

Research Article

Exploring the relationship among paternalistic leadership, teacher trust in principal, work engagement, and organizational citizenship behavior: A moderated mediation model

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The study investigated the relationships among principals' paternalistic leadership, teachers' trust in principal, work engagement, and organizational citizenship behaviors. Specifically, the study tested a moderated mediation model of paternalistic leadership's effect on teachers' organizational citizenship behaviors, with work engagement as mediator and trust in principal as moderator. In this cross-sectional research, data was gathered from 346 teachers working in primary and secondary schools in three different provinces in Türkiye. Paternalistic Leadership Scale-short form, Trust in Principal Scale, UWES-ultra short, and Organizational Citizenship Scale-short form were used to collect the research data. The results revealed that trust in principal was a significant moderator in paternalistic leadership's direct effect on teachers' organizational citizenship behaviors. It was also found that trust in principal moderated paternalistic leadership's indirect effect on teachers' organizational citizenship behaviors through work engagement. This study showed the critical role of trust in principal in the relationship between leadership and organizational citizenship behaviors. Moreover, it contributed significantly to the existing literature regarding teachers' work engagement. Some limitations of the study were reported, and theoretical and practical implications were noted within the framework of the findings.

Keywords: Paternalistic leadership; Work engagement; Trust; Organizational citizenship; Moderated mediation

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1. Introduction

The rapid re-organization of the education systems around the world, particularly following the COVID-19 pandemic, brought about many changes and increased the demands on teachers already struggling with reducing resources (Daniel, 2020; Rave et al., 2022). Those challenging situations have increased the importance of committed teachers and voluntary or extra teacher work beyond formal role requirements for school efficiency (Oplatka, 2006; Somech & Ron, 2007; Yılmaz & Taşdan, 2009). Teachers' extra-role behaviors at schools have been drawing considerable

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scholarly interest in recent years, providing us with concepts such as extra-role behavior, helping behaviors, and organizational citizenship behaviors (OCB) referring to behaviors in the workplace that are discretionary, not formally prescribed or rewarded, and of high benefit for the organization (Belogolovsky & Somech, 2010; Choong et al., 2022; Marques & Janik, 2016; Oplatka, 2006, 2009; Shie & Chang, 2022). The early definition of OCB suggests it is an individual's behavior, not directly or explicitly linked to the reward system, that can enhance the effective functioning of the organization (Organ, 1988). Shortly, it can be described as voluntarily helping others and the organization (Rave et al., 2022).

Prior research on the outcomes of OCB emphasized its importance for organizational performance and efficiency (Podsakoff et al., 2009). Recent studies conducted at schools also demonstrate that teachers' OCB is crucial for school effectiveness (Alanoglu & Demirtas, 2016; Karabatak et al., 2018; Somech & Ron, 2007) and student success (Burns & Carpenter, 2008; DiPaola & Hoy, 2005a; Erdogan et al., 2022).

Oplatka (2006) suggested that investigating and discovering OCB among teachers helps scholars and school administrators better understand and encourage OCB by exploring its promoters and antecedents. Related literature demonstrated that some attitudinal, organizational, and personality variables are associated with OCB. Among these, leadership, trust, psychological capital, work engagement, job satisfaction, and organizational commitment are the prominent variables (Organ & Ryan, 1995; Öztürk & Ay, 2015; Paredes et al., 2021; Runhaar et al., 2013; Sesen & Basim, 2012; Uysal et al., 2019; Yorulmaz et al., 2021).

It is known that the principal's management style influences teachers' work attitudes and behaviors at school (Alanoglu & Karabatak, 2020). In addition, leaders can influence employees' OCB by considering their skills and shaping the work environment or employee interaction (Organ et al., 2005). Öztürk and Ay (2015) suggested that the same leadership style does not yield the same effect on OCB in different organizations or settings. Hence, leaders should find the most congruent leadership style for their employees and organization. Furthermore, they point to the fact that the link between leadership and OCB is associated with the relationship between leaders and followers. The last decade has witnessed a growing research interest in the link between leadership and OCB. In that respect, different leadership styles – such as authentic (Paredes et al., 2021; Shie & Chang, 2022), spiritual (Göçen & Şen, 2021), instructional (Ünal & Çelik, 2013), distributed (Samancioglu et al., 2020), transformational leadership (Çetin et al., 2012; Nohe & Hertel, 2017) have been reported as the antecedent of OCB. Additionally, Oplatka (2013) suggests that principals' caring and supporting behaviors promote teachers' OCB at school.

However, among the leadership types, research regarding the influence of principals' paternalistic leadership (PL) on teachers' OCB is insufficient. Whereas the research conducted in various countries and cultures demonstrated that PL is a critical factor influencing employees' attitudes and behaviors, particularly in collectivist cultures such as Türkiye (Aycaan et al., 2013; Tang & Naumann, 2015). Additionally, Chiaburu et al. (2015) found that, in collectivist cultures, the effect of perceived organizational support on OCB is stronger. This indicates that the relationships between OCB and its antecedents may vary in different cultural contexts. Nonetheless, it is interesting that the connection between PL and teachers' OCB has not taken much scholarly attention. Furthermore, scholars (Ocampo et al., 2018) emphasize the need for further research to fully understand the relationship between leadership and teachers' OCB and the underlying mechanism explaining this relationship. Besides, they suggested that the relationship between the antecedents of OCB, the overlap between these antecedents, and how they influence OCB still require further scholarly attention.

