



From Great Leaders to Great Employees: The Impact of Transformational Leadership and Organizational Commitment on OCB through Job Satisfaction

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ABSTRACT

Keywords:

Transformational Leadership;
Organizational Commitment; Job Satisfaction;
Organizational Citizenship Behavior (OCB)

The level of OCB among teachers tends to vary, even though every institution expects all teachers to exhibit high OCB. This study aims to analyze the influence of transformational leadership and organizational commitment on Organizational Citizenship Behavior (OCB), both directly and through the mediation of job satisfaction. The independent variables in this study are transformational leadership and organizational commitment. Job satisfaction acts as the mediating variable, while OCB is the dependent variable. All teachers were included as respondents using a saturated sampling technique. Data were collected through questionnaires and analyzed using the Structural Equation Modeling (SEM) method with Smart PLS 4.0. The results show that transformational leadership has no significant effect on OCB, while organizational commitment has a significant effect on OCB. Furthermore, both transformational leadership and organizational commitment have a significant effect on job satisfaction. Job satisfaction also has a significant effect on OCB. In this case, job satisfaction is proven to be able to mediate the influence of transformational leadership and organizational commitment on OCB.

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INTRODUCTION

In today's increasingly complex organizational environment, institutions require more than just formal task execution from their members. Employees are expected to contribute beyond their job descriptions through behaviors referred to as Organizational Citizenship Behavior (OCB). OCB refers to discretionary behaviors that support the effective functioning of an organization without being directly compensated (Priyadi et al., 2020). Such behaviors include voluntarily helping colleagues, being punctual and

responsible, and actively participating in organizational activities (Muliani & Perkasa, 2023). These actions promote a positive, efficient, and collaborative work environment that benefits the overall organizational climate. In educational institutions, OCB is vital, as it enhances teaching performance, student development, and institutional reputation. However, despite its importance, the presence of OCB varies significantly among teachers in schools. This variation is evident at SMK Ma'arif 2 Gombong, where some educators demonstrate low participation in extracurricular initiatives and limited concern for school-wide progress.

A preliminary interview conducted with the school principal revealed key concerns. Several teachers are perceived to lack alignment with the school's vision and mission, demonstrate minimal motivation, and rarely engage in activities outside their core teaching responsibilities. This scenario raises questions about the underlying factors influencing OCB among the school's teaching staff. It is imperative for educational leaders to understand what drives or inhibits OCB so that corrective strategies can be implemented. Theoretically, factors such as leadership style, organizational commitment, and job satisfaction are among the most frequently cited predictors of OCB. When school leadership fails to inspire or when organizational values are not internalized by staff, voluntary contributions tend to decline (Giovanna & Muchsinati, 2024). These challenges signal an urgent need for intervention at both managerial and systemic levels. As a school recognized nationally for excellence, SMK Ma'arif 2 Gombong must ensure that all teachers display high levels of organizational citizenship.

Among the primary factors influencing OCB, transformational leadership is often highlighted for its role in motivating employees through vision, inspiration, and individualized support. According to Tucker and Lewis (2004), transformational leadership involves leading through charisma, intellectual stimulation, and genuine concern for employees' development. Several studies confirm that transformational leadership positively impacts OCB by fostering trust and emotional engagement (Nurjanah et al., 2020). However, this relationship is not always consistent. Other findings, such as those by Arifiani and Indrawati (2020), found no significant relationship between transformational leadership and OCB, suggesting that other moderating variables may exist. These conflicting outcomes point to the complexity of leadership influence within educational institutions. Consequently, a deeper investigation is needed to clarify the role of leadership in shaping teachers' discretionary behaviors. Particularly, the influence of leadership on internal motivational factors such as job satisfaction may serve as a potential explanatory mechanism.

