



卷50期5
2023

湖南大学学报 (自然科学版)
Journal of Hunan University (Natural Sciences)

Available online at <https://jonuns.org/>

Vol. 50 No.5
June 2023

Open Access Article



<https://doi.org/10.55463/issn.1674-2974.50.5.06>

The Role of Developmental Leadership, Equity Sensitivity, and Team Member Exchange in Enhancing Organizational Citizenship Behavior with the Psychological Contract as Mediation (Study at Private College in Bogor, Indonesia)

Benedictus C. Prakoso¹, Pantja Djati², Agung Wahyu Handaru³
^{1,3} State University of Jakarta, ² Defense University

¹ benedictusprakoso_im17s3@mahasiswa.unj.ac.id

² spantjadjati@yahoo.co.id

³ ahandaru@unj.ac.id

Received: 20th May 2023 Accepted: 14th June 2023 Published: 17th June 2023

Abstract: This study aims to examine the relationship between developmental leadership (DL), Equity Sensitivity (ES), team member exchange (TMX), psychological contracts (PC), and organizational citizenship behavior (OCB) teachers at private high schools in Bogor, Indonesia. The data collection technique used proportional random sampling of the permanent teaching staff with a total sample of 205 teaching staff. The data analysis technique uses structural equation modeling with the AMOS 18 program. What is novel in this study is the use of developmental leadership and psychological contract variables in measuring the extra behavior level of the teaching staff at private high schools in Bogor, Indonesia. In addition to measuring the direct effect, this study aims to measure the effect of the indirect influence of developmental leadership (DL), Equity Sensitivity (ES), and team member exchange (TMX) on organizational citizenship behavior (OCB) with psychological contract (PC) as a mediating variable. Based on the test results it is known that there is a significant influence between DL on psychological contract (PC) and organizational citizenship behavior (OCB), team member (TMX) on psychological contract (PC) and organizational citizenship behavior (OCB), as well as between psychological contract (PC) on organizational citizenship behavior (OCB). Meanwhile, Equity Sensitivity (ES) does not affect psychological contract (PC) and organizational citizenship behavior (OCB). The results of the study prove that the psychological contract (PC) acts as a partial mediation between developmental leadership (DL) and team members (TMX) on organizational citizenship behavior (OCB).

Keywords. Developmental Leadership, Equity Sensitivity, Team Member Exchange, Psychological Contract, Organizational Citizenship Behavior

在博加尔私立学院的研究中，发展性领导、公平敏感性和团队成员交流在通过心理契约作为中介来增强组织公民行为中的作用

摘要：本研究旨在考察印度尼西亚博加尔私立高中教师中发展性领导（DL）、公平敏感性（ES）、团队成员交流（TMX）、心理契约（PC）与组织公民行为（OCB）之间的关系。数据采集技术采用比例随机抽样法，总共抽取了205名教师。数据分析技术使用AMOS 18程序进行结构方程建模。本研究的创新之处在于利用发展性领导和心理契约变量来衡量印度尼西亚博加尔私立高中教师的额外行为水平。除了测量直接影响外，本研究旨在测量发展性领导（DL）、公平敏感性（ES）和团队成员交流（TMX）对组织公民行为（OCB）的间接影响，其中心理契约（PC）作为中介变量。根据测试结果，发现DL对心理契约（PC）和组织公民行为（OCB）有显著影响，团队成员（TMX）对心理契约（PC）和组织公民行为（OCB）有显著影响，而公平敏感性（ES）不影响心理契约（PC）和组织公民行为（OCB）。研究结果证明心理契约（PC）在发展性领导（DL）和团队成员（TMX）对组织公民行为（OCB）之间起到了部分中介作用。

关键词：发展性领导、公平敏感性、团队成员交流、心理契约、组织公民行为

INTRODUCTION

Organ [61] defines OCB as discretionary individual behavior (free), not directly or explicitly recognized by a formal reward system, and in the aggregate can promote organizational functions to become more efficient and effective [1]–[3]. The analysis of OCB illustrates that if each individual in the organization develops OCB, it will be of added value because it can increase the effectiveness and efficiency of organizational resources [4]. On the other hand, OCB can also increase an organization's competitive advantage and increase customer satisfaction [5], [6]. This is why researchers are concerned about the importance of OCB in organizations, considering that organizational success is largely determined by individual performance.