Saks (2019) model of employee engagement suggested that WE is a critical variable that might convey the effect of leadership to organizational outcomes such as OCB. Besides identifying the mediators that link PL to OCB, it may also be theoretically critical to investigate potential moderators of such mediating variables to reach a better understanding of not only what motivates individuals to OCB but also the conditions necessary for such effects. In that respect,

trust in the leader is emphasized as a vital factor for leadership effect on organizational attitudes and behaviors (Ötken & Cenkci, 2012; Robbins, 2003). However, until now, little effort has been made to examine the mediators and moderators in the relationship between principal leadership and teachers' OCB simultaneously. Despite the calls for further research on the antecedents of teachers' OCB and the structural mechanism underlying their associations between leadership and teachers' OCB, little research has addressed these relationships. Additionally, studies on leadership-OCB associations have been focused mostly on mainstream leadership styles rooted in Western cultures, neglecting leadership styles (such as PL) that are more common in collectivist cultures (Hiller et al., 2019). Addressing this gap in the literature, the purpose of this study is to investigate the underlying mechanism explaining the effect of PL on teachers' OCB by examining the mediating effect of work engagement and the moderating effect of trust in principal in these relationships (see Figure 1).

2. Literature Review and Hypothesis Development

This study was theoretically rooted in job demands-resources theory (Bakker & Demerouti, 2007; Demerouti et al., 2001) and social exchange theory (Cropanzano & Mitchell, 2005). The job demands-resources theory suggests that some job resources that are the physical, psychological, social, or organizational variables facilitate reaching organizational goals and support personal growth. Based on the job demands-resources model, Schaufeli and Bakker (2004) state that WE plays a mediating role in a motivational process initiated by job resources such as leadership and OCB. Similarly, social exchange theory argues that when people receive psychological or physical resources from their organization or leader, they feel they need to repay. Saks (2019), in his model of employee engagement, combines these two theory and states that job resources strengthen employees' work engagement, which in turn results in some positive organizational behaviors such as OCB.

2.1. Paternalistic Leadership and OCB

Leaders can shape the work environment or interaction among employees and promote employees' personal resources, which in turn creates an opportunity to positively influence employees' OCB (Organ et al., 2005). A meta-analysis study (Öztürk & Ay, 2015) justified the positive effect of different leadership types on employees' OCB in various ways. Moreover, the results showed that paternalistic leadership had the strongest impact on OCB among the leadership types. PL can be defined as a caring and benevolent leadership style based on creating a family atmosphere at work, behaving like a father to followers, and providing guidance about work and non-work-related issues (Aycan, 2006). In return, employees show loyalty to and commitment to the leader (Pellegrini & Scandura, 2008).

Aycan (2006) suggests a dyadic relationship between PL and followers' loyalty and respect. More specifically, paternalistic leaders' concern for employees' needs and expectations, protection, and guidance in return promote employees' loyalty and deference to the leader's authority. She (2006) also emphasized two basic forms of paternalism—namely, benevolent and exploitative. Benevolent paternalism includes leaders' benevolence and care to ensure followers' welfare, bringing followers' respect and loyalty. However, in exploitative paternalism, the purpose of the leader's care and nurture is to elicit followers' conformity to attain organizational objectives. Contrary to the triad PL model including authority, benevolence, and morality dimensions (Cheng et al., 2004), Aycan (2006) adopts a unitary model of PL which focuses on benevolence and building a family-like personal relationship with followers by excluding the strong authority dimension. Cem Ersoy et al. (2012) stated that the one-dimensional structure of PL integrating benevolence, morality, and authority aspects as a single unit is more convenient in Turkish culture due to its collectivist and fatherly character.

Recent studies show a growing interest in PL and its connection to various organizational and personal outcomes (Cem Ersoy et al., 2012; Hiller et al., 2019). It is anticipated that PL might

enhance employees' OCB, particularly in collectivist cultures like Turkish culture (Cem Ersoy et al., 2012). In addition, prior research conducted in educational settings indicated PL is connected to teachers' performance (Mert & Ozgenel, 2020), OCB (Mete & Serin, 2015), job satisfaction (Cerit, 2012; Ekmen & Okçu, 2021), principals' management styles (Alanoğlu & Karabatak, 2020), empowering leadership and self-efficacy (Çelik & Konan, 2021), organizational trust and motivation (Okçu et al., 2020). Furthermore, Erdoğan et al. (2022) revealed that teachers' OCB increases student academic success, especially in low SES schools, and reduces the achievement gap between schools. Contextual and individual factors affect different dimensions of OCB. For instance, reward equity or recognition can predict OCB toward one's organization, while concern for others, just like in PL, can help enhance OCB toward individuals in the organization (Cem Ersoy et al., 2012).

