

Explaining Organizational Citizenship Behavior among Private Junior High School Teachers: Transformational Leadership, Organizational Justice, and Growth Mindset

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ABSTRACT

Teachers' Organizational Citizenship Behavior (OCB) is essential for strengthening school effectiveness, collaboration, and educational quality. However, limited studies have examined how transformational leadership and organizational justice influence teachers' OCB through growth mindset, particularly in private junior high schools. This study investigated the direct and indirect effects of transformational leadership and organizational justice on teachers' OCB, with growth mindset as a mediating variable. A quantitative cross-sectional survey design was employed. The study involved 116 permanent teachers selected proportionally at random from a population of 162 teachers in private junior high schools in Babakan Madang Subdistrict, Bogor Regency. Data were collected using validated five-point Likert-scale questionnaires measuring transformational leadership, organizational justice, growth mindset, and OCB. The data were analyzed using descriptive statistics, correlation analysis, multiple regression, path analysis, and bootstrapped mediation testing with 5,000 resamples. The findings showed that transformational leadership, organizational justice, and growth mindset had significant direct effects on teachers' OCB, with standardized coefficients of $\beta = 0.198$, $\beta = 0.109$, and $\beta = 0.397$, respectively. Transformational leadership and organizational justice also significantly predicted growth mindset, with $\beta = 0.641$ and $\beta = 0.411$. Mediation analysis confirmed that growth mindset partially mediated the effects of transformational leadership and organizational justice on OCB. These findings suggest that teachers' OCB can be enhanced by strengthening transformational leadership practices, promoting organizational justice, and cultivating teachers' growth mindset. Future studies should use longitudinal and multi-source designs to reduce self-report bias and strengthen causal interpretation.

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1. INTRODUCTION

The performance of educational organizations is closely associated with the quality of their human resources, particularly teachers as the central actors in the teaching-learning process and in achieving institutional goals (Abidin, 2022; Akbar, 2021; Zahroh et al., 2023). Within the field of organizational behavior, Organizational Citizenship Behavior (OCB) has received substantial scholarly attention due to its contribution to organizational effectiveness, stability, and adaptability (Ali et al., 2020; Yunita et al., 2024). OCB refers to discretionary behaviors that are not formally required but that support organizational functioning (Badaruddin, 2022; Organ, 1997). In school contexts, OCB is manifested through altruism, conscientiousness, sportsmanship, civic virtue, and courtesy, which collectively reflect teachers' voluntary contributions beyond formal role expectations (Bahtiar, 2023; Blondheim & Somech, 2019).

Teachers with strong OCB not only accomplish instructional responsibilities but also assist colleagues, participate in institutional development, and sustain a positive organizational climate (Alya Fahzira et al., 2023; Ramadhani & Hambali, 2023). Such behaviors enhance collaboration and institutional resilience. However, empirical studies in Indonesian educational settings indicate that teacher OCB remains suboptimal. Several regional studies report that a considerable proportion of teachers demonstrate low to moderate levels of extra role engagement (Hermawan et al., 2023; Salsabillah Ramadhanti et al., 2023). Historical evidence from private secondary schools also indicates turnover rates ranging from 19 to 23 percent during 2015 to 2017 (Rohani et al., 2024). Although these data are not recent, they suggest organizational attachment challenges that are theoretically associated with discretionary work behaviors. In addition, a preliminary survey conducted in February 2025 involving 30 permanent teachers in private junior high schools in Babakan Madang Subdistrict found that 43 to 62 percent of respondents had not reached optimal levels across OCB dimensions. These findings indicate that strengthening teacher-level OCB remains a relevant issue, particularly in foundation-managed private schools where employment arrangements and organizational attachment patterns may differ from public institutions.

Prior literature identifies several determinants of OCB relevant to educational organizations. Transformational leadership, characterized by inspirational motivation, intellectual stimulation, idealized influence, and individualized consideration (Bass & Riggio, 2006), has been consistently associated with employees' willingness to exceed formal job expectations. In school environments, principals who enact transformational leadership practices may foster trust, shared vision, and intrinsic motivation, thereby encouraging teachers to engage in voluntary behaviors that support institutional goals (Abdul Azeez et al., 2024; Cahyono et al., 2020; Kesumawati et al., 2018).