Organizational commitment is another determinant of OCB that reflects an employee's emotional attachment and loyalty to the organization. When teachers feel connected to the school's goals and values, they are more likely to voluntarily go beyond their assigned duties (Rivai & Mulyadi, 2012). Research by Hermawan et al. (2024) and Kadek et al. (2020) demonstrated that organizational commitment positively influences OCB. Yet, like leadership, its effect has not always been conclusive. Studies by Pramesty et al. (2020) and Sunaris et al. (2022) suggest that the relationship between commitment and OCB may be mediated by other internal conditions such as satisfaction or motivation. In the context of SMK Ma'arif 2 Gombong, many senior teachers show strong organizational attachment, which may serve as a strength in developing OCB. However, the apparent inconsistencies in behavior among the faculty highlight the importance of re-examining commitment through a broader analytical lens. It becomes essential to investigate how such commitment interacts with other workplace factors to drive OCB.

Job satisfaction emerges as a significant mediating variable in explaining the relationship between leadership, commitment, and OCB. Satisfied employees tend to be more engaged, motivated, and willing to exert extra effort for their organization (Eliyana & Ma'arif, 2019). This is supported by Social Exchange Theory, which posits that individuals reciprocate positive treatment from organizations through beneficial behaviors like OCB (Homans, 1958). Several empirical studies reinforce the idea that job satisfaction acts as a bridge connecting leadership and commitment to OCB (Liu et al., 2023). Teachers who are satisfied with their roles, compensation, communication, and peer relationships are more likely to participate in voluntary school activities. Thus, it is reasonable to hypothesize that transformational leadership and organizational commitment can influence OCB through the mediating effect of job satisfaction. In this study, satisfaction includes aspects such as opportunities for promotion, relationships with colleagues, and feelings of value and recognition at work (Ritaudin & Mukhsin, 2018). Understanding how these dynamics work together is key to strengthening OCB in educational settings.

Based on the issues, gaps, and prior research mentioned above, this study aims to examine the influence of transformational leadership and organizational commitment on Organizational Citizenship Behavior, with job satisfaction serving as a mediating variable. The research focuses on permanent teachers at SMK Ma'arif 2 Gombong and employs a quantitative approach using Structural Equation Modeling (SEM) via SmartPLS 4.0. By analyzing how leadership and commitment indirectly affect OCB through satisfaction, the study seeks to develop a comprehensive model of organizational behavior within educational institutions. The findings are expected to provide practical

guidance for school leadership and contribute to academic discourse in human resource and educational management. This investigation not only addresses a practical concern faced by the institution but also extends theoretical frameworks on leadership, satisfaction, and employee behavior in the education sector. In doing so, it helps to bridge the gap between organizational theory and its application in real-world educational environments.

RESEARCH METHOD

This research employed a quantitative explanatory design aimed at testing the causal relationships among transformational leadership, organizational commitment, job satisfaction, and Organizational Citizenship Behavior (OCB). The purpose of this study was to evaluate both the direct and indirect effects of transformational leadership and organizational commitment on OCB, with job satisfaction acting as a mediating variable. The research was conducted at SMK Ma'arif 2 Gombong, a vocational high school located in Kebumen, Central Java, Indonesia. The study involved all 74 permanent teachers as the research population, utilizing a saturated sampling technique where the entire population was used as the sample. Data were collected over the period of November 2024 to January 2025 using a structured questionnaire, which was distributed in person.

The research instrument was developed based on established theoretical frameworks and adapted from validated scales in previous studies. A five-point Likert scale was applied, ranging from 1 (strongly disagree) to 5 (strongly agree), to measure the variables. The questionnaire consisted of two parts: demographic information and perception-based items related to the four research variables. Transformational leadership was measured through four indicators: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Organizational commitment was assessed using indicators such as willingness to remain a member, acceptance of organizational goals and values, and effort to achieve those goals. Job satisfaction was measured through dimensions like promotion opportunities, job nature, salary, communication, and coworker relationships. OCB was evaluated based on altruism, conscientiousness, sportsmanship, courtesy, and civic virtue.

