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A Mediation Model of the Effect of Visionary Leadership on Teachers' Organizational Citizenship Behavior

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Abstract. Organizational citizenship behavior (OCB) is necessary in overcoming emergency conditions, including learning difficulties such as experienced during and after the Covid-19 pandemic. Therefore, this research explored the visionary leadership effects of teachers' OCB through quality of work-life (QWL) and organizational commitment, and developed a new empirical model of the mediation mechanism. A quantitative approach with a survey method was used in this research, where Likert-scale questionnaires were distributed to 387 social sciences teachers in Indonesia. Using structural equation modeling (SEM) analysis, it was found that visionary leadership, QWL, and organizational commitment have a significant effect on OCB; visionary leadership significantly influences QWL and organizational commitment; and visionary leadership has a significant effect on OCB through QWL and organizational commitment. This evidence promotes a new model regarding the effect of visionary leadership on teachers' OCB mediated by QWL and organizational commitment. It not only confirms several previous studies as the basis for developing this research hypothesis, but is also an antithesis to previous research with contradictory conclusions. With such conditions, the new model provides theoretical and practical contributions which require in-depth and critical discussion before it is adopted or adapted as a model in improving teacher OCB via visionary leadership supported by QWL and organizational commitment.

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1. Introduction

Organizational citizenship behavior (OCB) makes a vital contribution to personal and organizational life and as such garners interest from researchers as a topic of research from time to time. In a personal context, OCB determines job performance (Hermanto & Srimulyani, 2022; Suswati, 2022), including contextual performance (Widodo & Yusuf, 2021) and task performance (Bastian & Widodo, 2022; Yang & Chae, 2022). Meanwhile, in an organizational context, OCB positively impacts on organizational performance (Huynh & Nguyen, 2022).

OCB is positive behavior displayed by employees (Hermanto & Srimulyani, 2022). It refers to extra-duty behavior which is not regulated formally in the compensation system (Yang et al., 2022). OCB also reflects employee behavior outside the call of duty which goes beyond formal job duties and aids in the survival of the organization (McShane & von Glinow, 2020). Earlyanti and Hamid (2023) stated that OCB is related to individual behavior that can freely and explicitly encourage organizational functions to be more effective and efficient. Thus, OCB can be described as extra-role behavior which is beyond the formal duties carried out voluntarily by employees but contributes to the organization's effectiveness and efficiency in realizing its goals.

OCB comprises five indicators. The first, altruism, relates to helping others, for example colleagues who are facing obstacles in completing work or who are having trouble solving personal problems. Second, conscientiousness is related to the awareness of doing good or making extra efforts beyond organizational expectations. Third, sportsmanship reflects a tolerant attitude towards inadequate organizational conditions. Fourth, courtesy reflects the willingness to foster social relations with others as best as possible to minimize interpersonal conflict. The fifth and last indicator, civic virtue, refers to acting responsibly towards organizational survival (Organ et al., 2006).

In the context of school organizations, OCB is needed mainly to overcome emergency conditions, including learning problems, such as experienced both during and after the Covid-19 pandemic. In such conditions, the school needs extra-role behavior (OCB) from all its stakeholders, especially teachers as the main actors in the online learning process, which greatly determines the quality of schools and education. When Covid-19 became endemic, the teacher's central role was to oversee the learning transition process from online to hybrid (online and offline) learning. This means that OCB is vital for students, teachers, and schools, so it is essential to always pay attention to it, including through research, especially to uncover the factors that influence it.

Previous studies have shown that OCB is affected by visionary leadership (Nikookar-Gohari et al., 2021), quality of work-life (QWL) (Darwin et al., 2022; Widodo & Yusuf, 2021), and organizational commitment (Al Difa & Claudia, 2022). Besides affecting OCB, QWL and organizational commitment are also

influenced by visionary leadership (Utomo et al., 2022; Yulius, 2022). However, other studies have indicated inconsistent results. For example, Isma et al. (2018) demonstrated that visionary leadership does not significantly affect organizational commitment. Dewi et al. (2022) also indicated that leadership does not significantly impact OCB. In addition, Al Difa and Claudia (2022) revealed that QWL does not significantly affect OCB. Furthermore, the latest investigations by Sumarsi and Rizal (2022) and Novianti (2021) proved that organizational commitment does not significantly affect OCB.

The inconsistency of these research results creates a research gap that requires scientific clarification. The relevant research question relates to the problem of how QWL and organizational commitment mediate the effect of visionary leadership on teachers' OCB. Based on this urgent matter, this research explores how visionary leadership affects teachers' OCB through QWL and organizational commitment, and develops a new empirical model of the mediation mechanism.