Organizational justice also plays a significant role in shaping discretionary behavior. Employees' perceptions of distributive, procedural, interactional, and informational fairness influence their attitudes and behavioral responses toward the organization (Rahman & Karim, 2022; Sari et al., 2024). When teachers perceive fair treatment, they are more likely to reciprocate through constructive extra role behaviors that benefit the school community.

In addition to contextual factors, individual cognitive orientation may influence OCB. Growth mindset, defined as the belief that abilities can be developed through sustained effort and effective strategies (Dweck, 2006), has been widely examined in educational psychology (Han & Stieha, 2020; Masalee et al., 2021). Teachers with a growth mindset tend to embrace challenges, persist despite setbacks, and view feedback as a learning opportunity. This orientation may strengthen proactive and voluntary behaviors aligned with OCB dimensions (Setiani et al., 2020; Yeager et al., 2019).

Despite evidence linking transformational leadership and organizational justice to OCB, and research demonstrating the behavioral implications of a growth mindset, an important theoretical gap remains (Kondratowicz & Godlewska-Werner, 2023; Tao et al., 2022). Most prior studies examine these variables independently or in partial combinations. Limited research integrates transformational leadership, organizational justice, and growth mindset within a single predictive model, particularly in the context of private junior high schools operating under foundation based employment systems (Shofiyuddin, 2021). As a result, the psychological mechanism explaining how leadership and justice

perceptions translate into teacher OCB remains insufficiently understood (Hidayat & Patras, 2022; Ji et al., 2025). Specifically, it is unclear whether growth mindset functions as a mediating mechanism that transmits the influence of transformational leadership and organizational justice into discretionary teacher behavior.

Addressing this gap is important for both theoretical and practical perspectives. Schools function as professional communities in which leadership practices and fairness climates directly influence teachers' professional beliefs and behaviors (Gu et al., 2025). Understanding whether growth mindset mediates the relationship between contextual factors and OCB will clarify whether improvements in leadership and fairness climate alone are sufficient to enhance discretionary behavior, or whether strengthening teachers' developmental beliefs is also required.

Accordingly, this study aims to examine the direct and indirect effects of transformational leadership and organizational justice on Organizational Citizenship Behavior through growth mindset among permanent teachers in private junior high schools in Babakan Madang Subdistrict, Bogor Regency. The unit of analysis is the individual teacher within foundation managed private schools.

This study contributes to the literature in three ways. Theoretically, it proposes an integrative model that positions growth mindset as a mediating psychological mechanism linking transformational leadership and organizational justice to OCB. Methodologically, it employs path analysis with mediation to simultaneously test direct and indirect relationships among variables, allowing a more precise examination of causal patterns. Practically, the findings are expected to inform leadership development initiatives, fairness climate strengthening, and professional development programs aimed at cultivating teachers' growth mindset to enhance Organizational Citizenship Behavior in private educational institutions.

2. METHODS

2.1 Research Design

This study employed a quantitative cross-sectional survey design with an explanatory and correlational approach to examine the direct and indirect effects of transformational leadership, organizational justice, and growth mindset on teachers' Organizational Citizenship Behavior (OCB). Transformational leadership, organizational justice, and growth mindset were specified as independent variables, while OCB was treated as the dependent variable.

2.2 Population and Sample

The population comprised 162 permanent teachers from private junior high schools in Babakan Madang Subdistrict, Bogor Regency. Inclusion criteria were (1) permanent teacher status and (2) a minimum of one year of teaching experience. The sample size ($n = 116$) was determined based on minimum requirements for indicating significant partial mediation (≥ 100 cases) and selected using proportional random sampling stratified by school to ensure representation.

2.3 Ethical Considerations

Ethical approval was obtained from the institutional research ethics committee. Participation was voluntary, and informed consent was secured from all respondents. Anonymity and confidentiality were ensured, and no identifying information was collected.

2.4 Measures

Data were collected using self-report questionnaires developed by the authors based on established theoretical frameworks. All items were constructed through theoretical adaptation and operationalization of core dimensions from prior literature on each construct. Responses were measured using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree).

Transformational leadership items were developed based on the theoretical dimensions proposed by Bernard M. Bass and Bruce J. Avolio, covering idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (20 items) (Bass & Riggio, 2006).

Organizational justice items were constructed by adapting the four justice dimensions introduced by Jason A. Colquitt: distributive, procedural, interpersonal, and informational justice (20 items) (Greenberg & Colquitt, 2005).