Data collection involved direct distribution of questionnaires to ensure clarity and completeness of responses. Each respondent was informed of the study's objectives and assured confidentiality. After the collection phase, the data were screened and prepared for statistical analysis. The analysis process began with descriptive statistics to understand the demographic distribution and mean scores of each variable. Next, the validity and reliability of the

constructs were evaluated through convergent and discriminant validity, using outer loading values, average variance extracted (AVE), and cross-loading values. Composite reliability and Cronbach's Alpha were also calculated to ensure internal consistency of the items within each construct.

For hypothesis testing, this study applied Structural Equation Modeling (SEM) using SmartPLS 4.0. This method allowed simultaneous analysis of multiple variables and tested the structural relationships among them, including mediating effects. SEM is suitable for research models involving latent variables and is robust even with relatively small sample sizes. The model was evaluated based on path coefficients, t-statistics, and p-values, with a significance threshold set at $p < 0.05$. This analytical technique helped determine not only the strength and direction of relationships among transformational leadership, organizational commitment, job satisfaction, and OCB, but also whether job satisfaction served as a significant mediator within the proposed framework.

RESULT AND DISCUSSION

Result

Descriptive analysis of research variables aims to understand the distribution of values for each variable by dividing the data into three categories: high, medium, and low. These categories are determined based on a scale ranging from 1 to 5, following the guidelines of Ghozali (2005). Values between 1.00 and 2.33 are classified as low, values between 2.34 and 3.66 are classified as medium, and values between 3.67 and 5.00 are classified as high. This grouping helps researchers identify detailed trends or characteristics of respondents. One of the variables analyzed is Organizational Citizenship Behavior (OCB). OCB reflects proactive and voluntary actions by teachers that go beyond their formal duties to create an effective, conducive, and productive school environment. Teachers with high OCB will take the initiative, such as mentoring students outside of class hours or helping colleagues. OCB helps build a positive culture in schools by increasing collaboration and innovation, which ultimately encourages students to reach their full potential. Teachers' OCB can manifest in various forms. Altruism is demonstrated by a willingness to help colleagues, while courtesy is evident in polite communication. Sportsmanship is the willingness to face difficulties without complaining. Conscientiousness is manifested in the thoroughness of preparing teaching materials. Finally, civic virtue is demonstrated through active participation in school activities and organizational life.

NO	INDIKATOR	KRITERIA JAWABAN	MEAN
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		1	2	3	4	5		
1	Saya selalu siap membantu rekan kerja saya yang membutuhkan bantuan, baik dalam hal akademis maupun non-akademis tanpa mengharapkan imbalan	F	-	-	3	51	20	4.230
2	Saya selalu berusaha untuk menyelesaikan tugas-tugas saya dengan teliti dan tepat waktu, bahkan jika itu memerlukan usaha ekstra	F	-	-	8	44	22	4.189
3	Saya selalu berusaha menjaga sikap positif dan tidak mudah mengeluh ketika menghadapi perubahan kebijakan atau situasi yang tidak menguntungkan sekolah	F	-	-	6	43	25	4.257
4	Saya selalu berusaha menjaga hubungan baik dengan rekan kerja siswa dan orang tua siswa melalui komunikasi yang sopan	F	-	-	-	42	32	4.432
5	Saya aktif berpartisipasi dalam kegiatan-kegiatan sekolah yang bertujuan untuk meningkatkan kualitas Pendidikan	F	-	-	2	47	25	4.311

Uji Validitas dan Reliabilitas

Variabel	Outer Loading	Keterangan
TRANSFORMATIONAL LEADERSHIP (X1)		
X1.1	0,870	> 0,7 (Valid)
X1.2	0,732	> 0,7 (Valid)
X1.3	0,807	> 0,7 (Valid)
X1.4	0,820	> 0,7 (Valid)
ORGANIZATIONAL COMMITMEN (X2)		
X2.1	0,776	> 0,7 (Valid)
X2.2	0,794	> 0,7 (Valid)
X2.3	0,839	> 0,7 (Valid)
X2.4	0,803	> 0,7 (Valid)
ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB) (Y)		
Y1.1	0,766	> 0,7 (Valid)
Y1.2	0,842	> 0,7 (Valid)
Y1.3	0,842	> 0,7 (Valid)
Y1.4	0,870	> 0,7 (Valid)
Y1.5	0,943	> 0,7 (Valid)
JOB SATICFACTION (Z)		
Z1.1	0,763	> 0,7 (Valid)

