The Effect of Authentic Leadership, Trust in Teams, and Organizational Commitment to Teacher's Organizational Citizenship Behavior

Jessica Nova Sagita[1], Khoe Yao Tung[2]

[1,2] Program Studi Magister Teknologi Pendidikan, Universitas Pelita Harapan

e-mail: jessica.sagita@ho.ipeka.sch.id

Abstrak

Kebutuhan global akan guru yang berkualitas sangatlah tinggi. Akan tetapi, keadaan yang tidak menentu dan terus berubah-ubah membuat guru tidak dapat bertahan dalam pekerjaannya di sekolah. Guru akan lebih dapat bertahan dan meningkatkan kualitas dalam pekerjaannya jika ia merasa menjadi 'warga negara' dalam sekolah tersebut sehingga segala tindakannya dilakukan untuk kebaikan sekolah tempatnya bekerja. Penelitian kuantitatif ini bertujuan menguji pengaruh kepemimpinan autentik, rasa percaya guru terhadap rekan kerjanya, dan komitmen organisasi guru terhadap *organizational citizenship behavior* (OCB). 54 guru sekolah XYZ diminta untuk mengisi kuesioner secara daring. Perhitungan penelitian menggunakan metode PLS-SEM, yang dibantu oleh perangkat lunak SmartPLS 4, digunakan untuk menguji hipotesis yang ada. Hasil penelitian menunjukkan bahwa kepemimpinan autentik berpengaruh positif terhadap komitmen organisasi dan OCB. Begitu juga dengan rasa percaya pada tim kerja (*trust in teams*) yang memiliki pengaruh positif terhadap komitmen organisasi dan OCB.

Kata kunci: *Kepemimpinan Autentik, Trust In Teams, Komitmen Organisasi, Organizational Citizenship Behavior*

Abstract

The global need for qualified teachers is very high. However, uncertain and constantly changing circumstances make teachers unable to survive in their jobs at school. Previous studies show that teachers were more able to survive and improve the quality of their work if they identified themselves as a 'citizen' in the school so that all their actions are carried out for the good of the school. This quantitative study aims to examine the effect of authentic leadership, trust in teams, and organizational commitment on teacher's organizational citizenship behavior (OCB). 54 schoolteachers at XYZ school were asked to fill out an online questionnaire. Software SmartPLS 4 was used to test the existing hypotheses. The results of the study show that authentic leadership and trust in teams have positive effects on organizational commitment and OCB. Furthermore, organizational commitment also has a positive mediating effect on OCB.

Keywords : *Authentic Leadership, Trust In Teams, Organizational Commitment, Organizational Citizenship Behavior*

INTRODUCTION

Research conducted (UNESCO Institute for Statistics, 2016, p. 1) found that in 2016, the world experienced a crisis of qualified teachers and needed 68.8 million teachers to ensure that education would be evenly distributed throughout the world so that it can run well in 2030. However, the disruption of COVID-19 pandemic has opened people's eyes to this high demand for qualified teachers. The policies from education decision makers have continued to change

since the beginning of the pandemic until now. This has caused many teachers to finally decide to leave their profession and school (Saragih et al., 2021; Steiner & Woo, 2021).

Steiner & Woo (2021, p. 5) found that 23% of teachers intended to end their tenure as a teacher at the end of the 2020-2021 school year due to the heavy professional pressure experienced during the pandemic. In Indonesia, it was found that 9 out of 51 teachers or around 17.6% of teachers decided to leave school at the end of the 2020-2021 academic year (Saragih et al., 2021, p. 199). This means that the number of turnovers has increased since the number averaged about 16% in the previous years leading to the pandemic (Carver-Thomas & Darling-Hammond, 2017; Statistics, 2016).

From these studies, it was also found that the high level of turnover was triggered by factors outside of the teachers themselves, such as leadership in schools and the 'health' of the team.