2. Literature Review

2.1 Visionary Leadership and Organizational Citizenship Behavior

Visionary leadership is becoming increasingly popular and not without reason. Prior studies have demonstrated that visionary leadership affects different domains, such as creativity (Chen & Yuan, 2021; Makhrus et al., 2022), and stimulates followers to pursue the same vision (Kehr et al., 2022). It also increases adherents' ability to take charge (Liu et al., 2022) and to engage in citizenship behavior (Ismail, Irani, & Kertechian, 2022; Luo et al., 2021). In addition, it improves followers' job outcomes (AlKayid et al., 2022; Zhou et al., 2018) and job performance (Esfarjani et al., 2020; Kurniadi et al., 2020). Finally, visionary leadership determines enterprise development (van der Voet & Steijn, 2021) and enhances the capacity of the organization (Khoiri, 2020).

Visionary leadership is the activity of a leader in influencing other people or subordinates to be interested in creating and articulating a vision that is realistic, credible, and attractive to improve current conditions (Robbins & Coulter, 2020). It is focused to consistently realize the vision for a better change (Ates et al., 2020; Utomo et al., 2022). Accordingly, visionary leadership describes how leaders find new ideas or ways of managing problems by empowering subordinates to achieve stated goals (Kadir et al., 2020). This means that visionary leadership is concerned with efforts to create, introduce, and realize the vision of the organization by inspiring, persuading, and involving subordinates optimally.

Within this framework, visionary leaders need to have several specific characteristics as measurement indicators. These are: having high standards and ideas; clarifying direction and goals; inspiring spirit and commitment; having effective communication; reflecting competencies and organizational uniqueness; and having a strong desire to pursue goals (Anshar, 2017; Joseph, 2007). Leaders with these characteristics tend to strongly stimulate the growth of OCB among their subordinates. For example, subordinates are aware of doing good or making extra efforts beyond organizational expectations, and act responsibly towards

organizational survival. In the school context, principals with solid visionary leadership tend to stimulate teachers' OCB.

Previous studies by Ismail, Kertechian, and Blaique (2022), Nikookar-Gohari et al. (2021), and Widodo and Yusuf (2021) also found that visionary leadership affects OCB. Dedic et al. (2022) also demonstrated that leadership style leads to OCB. These findings give rise to the first hypothesis (H) of this research:

H₁: Visionary leadership positively affects OCB

2.2 Quality of Work-Life and Organizational Citizenship Behavior

QWL relates to the extent to which employees can meet essential needs based on their personal experience in the organization (Daniel, 2019). Therefore, QWL refers to various aspects of the work experience (Widodo & Yusuf, 2021) which make employees feel comfortable at work (Hermawati et al., 2019), such as working conditions, wages, work environment, perceptions of work, support, and relationship with the leadership (Eren & Hisar, 2016).

According to Risla and Ithrees (2018), QWL is related to employee attitudes towards their workplace, especially social interactions between employees and their work environment. Bateman (2018) comprehensively lists several aspects of QWL. These include: a healthy and safe work environment; jobs that provide opportunities for the development of employee potential; the availability of opportunities for personal growth and security; a conducive social environment; the existence of constitutionalism that guarantees the right to privacy, reciprocity, and differences of opinion; clear work roles; and the existence of organizational social responsibility.

Furthermore, QWL is related to workforce management to increase employee commitment and organizational performance as a manifestation of organizational effectiveness functions which enable the organization to grow sustainably (Diana et al., 2022). Due to this, QWL is not only crucial for employees, including teachers who work in school organizations, but remains necessary for them to support a peaceful and pleasant work atmosphere (Widodo & Yusuf, 2021). QWL impacts work, contextual performance, and organizational effectiveness (Chaturvedi & Saxena, 2017; Daniel, 2019; Thakur & Sharma, 2019). QWL also encourages employee appreciation, changes organizational culture, and enhances employees' psychological and physical health (Arief et al., 2021). Moreover, scholars have also claimed that QWL significantly affects OCB (Moestaina et al., 2020; Ojo et al., 2020; Purwani & Sukestiningsih, 2022; Rivera et al., 2019; Ulfa et al., 2021).

Teacher OCB can be stimulated where schools provide a safe and healthy social environment and opportunities for personal growth as well as become learning organizations responsible for all stakeholders. This shows that teachers' OCB will likely increase if they are supported with good QWL, such as a safe, healthy, and conducive work environment; clear and transparent work roles; tolerance for differences of opinion; and opportunities for the development of employee potential. The second research hypothesis has been developed accordingly:

H₂: QWL positively affects OCB

2.3 Organizational Commitment and Organizational Citizenship Behavior

Organizational commitment as an individual internal factor remains attractive and popular today, because of its significant contribution to employees and the organization. At the personal level, especially for teachers and in the school context, organizational commitment has proven to significantly affect teaching creativity (Widodo & Gunawan, 2021). It also impacts job performance (AlAntali & Zuraida, 2023; Nawangsari et al., 2023) and productivity (Sutarman, 2022). Organizational commitment also plays a vital role in reducing turnover intention (Zhu et al., 2022) and burnout (Laily et al., 2022). Meanwhile, at the organization level, organizational commitment is an important determinant of organizational performance (Stackhouse et al., 2022).