In the context of higher education, OCB is defined as the behavior of teaching staff that goes beyond formal work obligations at school, peer-to-peer relationships, and students, and aims to promote the organization to achieve its goals [4]. The success that educational organizations want to achieve requires individuals who are willing to invest their energy and time outside of job descriptions and formal requirements [2]. Educational organizations must be able to overcome the challenges and dynamics of change that occur in society, thus requiring teaching staff with high OCB to be able to facilitate success [8]. The OCB of teaching staff can be realized through the behavior of helping students, volunteering to prepare teaching materials, participating in organizational activities, collaborating with other teachers, and providing suggestions for improving the organization in a better direction [9].

An educational institution is said to be of quality if the teaching and learning process can take place effectively, and is supported by qualified teaching staff. Quality higher education is generally marked by the availability of qualified lecturers, academic reputation, and research culture. Based on data from the Higher Education Service Institution IV, there are currently 192 private high schools in West Java (<https://forlap.ristekdikti.go.id>), and there are at least 27 private tertiary institutions that have been deactivated by the Ministry of Research, Technology, and Higher Education, because of the proportion of lecturers and students who are not comparable; the data collection or academic learning system is incorrect; and the teaching system that applies is not appropriate. Based on this understanding, it can be understood that the role of the lecturer is very important in carrying out the educational process, and is responsible for the teaching and learning process in higher education.

Educational institutions are organizations that are different from other organizations as well as the teaching profession, thus creating a different work environment [10], [11]. This difference causes OCB teaching staff to be different compared to other sector professions which are based on teamwork because in educational institutions teaching staff have full autonomy and tend to be separated from other teaching colleagues [10]. This results in sometimes being difficult to encourage OCB teaching staff compared to workers in other organizations that have regular relationships with their members [9]. On the other hand, OCB is needed because it can increase the flexibility of teaching staff and the effectiveness of organizational functions, making it possible for educational institutions to face increasingly fierce competition [12], [13].

Previous studies on OCB have mostly focused on four main categories as antecedents, namely individual characteristics, task characteristics, organizational characteristics, and leadership behavior [14], [15]. OCB can be influenced by two main factors, namely factors that come from within the individual (morale, motivation, commitment, and job satisfaction), as well as factors that come from outside the individual (management systems,

organizational culture, and leadership) [16], [17].

Based on previous studies, this study aims to provide an understanding of the variables that influence OCB, especially leadership, team member exchange (TMX), and perceptions of fulfilling a psychological contract. The leadership factor is the ability to guide, direct, and influence the attitudes and behavior of other people to achieve certain goals. Perceptions about leadership will determine the level of effectiveness and efficiency of work so that it can determine the success or failure of an [18], [19], and has a positive influence on subordinate OCB [20], [21]. In addition to leadership, cohesiveness, and cooperation within the team also has a positive influence on OCB through the increased exchange of information and relationships between members [22], [23]. While variables the psychological contract refers to the interaction of individuals with the organization in which they take shelter accompanied by the hope that the organization can fulfill the wishes of its members if the organization is deemed to have succeeded in fulfilling the expectations of its members it will have a positive impact on the OCB of its members [24], [25].

LITERATURE REVIEW

Developmental Leadership (DL)

Social exchange theory (SET) is widely used to build the relationship between leaders and subordinates, this theory suggests that leaders in establishing relationships with subordinates can provide benefits so that subordinates will take reciprocal actions to repay this behavior [26]. According to [27], when subordinates feel the leader provides development opportunities, subordinates are willing to share knowledge as a reciprocal behavior.

Gilley, Shelton, and Gilley [28], define DL as a process in which leaders equip subordinates with knowledge, skills, and opportunities to develop to improve subordinate performance and become more effective. DL involves creating a synergistic relationship between leaders and subordinates through partnerships, two-way communication, trust, honesty, and professionalism. The partnership between leaders and subordinates will increase individual motivation so that they are ready to accept challenges, and are creative in solving problems [29]. DL also tries to improve the ability of subordinates by setting clear goals, providing feedback, providing room for errors and improvements, and consulting on difficulties in work [30].