Further, Aycan (2006) suggests that PL acts as a stimulating tool to urge employees to exhibit OCB at work in the Turkish organizational context. A study conducted both in a collectivist (Türkiye) and an individualistic culture (the Netherlands) (Cem Ersoy et al., 2012) also demonstrated that paternalistic leadership is positively connected to OCB in both cultures, and collectivism more strongly moderates the effect of PL on OCB. Correspondingly, studies from particularly collectivist cultures, including Turkish culture support the link between PL and OCB (Nal et al., 2021; Nassir & Benoliel, 2022; Öztürk & Ay, 2015; Rehman & Afsar, 2012; Şendoğdu & Erdirençelebi, 2014; Tang & Naumann, 2015). Therefore, I presume that:

H1. PL directly and positively influences teacher OCB.

2.2. Relationships among Paternalistic Leadership, Work Engagement, and OCB

Organ (1988) expressed that employees' OCB should be non-obligatory and includes a focus on completing work without expecting a reward and a desire to increase organizational effectiveness. Exhibiting those kinds of extra-role behavior requires an engaged employee. Work engagement is a motivational construct indicating an individual employee's positive, satisfying and work-related state of mind expressed by vigor, absorption and dedication (Schaufeli et al., 2002). A recent study (Marques & Janik, 2016) showed that WE is a significant predictor of teachers' extra-role behaviors with other psychological state variables. Saks (2019) suggest that a reciprocal interaction exists between WE and OCB. Specifically, when employees exhibit helpful behaviors towards their colleagues or the organization, others will reciprocate these behaviors by recognition and helpful behaviors. Plenty of relevant studies also support the positive and significant relationship between WE and OCB (Babcock-Roberson & Strickland, 2010; Marques & Janik, 2016; Paredes et al., 2021; Runhaar et al., 2013). Additionally, WE is found to moderate the link between leadership and OCB (Ariani, 2014; Babcock-Roberson & Strickland, 2010). Furthermore, prior research on WE indicated that leadership is a critical predictor of WE (Decuyper & Schaufeli, 2020). More importantly, scholars of PL stated that WE also has a significant connection to PL (He et al., 2022; Koçak & Aydın Küçük, 2021). Hence, in line with former research, it was hypothesized that:

H2. PL directly and positively influences teachers' WE.

H3. WE directly and positively influences teachers' OCB

2.3. Moderating Effect of TinP

Dipaola and Hoy (2005b) revealed that principal leadership and trust among colleagues are vital in promoting teachers' OCB at school. Trust in the principal and colleagues has also been found to indirectly influence teachers' OCB through self-efficacy (Choong et al., 2019). Additionally, guidance from knowledgeable or experienced people is valuable in today's fast-changing world, and leaders might be critical guidance sources. Furthermore, trust is a key factor determining a subordinate's willingness to be vulnerable to the leader's guidance and impact (Robbins, 2003). If the subordinates experience a high level of trust in their leaders, they may be more likely to adopt their leaders' authority and actions (Ötken & Cenkci, 2012). In addition, PL is significantly

connected to trust in the supervisor (Wu et al., 2012), and TinP positively and significantly related to WE (Bird et al., 2009; Engelbrecht et al., 2017) and OCB (Chughtai & Buckley, 2009; Gürbüz & Dede, 2017).

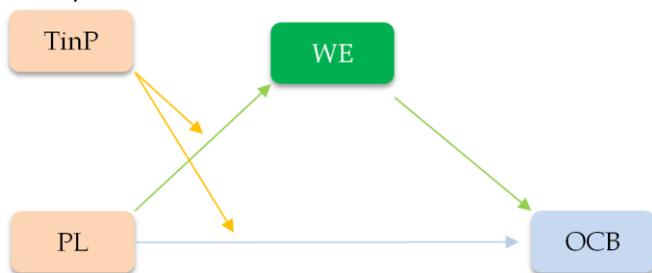
Research indicates that not all subordinates are equally affected by the leader's behaviors (Michel & Tews, 2016). That is, there are some other boundary factors influencing leaders' impact on subordinates' attitudes and behaviors. Supporting, Piccolo and Colquitt (2006) revealed that leader-member exchange moderates the effect of transformational leadership on OCB. They also suggested testing models including different moderating variables. Ötken and Cenkci (2012) revealed that trust in the leader significantly moderated the linkage between PL and ethical climate, such that PL's effect on ethical climate is greater when the employees' trust in their leader is high. In addition, a recent study showed that trust in the leader moderated the effect of leadership on employees' WE (Zhou et al., 2022). However, despite the importance of trusted leaders in organizational behaviors, a detailed review of the relevant literature revealed that no studies investigated trust in the leader as a moderating variable in the association of PL with WE and OCB. Therefore, considering the fatherly character of PL, I presume that PL can flourish in a trust-based climate. Specifically, subordinates' acceptance of PL and their loyalty to the leaders involve and rely on their trust in the leader, just like in the parent-child relationship. Therefore, TinP might be a critical condition that promotes PL's impact on teachers' WE and OCB. Hence, I posit that:

H4. TinP moderates the direct effect of PL on teachers' WE such that the effect will be greater/stronger when teachers' TinP gets stronger.