Organizational commitment refers to the willingness of employees to voluntarily accept the values and goals of the organization, and to then identify those values and goals in their job responsibilities (Suharto & Hendri, 2019). For Syarif and Lina (2019), organizational commitment is related to the strength of employees in determining their involvement in parts of the organization. In addition, it also reflects a feeling of belonging to the organization (Diana et al., 2022). Islam et al. (2018) viewed organizational commitment as a function of attitude, behavior, and management in the workplace.

From a social perspective, organizational commitment reflects the strong desire of individuals to offer their concrete efforts and loyalty to the system (Yao et al., 2019). Thus, organizational commitment is linked to employee approval and acceptance of organizational values (including vision, mission, goals, policy objectives, and organizational strategy) and active involvement in efforts to realize these values as a manifestation of a sense of belonging and being part of the organization.

Meyer and Allen (1991) identified three components as indicators of organizational commitment. The first, affective commitment, is related to solid cohesion and active involvement of employees in various organizational activities. Second, normative commitment concerns loyalty to the values and norms of the organization, as a manifestation of the will to remain and be part of the organization. Third, continuance commitment reflects the feeling of loss when the employee leaves the organization.

In adequate conditions, these three indicators can stimulate an increasing teacher OCB. That is, teachers displaying OCB need an internal predisposition in the form of a spirit of being actively involved in various school activities, a strong desire to obey and uphold the values of the school organization, and a solid determination to survive and be part of the school for the betterment of the school. Recent studies by Soesanto and Nasikh (2022) and Azmy (2021) also indicated that organizational commitment significantly affects OCB. Hence, the third hypothesis is proposed:

H₃: Organizational commitment positively affects OCB

2.4 Visionary Leadership and Quality of Work-Life

Apart from influencing OCB, there are indications that visionary leadership is related to QWL. For example, the research results by Kesumayani et al. (2020) show that visionary leadership is related to work-life balance. In addition, the study of Kurniawan and Susita (2020) also indicated that leadership affects QWL. These two studies have shown that visionary leadership has the potential to influence QWL in the context of school organizations.

As an illustration, school principals with high work standards will try to condition QWL in good schools so that all school members can work comfortably and enthusiastically to realize the set work standards. This means that school QWL requires the visionary leadership of school principals. An example is how school principals clarify school environmental health and safety standards so that school members can follow these standards so that the school environment is always healthy and safe. From the above, the fourth hypothesis has been formulated:

H₄: Visionary leadership positively affects QWL

2.5 Visionary Leadership and Organizational Commitment

Recent studies have also indicated that visionary leadership influences organizational commitment. For example, Yulius (2022) and Basri et al. (2021) demonstrated that visionary leadership significantly affects organizational commitment. Wang and Rashid (2022) also proved that strategic leadership is related to organizational commitment. This suggests that visionary leadership is a good predictor of organizational commitment, including in school organizations.

As an illustration, principals who have a good, inspiring spirit and commitment; communicate effectively; reflect competencies and organizational uniqueness; and have strong determination to realize ideals tend to stimulate the teachers to be more actively involved in various school activities. That is, the principal's visionary leadership is needed to trigger and spur teacher organizational commitment. For example, the ability of a school principal to inspire teachers by using speech appropriate to the teachers' condition is very useful for encouraging teacher participation in various school activities. Therefore, the fifth hypothesis has been formulated as follows:

H₅: Visionary leadership positively affects organizational commitment

2.6 Mediating Role of Quality of Work-Life and Organizational Commitment

Some of the research results discussed above show that QWL and organizational commitment can mediate the causal relationship between visionary leadership and OCB. It has the potential to occur because apart from affecting OCB (Azmy, 2021; Purwani & Sukestiningsih, 2022; Soesanto & Nasikh, 2022; Ulfa et al., 2021), QWL and organizational commitment are also influenced by visionary leadership (Basri et al., 2021; Kesumayani et al., 2020; Kurniawan & Susita, 2020; Yulius, 2022).

