [39], [45]. The linkage between JS and OCB can be explained through SET, which posits that individuals are inclined to reciprocate positive treatment received from their organization through beneficial attitudes and behaviors [21]. Should workers believe their work environment as rewarding and fulfilling, they are more likely to respond by engaging in extra role behaviors that support organizational functioning. As a result, higher levels of JS are expected to foster stronger OCB, reflected in employees' willingness to voluntarily contribute to organizational success beyond the responsibilities formally assigned to them [21], [39]. Previous research has shown that JS has a significant positive effect on OCB [51].

4.5 OC and OCB

OCB is often viewed as a manifestation of employees' positive attitudes toward their organization, particularly when individuals possess a strong sense of attachment and identification with organizational goals. OCB refers to discretionary behaviors that are not formally required as part of an employee's job duties but nevertheless contribute to organizational effectiveness, such as helping colleagues, demonstrating initiative, and fostering a supportive work environment [39], [45]. One important antecedent of OCB is OC, which reflects an employee's psychological bond with the organization, including a desire to remain a member, willingness to exert effort on behalf of the organization, and acceptance of its values and objectives [49]. From the perspective of SET, employees who develop strong commitment perceive their relationship with the organization as a valuable social exchange, encouraging them to reciprocate through behaviors that benefit the organization beyond formal role expectations [21]. Consequently, highly committed workers tend to be inclined to participate in OCB since they sense a greater sense of responsibility, loyalty, and dedication toward organizational success, leading them to voluntarily assist in the accomplishment and sustainability of organizational goals [21], [49].

4.6 The Mediating Effect of JS on the Relationship Between TL and OCB

The connection in TL and OCB can be better understood by considering the role of JS as an underlying psychological mechanism. Transformational leaders foster a supportive and inspiring work environment by articulating a compelling vision, encouraging intellectual growth, and providing individualized consideration to employees [28]. These leadership behaviors enhance employees' positive evaluations of their work experiences, leading to higher levels of JS [33], [47]. According to SET, employees who perceive favorable treatment from their leaders tend to reciprocate through positive attitudes and behaviors that benefit the organization. In this context, satisfied employees are more likely to demonstrate voluntary behaviors beyond formal job requirements, including helping coworkers, showing initiative, and contributing to a positive organizational climate, which are key manifestations of OCB [39], [45]. Therefore, JS functions as an important mediating means that TL translates into higher levels of OCB, as employees respond to positive leadership experiences by engaging in behaviors that support organizational effectiveness and success.

4.7 The Influence of OC Mediates the Effect of TL on OCB

The influence of TL on OCB can be explained through the mediating role of OC. Transformational leaders inspire employees with an exciting vision, individual assistance, and intellectual stimulation, providing pleasant experiences that enhance employees' emotional attachment and recognition with the firm [28]. These positive interactions encourage employees to internalize organizational values and develop a stronger sense of loyalty and commitment toward organizational goals [49]. Drawing upon SET, employees who perceive support, trust, and recognition from their leaders are likely to

reciprocate by developing favorable attitudes toward the organization and engaging in behaviors that contribute to its success [21]. In this process, OC serves as an important psychological mechanism that transforms positive leadership experiences into voluntary behaviors beyond formal job requirements. Employees with stronger OC tend to exhibit greater willingness to assist coworkers, demonstrate initiative, and contribute to organizational effectiveness, all of which represent key dimensions of OCB [39], [45]. Therefore, OC acts as a mediating pathway through which TL fosters higher levels of OCB, reinforcing employees' voluntary contributions to organizational performance and sustainability.

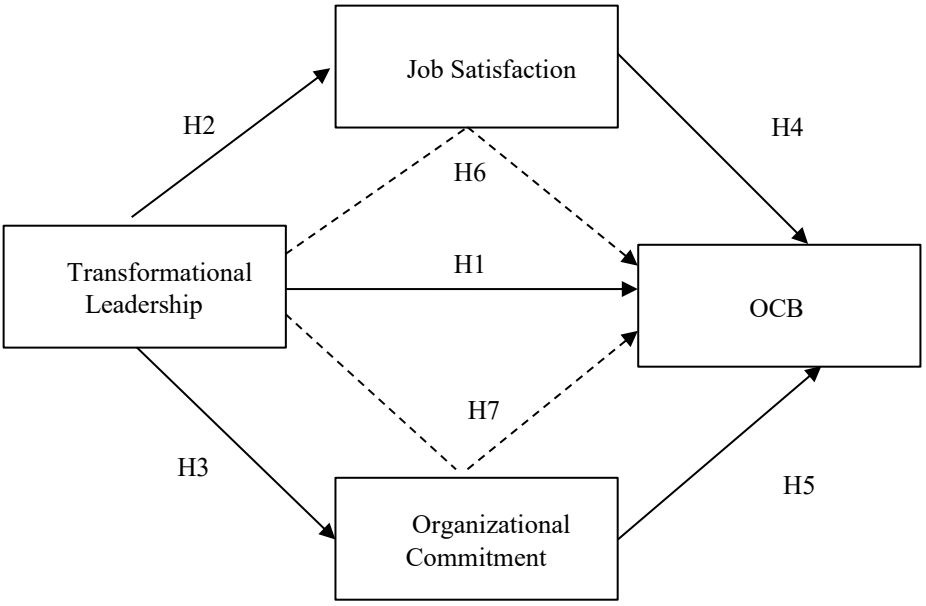


Fig. 1 Research Conceptual Framework

A conceptual framework of the is shown in figure 1. relationship between TL, JS, OC, and OCB. In this model, TL has a direct effect on OCB and an indirect effect through JS and OC as mediating variables. TL is expected to increase employees' JS and OC, which in turn encourages OCB. Thus, this model explains that increased OCB might accomplished due to application of effective TL, supported by high levels of employees' JS and OC.

5 Conclusion

Based on the conceptual analysis conducted, TL is a key factor that plays a role in enhancing OCB, both directly and indirectly through JS and OC. From the perspective of SET, leadership behaviors that provide inspiration, support, individual attention, and intellectual stimulation create a positive social exchange relationship between leaders

and employees. This relationship fosters JS and OC as positive psychological responses, which in turn increase employees' propensity to exhibit voluntary behaviors that benefit the organization (OCB). Thus, JS and OC serve as mediating mechanisms bridging the influence of TL on OCB. This article enriches the organizational behavior literature by offering a conceptual framework that explains the pathways of relationships among variables more comprehensively. Further research is recommended to empirically test this conceptual model across various organizational contexts to verify the proposed relationships and broaden the generalizability of the findings.

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