

Original Research Article

The Impact of Transformational Leadership and Personality on Organizational Citizenship Behavior (OCB): The Moderating Role of Organizational Culture

ABSTRACT

Aims: This study aimed to examine the influence of transformational leadership and personality on organizational citizenship behavior (OCB), with organizational culture as a moderating variable, among teachers and administrators of Islamic Boarding Schools in Bandar Lampung.

Study Design: A quantitative, cross-sectional study using a census approach.

Place and Duration of Study: Islamic Boarding Schools in Bandar Lampung, Indonesia.

Methodology: Data were collected from 111 respondents, consisting of teachers and administrators, through a structured Google Form questionnaire. The study employed a partial t-test and moderation regression analysis (MRA) using IBM SPSS version 25 to test direct effects and moderation effects.

Results: The findings supported all proposed hypotheses. Transformational leadership had a significant positive influence on OCB ($p < 0.05$). Personality also had a significant positive influence on OCB ($p < 0.05$). Furthermore, organizational culture significantly moderated the relationship between transformational leadership and OCB, as well as between personality and OCB ($p < 0.05$ for both moderation effects).

Conclusion: Transformational leadership and personality both enhance OCB, and these effects are strengthened in the presence of a supportive organizational culture. It is recommended that teachers and administrators focus on open and transparent communication, establish regular discussion forums, provide feedback channels, implement appreciation systems, and encourage intellectual capacity development through continuous training.

Keywords: Transformational Leadership, Personality, Organizational Citizenship Behavior (OCB), Organizational Culture, Islamic Boarding School

1. INTRODUCTION

Organizations nowadays confront more hurdles in survival and development. Effective human resource management is vital to organisational performance (Gupta et al., 2017). Human resources are a company's most important asset and key capital (S. Nurjanah et al., 2020). This attitude views personnel as strategic assets whose potential must be developed and exploited rather than replaceable resources. Fostering Organizational Citizenship conduct (OCB), the voluntary, discretionary conduct of people that promotes organizational functioning, is crucial to optimizing organizational performance (Tian et al., 2020).

OCB refers to prosocial behaviors in an organization, such as voluntary efforts that increase organizational success without formal incentive systems (Organ, 2018). According to Podsakoff et al., (2000) OCB refers to voluntary, discretionary employee behaviors that go

beyond formal job requirements. These behaviors, such as helping coworkers and showing civic virtue, are not formally rewarded but contribute to organizational effectiveness by enhancing productivity, morale, and coordination. These actions come from a true feeling of duty and dedication to the business, not job definitions. Understanding the causes of OCB is important since firms with high levels of it have better collaboration, employee engagement, and performance. OCB also associated to work satisfaction, corporate culture, change management, and commitment (Novita Nurfitriyana & Muafi, 2023).

Transformational leadership is a key OCB antecedent (Organ, 2018). Transformational leaders engage their subordinates by promoting creativity, a common vision, and personal and professional progress. They inspire workers to go above and beyond their duties by building trust, loyalty, and respect (Ackoff, R.L., as quoted in Fang & Yu, 2023). This leadership style focuses changing the workplace, instilling pride, and motivating personnel. Transformational leadership improves OCB (Izzatunnisa et al., 2021; Zufadli et al., 2024), but Pratama & Putri (2019) found no significant relationship, suggesting contextual factors may moderate this association.

Along with leadership style, personality affects OCB. Personality—the collection of lasting features and patterns of thinking, emotion, and behavior that distinguish people (Han, 2020)—influences organizational prosociality. OCB is favorably correlated with conscientiousness, agreeableness, and openness (Sabahattin Mete, 2020). Research on this association is inconsistent. Salfitri, Muryanto, and Sridadi (2024) found a negative and substantial impact of personality on OCB, suggesting that organizational environment and culture may affect personality.

Organisational culture—the common system of values, attitudes, and conventions that drive behavior—is another element to consider in this connection (Al-Swidi et al., 2021). OCB is affected by organisational culture (Jasiyah et al., 2022). Strong, cohesive cultures generate good behavior, a feeling of belonging, and voluntary contributions to company success. However, weak or fractured societies may not support such practices. Organizational culture may also moderate the impacts of transformational leadership and personality on OCB.