There is a lack of research specifically investigating the effect of visionary leadership on OCB mediated by QWL and organizational commitment. This situation opens opportunities for novel discoveries in this regard, hence the need to investigate. Based on the results of previous research and the arguments above, we promote the following hypotheses:

H₆: Visionary leadership positively affects OCB mediated by QWL

H₇: Visionary leadership positively affects OCB mediated by organizational commitment

3. Methodology

3.1 Respondents

The research respondents were 387 social studies teachers in Indonesia spread across three provinces, namely Jakarta, West Java, and Banten. As presented in Table 1, the majority of the respondents were female (66.7%), had a bachelor's degree (92.3%), and were married (79.8%). Regarding age, 32.3% of respondents were 36-45 years old, 26.1% were 26-35 years, and 25.8% were 46-55 years. Concerning work experience as a teacher, 30.8% of respondents had more than 16 years, 25.6% had 11-15 years, 24.3% had less than five years, and 19.4% had 6-10 years.

Table 1: Profile of research respondents

Profile	n	Percentage (%)
Gender		
1. Male	129	33.33
2. Female	258	66.67
Age		
1. < 25 years	32	8.27
2. 26-35 years	101	26.10
3. 36-45 years	125	32.30
4. 46-55 years	100	25.84
5. < 56 years	29	7.49
Education		
1. Diploma (D3)	14	3.62
2. Bachelor (S1)	357	92.25
3. Postgraduate (S2)	16	4.13
Marital status		
1. Married	309	79.84
2. Unmarried	78	20.16
Teaching experience		
1. < 5 years	94	24.29
2. 6-10 years	75	19.38
3. 11-15 years	99	25.58
4. > 16 years	119	30.75

3.2 Procedures and Materials

This study used a quantitative approach, with a survey conducted online via email and WhatsApp. It used a Likert-scale questionnaire with five choices, ranging from *strongly disagree/never* (score = 1) to *strongly agree/always* (score = 5), and was designed in Google Forms format. The questionnaire, which was developed by researchers, refers to the theoretical dimensions/indicators of the experts.

The indicator of *visionary leadership* comprises high standards and ideas (HSI); clarifying direction and goals (CGD); inspiring spirit and commitment (ISC); having effective communication (HEC); reflecting competencies and organizational uniqueness (RCOU); and having a strong desire to pursue goals (SDPG) (Anshar, 2017; Joseph, 2007). *QWL* indicators are a healthy and safe work environment (HSWE); jobs that provide opportunities for the development of employee potential (JPDE); the availability of opportunities for personal growth and security (APGS); conducive social environment (CSE); the existence of constitutionalism that guarantees the right to privacy, reciprocity, and differences of opinion (EC); clear work roles (CWR); and the existence of organizational social responsibility (EOSR) (Bateman et al., 2018). Furthermore, *organizational commitment* indicators consist of affective commitment (AC), normative commitment (NC), and continuance commitment (CC) (Meyer & Allen, 1991). Finally, indicators of *OCB* include altruism (Altr), conscientiousness (Cons), sportsmanship (Spor), courtesy (Cour), and civic virtue (CV) (Organ et al., 2006).

The sections on visionary leadership and QWL in the questionnaire consisted of 12 and 16 items, respectively. Meanwhile, organizational commitment and OCB had 10 items each. Before being used for research, the questionnaire was preliminarily tested on 30 social sciences teachers to determine its validity and reliability. The results show that all items were valid because they had a corrected item-total correlation coefficient of more than .361 (Widodo, 2021). In addition, alpha coefficients were also reliable because they were more than .70 (Hair et al., 2018; van Griethuijsen et al., 2015). This indicates that the research instrument was valid and reliable and thus appropriate for conducting the research.

In addition, to anticipate the possibility of common method bias (CMB) problems due to using a single source in research, a statistical test was carried out in this study to detect this possibility. Conceptually, CMB manifests the calculated difference between the observed relationship and the actual correlation produced by the common method of variance (CMV). According to Spector et al. (2019), CMV has the potential to increase the apparent correlation compared to the actual correlation. To reduce CMB, Fuller et al. (2016), among other scholars, suggested a statistical approach. Accordingly, this study used statistical approaches commonly used to detect the occurrence of CMV/CMB, namely the correlation test (Tehseen et al., 2017) and Harman's single-factor test (Malhotra et al., 2017).

The correlation test results show that all correlation coefficients between variables were less than .90 (Tehseen et al., 2017). Furthermore, Harman's single-factor test obtained a total variance extracted score of 38.282%, which is below the tolerance threshold of 50% (Kock, 2020). Therefore, this indicates that there is no CMV (CMB) in the data of this study. The findings generated from this research data should therefore not be disputed.