H5. TinP moderates the direct effect of PL on teachers' OCB such that the effect will be greater/stronger when teachers' TinP gets stronger.

H6. TinP moderates the indirect effect of PL on teachers' OCB via WE such that the effect will be stronger when teachers' TinP gets stronger.

Figure 1
Conceptual model



Note. The proposed research model was presented in Figure 1. As can be seen, the study examines a moderated mediation model, in which the independent variable (PL) is proposed to have a direct and indirect effect on the dependent variable (OCB) through mediating variable (WE), and TinP moderates the direct and indirect effect of the independent variable.

3. Method

3.1. Study Design

This study employed a correlational, cross-sectional, conditional process modeling (moderation and moderated mediation) design. A conditional process analysis is employed to examine the conditional nature of the mechanism by which a variable conveys its effect on another. It combines mediation and moderation, and contingent effects are tested (Hayes, 2022). Therefore, in this study, I first tested the moderating effect of TinP on the relationship between PL and OCB. Then, a moderated mediation was performed to understand whether the indirect effect of PL on OCB through WE varied systematically as a function of a proposed moderator, TinP (see Figure 1). I described PL as predictor, WE as mediator, TinP as moderator, and OCB as the outcome variable

in the study. The description of the sampling and data collection process as well as the psychometric properties of scales and data analysis strategies were explained below.

3.2. Sampling and Data Collection

The study data were collected from primary and secondary school teachers working in three different cities of Türkiye. Convenient sampling was used in the study. However, while choosing the cities, I considered their socioeconomic development level determined in SEGE-2017 report (Acar et al., 2019). The report groups the cities in Türkiye into six socioeconomic development levels (1= the highest, 6= the lowest) as a result of the evaluation based on demographics, employment, education, health, competitive and innovative capacity, accessibility, and life quality dimensions. For the study sample, I chose Ankara (Level 1), Gaziantep (Level 3), and Iğdır (Level 6).

Although voluntary completion of the questionnaires could be regarded as providing consent, an informative form was presented at the beginning of the data collection form, which explained the purpose and scope of the study, the exploitation of the data and the security of the personal information. Data were gathered by an online form created on Google Form application, and the link was delivered to the participants through mostly a mobile instant messaging application (WhatsApp). Data collection lasted nearly three weeks.

A total of 346 teachers filled out the online forms and participated in the study. 64 % of the participants were women, and 36 % were men. In terms of age, 20% of them are 20 to 35 years old, 41 % are from 31 to 40 years old, and 39 % are 41 and above years old. A great proportion of the respondents (n = 280, or 81 %) held a bachelor's degree. In terms of professional experience, 17 % of them have 1 to 5 years, 22 % have 6 to 10 years, 17 % have 11 to 15 years, 18 % have 16 to 20 years, 26 % have more than 21 years of experience. Finally, 206 participants were from Ankara while 72 were from Gaziantep, and 36 were from Iğdır.

3.3. Measures

In this study, four different scales were used to gather the research data. Composite scores for each scale were computed by averaging responses to scale items. Two scales were used to gauge teachers' trust in principal and their organizational citizenship behavior in Turkish language and education settings. Others have already been validated in Turkish. Nevertheless, CFA was executed for all of them. Detailed information about the measures is presented in this section with the validity and reliability analysis results.

3.3.1. Paternalistic leadership

Principals' paternalistic leadership was gauged by the Paternalistic Leadership Scale-Short Form (Aycan et al., 2013). The scale consists of 10 Likert-type items ranging from 1 (strongly disagree) to 6 (strongly agree) and three sub-dimensions named 1- *Family environment at workplace* (items 1, 2, 3, 4,) 2- *Involvement in the non-work domain of employees' lives* (Items 5, 6, 7), 3- *Expectation of loyalty and deference* (Items 8, 9, 10.) Cronbach's Alpha reliability for the whole scale and its sub-scales were .94, .96, .87, .82, respectively, all of which indicated high reliability. A sample item is "my principal creates a family environment in the workplace". Scholars suggest that a single factor of PL is more convenient for Turkish culture (Aycan, 2006; Cem Ersoy et al., 2012). Accordingly, I conducted the second-order CFA to ascertain if the three dimensions loaded on a single latent factor. The CFA results demonstrated acceptable fit indices ($\chi^2/df = 3.534$, RMSEA=.086, GFI=.945, CFI=. 978, NFI=.969, TLI=.964), which complies with other studies conducted with teachers (Yurt, 2021). Factor loadings of the scale items ranged between .59 and .97.