Islamic Boarding Schools (Pondok Pesantren) in Bandar Lampung hosted this unique research. Traditional Islamic pesantrens have a mosque, dorms, students (santri), and a religious leader (kiai) (Falikul Isbah, 2020). As community demand for value-based education rises, the Central Bureau of Statistics (BPS) reported 78 pesantren in Bandar Lampung in 2018. The research examined five salafiyah pesantren, traditional institutions that teach ancient Islamic books (kitab kuning) despite the rise of new ones. These institutions provide formal education and higher education, proving their capacity to balance religion with education.

These five pesantren were chosen for their accessibility and distinctive qualities, which give a rich environment for studying OCB. Their facilities, leadership methods, and formal education levels vary, but they share traditional ideals. These distinctions allow us to examine how leadership, personality, and organisational culture shape OCB. Administrators said there is a dedication to handle the pesantren well, but organizational culture and OCB among staff and instructors are still issues.

Teachers and administrators' social activities, communal worship discipline, and student group engagement are below acceptable levels. OCB growth is further hampered by structural issues such limited people resources, leadership training, and infrastructure. Diversity in teachers' and administrators' educational backgrounds and personal traits

complicates culture creation. Some pesantren staff members have outside obligations that limit their organizational participation.

Several pesantren have adopted transformational leadership practices including inspirational communication and personalized staff assistance. Internal dynamics and various personalities still limit OCB's potential. Strengthening corporate culture is a strategic imperative to reconcile varied human attributes and foster voluntary, prosocial activities that benefit the institution. Balance between traditional religious identity and current educational needs is especially important.

This study seeks to address the following questions: (1) Does transformational leadership influence OCB among Bandar Lampung pesantren administrators and teachers? (2) Does personality affect OCB here? (3) Does organisational culture moderate transformative leadership and OCB? (4) Does organizational culture moderate personality-OCB? The research integrates leadership, personality, and cultural views in conventional educational institutions to provide theoretical and practical insights. The results should assist pesantren leaders create leadership development, personality-based, and culturally strong OCB policies and initiatives. In an age that requires tradition and innovation, such initiatives may boost organizational cohesion and educational results, helping pesantren flourish.

2. MATERIAL AND METHODS

2.1 Research Type

Sekaran and Bougie (2017) classify study designs as exploratory, descriptive, and causal. When there is little or no previous knowledge on how comparable issues have been solved, exploratory research might provide first ideas. Descriptive research collects comprehensive data about people, events, or circumstances. Causal research is used to investigate how particular factors affect outcomes by establishing cause-and-effect links between one or more independent variables (X) and a dependent variable (Y). The present study is best categorized as an explanatory or associational design testing hypothesized causal relationships, since it aims to examine the links between transformational leadership, personality, and organizational citizenship behavior (OCB) in Islamic boarding schools in Bandar Lampung, with organizational culture acting as a moderating factor. However, because the study employs a cross-sectional census approach, it cannot establish temporal precedence, and thus causality cannot be definitively confirmed.

2.2 Data Type, Source, and Data Collection Method

Sekaran and Bougie (2017) divide research data sources into primary and secondary. This study collected primary data from Bandar Lampung Islamic boarding schools (pondok pesantren) by distributing structured questionnaires using Google Forms. Data were quantitatively processed using SPSS for statistical analysis. Secondary data were collected from institutional records and papers from collaborating institutions to meet study goals. In this survey, respondents were given a series of written questions or statements to answer based on their thoughts and experiences. The Google Form format made the questionnaire easy to distribute, accessible, and collect responses from all targeted respondents on transformational leadership, personality, organizational culture, and organizational citizenship behavior.

2.3 Population

Sekaran and Bougie (2017) define a population as the complete research group. This study included Bandar Lampung Islamic boarding school instructors and administrators. Censuses eliminate sampling by incorporating all population members as respondents (Sekaran & Bougie, 2017). The population of 111 was spread throughout five institutions: Pondok Pesantren Darussa'adah (30), Hikmatul Mubtadiat (32), Darul Falah (24), Nurul Ummah (10), and Madarijul Ulum (15) with 100% response rate. The study variables were measured using a Likert scale to determine respondents' agreement with particular assertions. The measure quantified attitudes about transformational leadership, personality, corporate culture, and organizational citizenship behavior using five answer categories: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1).