Larsson [82]. outlines three aspects of developmental [31], [32], among others; 1) exemplary acting, emphasizing high ethical and moral standards. Leaders can be accountable for decisions made and ensure values -ethical values have been complied with in the decision-making process, 2) Individualized consideration, leaders provide support through concrete and emotional actions and correct coworkers' mistakes through constructive actions; 3) Inspiration and motivation, is a dimension that prioritizes giving motivation, encouragement, and delegating tasks. It can be concluded that developmental leadership is the ability of leaders to be responsible for organizational performance, improve and develop the abilities of subordinates through creativity and innovation, cooperation, and prioritizing humanistic values.

Equity Sensitivity (ES)

The concept of equity sensitivity originates from the theory of justice (equity theory) which states, if an individual is satisfied with the justice received from the organization then the individual will be loyal to the organization [33], more satisfied with work, committed, and motivated to achieve organizational goals [34]. On the other hand, if individuals think that injustice has occurred, then several possibilities that can harm themselves and the organization can occur, such as distorting results and leaving the organization (Jansen and [35], [36]. Equity sensitivity as, individual reactions differently in perceiving justice (equity) and injustice (inequity) because each individual has different preferences (sensitivity) to justice [37], [38]. In the concept of sensitivity to equity, individuals have a perception in measuring the ratio between the input and the results received, compared to the input and results received by other individuals as a comparison [3]. This shows that differences in sensitivity to fairness and injustice will have an impact on individual attitudes and behavior, because individuals have different sensitivity to the situation at hand and differ in taking attitudes and behaviors, either positively or negatively.

Foot and Harmon [34] developed the dimensions of equity sensitivity to be; 1) conscientiousness, individual desire to work according to organizational habits; 2) work ethics, individual perceptions to give their best to the organization; 3) duty, individual participation in advancing organizational work processes. It can be concluded that equity sensitivity is how individuals react differently to perceptions of justice and injustice received, compared to other individuals as a reference.

Team Member Exchange (TMX)

High-quality relationships between team members are characterized by a high level of trust, respect, and obligation

for each member to engage in beneficial behavior [39]. Team members who have high-quality exchange relationships feel the need to engage in cooperation and mutual assistance. Sharing knowledge, ideas, and feedback will benefit coordination and improve performance [40], [41], and will help members deal with organizational problems [42], [43]. The concept of cooperation in a team refers to the exchange of abilities, skills, and information between members to achieve common goals.

Seers, Petty, and Cashman [44] define TMX as a team member's perception of the quality of reciprocal relationships among team members concerning contributions and assistance to other members, which in turn team members will receive information, assistance, and recognition from other team members. TMX represents the quality of mutual relations between team members in work situations and environments, with increased quality of relationships between team members then reflecting excellent social and task interactions [45], [46]. Increased social interaction with colleagues will have a positive effect on performance, job satisfaction, organizational efficiency, and organizational citizenship behavior [22], [41].

Seers [44], suggests three dimensions in TMX [39], [40] that is; 1) Meetings, referring to the effectiveness of discussions within the team which are an important means of sharing information, ideas, suggestions, and solving problems; 2) Exchange, is reciprocal behavior between team members that is carried out voluntarily; 3) Cohesion refers to the feeling of mutual belonging among team members which is characterized by a process of cooperation, commitment, and interdependence. It can be concluded that TMX is a member's perception of the quality of mutual relations among other team members in terms of contribution, assistance, and task dependency with other members so that in the end members will receive help and recognition from other members.

Psychological Contract (PC)

The employment relationship between an individual and an organization can be conceptualized as two different contracts. The first contract is a legal work contract that explains individual responsibility to the organization, while the second contract is an unwritten contract (psychological contract) that refers to individual expectations and is not included in a formal and legal contract [47]. The concept of a psychological contract is an individual (employee) and organizational (employer) perception, which considers that the expectations of each party towards the other party in their relationship are based on an unwritten agreement [48], [49].