Z1.2	0,773	> 0,7 (Valid)
Z1.3	0,716	> 0,7 (Valid)
Z1.4	0,701	> 0,7 (Valid)
Z1.5	0,730	> 0,7 (Valid)

In research analysis, outer loading is used to measure the validity of indicators against their constructs. Outer loading values above 0.7 are considered valid and significant. Based on the available data, all variables—namely Transformational Leadership (X1), Organizational Commitment (X2), Organizational Citizenship Behavior (Y), and Job Satisfaction (Z)—have outer loading values above 0.7. This indicates that all indicators used in this study are valid and reliable, so no indicators need to be removed.

The high outer loading values for each variable reinforce the conclusion that the indicators used are relevant. For the Transformational Leadership variable, the indicators measuring motivation and support demonstrate strong validity. Similarly, the Organizational Commitment indicators that describe understanding and support for school goals are proven to be valid. The Organizational Citizenship Behavior variable has very high validity, especially in indicators that measure positive attitudes and participation. Finally, the Job Satisfaction indicators, which function as mediating variables, are also valid and relevant, indicating that factors such as appreciation and support from coworkers have a strong relationship with other variables in the study.

Variabel	Average Variance Extracted (Ave)	Akar Ave	Keterangan
X1	0.654	0.809	>0.50(Reliabel)
X2	0.645	0.803	>0.50(Reliabel)
Y	0.730	0.855	>0.50(Reliabel)
Z	0.543	0.737	>0.50(Reliabel)

Discriminant validity is a measure that assesses how well the variables in a research model differ from one another and do not overlap. In this study, discriminant validity was evaluated using the Average Variance Extracted (AVE) value and its square root. All variables (X1, X2, Y, Z) showed AVE values greater than 0.50, which is a strong indication that each construct has good discriminant validity. This means that each variable can be clearly distinguished and measures the intended concept without significant overlap with other variables.

Specifically, all variables—Transformational Leadership (X1), Organizational Commitment (X2), Organizational Citizenship Behavior (Y), and Job Satisfaction (Z)—show AVE values above the 0.50 threshold. High AVE values, such as 0.730 for OCB, confirm that more than half of the variance in its indicators can be explained by the construct itself. These results indicate that

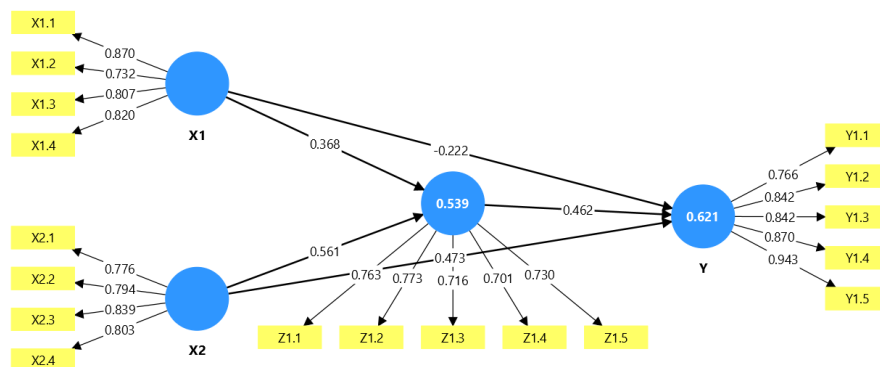
each variable, including the mediating variable Job Satisfaction, has the strength to measure its own concept without being mixed with other factors, thereby providing a strong foundation for interpreting the research results.