2.4 Operational Definition of Variables

Research variables and their interactions are vital to establishing research questions, goals, hypotheses, and directing the research process. Identification and control of these factors must match the research problem's conceptual model (Paramita et al., 2021). This research uses three variables. According to Sekaran and Bougie (2017), the dependent variable is impacted by independent factors, also known as the outcome variable. Organizational Citizenship Behavior (OCB)—altruism, courtesy, civic virtue, sportsmanship, and conscientiousness—is the dependent variable (Y) here, representing voluntary behaviors that are not formally rewarded but contribute to the organization's effectiveness (Muzamil Kumar & Shah, 2015). Transformational Leadership (X1) and Personality (X2) are Sekaran and Bougie's (2017) independent factors (X) that affect the dependent variable. Transformational Leadership, from Alimo-Metcalfe and Alban-Metcalfe (2001), stresses real care for others, political sensitivity, decisiveness, integrity, empowerment, inspiration, approachability, participatory decision-making, and strategic thinking. Chen (2013) defines personality as extraversion, neuroticism, openness, agreeableness, and conscientiousness. Sekaran and Bougie (2017) also use Organizational Culture (Z) as a moderator to improve or decrease the link between independent and dependent variables. The Ghosh and Srivastava (2014) definition of organizational culture includes involvement, respect for people, risk attitudes, action orientation, trust, openness, and power distance.

Operational definitions are needed to quantify attitudes, perceptions, and behaviors (Sekaran & Bougie, 2017). We operationalize all variables using the definitions and indicators in Table 3.2 and measure them using a five-point Likert scale from "Strongly Disagree" (1) to "Strongly Agree" (5). OCB is voluntary behavior that promotes organizational functioning (Muzamil Kumar & Shah, 2015), whereas Transformational Leadership inspires, develops, and guides people toward shared objectives. Personality characteristics describe lasting patterns of thoughts, emotions, and actions (Chen, 2013), while organizational culture measures a common system of values and norms impacting workplace behavior (Ghosh & Srivastava, 2014). The study ensures consistency, reliability, and validity in assessing the causal relationships between Transformational Leadership, Personality, and OCB and the moderating role of Organizational Culture in Bandar Lampung Islamic boarding schools by clearly defining these variables and using validated measurement indicators.

2.5 Data Analysis Method

This research starts data analysis with a validity test to assess how well each variable measures the target idea (Sekaran & Bougie, 2017). According to Hair et al. (2018), this technique also identifies questionnaire questions that may be irrelevant or need change to effectively capture study factors. The validity test in this study examines Transformational

Leadership, Personality, and Organizational Citizenship Behavior (OCB) to ensure that the assessment indicators meet the research goals.

A reliability test follows to guarantee that measuring tools generate consistent data under varied settings (Sekaran & Bougie, 2017). Cronbach's Alpha is used, with a reliability value over 0.60 (Ghozali, 2013). The test ensures the questionnaire accurately measures the ideas. The Kolmogorov-Smirnov normality test determines whether the independent and dependent variables are regularly distributed. A significance value over 0.05 implies that the data are normal, which is essential for regression analysis.

2.6 Moderated Regression Analysis

This research examines how organizational culture moderates transformational leadership and personality on organizational citizenship behavior (OCB) using Moderated Regression Analysis (MRA) (Sekaran & Bougie, 2017). The research uses two regression models: one examines the direct impacts of transformational leadership and personality on OCB, while the other includes organizational culture and interaction factors. The study seeks to determine if organizational culture enhances, diminishes, or has no influence on the independent-dependent variable connection.

The regression procedure may have numerous results. If it links directly to the dependent variable without interaction, organizational culture may operate as an intervening or independent variable. It can be a homologizer, quasi-moderator, or pure moderator if it interacts with the independent variable but has no direct significant relationship with the dependent variable. The MRA tests these moderating effects using several model equations for particular hypotheses, providing a systematic and thorough study.