3.3.2. Work engagement

To measure teachers' work engagement levels, I used the Utrecht Work Engagement Scale-Ultra Short version [UWES-3] (Schaufeli et. al., 2019). UWES was initially developed as 17 Likert-type items by Schaufeli et. al. (2002), consisting of three subscales – vigor, absorption, and dedication. After developing a 9-item short version (Schaufeli et. al., 2006), a single-factor ultra-short version with three items was introduced. Turkish adaptation of UWES-3 was made by Güler et. al. (2019). A sample item is “At work, I feel burst of energy”. CFA based on the study data showed that the scale had a perfect fit ($\chi^2/df = 1.190, p > .01$; RMSEA=.024, $p > .01$; SRMR=.008; GFI=.998; CFI=1.000; NFI=.998; TLI=.999). Factor loadings of the items ranged between .73 and .96. The scale had a high Cronbach's Alpha reliability ($\alpha = .95$).

3.3.3. Organizational citizenship behaviors scale

The organizational citizenship behaviors of participants were measured by Organizational Citizenship Behavior Scale (Henderson et. al., 2020), a revised short form of OCB Scale developed by Williams and Anderson (1991). It comprises 6 Likert-type items ranging from 1 (never) to 6 (always) and two factors named OCB-individual and OCB-organizational. I adapted the scale to the Turkish language and educational context after getting the necessary permission from the authors. The back-translation method was used in adaptation (Brislin, 1970). First, the items were translated into Turkish by two language experts. After comparing the translated items by the researcher and a Turkish language expert, a single Turkish form was generated. Then, two language experts back-translated the Turkish form into English. Both translations were compared, and discrepancies were discussed until the final Turkish translation was accepted. Translators were chosen among those from the education sector and proficient in both languages. A sample item was “I helped others at the school with heavy workloads”.

As a result of the CFA, the two-factor structure did not fit the model due to low loadings and high skewness/kurtosis values of items 5 and 6 in the OCB-O factor. After deleting the items, the scale had a good model fit ($\chi^2/df = 3.241, RMSEA=.081, p > .01, RMR=.019, GFI=.995, CFI=.993, NFI=.991, TLI=.961$) as a single factor scale. Cronbach's Alpha for the OCB-I scale was .75.

3.3.4. Trust in principal

5-item scale gauging teachers' trust in principal developed by Louis et al. (2010) was used in the study. The scale was adapted to the Turkish language and educational setting by Kavgacı and Öztürk (2023). A sample item included “If my principal promised to do something, s/he would follow through”. The 5-point Likert-type items ranged from 1 (never) to 5 (always). The CFA results for the adapted TinP Scale showed a good fit ($\chi^2/df = 2.185, RMSEA=.059, GFI=.993, CFI=.997, NFI=.994, TLI=.989$). The scale demonstrated high internal reliability (Cronbach's Alpha= .90). Factor loadings of the scale items ranged from .63 to .89.

3.3.5. Control variables

In this study, several demographic variables were selected as control variables, including gender and age, which might affect the associations between the research variables as suggested in studies by Runhaar et. al. (2013). While gender was coded as a dummy variable, age was set as an ordinal variable.

3.4. Data Analysis

As a first step for the analysis, I computed Mahalanobis Distance to meet the multivariate normality assumption (Byrne, 2013). After excluding the two outliers ($p < .001$) from the data set, the skewness (< 3) and kurtosis (< 5) values for each variable indicated that the data (N=344) comply with the assumption of normal distribution (Kline, 2015). Following the CFA for the study scales, I calculated mean, standard deviation, skewness and kurtosis values, and zero-order correlations. Then, I employed a series of regression analyses using SPSS 21 PROCESS 4.2 macro to

estimate moderation and moderated mediation effects. PROCESS Model 8 was preferred since it allows us to include and examine mediation, moderation, and moderated mediation simultaneously (Hayes, 2022). While estimating the mediating and moderating effects, I performed a bootstrap analysis on 2000 samples (using the ML estimator), and calculated bias-corrected confidence intervals for each of the parameter bootstrap estimates at %95 confidence intervals level. The conditional indirect effects (moderated mediation) were examined at one standard deviation (SD) above the mean, at the mean, and at one SD below the mean for the moderator variable, TinP. In the moderation analysis, the predictor variables were mean-centered to avoid issues of multicollinearity and to ease the interpretation of the findings (Hayes, 2022). Lastly, the conditional effects were probed, and the slopes were presented in the figures.

3.5. Common Method Bias

The present study was a cross-sectional one and the data were collected through self-reported questionnaires. Therefore, the results might be affected by common method bias (Podsakoff et al., 2003). To minimize the bias, Harman's single factor test was employed. The results indicated that 24 items related to four variables did not gather under a single factor, and the first one explained 42% of the total variance. This was below the threshold (50%), which indicated that common method variance was not a problem for this study.

4. Findings

In the preliminary analysis process, I first calculated the descriptive statistics and bivariate correlations between study variables (Table 1). Respecting the demographic variables, age ($r=.11$, $p<.05$) and gender ($r=-.25$, $p<.01$) were significantly correlated with OCB-I. Therefore, they were included as control variables in moderation analysis. All other correlations were significant ($p<.01$) and varied between 0.24 and 0.80. Although the correlation between TinP and PL was above .70, there were no tolerance values of less than .10, a VIF value of above 10 or a CI value of above 30, which showed that the data set has not violated the multicollinearity assumption (Hair et al., 2009). Moreover, as mentioned before, mean-centering of the predictor variables employed to decrease the possibility of multicollinearity (Tabachnick & Fidell, 2012).