Cullinane and Dundon [50] defines a psychological contract as a series of mutual expectations from interconnected parties that are unconscious and vaguely, but affect one another's relationships. This definition emphasizes that the psychological contract is the hidden internal expectations of both the individual and the organization and underlies the relationship between the two [48]. The psychological contract is also an individual's belief about mutual obligations between himself and the organization, where obligations it is based on promises that are perceived by individuals but often not acknowledged by organizations [51], [52].). This concept emphasizes individual perceptions that organizations can develop individual capabilities and careers in the future. Psychology in an organizational context is considered important because it will increase individual affection, such as satisfaction, commitment, and OCB. If individuals judge that the psychological contract benefits them, then individuals will be more involved in their work and more motivated to contribute to the organization [53].

Millward and Hopkins [54] divide psychological contracts into two categories, namely: 1) Relational contracts, individual perceptions of the close exchange relationship between individuals and organizations from time to time and are long-term in nature; 2) Transactional contracts, referring to reciprocal relationships regarding individual contributions and benefits received, such as economic considerations and job security. It can be concluded that the psychological contract is an individual's belief about mutual obligations between himself and the organization, this belief arises when the individual believes that the organization can benefit him in the future concerning the contributions that have been made.

Organizational Citizenship Behavior (OCB)

Organ [61] defines OCB as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization." [1], [55]. This definition emphasizes discretionary (free) behavior, meaning that OCB is free behavior that is not included in the job description as stated in the work contract but is chosen by the individual because of his choice, and if it is not carried out then the person concerned will not receive punishment [56]. Organ [61] develops OCB into five dimensions, namely 1) Altruism, the willingness of members of the organization to use their time and efforts to help colleagues; 2) Conscientiousness, the behavior of members of the organization following organizational rules; 3) Sportsmanship, behavior that can tolerate problems and loyalty to the organization; 4) Courtesy, behavior that shows good relations with colleagues; 5) Civic virtue, individual support for the organization and involvement in activities organized by the organization [58], [59].

OCB is basically discretionary behavior and is not determined by one's role, and is usually not directly or explicitly

recognized by the reward system but if it is carried out it can increase the effectiveness of the organization's function [60] and is important for organizational success [15], [61]. has a positive effect on the organization because members who have OCB tend to be willing to spend time and energy helping other colleagues and upholding organizational values to outsiders [62]. OCB can also improve individual productivity and organizational performance through mutual assistance, respecting and obeying rules, and prioritizing discussions in a constructive way [63], [64].

Organ [61] developed an OCB model consisting of five dimensions [58], [59] namely; 1) Altruism, reflecting the willingness of members of the organization to help colleagues, taking the time and effort to help others; 2) Conscientiousness, respecting and obeying organizational rules; 3) Sportsmanship, organizational members do not easily complain and tolerate problems that arise at work. Sportsmanship is further defined as a behavior that can tolerate problems; 4) Courtesy, the behavior of avoiding situations that can cause problems with colleagues or the organization; 5) Civic virtue, individual involvement, and support in activities organized by the organization. It can be concluded that OCB is individual behavior that is free and is not directly recognized by formal awards and is also not determined through a work contract, but if it is carried out it can improve organizational functions to be more effective.

RESEARCH FRAMEWORK

Educators are obliged to produce an atmosphere and teaching and learning process that is meaningful, fun, creative, advanced, and dialogic. Educators must also have a professional commitment to improving the quality of education and uphold the good name of the institution. Educator professionalism can be increased through experience from routine activities, relationships with fellow educators, and ongoing training. This process is inseparable from the role of leaders, peer relations, and institutions. Based on the theoretical framework that has been developed, the variables used in this study are OCB, DL, ES, and TMX, with PC as the mediating variable. The primary data was obtained from a questionnaire which was compiled based on the indicators contained in the research variables. The conceptual framework of this study is shown in Figure 1.