3.3 Data Analysis

The research data obtained from the 387 respondents were processed using two statistical tools. First, SPSS version 22 was used for validity, reliability, CMB, and descriptive and correlation analyses. Second, LisRel 8.80 was used to test the hypotheses of causal relationships between latent variables using a structural equation model (SEM) approach. SEM is a technique or approach considered more powerful for analyzing the relationship between observed and latent variables (Hair et al., 2018).

4. Results

4.1 Descriptive and Correlation Analyses

The results of the descriptive and correlation analyses processed using SPSS are presented in Table 2. In general, the mean values range from 7.96 to 17.86, which are greater than the standard deviation values (SD), which range from 1.004 to 2.136. This reflects a good overall representation of the data and deserves further analysis. Meanwhile, the results of the correlation analysis between indicators for all constructs (variables) as a whole are significant at $p < .01$, with a correlation coefficient value range of .13–.79. This shows that all indicators have a reciprocal relationship with other indicators. However, this relationship does not indicate symptoms of multicollinearity, because the value of the correlation coefficient obtained is not more than .8.

4.2 Confirmatory Factor Analysis

The measurement model estimate by confirmatory factor analysis (CFA) is displayed in Table 3. The CFA results are useful in providing values to assess the validity and reliability of measurements. The factor loadings value of .60 indicates that all indicators represent latent variables (Hair et al., 2018). The factor loading obtained from the CFA is in the range of .57–.89. This shows relatively good validity because only one indicator is smaller than .60. In addition, reliability can be seen from Cronbach's alpha (CA), composite reliability (CR), and average variance extracted (AVE) values. CA and CR values above .70 and AVE values more than .50 are acceptable (Hair et al., 2018). The CA and CR values obtained are in the range of .84–.96 and .74–.93, respectively; the AVE values are in the range of .50–.69. This indicated good reliability and acceptable convergence.

Table 2: Descriptive and correlation statistics results

Indicator	Descriptive		Correlation																					
	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Visionary leadership (X)																								
1. HSI	8.64	1.470	1.00																					
2. CGD	8.87	1.320	.74**	1.00																				
3. ISC	8.86	1.348	.74**	.79**	1.00																			
4. HEC	9.07	1.176	.56**	.66**	.73**	1.00																		
5. RCOU	8.76	1.316	.69**	.70**	.78**	.66**	1.00																	
6. SDPG	8.84	1.347	.64**	.66**	.68**	.57**	.76**	1.00																
Quality of work-life (QWL) (Y ₁)																								
7. HSWE	17.86	2.077	.30**	.36**	.43**	.45**	.39**	.37**	1.00															
8. JPDE	8.74	1.199	.41**	.34**	.45**	.39**	.36**	.37**	.73**	1.00														
9. APGS	9.05	1.042	.18**	.22**	.19**	.21**	.17**	.16**	.46**	.48**	1.00													
10. CSE	9.04	1.051	.26**	.26**	.29**	.27**	.26**	.27**	.62**	.53**	.67**	1.00												
11. EC	8.65	1.133	.32**	.25**	.29**	.37**	.34**	.32**	.55**	.58**	.42**	.56**	1.00											
12. CWR	8.69	1.227	.27**	.22**	.30**	.38**	.25**	.22**	.58**	.61**	.46**	.55**	.60**	1.00										
13. EOSR	8.22	1.400	.32**	.25**	.29**	.25**	.31**	.32**	.47**	.54**	.42**	.46**	.53**	.65**	1.00									
Organizational commitment (Y ₂)																								
14. AC	12.06	1.809	.17**	.21**	.15**	.13**	.17**	.15**	.38**	.43**	.27**	.32**	.36**	.34**	.43**	1.00								
15. NC	13.05	1.602	.17**	.25**	.24**	.20**	.18**	.19**	.46**	.41**	.32**	.44**	.34**	.45**	.33**	.43**	1.00							
16. CC	16.53	2.136	.15**	.23**	.17**	.21**	.19**	.22**	.46**	.47**	.31**	.42**	.44**	.50**	.53**	.56**	.47**	1.00						
Organizational Citizenship Behavior (OCB) (Y ₃)																								
17. Altr	8.01	1.304	.24**	.17**	.16**	.15**	.15**	.23**	.28**	.34**	.30**	.34**	.40**	.38**	.35**	.28**	.34**	.41**	1.00					
18. Cons	8.15	1.271	.17**	.16**	.18**	.15**	.14**	.20**	.27**	.28**	.21**	.21**	.26**	.33**	.30**	.26**	.16**	.42**	.56**	1.00				
19. Spor	7.96	1.198	.31**	.21**	.25**	.24**	.27**	.31**	.19**	.29**	.21**	.26**	.42**	.30**	.33**	.29**	.29**	.36**	.54**	.59**	1.00			
20. Cour	9.07	1.004	.18**	.23**	.21**	.32**	.21**	.21**	.36**	.31**	.14**	.30**	.25**	.31**	.24**	.29**	.49**	.44**	.32**	.40**	.41**	1.00		
21. CV	8.33	1.337	.35**	.22**	.21**	.23**	.29**	.31**	.24**	.23**	.21**	.20**	.24**	.22**	.31**	.33**	.28**	.38**	.43**	.44**	.54**	.50**	1.00	