Table 1

Descriptive statistics and inter-correlations

Variables	Mean	SD	Gender	Age	PL	WE	TinP
Gender	.64	.74	-				
Age	2.20	.48	-.21**	-			
PL	4.33	1.16	-.08	.04	-		
WE	5.76	.92	.07	.06	.30**	-	
TinP	3.85	.93	-.10	.08	.80**	.24**	-
OCB-I	3.41	.79	-.25**	.11*	.31**	.38**	.28**

Note. ** $p<.01$, * $p<.05$, N=344, PL=Paternalistic leadership, WE=Work engagement, TinP=Trust in principal, OCB-I=Organizational citizenship behavior towards individuals

In hypothesis testing, as depicted in Table 2, it was found that PL's direct effect on OCBI ($\beta=.103$, $p>.05$) was insignificant when gender and age were controlled, rejecting the H1. On the other hand, supporting H2 and H3, it was seen that the direct effect of PL on WE ($\beta=.260$, $p<.001$) and the direct effect of WE on OCBI ($\beta=.268$, $p<.001$) were significant.

Table 2
Estimated effects and confidence intervals

Effects	Estimates	SE	t	p	95% LLCI	95% ULCI	R ²	F
PL on WE	.260	.066	3.882	.000	.128	.391		
TinP on WE	.107	.088	1.215	.225	-.066	.281		
PL x TinP on WE	.136	.037	3.668	.000	.063	.210		
Gender on WE	.218	.099	2.193	.029	.023	.413		
Age on WE	.103	.064	1.600	.111	-.024	.229		
							.139	10.949*
PL on OCBI	.103	.054	1.921	.056	-.002	.208		
WE on OCBI	.268	.043	6.289	.000	.184	.352		
PL x TinP on OCBI	.100	.030	3.370	.001	.042	.160		
Gender on OCBI	-.412	.078	-5.261	.000	-.566	-.258		
Age on OCBI	.037	.051	.727	.468	-.063	.136		
							.283	22.221*
ModMed (Index of ModMed)	.037	.012	-	-	.016	.064	.024	11.354**

Note. * $p < .001$, ** $p < .01$

Additionally, the test of the moderation effect suggested in H4 revealed that TinP significantly moderated the relationship between PL and WE ($\beta = .136, p < .001$). When this conditional effect was examined in detail, it was seen that the effect of PL on WE got stronger when TinP increased (see Figure 2). More specifically, as depicted in Table 3, the effect was only significant when TinP was at the mean ($\beta = .260, p < .001$) and one SD above the mean ($\beta = .386, p < .001$). When TinP was at one SD below the mean, the conditional direct effect was insignificant ($p > .05$). That is, PL did not influence teachers' WE at low level of teacher TinP.

Table 3
Conditional direct effects of PL on WE and OCBI

Outcome: WE	Estimates	SE	t	p	95% LLCI	95% ULCI
TinP values						
-1 SD	.133	.073	1.824	.069	-.011	.277
Mean TinP	.260	.067	3.882	.000	.128	.391
+1 SD	.386	.077	4.996	.000	.234	.538
Outcome: OCBI						
TinP values						
-1 SD	.010	.058	.178	.859	-.103	.124
Mean TinP	.103	.054	1.921	.056	-.002	.208
+1 SD	.196	.063	3.118	.002	.072	.319

Figure 2
Interacting effects between PL and TinP on WE

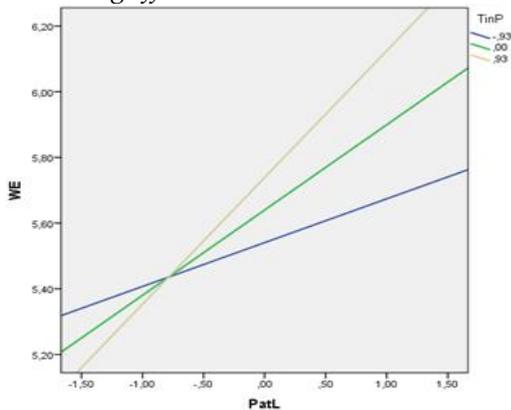
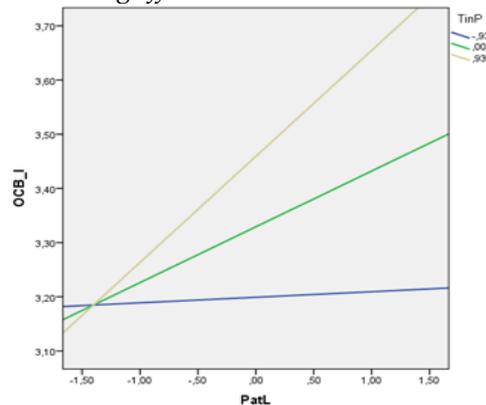


Figure 3
Interacting effects between PL and TinP on OCBI



Further, the results indicated that the conditional direct effect of PL on OCBI was also significant ($\beta=.100, p<.01$). More clearly, the effect of principals' PL on teachers' OCBI level was moderated by teachers' TinP, that is the effect depends on the level of teachers' trust in their principals (see Figure 3). Hence, H5 was affirmed. As seen in Table 3, probing the interaction effect demonstrated that PL's effect on OCBI was significant only when teachers' TinP was high ($\beta=.196, p<.01$). In other words, if teachers do not perceive their principals as trustworthy, principal's PL do not positively and significantly lead teachers to exhibit extra-role behaviors.