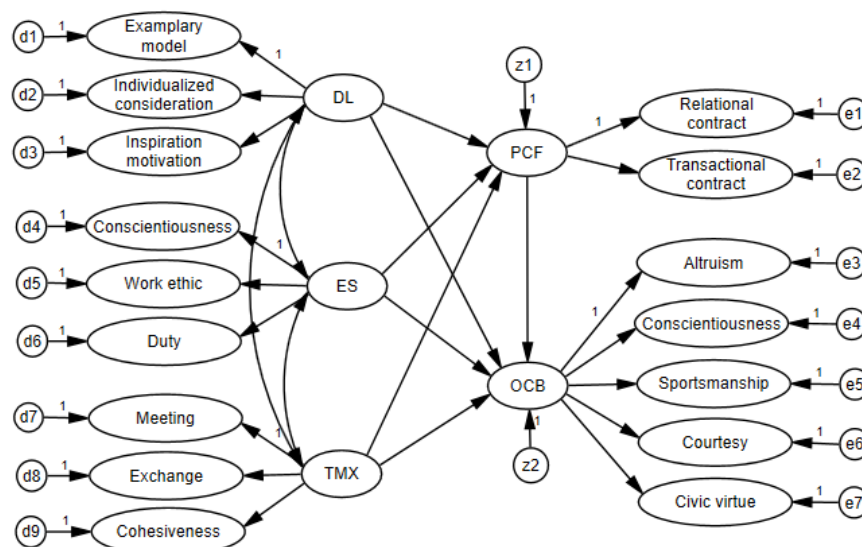


Fig. 1. Research Framework

Hypotheses

- H1: DL has a positive and significant effect on PC.
- H2: DL has a positive and significant effect on OCB.
- H3: ES has a positive and significant effect on PC
- H4: ES has a positive and significant effect on OCB
- H5: TMX has a positive and significant effect on PC.
- H6: TMX has a positive and significant effect on OCB.
- H7: PC has a positive and significant effect on OCB.
- H8: PC mediates the relationship between DL and OCB.
- H9: PC mediates the relationship between ES and OCB
- H9: PC mediates the relationship between TMX and OCB

RESEARCH METHODS

Population and Sample

The population in this study is permanent teaching staff who are members of 12 private high schools in West Java, Indonesia. The size of the sample was determined using the Yamane formula [80] so that a total of 205 permanent teaching staff was obtained, the sampling technique was carried out by proportional random sampling, that is, all members have the same opportunity to be sampled according to their proportions [81]. Respondents in this study filled out a questionnaire that measured DL, ES, TMX, PC, and OCB. The questionnaire in this study used a Likert scale consisting of 1 = strongly disagree to 5 = strongly agree [74].

Descriptive Analysis

Respondents in this study were grouped into five categories, namely based on age, gender, education, length of teaching, and position. The demographics of the respondents are explained in detail as follows:

Table 1. Composition of Respondents

Gender		
Male	128	62%
Female	77	38%
Age		
Less than 35 years	48	23%
36 - 45 years	84	41%
46 - 55 years	57	28%
More than 55 years	16	8%
Level of Education		
Four-year degree	5	2%
Master degree	190	93%
Doctorate	10	5%
Tenure		
1-5 years	58	28%
6-10 years	86	42%
Above 10 years	61	30%
Designation		
Lecturer	116	57%
Assistant Professor	89	43%

Source: data processed by researchers (2022)

In carrying out statistical calculations such as the mean, standard deviation, and Pearson correlation using SPSS 20 software, while calculating the direct and indirect effects and fit the model consists of Chi-square (χ^2), RMSEA, and GFI. AGFI, CMIN/DF, TLI, and CFI were supported by AMOS 18. The Sobel test was also used to calculate the significance of the mediating effect. The following results of the calculation of means, standard deviations, and correlations for the research variables are shown in Table 2.

Table 2. Means, Standard Deviations, And Pearson Correlations Between DL, TMX, PC, dan OCB

Variable	M	SD	1	2	3	4
DL	3.07	0.84				
ES	3.08	0.71	-0.003			
TMX	3.06	0.85	0.584**	0.002		
PC	3.14	0.77	0.607**	0.032	0.602**	
OCB	3.04	0.76	0.630**	0.040	0.599**	0.579**

** . Correlation is significant at the 0.01 level (2-tailed).

Source: data processed by researchers (2022)

RESEARCH RESULT

Test of Validity and Reliability

To assess convergent validity, this study analyzes factor loadings, composite reliability (CR), and average variance extract (AVE). Convergent validity aims to determine the validity of each relationship between indicators and constructs or latent variables. In this study, a loading factor limit of 0.50 was used (Hair et al, 2010). The composite reliability (CR) and AVE values in this study were found to be above the cut-off values of 0.7 and 0.5, respectively (Detnakarin and S. Rurkkhum, 2019). The lowest CR value is 0.868 and AVE is 0.696 for equity sensitivity. Therefore, convergent validity in this study has met the specified criteria.