3. RESULTS AND DISCUSSION

3.1 Respondent Characteristics

This research used Google Forms to collect data from 111 Bandar Lampung Islamic boarding schools (pondok pesantren). Darussa'adah Kyai Haji 'Asyikin (30 responders), Hikmatul Muhtadiat (32), Nurul Ummah (10), Darul Falah (24), and Madarijul Ulum Bandar Lampung (15) participated. Responses were analyzed by gender, age, years of service, employment position, and highest education. The majority (60.4%) were women, while 39.6% were men. The biggest age group was 21–30 (43.2%), followed by 31–50 (32.4%), under 20 (20.7%), and above 50 (3.6%). Most held a bachelor's degree (S1) at 49.5%, followed by senior high school (44.1%), master's (S2) at 4.5%, and diploma (DIII) at 1.8%. Most respondents worked 1–5 years (64%), with smaller numbers serving less than 1 year (21.6%), 6–10 years (11.7%), 11–20 years (1.8%), and more than 20 years (0.9%). With 50.5% instructors (pengajar) and 49.5% administrators, the proportion was practically equal.

Table 1. Responden Characteristics

No	Characteristic	Category	Respondents	Percentage (%)
1	Gender	Male	44	39.6
		Female	67	60.4
2	Age	<20 years	23	20.7
		21–30 years	48	43.2
		31–50 years	36	32.4
		>50 years	4	3.6
3	Education	High School	49	44.1

		Diploma (DIII)	2	1.8
		Bachelor (S1)	55	49.5
		Master (S2)	5	4.5
4	Years of Service	<1 year	24	21.6
		1–5 years	71	64.0
		6–10 years	13	11.7
		11–20 years	2	1.8
		>20 years	1	0.9
5	Job Position	Administrator	55	49.5
		Teacher	56	50.5

3.2 Data Analysis Test Results

Data analysis of questionnaire data evaluates research instrument validity, reliability, and normalcy. The validity test checked whether questionnaire questions measured the specified variables. All 26 items in the transformational leadership variable have correlation values above the critical threshold, demonstrating validity. The personality variable included 41 items, with most being legitimate, except for two statements ($X_{2.35}$ and $X_{2.36}$) that were deleted owing to poor validity. The 15-item OCB variable and 22-item organizational culture variable were fully valid. All variables—transformational leadership, personality, OCB, and organizational culture—scored well above the 0.60 threshold in Cronbach's alpha, confirming that all instruments were highly reliable and consistent for further research.

The Kolmogorov-Smirnov significance value was 0.000, below 0.05, suggesting non-normal distribution in the normality test of the independent and dependent variables. The data were appropriate for hypothesis testing since the sample size surpassed 100. No multicollinearity was found in variables with tolerance values over 0.10 and VIF values below the crucial threshold. The heteroscedasticity test indicated that the scatterplot points were randomly distributed about zero without a pattern, suggesting no problem. These results demonstrate that the study data satisfied statistical assumptions for analysis.

3.3 Descriptive Statistical Data Test

To simplify research data, descriptive statistical analysis summarizes and describes it. Organizational Citizenship Behavior (OCB) is the dependent variable, Transformational Leadership and Personality are independent variables, and Organizational Culture moderates. From numerous Bandar Lampung Islamic boarding schools (pondok pesantren), 111 responses were analyzed. To better understand data distribution, range, minimum, maximum, mean, standard deviation, and variance were computed for each variable.

In Table 2, the Transformational Leadership variable (X_1) had a range of 59, scores from 71 to 130, a mean of 107.98, a standard deviation of 13.975, and a variance of 195.291. The Personality variable (X_2) had the greatest range at 92, ranging from 103 to 195, with an average score of 154.00, a standard deviation of 19.207, and a variance of 368.891. The range for the OCB variable (Y) was 45, with values between 30 and 75, an average of 64.46, a standard deviation of 10.756, and a variance of 115.687. Finally, Organizational Culture (M) had a range of 66, scores from 44 to 110, an average of 92.30, a standard deviation of 16.247, and a variance of 263.956.

Table 2. Descriptive Statistical Data Test

Variable	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
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Transformational Leadership	111	59	71	130	107.98	13.975	195.291
Personality	111	92	103	195	154.00	19.207	368.891
OCB	111	45	30	75	64.46	10.756	115.687
Organizational Culture	111	66	44	110	92.30	16.247	263.956

3.4 Respondent Response Results

Responses to the disseminated questionnaires demonstrate strong patterns in how they see each study variable. The average Transformational Leadership score was 4.15, suggesting a good view. The statement about making moral and ethical judgments received the highest score (4.55), demonstrating a significant regard for leadership integrity. The statement about informing others had the lowest score (3.84), indicating communication flow might be improved. Being forceful when appropriate, maintaining face-to-face contacts, and fostering strategic thinking also scored well, emphasizing the significance of clarity, accessibility, and visionary leadership.