Variabel	Compsite Reliability (Rho_C)	Keterangan
X1	0,883	>0,7 (Reliabel)
X2	0,879	>0,7 (Reliabel)
Y	0,931	>0,7 (Reliabel)
Z	0,856	>0,7 (Reliabel)

The reliability test results show that all research variables, both independent and dependent, have composite reliability values above 0.7, indicating that they are reliable. This confirms that the indicators used are capable of describing the construct with good internal consistency. Variable X1 (Transformational Leadership) obtained a value of 0.883 and X2 (Organizational Commitment) obtained a value of 0.879, both exceeding the set threshold. These findings indicate that the constructs of transformational leadership and organizational commitment are reliable in explaining the phenomenon under study and play an important role in improving OCB behavior. Meanwhile, variables Y (Organizational Citizenship Behavior/OCB) and Z (Job Satisfaction) also showed high reliability values, at 0.931 and 0.856, respectively. This indicates that the indicators measuring OCB and job satisfaction are consistent and reliable. Both are relevant because job satisfaction can encourage the emergence of OCB behavior.

2. Research Model

The Smart PLS output shows a structural model that describes the relationships between constructs, namely transformational leadership, organizational commitment, job satisfaction, and OCB. Each construct is measured through relevant indicators with high factor loadings, thereby demonstrating the strong contribution of each indicator to the main construct. This model structurally explains how variables interact and contribute to the enhancement of OCB, with visualizations that facilitate understanding of the dynamics of influence between variables. These results emphasize the importance of transformational leadership, organizational commitment, and job satisfaction as factors that play a role in promoting OCB behavior comprehensively.



3. Hypotesis

No	Variabel	Original Sampel (O)	Sample mean (M)	Standard deviation (STCEV)	T statistics (O/STDEV)	P values	Outcome
1	X1 → Y	-0.222	-0.221	0.117	1.897	0.058	Rejected
2	X1 → Z	0.368	0.348	0.134	2.738	0.006	Accepted
3	X2 → Y	0.462	0.472	0.120	3.837	0.000	Accepted
4	X2 → Z	0.473	0.468	0.098	4.823	0.000	Accepted
5	Z → Y	0.561	0.572	0.092	6.108	0.000	Accepted

H1: Transformational Leadership has a positive influence on OCB

The results of the study indicate that Transformational Leadership does not have a significant influence on Organizational Citizenship Behavior (OCB). The coefficient obtained was -0.222 with a T-statistic value of 1.897 and a P-value of 0.058, which is greater than the significance level of 0.05, so the first hypothesis is rejected. This means that although transformational leadership emphasizes motivation, inspiration, and the development of teachers' potential, this is not sufficient to directly encourage the emergence of OCB. This condition may be influenced by other more dominant factors, both internal and external, so that transformational leadership is not proven to significantly increase OCB in this study.

H2: Organizational Commitment has a positive influence on OCB

Unlike the findings in the first hypothesis, Organizational Commitment was found to have a positive and significant influence on OCB. The coefficient value of 0.462 with a T-statistic of 3.837 and a P-value of 0.000 indicates that the second hypothesis is accepted. This means that the higher the teachers' organizational commitment, the higher their tendency to exhibit OCB behavior. Teachers with high commitment typically demonstrate dedication, loyalty, and full engagement toward the organization, making them more likely to adopt prosocial behavior beyond their primary duties.

H3: Transformational Leadership has a positive influence on Job Satisfaction

Additionally, Transformational Leadership has been proven to have a significant influence on Job Satisfaction. With a coefficient of 0.368, a T-statistic of 2.738, and a P-value of 0.006, the third hypothesis is accepted. These results indicate that transformational leadership can enhance teachers' job satisfaction through support, motivation, and empowerment. Leaders with a transformational style typically encourage creativity and innovation, thereby creating a more conducive work environment. Therefore, enhancing transformational leadership style, especially from school principals, is an important strategy in improving teacher job satisfaction.