Table 4

Conditional indirect effect of PL on OCBI via WE and bootstrapped confidence intervals

	<i>Estimates</i>	<i>BootSE</i>	<i>95% BootLLCI</i>	<i>95% BootULCI</i>
-1 SD	.036	.023	-.007	.084
Mean TinP	.070	.024	.028	.121
+1 SD	.103	.029	.053	.166

Note. Outcome=OCBI, Predictor=PL, Mediator=WE, Moderator=TinP.

Finally, I examined whether and how the TinP moderated the indirect effect of PL on OCBI via WE. The results presented in Table 2 showed that the index of moderated mediation (ModMed) was significant ($\beta=.037, 95\% \text{ CI} [.016, .064]$), providing evidence for a moderated mediation and confirming H6. Specifically, the indirect effect of PL on OCB through WE is positively and significantly moderated by TinP when gender and age were controlled. Probing of the interaction effect (see Table 4) showed that the conditional indirect effect for high values (+ 1 SD) of TinP was significant and the strongest ($\beta=.103, 95\% \text{ CI} [.053, .166]$), it was weaker but still significant for medium values (M) of TinP ($\beta=.070, \text{ CI} [.028, .121]$). However, for small values (- 1 SD) of TinP, the conditional indirect effect was insignificant ($\beta=.036, \text{ CI} [-.007, .084]$).

5. Discussion and Conclusion

As a valuable contribution to the existing literature on the teachers' positive organizational behaviors, this study sought to undercover the underlying mechanism of the teachers' OCB. In that respect, the present study examined direct and indirect effects of PL on teachers' OCB. The study also investigated whether and how teachers' TinP moderated these direct and indirect effects.

Relevant literature regarding the role of cultural orientation on organizational behaviors suggested PL as an important predictor of employee attitudes and behaviors, particularly in collectivist cultures like Türkiye (Aycan et al., 2013; Cem Ersoy et al., 2012). Study results confirmed the positive significant effect of PL on WE, which corresponds with the relevant studies (He et al., 2022; Koçak & Aydın Küçük, 2021). However, although prior research provided evidence for the direct effect of PL on OCB (Mete & Seriin, 2015; Öztürk & Ay, 2015), the results did not justify the significant link between PL and OCBI when teachers' age and gender were controlled. Additionally, results demonstrated a significant influence of WE on OCBI, supporting the existing literature (Babcock-Roberson & Strickland, 2010; Marques & Janik, 2016; Runhaar et al., 2013). It was presumed that the control of the gender and age effect, and the interrelationship between other variables in the model might also cause the insignificant relationship between PL and OCBI. More importantly, those associations confirmed in the study might indicate mediation and moderation issues. Correspondingly, the results of the moderation and moderated mediation analysis provided evidence that a different mechanism exists in this relationship when the teachers' OCBI is concerned.

The result of the moderation analysis illustrated that the direct effect of PL on OCBI significantly and systematically varies as a function of the proposed moderator variable – teachers' TinP. Scholars have noted that the relationship between leadership and employee organizational behaviors was moderated by various relational variables such as leader-member exchanges or trust in the leader (Ötken & Cenkci, 2012; Piccolo & Colquitt, 2006; Zhou et al., 2022). Trust in the

leader facilitates and strengthens the effect of leadership on employee attitudes and behaviors (Robbins, 2003). Similar to these studies, I have found that TinP significantly moderates the link between PL and OCB. Study results suggest that the direct effect of principals' PL on teachers' OCB differs depending on teachers' TinP. Accordingly, among teachers "relatively high" in TinP, the principals' PL behaviors significantly resulted in stronger teacher OCB. Conversely, the effect of principals' PL on teacher OCB was insignificant among teachers who are "relatively low" in TinP or "at the mean".

Further, the results demonstrated that TinP moderates the relationship between PL and WE. Engelbrecht et al. (2017) stated that the trustworthy behaviors of the leader promote employees' engagement in their work. That is, trust in the leader is an important contextual factor for WE, which supports the study findings regarding the significant moderating effect of TinP on the influence of PL on WE. Additionally, previous research showed that trust in the leader is a driving force motivating employees to focus on their work, and it moderated the link between leadership and WE (Zhou et al., 2022). Our results also provide empirical support for the previous assertion suggesting the critical moderator role of TinP in the association between leadership and teacher attitudes and behaviors (e.g. Kılınç et al., 2022).