The personality variable shows an intriguing blend of strengths and weaknesses. Cooperation over competition had the highest average score (4.38), indicating a collaborative work culture. The statement about regularly delaying chores scored the lowest (2.33), showing that respondents saw procrastination as unusual yet noticeable. Approachability, trust, hard effort, and deliberate decision-making were positive traits. While collaboration is praised, openness to new and conceptual thinking may need more support. Traits like mistrust others' hidden motivations and lack of interest in abstract concepts scored lower.

Organizational Citizenship conduct (OCB) also scored well, with knowledge of how one's conduct impacts others' work scoring 4.38. This shows members are responsible. The lowest score (4.23) was for preventing issues for coworkers, which is still strong but might be improved. OCB members were ready to assist colleagues, be updated about organizational developments, follow regulations even when unsupervised, and go above and beyond. This suggests significant voluntary, extra-role activities, which boosts organizational cohesiveness and productivity.

Finally, trust from superiors to satisfy expectations (4.29) was the highest score in Organizational Culture. This shows great leader-member trust. The lowest score (4.15) was for using intellectual capability, indicating that stronger role alignment or professional development might unlock the organization's potential. Other strong grades showed open meeting participation, tolerance for other opinions, fair performance review, and upholding commitments. However, conversations with little resolution and initiatives beginning excitedly but failing to succeed suggested that although the cultural atmosphere is encouraging, execution and follow-through might be improved.

3.5 Multiple Linear Regression Analysis Results

The multiple linear regression analysis was conducted to examine whether transformational leadership, personality, organizational citizenship behavior (OCB), and organizational culture influence the performance of Islamic boarding schools in Bandar Lampung. The SPSS results are presented below:

Table 3. Multiple Linear Regression Analysis Results

Model	Unstandardized	Std.	Standardized	t	Sig.
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	Coefficients (B)	Error	Coefficients (Beta)		
(Constant)	-77.301	19.601	-3.944	0.000	
T. Leadership	-0.087	0.358	-0.113	-0.243	0.809
Personality	0.743	0.270	1.326	2.752	0.007
Organizational C.	1.261	0.210	1.905	6.001	0.000
X1M	0.001	0.004	0.322	0.337	0.737
X2M	-0.006	0.003	-2.293	-2.313	0.023

Based on hypothesis testing, all proposed hypotheses were supported, indicating significant relationships between the studied variables.

Table 4. Hypothesis Summary

No	Hypothesis	Estimate	Sig-Value	Conclusion
1	Transformational Leadership positively and significantly affects OCB	0.687	0.000	Supported
2	Personality positively and significantly affects OCB	0.700	0.000	Supported
3	Organizational Culture moderates the positive effect of Transformational Leadership on OCB	0.818	0.004	Supported
4	Organizational Culture moderates the positive effect of Personality on OCB	0.826	0.000	Supported

3.6 Transformational Leadership Influences OCB of Administrators and Teachers at Islamic Boarding Schools in Bandar Lampung

The first hypothesis testing in this study revealed that transformational leadership has a positive and significant effect on the organizational citizenship behavior (OCB) of administrators and teachers in Islamic boarding schools (pondok pesantren) in Bandar Lampung. This finding indicates that the stronger the transformational leadership demonstrated, the greater the inclination of administrators and teachers to display OCB. The statistical results support this, with a significance value of 0.000 (< 0.05) and a t-value of 9.869 (> 0.1874), confirming a meaningful relationship between the two variables. Previous studies have consistently shown that transformational leadership significantly associated with OCB, with its effectiveness often depending on the alignment of organizational values and norms. Research by Lee et al. (2024) similarly reported that leaders who inspire, provide intellectual stimulation, and offer individualized consideration tend to foster stronger OCB among members. These consistent results highlight that transformational leadership is not merely a management style but a strategic approach for enhancing commitment and motivating individuals to exceed formal expectations for the organization's advancement.