Note: ** $p < .01$

Tabel 3: Results of the measurement model

Construct	Indicator	Factor loading	CR	AVE	CA (α)
Visionary leadership (X)	HSI	.82	.930	.691	.904
	CGD	.87			
	ISC	.89			
	HEC	.77			
	RCOU	.84			
	SDPG	.79			
QWL (Y ₁)	HSWE	.79	.896	.553	.958
	JPDE	.80			
	APGS	.65			
	CSE	.75			
	EC	.74			
	CWR	.78			
	EOSR	.68			
Organizational commitment (Y ₂)	AC	.72	.744	.505	.887
	NC	.60			
	CC	.78			
OCB (Y ₃)	Altr	.69	.821	.511	.839
	Cons	.73			
	Spor	.79			
	Cour	.57			
	CV	.67			

4.3 Goodness of Fit

The goodness of fit (GOF) statistical analysis results showed that eight of the eleven criteria were a good fit, while the other three did not fit the criteria (poor). The eight criteria met are goodness, normed, non-normed, adjusted goodness, comparative, relative, parsimony normed of the fit index, and normed chi-square. In contrast, the three criteria that were not fulfilled are chi-square, significant probability, and root mean square error of approximation. In this regard, Hair et al. (2018) stated that the chi-square test can be used for large samples, that is more than 200 subjects, as in this study (387 respondents). Even so, the results of the GOF test can still be valid (fit) because most (eight out of eleven) fit the criteria.

4.4 Hypothesis Testing

As visualized in Figures 1 and 2 and summarized in Table 4, all the hypotheses were supported (significant) at $\alpha < .05$ and $.01$. In particular, visionary leadership, QWL, and organizational commitment positively affect OCB with path coefficient (γ/β) and p value, respectively ($\gamma = .19, p < .01$; $\beta = .10, p = .05$; and $\beta = .56, p = .01$). In addition, visionary leadership positively affects QWL ($\gamma = .50, p = .01$) and organizational commitment ($\gamma = .27, p = .01$). Finally, visionary leadership significantly affects OCB through QWL ($\beta = .05, p = .01$) and organizational commitment ($\beta = .15, p = .01$).

However, visionary leadership impacts organizational commitment more than QWL and OCB. Meanwhile, organizational commitment contributes more significantly to OCB than visionary leadership and QWL. As a consequence,

organizational commitment has a stronger mediating effect than QWL. This indicates the critical role of organizational commitment in mediating the effect of visionary leadership on OCB.