Growth mindset items were developed based on the implicit theories framework proposed by Carol S. Dweck, emphasizing beliefs about the malleability of intelligence and abilities (8 items) (Dweck, 2006).

Organizational Citizenship Behavior (OCB) items were developed based on the conceptual dimensions formulated by Dennis Organ, including altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (16 items) (Organ et al., 2006).

All instruments were translated and refined through a back-translation procedure and expert judgment involving three experts in educational management and organizational behavior to ensure content validity and conceptual equivalence. A pilot study was conducted with 30 teachers outside the main sample. Item validity was assessed using corrected item-total correlation ($r > .30$), and reliability was confirmed with Cronbach's alpha coefficients ($\alpha \geq .70$), indicating satisfactory internal consistency.

2.5 Data Analysis

Data were analyzed using SPSS. Descriptive statistics and correlations were computed, followed by multiple regression to test direct and indirect effects. Standardized beta (β) coefficients were reported, and mediation was tested using bootstrapping with 5,000 resamples and 95% confidence intervals. Assumptions of normality, multicollinearity (VIF and tolerance), homogeneity (Levene's test), and linearity were checked. Regression significance was determined when $F_{\text{calculated}} > F_{\text{critical}}$ and/or $p < .05$. Missing data (<5%) were handled using mean substitution, outliers assessed with Mahalanobis distance, and common method bias examined via Harman's single-factor test.

3. FINDINGS AND DISCUSSION

3.1 Findings

This study investigated causal relationships among Transformational Leadership (X1), Organizational Justice (X2), Growth Mindset (Y), and Organizational Citizenship Behavior (OCB, Z) using a path analysis approach. The sample consisted of 116 permanent teachers from private junior high schools in Babakan Madang Subdistrict, Bogor Regency. Before conducting structural modeling, data were evaluated for reliability, normality, homogeneity, linearity, and regression significance to ensure that assumptions were met.

3.1.1 Descriptive Statistics and Correlations

Table 1 presents means, standard deviations (SD), Cronbach's Alpha (α), and Pearson correlations. All variables show high reliability ($\alpha > 0.9$).

Table 1. Descriptive Statistics, Reliability, and Correlations.

| Variable | Mean | SD | α | 1 | 2 | 3 | 4 |
|--|-------|------|----------|---------|---------|---------|---|
| 1. Transformational Leadership (X1) | 85.32 | 7.25 | 0.962 | — | | | |
| 2. Organizational Justice (X2) | 78.45 | 6.88 | 0.965 | 0.412** | — | | |
| 3. Growth Mindset (Y) | 82.19 | 8.11 | 0.970 | 0.581** | 0.349** | — | |
| 4. Organizational Citizenship Behavior (Z) | 79.88 | 7.94 | 0.940 | 0.428** | 0.231* | 0.523** | — |

Note: ** $p < 0.01$, * $p < 0.05$

Source: Data by Researcher

All constructs demonstrate high internal consistency ($\alpha > 0.9$). Transformational Leadership (X1) has the strongest correlation with Growth Mindset (Y, $r = 0.581$), indicating that leaders who inspire

and support teachers foster growth-oriented beliefs. Organizational Justice (X2) shows a smaller but significant correlation with OCB ($Z, r = 0.231$), suggesting fair treatment has a modest influence on discretionary teacher behavior. Overall, these correlations support the hypothesized positive relationships among variables.

3.1.2 Reliability, Normality, and Homogeneity Tests

Reliability tests confirm all constructs are highly consistent ($X1 = 0.962$; $X2 = 0.965$; $Y = 0.970$; $Z = 0.940$). Normality was assessed using one-sample Kolmogorov-Smirnov tests.

Table 2. Kolmogorov-Smirnov Test for Standard Errors

| Path | N | K-S Statistic | p-value | Description |
|--------|-----|---------------|---------|-------------|
| X1 → Y | 116 | 0.047 | 0.200 | Normal |
| X2 → Y | 116 | 0.046 | 0.200 | Normal |
| X1 → Z | 116 | 0.094 | 0.063 | Normal |
| X2 → Z | 116 | 0.104 | 0.074 | Normal |
| Y → Z | 116 | 0.097 | 0.109 | Normal |

Source: Data by Researcher

Table 2 confirms that all variables and their residuals are normally distributed ($p > 0.05$), fulfilling the assumption for regression and path analysis.