Effective collaboration and teamwork are crucial for achieving common goals in educational institutions. When teachers interact closely with one another and enjoy a supportive and positive team environment, they are more likely to stay committed to their team. To ensure the smooth functioning of the organization, resources such as equipment, materials, and work methods are essential. Management involves organizing and directing these resources towards achieving the organization's objectives, and strong leadership is at the heart of successful management (Ariani, 2023, p. 144).

In this digital era, where people have access to social media and can express their opinions and thoughts there, the need for leaders to be more authentic is very high (Tredgold, 2014, pp. 9–10). Authentic school leaders will find it easier to navigate clear communication flows with their teachers and minimize unnecessary stress (Chamorro-Premuzic, 2020).

Authentic leadership is a complex and multifaceted concept that poses challenges for researchers attempting to measure it. Gardner et al. (2021, pp. 4–5) note that the assessment of authentic leadership is not a straightforward process, and therefore developing reliable and valid measurement tools is a crucial challenge for scholars in this field. Over the years, several studies have attempted to construct research instruments that can gauge authentic leadership through surveys, such as those developed by Walumbwa et al. (2008), Neider and Schriesheim (2011), and Levesque-Côté et al.(2018).

In Qiu et al. (2019, p. 79), trust is the belief that someone's words, promises, or statements are dependable. Trustworthiness is not solely a function of effective leadership but also of a cohesive and supportive team. In the context of education, teachers who trust their colleagues are more willing to collaborate and contribute to building a positive school culture (Choong et al., 2020, p. 877).

According to Tschannen-Moran (2014, p. 153), educational institutions can enhance their effectiveness by fostering a strong and trustworthy team of teachers who collaborate closely with one another. Therefore, this study examines the role of trust within these teams, specifically focusing on how a teacher's trust in their colleagues contributes to the team's success, regardless of the impact of leadership.

McShane and Glinow (2019, p. 92) suggest that trust is among the factors that influence organizational commitment, which is linked to employee turnover. In a study by Moreira and Cesário (2021, p. 4), organizational commitment was found to have a negative impact on turnover intention, meaning that employees who are highly committed to their organization are less likely to consider leaving their job.

Organizational commitment refers to an individual's psychological attachment to an organization and their sense of loyalty and involvement towards its goals and values. It represents the extent to which employees identify with their organization and feel a sense of responsibility towards its success. Organizational commitment is a crucial factor in determining employee behavior and performance, and it is often associated with positive outcomes such as increased job satisfaction, job performance, and reduced turnover intentions (Meyer et al., 2002).

While organizational commitment is an essential factor, it may not be adequate to equip teachers with the necessary skills to navigate through the demanding situations that they face

in their profession. Given the current era of rapid changes, teachers must be able to demonstrate flexibility and responsiveness to changing circumstances. This, however, can be a daunting task for teachers who do not possess Organizational Citizenship Behavior (OCB), which is crucial for dealing with challenging situations at work.

Somech and Oplatka (2014, p. 3) define OCB as the attitude of an individual who voluntarily undertakes tasks beyond their designated responsibilities for the benefit of the organization. Individuals who possess a strong OCB mindset can cultivate a positive work environment, enhance organizational efficiency, and promote professionalism in their workplace while also reducing their likelihood of leaving the organization (Somech & Oplatka, 2014, p. 11). OCB is regarded as a desirable trait in every employee, irrespective of the industry. In addition to organizational commitment, OCB is considered an internal factor that aids teachers in coping with challenging circumstances.

Previous research has demonstrated that leadership and trust are external factors that can impact a teacher's internal state, specifically their organizational commitment, which leads to the development of Organizational Citizenship Behavior (OCB). However, there is a limited amount of research in the field of education that specifically investigates the relationship between these variables. Hence, this study investigates whether these three variables have an impact on a teacher's OCB.