H4: Organizational Commitment has a positive influence on Job Satisfaction

Furthermore, Organizational Commitment also has a positive influence on Job Satisfaction with a coefficient of 0.473, a T-statistic of 4.823, and a P-value of 0.000. Since the P-value is less than 0.05, the fourth hypothesis is accepted. These results indicate that teachers with high organizational commitment tend to be more satisfied with their work. A sense of belonging to the school and the belief that their contributions are valued encourage teachers to be more dedicated and enjoy their work. This finding confirms that organizational commitment not only impacts OCB but also teacher job satisfaction.

H5: Job Satisfaction has a positive influence on OCB

Finally, this study proves that Job Satisfaction has a positive and significant influence on OCB, with a coefficient of 0.561, a T-statistic of 6.108, and a P-value of 0.000. Since the P-value is less than 0.05, the fifth hypothesis is accepted. These results indicate that teachers who are satisfied with their work are more likely to engage in OCB behaviors, such as helping colleagues, demonstrating extra dedication, and participating in school activities beyond formal obligations. Thus, job satisfaction serves as a key factor linking transformational leadership and organizational commitment to increased OCB.

No	Variabel	Original Sampel (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Outcome
1	X1 → Z → Y	0.170	0.168	0.083	2.058	0.040	Accepted
2	X2 → Z → Y	0.259	0.268	0.075	3.446	0.001	Accepted

H6: Job Satisfaction mediates the influence of Transformational Leadership on OCB

The test results show that Job Satisfaction acts as a mediator between Transformational Leadership and OCB. The original sample coefficient is 0.170

with a T-statistic value of 2.058 and a P-value of 0.040, which is less than the significance level of 0.05, so the sixth hypothesis is accepted. This finding indicates that although the direct effect of Transformational Leadership on OCB is not significant, through the enhancement of Job Satisfaction, this effect becomes significant. In other words, teachers who experience transformational leadership from their leaders will be more satisfied in their work, and this job satisfaction ultimately fosters the emergence of OCB behavior. Thus, Job Satisfaction is proven to be a mediating variable that strengthens the relationship between Transformational Leadership and OCB.

H7: Job Satisfaction mediates the influence of Organizational Commitment on OCB

In testing the seventh hypothesis, Job Satisfaction was also found to mediate the relationship between Organizational Commitment and OCB. The original sample coefficient of 0.259 with a T-statistic of 3.446 and a P-value of 0.001, which is less than 0.05, indicates that the hypothesis is accepted. This means that the higher the organizational commitment teachers have, the higher their job satisfaction, and in turn, this satisfaction drives OCB behavior. Thus, job satisfaction becomes an important mediating pathway, explaining how organizational commitment can enhance teachers' extra-role behavior. This finding confirms that job satisfaction is not only a result of commitment but also a significant link in enhancing OCB behavior in the school environment.

Discussion

This study found that transformational leadership did not have a significant effect on teachers' OCB behavior. This result is indicated by a t-value of 1.897 and a p-value of 0.058 > 0.05, thus rejecting the hypothesis. This condition indicates that even though leaders try to motivate, inspire, and develop teachers' potential, this has not been able to encourage extra-role work behavior. This finding aligns with the perspective of Shafira Arifiani et al. (2020) that OCB also emerges due to individual factors, not solely influenced by leadership. Thus, other factors such as intrinsic motivation, work culture, or environmental support may play a more significant role in fostering OCB.

Unlike transformational leadership, this study shows that organizational commitment has a significant positive effect on teachers' OCB. The calculated t-value of 3.837 with a p-value of 0.000 < 0.05 supports the hypothesis that the higher the organizational commitment, the higher the OCB exhibited. This finding aligns with the research by Nurjanah et al. (2020), which emphasizes that teachers with strong organizational commitment tend to have dedication, loyalty, and willingness to perform tasks beyond formal obligations. This confirms that schools can use organizational commitment as an important instrument in improving teachers' OCB behavior, both as a measure of

involvement and as a strategy for improving collective performance.