Variance homogeneity, tested with Box's M, indicated homogeneous variances across all paths (all $p > 0.05$), supporting the generalizability of the findings.

3.1.3 Linearity and Regression Significance

ANOVA results confirmed that all regression models were statistically significant ($p < 0.05$), indicating adequate model fit. Visual inspection of residual plots suggested linear relationships with no evidence of influential outliers, supporting the suitability of the models for further analysis.

3.1.4 Structural Model Results

Substructure 1: Direct Effects on OCB (Z)

Table 3. Path Coefficients and Significance – Substructure 1

| Path | β | t | p | Description |
|--------|---------|-------|-------|-------------|
| X1 → Z | 0.198 | 2.853 | 0.005 | Significant |
| X2 → Z | 0.109 | 2.121 | 0.036 | Significant |
| Y → Z | 0.397 | 2.998 | 0.003 | Significant |

Source: Data by Researcher

Table 3 shows that all predictors significantly influence OCB. Growth Mindset (Y) is the strongest predictor ($\beta = 0.397$), highlighting its role in encouraging discretionary behaviors. Transformational Leadership (X1) has a moderate effect ($\beta = 0.198$), while Organizational Justice (X2) has a smaller practical effect ($\beta = 0.109$), suggesting that fair treatment has a relatively smaller influence in driving extra-role behaviors in this context. The model explains 43.3% of OCB variance ($R^2 = 0.433$), representing a moderate effect size.

Substructure 2: Effects on Growth Mindset (Y)

Table 4. Path Coefficients and Significance – Substructure 2

| Path | β | t | p | Description |
|--------|---------|-------|-------|------------------|
| X1 → Y | 0.641 | 2.632 | 0.010 | Very significant |
| X2 → Y | 0.411 | 3.693 | 0.001 | Very significant |

Source: Data by Researcher

Table 4 indicates both X1 and X2 significantly enhance Growth Mindset. Transformational Leadership (X1) is the dominant predictor ($\beta = 0.641$), suggesting that inspirational and supportive leadership strongly shapes teachers’ growth-oriented attitudes. The model explains 21.9% of Growth Mindset variance ($R^2 = 0.219$), with the remainder attributable to other unmeasured factors.

3.1.5 Mediation Analysis

Bootstrapping (5,000 resamples, 95% CI) tested the indirect effects:

- a) X1 → Y → Z: indirect effect = 0.254, 95% CI [0.120, 0.392], significant
- b) X2 → Y → Z: indirect effect = 0.163, 95% CI [0.070, 0.284], significant

The significant indirect effects indicate that Growth Mindset partially mediates the relationships between X1/X2 and OCB. Because the direct effects remain significant, mediation is partial, meaning Growth Mindset enhances but does not fully account for leadership and justice influences on OCB.

3.1.6 Effect Size Interpretation

- a) $R^2 = 0.433$ for OCB demonstrates a moderate effect, indicating that leadership, justice, and Growth Mindset jointly explain nearly half of teachers’ OCB variance.
- b) The small effect of X2 → Z ($\beta = 0.109$) suggests that perceptions of fairness contribute modestly to OCB in these schools.
- c) Growth Mindset’s larger effect ($\beta = 0.397$) confirms its critical role in promoting discretionary behaviors, emphasizing the importance of fostering growth-oriented attitudes in teachers.

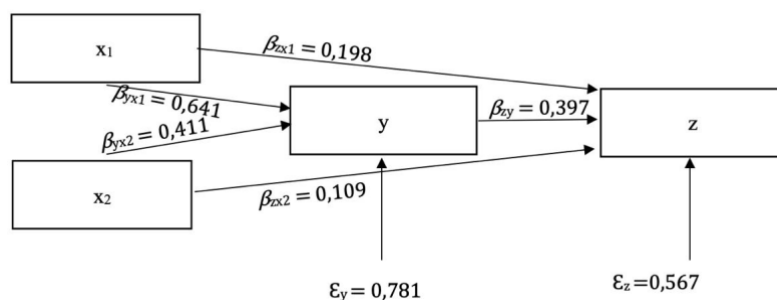


Figure 1. Constellation of Variables along with Their Path Coefficients

The conclusion regarding direct and indirect influences is taken based on the path coefficient values in the following table:

Table 5. Summary of Hypothesis Testing Results

| No | Hypothesis | Path Coefficient (β) | Statistical Test | Decision | Conclusion |
|----|--|------------------------------|-----------------------------|----------------|---------------------------|
| 1 | Transformational Leadership on Organizational Citizenship Behavior | 0.198 | $H_0: \leq 0$ $H_1: > 0$ | H_0 rejected | Direct positive influence |
| 2 | Organizational Justice on Organizational Citizenship Behavior | 0.109 | $H_0: \leq 0$ $H_1: > 0$ | H_0 rejected | Direct positive influence |

| No | Hypothesis | Path Coefficient (β) | Statistical Test | Decision | Conclusion |
|----|---|------------------------------|---|-------------------------|-----------------------------|
| 3 | Growth Mindset on Organizational Citizenship Behavior | 0.397 | H ₀ : ≤ 0 H ₁ : > 0 | H ₀ rejected | Direct positive influence |
| 4 | Transformational Leadership on Growth Mindset | 0.641 | H ₀ : $\beta_{yx1} \leq 0$ H ₁ : $\beta_{yx1} > 0$ | H ₀ rejected | Direct positive influence |
| 5 | Organizational Justice on Growth Mindset | 0.411 | H ₀ : $\beta_{yx2} \leq 0$ H ₁ : $\beta_{yx2} > 0$ | H ₀ rejected | Direct positive influence |
| 6 | Transformational Leadership on Organizational Citizenship Behavior Through Growth Mindset | 0.254 | H ₀ : $\beta_{zyx1} \leq 0$ H ₁ : $\beta_{zyx1} > 0$ | H ₀ rejected | Indirect positive influence |
| 7 | Organizational Justice on Organizational Citizenship Behavior Through Growth Mindset | 0.163 | H ₀ : $\beta_{zyx2} \leq 0$ H ₁ : $\beta_{zyx2} > 0$ | H ₀ rejected | Indirect positive influence |

Path coefficient is significant if t-calculated $>$ t-table.

Source: Data by Researcher

Empirical hypothesis testing confirms the acceptance of all seven proposed hypotheses, with rejection of the null hypothesis at significance level $\alpha = 0.05$. Specifically, the first hypothesis on the direct positive influence of X_1 on Z is supported by $\beta = 0.198$ ($t = 2.853 > 2.619$), indicating that the stronger transformational leadership, the higher teachers' OCB. The second hypothesis for X_2 on Z has $\beta = 0.109$ ($t = 2.121 > 1.981$), underscoring the role of organizational justice in driving voluntary behavior. The third hypothesis, Y on Z , is the strongest with $\beta = 0.397$ ($t = 2.998 > 2.619$), where growth mindset significantly increases teachers' extra contributions. For the fourth hypothesis, X_1 on Y reaches $\beta = 0.641$ ($t = 2.632 > 2.619$), while the fifth hypothesis X_2 on Y is 0.411 ($t = 3.693 > 2.619$), both affirming positive direct influence. Finally, the sixth and seventh hypotheses regarding indirect effects through Growth Mindset are supported, with indirect coefficients of 0.254 and 0.163 , respectively. The bootstrapping results indicate that the confidence intervals do not include zero, confirming that the indirect effects are statistically significant. Since the direct effects remain significant, Growth Mindset functions as a partial mediator in the relationships between Transformational Leadership, Organizational Justice, and Organizational Citizenship Behavior.

3.2 Discussion

In line with the research objectives outlined in the introduction, this study examined factors associated with Organizational Citizenship Behavior (OCB) among private junior high school teachers in Babakan Madang Subdistrict, Bogor Regency, focusing on the roles of Transformational Leadership, Organizational Justice, and Growth Mindset. The findings from path analysis indicate that these variables are interrelated and collectively help explain teachers' voluntary, extra-role behaviors, offering insights for school leadership and human resource management, while acknowledging that the cross-sectional design limits causal interpretation.

Transformational Leadership was found to be associated with higher levels of OCB, with indicators such as inspirational motivation, intellectual stimulation, idealized influence, and individualized support fostering behaviors that exceed formal job requirements. In private school contexts characterized by turnover challenges and technological adaptation, leadership that provides vision and individualized support appears particularly effective in motivating teachers to take initiative. These findings are consistent with the educational leadership literature emphasizing the role of school leaders in promoting professional behaviors and a positive school climate, consistent with Organ's (1997) conceptualization of OCB.