Prior research on OCB and its antecedents expressed that when teachers perceived their principals as paternalistic leaders exhibiting benevolent and moral behaviors, they feel more emotionally engaged and committed to their work, which in turn urges them to put extra effort and go beyond their formal job obligations (Nassir & Benoliel, 2022). Social exchange theory argues that when people receive psychological or physical resources from their organization or leader, they feel they need to repay (Cropanzano & Mitchell, 2005). Teachers' WE and OCB might be accepted as a way to repay. Thus, if teachers accept their principal's PL as a resource, they might reciprocate with WE and OCB. This mediational relationship provides empirical evidence for the employee engagement model introduced by Saks (2019), suggesting that WE can act as a vital variable conveying the effect of some job resources, such as leadership, to organizational outcomes like organizational commitment or OCB. Results showed that WE significantly mediated the linkage between PL and OCB. However, the results regarding the moderated mediation effect demonstrated that TinP significantly moderates the indirect effect of PL on OCB via WE. More clearly, it was found that the indirect effect of PL via work engagement more strongly leads to OCB when accompanied by a high TinP. Under conditions of low TinP, work engagement is not likely to translate PL into OCB. Therefore, I concluded that the acceptance of PL as an organizational resource depends on the trustworthiness of the principal. This conclusion corresponds with the previous research suggesting the critical role of trust in employees' OCB/revealing the mediating and moderating effect of trust in the leader in the relationship between leadership and OCB (Burns & Carpenter, 2008; Rubin et al., 2010; Schwabsky, 2014; Yorulmaz et al., 2021).

5.1. Implications

The results of the current study have some implications for theory, policy, and practice. First, this study is one of the first known attempts to investigate the moderating role of TinP in PL's direct and indirect effect on teachers' OCB in the Turkish educational context. Accordingly, I believe that the findings of this study contribute considerably to the growing literature on teachers' positive organizational behaviors, particularly on OCB. In that respect, the study's most distinctive contribution was the critical role of TinP in the relationship between PL and OCB.

From a theoretical perspective, the results suggested that scholars planning to examine various relationships between PL and teachers' organizational behaviors should consider the boundary conditions that might moderate this link. Although theoretical models (Saks, 2019) indicate the critical mediating role of WE between job resources and organizational consequences, little research has been devoted to understanding how the TinP can facilitate or inhibit this association. Thus, this study extends the existing literature on WE by showing whether and how it might

mediate the link between principal leadership and teachers' OCB by examining the underlying factors – such as TinP.

In addition, the results have particular importance for principals and policymakers by concluding that teacher work engagement is a practical path through which they might encourage teachers' OCB. Furthermore, the study's most distinctive/unique contribution was the critical role of TinP in the relationship between PL and OCB, which has some theoretical and practical implications. From a theoretical perspective, scholars planning to examine PL and teachers' organizational behaviors should consider the boundary conditions that might moderate the relationship of PL with OCB. Furthermore, policymakers and school principals should understand that without building trusting relations between principal and teachers, it is hard to influence teachers' engagement and OCBs. Therefore, while introducing a particular type of leadership, it might be suggested that the principals should establish teachers' TinP first.

Finally, organizations need committed employees to reach their goals effectively. Oplatka (2006) expressed that teachers committed to school goals and values, and volunteer to make substantial efforts going beyond formal expectations are highly critical if schools aspire to reach their goals effectively. Teachers' voluntary and discretionary behavior directed toward colleagues, students, and the student's parents – namely individual OCB, particularly in crisis periods like COVID-19, might be suggested to help recover the negative effect of hard times and improve organizational effectiveness. Accordingly, policymakers should consider to improve organizational and personal resources to increase teachers' OCB. This study emphasizes the importance of PL in the educational setting of a collectivist culture in terms of its relationship with OCB, which might also be a guiding result for other countries with similar cultural features. It also provides a comprehensive model for practitioners and policymakers for possible policy interventions to enhance teachers' OCB.

5.2. Limitations and Further Research

This research has several limitations. The first limitation was the cross-sectional and observational design of the study, which requires a more cautious interpretation of the results. The study data was also self-reported, which may arise concerns about common method bias. Harman' single factor test indicated CMV was not an issue for the study data. However, future scholars are recommended to conduct more rigorous analysis using longitudinal data from different sources if possible, which might also help get more robust causal inferences. Secondly, the participants in this study were from three provinces in Türkiye. Although I considered the socioeconomic development levels as suggested by prior research (Dipaola & Hoy, 2005b), provinces from all levels could not have been included. In addition, the convenient sampling method used in this study also has some limitations. Therefore, the sample was not nationally representative. Hence, researchers should also be cautious about the generalizability of the results to all teachers in Türkiye. Future scholars could consider reaching a more inclusive sample by including teachers from other provinces at different socioeconomic development levels. Moreover, to see if cultural orientation makes a difference in results, teachers from different countries should be included as well, particularly from those defined as culturally individualistic. This will help researchers make cross-cultural comparisons regarding the determining role of TinP in the link between PL and OCB. The unit of analysis including only individuals was another limitation of the study. Leadership and OCB could be analyzed in a school-level data set in further research. Finally, this study focused on TinP as a boundary condition. Testing more relational variables as mediators – such as leader-member exchanges or trust in colleagues – could provide valuable information regarding the underlying mechanism encouraging teachers' OCB.

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