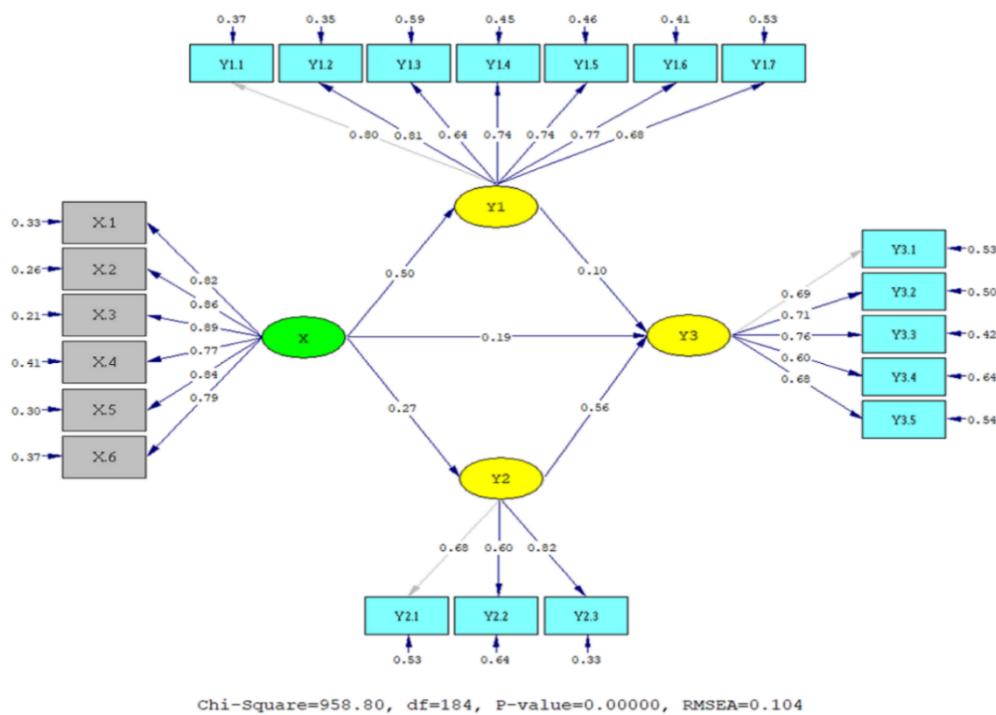


Figure 1: Standardized structural model

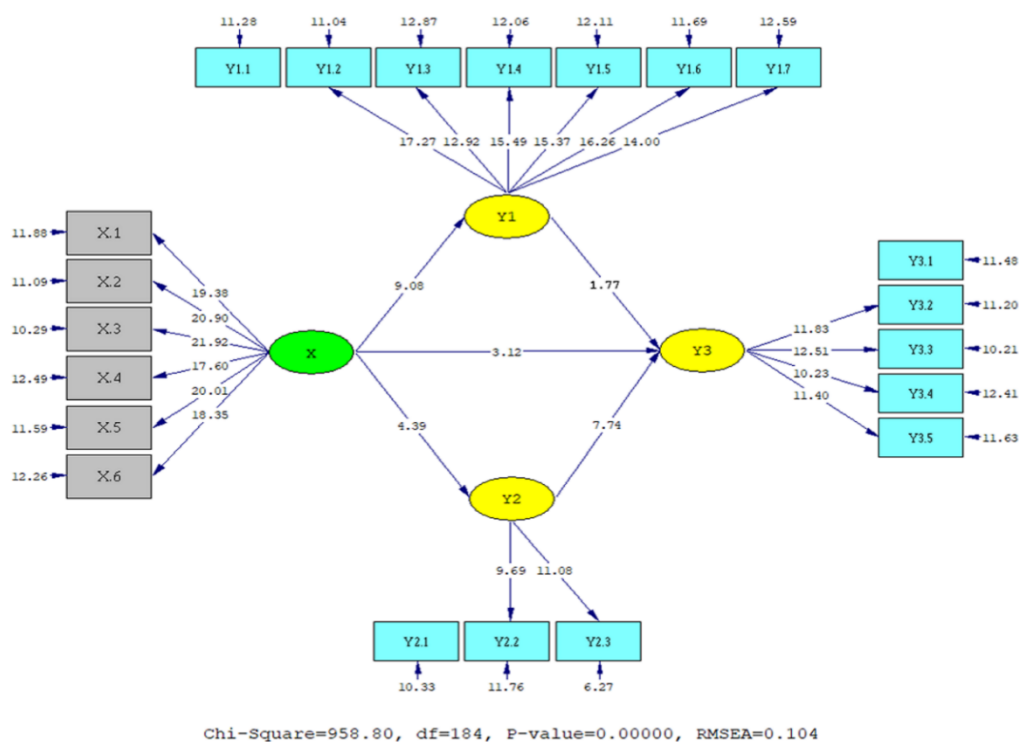


Figure 2: t value structural model

Table 4: Hypothesis-testing results

Hypothesis	γ/β	<i>t</i> value	Decision
H ₁ : Visionary leadership (X) on OCB (Y ₃)	.19**	3.12	Supported
H ₂ : QWL (Y ₁) on OCB (Y ₃)	.10*	1.77	Supported
H ₃ : Organizational commitment (Y ₂) on OCB (Y ₃)	.56**	7.74	Supported
H ₄ : Visionary leadership (X) on QWL (Y ₁)	.50**	9.08	Supported
H ₅ : Visionary leadership (X) on organizational commitment (Y ₂)	.27**	4.39	Supported
H ₆ : Visionary leadership (X) on OCB (Y ₃) mediated by QWL (Y ₁)	.05**	7.14	Supported
H ₇ : Visionary leadership (X) on OCB (Y ₃) mediated by organizational commitment (Y ₂)	.15**	3.96	Supported

* $p < .05$; ** $p < .01$

5. Discussion

Generally, this study found that visionary leadership, QWL, and organizational commitment positively affect OCB; visionary leadership positively influences QWL and organizational commitment; and visionary leadership positively impacts OCB through QWL and organizational commitment. In particular, visionary leadership affects OCB, indicating that visionary leadership is a crucial predictor of OCB. This shows that school principals who intensely apply visionary leadership can ultimately encourage an increase in teacher OCB. For example, a school principal with high standards and ideas, who clarifies direction and goals, inspires spirit and commitment, and also communicates effectively will encourage teachers to be aware of doing good or making extra efforts beyond school expectations and having responsibility towards school survival. This evidence is similar to previous studies by Nikookar-Gohari et al. (2021) and Widodo and Yusuf (2021) that visionary leadership affects OCB.