3.7 Personality Influences Organizational Citizenship Behavior of Administrators and Teachers at Islamic Boarding Schools in Bandar Lampung

The second hypothesis testing in this research shows that personality positively and significantly affects administrators and teachers' organizational citizenship behavior (OCB) at Bandar Lampung Islamic boarding schools (pondok pesantren). The statistical findings indicate that an individual's innate features and attributes significantly impact their willingness to participate in voluntary actions outside formal employment requirements (p -value < 0.05 , t -value > 0.1874). Conscientiousness and agreeableness greatly affect OCB,

according to Pletzer et al. (2021). Responsible and cooperative people are more likely to be philanthropic and loyal to their companies. A worker with great responsibility, strong cooperation skills, and an organized, proactive personality likes to volunteer to help the company succeed outside of their professional tasks.

3.8 Organizational Culture Moderates the Relationship Between Transformational Leadership and Organizational Citizenship Behavior of Administrators and Teachers at Islamic Boarding Schools in Bandar Lampung

The final hypothesis test shows that organizational culture moderates the link between transformational leadership and organizational citizenship behavior (OCB) among administrators and teachers at Bandar Lampung Islamic boarding schools (pondok pesantren). This suggests that transformational leadership's contribution to OCB is impacted by the leader's cultural environment as well as their own traits. A supportive workplace may boost transformational leadership's impact on OCB. Han Tran and Choi (2019) found that firms with empowerment and recognition cultures boost transformational leadership's impact on OCB. Transformational leaders may inspire and motivate, but their influence is higher in circumstances where members feel empowered to take initiative and their efforts are adequately rewarded. Leaders may improve subordinate citizenship in an organisation that values freedom, appreciation, and openness to change.

3.9 Organizational Culture Moderates the Relationship Between Personality and Organizational Citizenship Behavior of Administrators and Teachers at Islamic Boarding Schools in Bandar Lampung

The fourth hypothesis test shows that organizational culture moderates the link between personality and organizational citizenship behavior (OCB) among administrators and instructors at Bandar Lampung Islamic boarding schools. This shows that corporate culture must be improved to completely generate positive personality-based OCB. While personality is a major internal determinant, corporate culture may improve or weaken OCB that naturally comes from good personality traits. An open and supportive organizational culture increases employee engagement, which strengthens the personality-OCB relationship, according to Al Halbusi et al. (2022). Positive people with positive personalities thrive in open, trusting, and supportive cultures, making OCB simpler to achieve. This emphasizes the necessity for companies to attract people with positive personalities and create a working culture that supports them.

4. CONCLUSION

This study uses organizational culture to moderate the effects of transformational leadership and personality characteristics on organizational citizenship behavior (OCB) at Bandar Lampung Islamic boarding schools (pondok pesantren). Transformational leadership considerably improves organizational citizenship behavior, boosting cooperation and voluntarism, supporting all assumptions. Personality positively and substantially affected organizational citizenship behavior (OCB), indicating that people with better traits are more civically active. Organizational culture mediated the connection between transformational leadership and organizational citizenship behavior (OCB), demonstrating that transparent and supportive cultures may improve leadership's advantages. Positive personality and organizational citizenship behavior (OCB) are promoted by a constructive culture.

Practical advice is based on questionnaire results. Updates were the lowest-rated transformational leadership skill. To increase openness, leaders should host open forums, update information boards, and explain decisions. The lowest personality score was in

“suspicion of others’ motives,” underlining the need for character-building programs that promote openness, honesty, and perspective-taking via group discussions. The lowest-rated OCB item was “avoiding creating problems,” showing that safe and structured feedback may minimize conflict and improve harmony. The most deficient feature of organizational culture was “maximizing intellectual capacity.” Libraries, study clubs, seminars, and recognition programs may help pesantrens learn and innovate.

This research contains flaws. The cross-sectional design prevents causal linkages from being established since temporal precedence cannot be proven. Second, self-reported surveys may have introduced social desirability bias and common method variance. Third, the research was performed in Islamic boarding schools in Bandar Lampung, which may restrict its applicability to other organizational contexts or geographies. Future research might use longitudinal or mixed-method designs to enhance causal findings and track changes. Expanding the research to other organizations and locations might improve generalizability. Qualitative methods like interviews and focus groups may reveal how leadership, personality, and organisational culture shape OCB. Finally, future research should examine additional moderators or mediators like work satisfaction, trust, or organizational commitment to better understand OCB in varied organizational settings.

COMPETING INTERESTS DISCLAIMER:

Authors have declared that they have no known competing financial interests OR non-financial interests OR personal relationships that could have appeared to influence the work reported in this paper.

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