This research selected XYZ school for the study because it successfully managed to maintain a stable number of teachers during a period of high work pressure and rapid changes, indicating that the school's teachers possessed strong organizational commitment and OCB. The study aimed to investigate the impact of authentic leadership and trust on teachers' organizational commitment, as well as the effects of authentic leadership and trust on teachers' OCB. Finally, the study sought to determine the mediating relationship between teachers' organizational commitment and their OCB. This study provides valuable information for schools and educators to enhance organizational commitment and organizational citizenship behavior among teachers, leading to improved overall performance and student outcomes.

METHOD

This study used a quantitative research method with a survey design to investigate the relationship between authentic leadership, trust in teams, organizational commitment, and organizational citizenship behavior among 54 teachers from a private school in West Jakarta, Indonesia. Data was collected in November 2022 using a questionnaire consisting of four scales: the Authentic Leadership Questionnaire (ALQ) adapted from Walumbwa et al. (2008) (16 items); the Adams et al. (2008) psychometric scale on trust in teams (28 items); the Organizational Commitment Scale by Allen and Meyer (1990) (18 items); and the Podsakoff et al. (1990) OCB psychometric scale adapted by Kumar & Shah (2015) (15 items). A total of 77 items were tested, but only 35 valid items were retained for data analysis.

Data was collected through an online platform, with respondents given one week to complete the questionnaire. Data was then analyzed using PLS-SEM with the SmartPLS 4 (Smart Partial Least Square) software, which is suitable for small sample sizes and does not require distributional assumptions (Hair et al., 2017, p. 12). Two statistical analyses were conducted: descriptive statistics and inferential statistics. Descriptive statistics were used to provide an overview of the statistical results, while inferential statistics were used to test the measurement model (outer model) and the structural model (inner model).

The measurement model was used to test the validity and reliability of the questionnaire. Validity tests included convergent and discriminant validity, while reliability was assessed using Cronbach's alpha and composite reliability. The structural model was used to test the strength of the relationships between the variables, using tests of multicollinearity, coefficient of determination, and hypothesis testing.

The results of this study will be presented and discussed, providing insights into the relationships between authentic leadership, trust in teams, organizational commitment, and organizational citizenship behavior among teachers in the selected school.

RESULT AND DISCUSSION

Data analysis used 11 valid items representing authentic leadership variable (X1), 16 valid items representing trust in teams variable (X2), 3 valid items representing organizational commitment variable (X3), and 4 valid items representing OCB variable (Y).

The descriptive statistics showed a 76.5% index of authentic leadership (Good) with an average of 77.9% agreeing with the statements, 83.04% index of trust in teams (Good) with an average of 91.3% agreeing with the statements, 84.57% index of organizational commitment (Very Good) with an average of 87.5% agreeing with the statements, and 90.22% index of authentic leadership (Very Good) with an average of 94.8% agreeing with the statements.

Based on the results of inferential statistical data analysis, it was found that: 1) the measurement model (outer model) showed valid results for all convergent (outer loading factors > .70 and AVE > .50) and discriminant (cross loadings > .70 and FL > 0) validity tests, and was also reliable for alpha coefficient (α > .75) and composite reliability tests (>.85); 2) the structural model (inner model) showed no multicollinearity (VIF < 5), but the coefficient of determination showed a weak value (r^2 < .50). Hypothesis testing found that all hypotheses were supported as shown in the following table.

Table 1 Hypothesis testing

Hypothesis	β	Result
AL -> OC	0.225	Supported
T -> OC	0.221	Supported
OC -> OCB	0.438	Supported
AL -> OCB	0.215	Supported
T -> OCB	0.1	Supported
AL -> OC -> OCB	0.098	Supported
T -> OC -> OCB	0.097	Supported

The results of the hypothesis testing showed that:

1. **Authentic Leadership Has a Positive Effect on Organizational Commitment.**
   This research found that respondents saw their leaders as individuals who were willing to "listen carefully to different perspectives before making a decision." The open-mindedness displayed by the school leaders ultimately nurtured organizational commitment among teachers, particularly affective commitment, as respondents affirmed, "This school has its own meaning for me." This indicates that when teachers perceive that their opinions are acknowledged and factored into the school's decision-making process, they develop a deep sense of attachment to the organization they work for.