In addition, the results of this study prove that transformational leadership has a significant effect on teachers' job satisfaction with a t-value of 2.738 and a p-value of $0.006 < 0.05$. This finding aligns with Eliyana et al. (2019), who showed that transformational leaders can create a conducive work environment by giving subordinates the opportunity to express their opinions, providing support, and encouraging creativity. Job satisfaction increases because teachers feel valued and appreciated, both professionally and personally. Thus, transformational leadership is proven to be one of the key factors in fostering high job satisfaction within the school environment.

Furthermore, organizational commitment was also found to have a significant effect on job satisfaction with a t-value of 4.823 and a p-value of $0.000 < 0.05$. This result is in line with the findings of Loan (2020), who emphasized that teachers with a sense of belonging to the school will be more motivated, feel valued, and show high job satisfaction. Descriptive analysis also shows that organizational commitment at SMK Ma'arif 2 Gombong is in the high category, which has a positive implication for teacher job satisfaction. This proves that organizational commitment not only impacts OCB behavior but also contributes to creating a more enjoyable and satisfying work environment for teachers.

Finally, this study confirms that job satisfaction plays an important role as a mediating variable. The results show that job satisfaction mediates the influence of transformational leadership on OCB ($t = 2.058$; $p = 0.040$) and mediates the influence of organizational commitment on OCB ($t = 3.446$; $p = 0.001$). These findings support the research of Djuraidi & Laily (2020) and Nugrahaningtyas et al. (2017), who state that job satisfaction is an important intermediary pathway in explaining how transformational leadership and organizational commitment can enhance OCB. This means that teachers who are satisfied with their work will be more motivated to exhibit OCB behavior. Therefore, strategies to enhance OCB should be implemented by focusing on teacher job satisfaction through strengthening transformational leadership style and organizational commitment.

CONCLUSION

This study aimed to analyze the influence of transformational leadership and organizational commitment on organizational citizenship behavior (OCB), with job satisfaction as a mediating variable among teachers at SMK Ma'arif 2 Gombong. Based on the results of the analysis using Structural Equation Modeling with SmartPLS 4.0, several important conclusions can be drawn. First, transformational leadership was found not to have a significant direct effect on OCB, indicating that leadership behaviors such as inspirational motivation,

individualized consideration, and intellectual stimulation do not automatically translate into voluntary, extra-role behavior from teachers. However, transformational leadership significantly influences job satisfaction, which in turn significantly enhances OCB. This suggests that leadership is most effective when it improves the quality of teachers' work experiences, highlighting the role of job satisfaction as a mediating variable. Second, organizational commitment was found to significantly influence OCB both directly and indirectly through job satisfaction. This finding indicates that when teachers demonstrate loyalty, a strong sense of belonging, and alignment with institutional goals, they are more likely to engage in citizenship behaviors that go beyond formal requirements. Third, job satisfaction itself emerged as a critical determinant of OCB, showing that satisfied teachers are more willing to contribute positively to their work environment, collaborate with colleagues, and support the school's mission. Altogether, the findings confirm that organizational commitment and job satisfaction are central in shaping OCB, while transformational leadership exerts its impact primarily through job satisfaction rather than directly.

These results contribute both theoretically and practically. From a theoretical perspective, the findings align with Social Exchange Theory, which explains that when individuals perceive positive exchanges in the form of satisfaction, recognition, and support, they reciprocate through discretionary behaviors that benefit the organization. This study also extends the literature by emphasizing the mediating role of job satisfaction in translating leadership influence into OCB, which reinforces previous research in educational and organizational contexts. Practically, the study highlights that schools and educational institutions should not only focus on leadership training but also develop mechanisms to enhance job satisfaction and strengthen organizational commitment as strategies to foster OCB among teachers.

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