This study also revealed that QWL influences OCB. It indicated that QWL is an essential determinant for OCB. Therefore, if the QWL conditions in schools are improved, it can have implications for increasing teachers' OCB. As an illustration, schools that guarantee and make teacher work an instrument for developing teachers' capabilities and providing the widest possible opportunities for teacher self-development will increase teachers' awareness of making extra efforts beyond school expectations. It will also increase teachers' awareness of being tolerant towards inadequate school conditions and being responsible towards school survival. These empirical findings align with scholars' claim that QWL significantly affects OCB (Ojo et al., 2020; Purwani & Sukestiningsih, 2022; Ulfa et al., 2021).

This study also demonstrated that organizational commitment impacts OCB. This proves the empirical fact that organizational commitment is a vital predisposition for OCB. Thus, teachers' OCB can be increased through the improvement of organizational commitment. For example, teachers with solid cohesion and active involvement in various school activities will be aware of doing good or making extra efforts beyond school expectations as a manifestation of their sense of responsibility to the school. The finding is consistent with the research results of

Soesanto and Nasikh (2022) and Azmy (2021) that organizational commitment significantly impacts OCB.

Another finding of this study is that visionary leadership positively impacts QWL and organizational commitment. This indicates that visionary leadership is a substantial antecedent for QWL and organizational commitment. This means that improving visionary leadership practice can increase QWL, such as a healthy and safe work environment, jobs that provide opportunities for the development of employee potential, and the availability of opportunities for personal growth. Besides this, it can enhance teachers' organizational commitment, for example, through their active participation in various school activities and obedience to the norms that apply at school. This empirical evidence aligns with prior studies by Yulius (2022), Basri et al. (2021), and Kesumayani et al. (2020) that visionary leadership influences QWL and organizational commitment.

Finally, this study found that visionary leadership positively affects teachers' OCB through QWL and organizational commitment. This indicates the crucial mediating role of QWL and organizational commitment on linked visionary leadership with teachers' OCB. Hence, increasing teacher OCB through the principal's visionary leadership will be more effective if supported by QWL in the school and teachers' organizational commitment.

This finding promotes a new empirical model regarding the effect of visionary leadership on teachers' OCB mediated by QWL and organizational commitment. It thus provides a theoretical contribution to leadership and organizational behavior studies in various contexts, such as educational management and organizational psychology. In addition, it contributes to leadership practice in school organizations, especially regarding improving QWL in the school and enhancing teachers' organizational commitment and OCB.

6. Limitations and Recommendations

Even though this research was carried out with strict scientific procedures, it had several limitations that require improvement in the future. First, it only involved a single data source (teachers); therefore, other data sources are needed in future research, for example, principals or students. Second, it also did not accommodate all theoretical dimensions/indicators; accordingly, other researchers can augment this research in this regard. Third, it only used a quantitative approach and did not cover qualitative motives that underlie the causal relationship between variables. Therefore, future research should consider using mixed methods, that is quantitative and qualitative, with the support of different analytical tools, such as SmartPLS.

7. Conclusion

Teachers' OCB is needed primarily to deal with learning problems in abnormal conditions, for example as experienced both during and after the Covid-19 pandemic. Accordingly, this research explored how visionary leadership affects teachers' OCB through QWL and organizational commitment. The results show that visionary leadership significantly affects OCB, directly and indirectly, via

QWL and organizational commitment. This evidence confirms a new empirical model showing that visionary leadership affects teachers' OCB through the mediation mechanisms QWL and organizational commitment.

The research not only confirms several previous studies as the basis for the development of this research hypothesis but also refutes and becomes an antithesis for previous research claims that leadership does not significantly affect organizational commitment and OCB, QWL does not significantly affect OCB, and organizational commitment does not significantly affect OCB. With such conditions, the new empirical model provides a theoretical and practical contribution that requires in-depth discussion before it is adapted or adopted as a model for improving teacher OCB via visionary leadership supported by QWL and organizational commitment.

Practically, this research finding will inspire school management to apply the visionary leadership style more because it potentially increases QWL in schools and improves the quality of teachers' organizational commitment and OCB. Furthermore, the massive application of the visionary leadership style will enable schools to have a visionary culture that is much needed by school members in Indonesia, especially to face future challenges whose direction is increasingly difficult to predict. However, applying visionary leadership requires adequate soft skills support, such as psychological capital, cultural intelligence, and social skills (intelligence). In addition, theoretically, the findings of this study will inspire and motivate researchers to be more passionate about conducting research, especially to respond to some of the weaknesses of the study findings.

8. References

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