Similarly, perceptions of Organizational Justice including distributive, procedural, interactional, and informational justice were positively associated with OCB. Transparent processes, fair reward systems, and respectful communication encourage teachers to contribute voluntarily to school activities and support colleagues. In resource-constrained private schools, cultivating justice perceptions is especially critical for sustaining staff morale and reducing attrition, consistent with evidence that fairness enhances intrinsic motivation and engagement (Azher Iqbal et al., 2023; Colquitt et al., 2015).

Growth mindset emerged as a strong predictor of OCB and mediated the relationships between both Transformational Leadership and Organizational Justice with OCB. This mediation may operate through mechanisms such as psychological safety, where teachers feel supported and confident to take initiative, learning orientation, in which leadership and fair practices enhance openness to new strategies and continuous improvement, and resilience, enabling teachers to overcome challenges and sustain voluntary contributions. These findings highlight how adaptive mindsets translate leadership and justice into proactive, extra-role behavior.

The study also underscores contextual factors unique to private junior high schools, such as limited resources, employment insecurity, and smaller governance structures, which influence how leadership and justice perceptions affect teacher behavior. Effective interventions in these settings may require tailored coaching, recognition practices, and transparent policies to reinforce professional engagement.

Several methodological limitations should be noted. The cross-sectional, self-report design may introduce common method bias and does not allow causal inferences. The sample focused on permanent teachers in a single subdistrict, limiting generalizability to other schools or regions. Additionally, high Cronbach's alpha values greater than 0.95 suggest potential item redundancy, indicating that reporting item-total correlations and considering scale shortening could improve measurement precision. Future research should consider longitudinal designs, diverse school contexts, and additional variables such as emotional intelligence, school culture, and intrinsic motivation to provide a more comprehensive understanding of OCB determinants.

Practically, the findings offer actionable recommendations for school leadership. Leadership development programs emphasizing intellectual stimulation, individualized support, and inspirational motivation can enhance teacher engagement. Justice-oriented policies involving transparent decision-making, fair rewards, and respectful communication can strengthen teachers' growth mindset and voluntary contributions. Additionally, mindset interventions that foster resilience, learning orientation, and adaptive beliefs can amplify the benefits of leadership and fairness initiatives.

Overall, while causality cannot be inferred, this study elucidates the mechanisms through which transformational leadership and organizational justice, mediated by growth mindset, support professional behaviors. The integrated framework provides a practical and evidence-informed basis for improving teacher engagement, school climate, and overall educational effectiveness in private junior high school settings.

4. CONCLUSION

This study demonstrates that Organizational Citizenship Behavior (OCB) of permanent foundation teachers at Private Junior High Schools in Babakan Madang Subdistrict is closely associated with Transformational Leadership, Organizational Justice, and Growth Mindset, collectively explaining 43.3% of the variance in OCB. Among these, Transformational Leadership and Organizational Justice are directly linked to higher OCB and also support the development of Growth Mindset, which emerges as a strong predictor of teachers' extra-role behaviors. The evidence suggests that Growth Mindset serves as a partial mediator, strengthening the influence of leadership and organizational fairness on OCB. Beyond these factors, other elements such as school climate, teacher efficacy, job satisfaction, and organizational commitment may further shape teachers' voluntary contributions, warranting attention in future studies.

From a practical standpoint, fostering Growth Mindset can be encouraged through reflective exercises, mentoring, and professional development that emphasizes initiative and self-directed improvement. School leaders can enhance OCB by practicing transformational leadership behaviors, providing inspiration, intellectual stimulation, and individualized support, while promoting fairness through transparent decision-making and equitable workload distribution. Building a supportive and just organizational culture may amplify these effects, reinforcing teachers' collaborative, conscientious, and proactive behaviors. For future research, longitudinal or experimental designs could examine how leadership interventions and mindset development influence OCB over time. Incorporating multi-source ratings of OCB, such as peer or principal evaluations, would reduce self-report bias and improve measurement accuracy. Expanding research to include additional predictors—like school culture, teacher welfare, and organizational commitment—will help clarify the mechanisms underlying teachers' extra-role behaviors and guide the creation of a collaborative, fair, and innovative educational ecosystem

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