2. **Trust in Teams Has a Positive Effect on Organizational Commitment.**
   The findings on trust in teams reveal that it has a nearly equal impact on teacher organizational commitment as authentic leadership. Despite this, the effect size is smaller compared to the study by Celep & Yilmazturk (2012, p. 5767) where the influence of trust in teams on organizational commitment is considerably high (β=.77). Respondents agreed with statements indicating that their colleagues are competent, qualified, have a strong work ethic, and are fair. These items reflect trust indicators for co-workers' competence and integrity, which suggests that teachers' trust in the competence and integrity of their colleagues can enhance their organizational commitment.

3. **Organizational Commitment Has a Positive Effect on Organizational Citizenship Behavior.**
   In this study, OCB was observed mainly in the altruistic behavior of teachers who exhibited affection towards their problematic co-workers or other individuals within their workplace. This strong sense of caring has resulted in a willingness to offer help to their colleagues, indicating that teachers consider themselves as 'citizens' or integral members of the school community.

Interestingly, organizational commitment was found to have a greater influence on OCB than authentic leadership in this study, which aligns with previous research findings by Roncesvalles & Gaerlan (2021) where the effect of organizational commitment on OCB was more significant than the effect of authentic leadership on OCB.

4. **Authentic Leadership Has a Positive Effect on Organizational Citizenship Behavior.**
As previously mentioned, the impact of organizational commitment on OCB is slightly greater than the impact of authentic leadership on OCB. However, authentic leadership still has a positive direct influence on OCB. School leaders who exhibit qualities such as self-awareness, admitting mistakes, openness, balance, and consistency can serve as role models for teachers to demonstrate good school citizenship. Previous research (Chamorro-Premuzic, 2020) suggests that leadership is one of the factors that affect employees' psychological state and their willingness to contribute to the organization. This study shows that authentic leadership still has an impact, but OCB is not necessarily a main result of this leadership.

5. **Trust in Teams Has a Positive Effect on Organizational Citizenship Behavior.**
The study found a weak effect between trust and OCB, which is consistent with Huda's (2019) research. However, this is contrary to Choong et al.'s (2020) study, which found a significant relationship between trust in teams and OCB among teachers. The collective nature of trust in teams may contribute to its higher rating compared to leadership in schools, as teachers may perceive their work team as more dominant than the school leaders who are alone.

6. **Authentic leadership Has a Positive Effect on Organizational Citizenship Behavior through the Mediation of Organizational Commitment.**
In this study, a weak positive relationship was found between authentic leadership and organizational citizenship behavior (OCB) through organizational commitment, which is consistent with previous research(Roncesvalles & Gaerlan, 2021). However, the effect size was smaller in this study compared to the previous study (β=.653). While there was almost no significant effect between authentic leadership and OCB, organizational commitment did not have a negative impact on the relationship between the two variables.

7. **Trust in Teams Has a Positive Effect on Organizational Citizenship Behavior through the Mediation of Organizational Commitment.**
This study found a relatively small mediation rate between trust in teams and OCB through organizational commitment. While there has been no prior research examining the specific mediating relationship between these three variables, Choong et al.'s (2020) study found a significant mediating effect of self-efficacy on trust and OCB.

CONCLUSION

The study found that authentic leadership has a positive effect on organizational commitment, which in turn has a positive effect on Organizational Citizenship Behavior (OCB). Trust in teams also has a positive effect on organizational commitment and OCB. Additionally, authentic leadership has a direct positive effect on OCB and trust in teams has a direct positive effect on OCB. Overall, the study suggests that school leaders should focus on developing authentic leadership and trust in teams to promote higher levels of OCB among teachers. Future researchers should consider exploring other variables that affect OCB and those that are affected by it. They should also conduct structured pilot tests for more valid and reliable data and use qualitative data to minimize subjectivity or bias in survey assessments.

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