Table 3. Measurement Model Results

Variable	Dimension	Indicator	Loading Factor	CR	AVE
DL	Exemplary model (X1.1)	DL1	0.901	0.990	0.972
		DL2	0.863		
		DL3	0.850		
	Ind._consideration (X1.2)	DL4	0.847		
		DL5	0.874		
	Insp. motivation (X1.3)	DL6	0.878		
		DL7	0.828		
ES	Conscientiousness (X2.1)	ES1	0.751	0.868	0.696
		ES2	0.590		
		ES3	0.632		
	Work ethic (X2.2)	ES4	0.622		
		ES5	0.860		
	Duty (X2.3)	ES6	0.752		
		ES7	0.968		
TMX	Meeting (X3.1)	TMX1	0.901	0.985	0.957
		TMX2	0.864		
	Exchange (X3.2)	TMX3	0.826		
		TMX4	0.901		
	Cohesiveness (X3.3)	TMX5	0.851		
		TMX6	0.769		
		TMX7	0.754		
PC	Relational contract (Y1.1)	PC1	0.779	0.949	0.903
		PC2	0.725		
		PC3	0.724		
		PC4	0.835		
		PC5	0.837		
	Transactional contract (Y1.2)	PC6	0.882		
		PC7	0.849		
OCB	Altruism (Y2.1)	OCB1	0.810	0.958	0.820
		OCB2	0.854		
	Conscientiousness (Y2.2)	OCB3	0.909		
		OCB4	0.900		
		OCB5	0.840		
	Sportsmanship (Y2.3)	OCB6	0.573		
		OCB7	0.996		
	Courtesy (Y2.4)	OCB8	0.996		
		OCB9	0.629		
	Civic virtue (Y2.5)	OCB10	0.900		
		OCB11	0.786		

Source: data processed by researchers (2022)

Based on Table 3, the composite reliability and AVE values for each construct are above the cut-off value, this result indicates high construct reliability. In other words, all variables show high internal consistency and show adequate convergence. Based on Table 4, it is known that the value of discriminant validity aims to measure to what extent a construct is different from other constructs.

Variable	DL	ES	TMX	PC	OCB
DL	0,986				
ES	-0,007	0,834			
TMX	0,615	-0,009	0,978		
PC	0,664	0,068	0,647	0,950	
OCB	0,669	0,037	0,646	0,633	0,905

Source: data processed by researchers (2022)

From the calculation results it is known that the AVE square root value of the construct is higher than the correlation value between the constructs so it supports discriminant validity. In conclusion, the results of CR, AVE, and discriminant validity show good reliability and construct validity, thus the data in this study are feasible to use to test the hypothesis.

Hypothesis Testing and Discussion

SEM analysis is an interpretation of the structural model, which presents the relationship between variables to test hypotheses. This study uses a fit index to determine how the model is adapted to the data, including CMIN/DF, GFI, RMSEA, AGFI, TLI, NFI, and PNFI [88]. The coefficients in the structural model indicate the magnitude of the relationship between one variable and another, and the significant influence between variables is expressed by a t-value (CR) > 1.96 and a p-value < 0.05 [90]. The results of the structural model analysis are summarized in Figure 2:

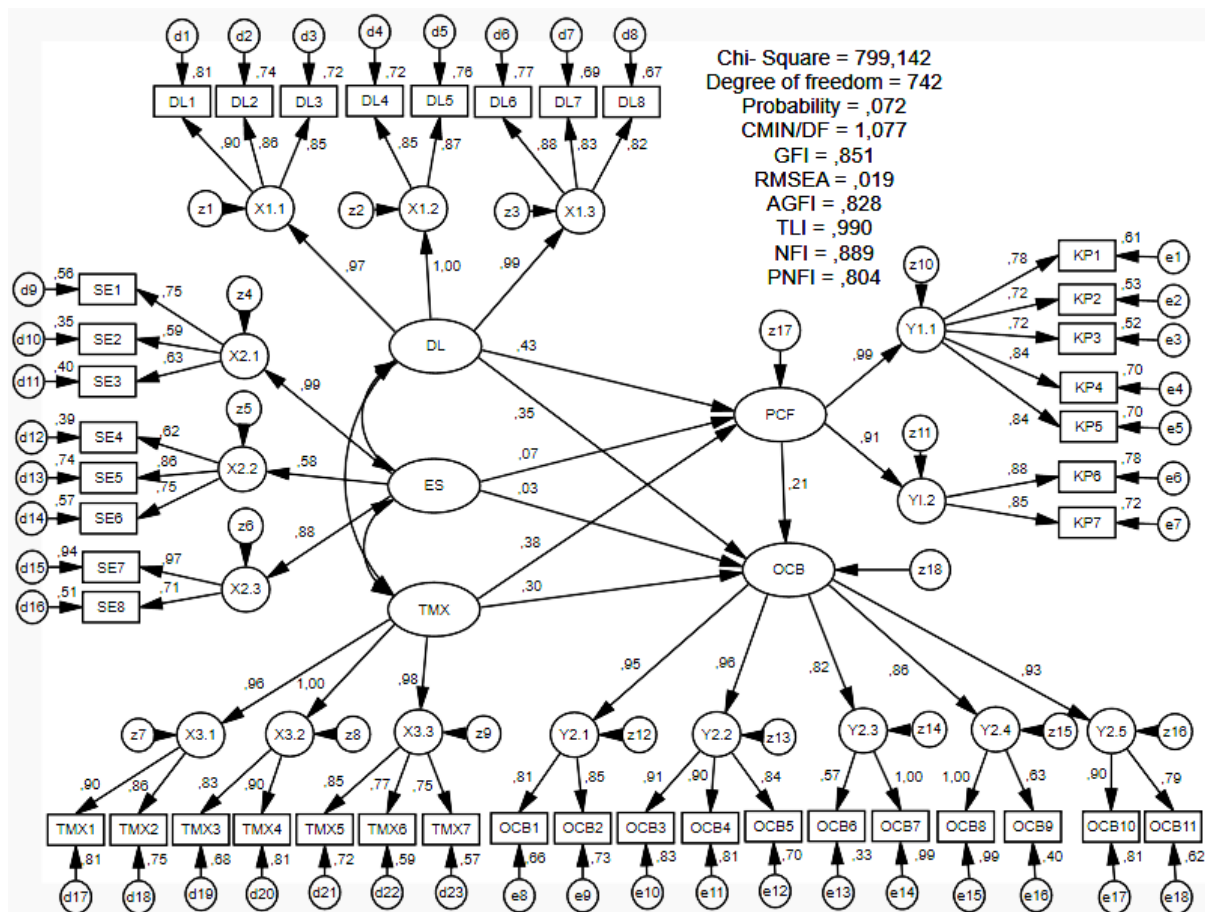


Fig. 2 Results of Path Analysis

Note: DL = Developmental leadership; ES = Equity sensitivity; TMX = Team member exchange; PC = Psychological contract; OCB = Organizational citizenship behavior

In this research model, the Goodness of Fit Index (GFI) is $\chi^2(742) = 806.4807$; $p = 0.742$; $CMIN/DF = 1.077$; $RMSEA = 0.019$; $TLI = 0.990$; $NFI = 0.889$; $PNFI = 0.804$; $GFI = 0.851$; $AGFI = 0.828$. The GFI and AGFI values

were below 0.9 but still acceptable [91].

Table 5. Structural Model (Path Analysis) Results

Direct path					
Path	Std. beta	Std. error	t-value	Prob.	Decision
PC <--- DL	0.429	0.062	5.498	***	Supported
PC <--- ES	0.075	0.071	1.251	0.211	Not supported
PC <--- TMX	0.384	0.064	4.970	***	Supported
OCB <--- DL	0.349	0.065	4.328	***	Supported
OCB <--- ES	0.028	0.068	0.492	0.623	Not Supported
OCB <--- TMX	0.297	0.066	3.761	***	Supported
OCB <--- PC	0.207	0.086	2.428	0.015	Supported

Note: *p < 0.05; *** p < 0.001

Indirect path					
Path	Std. beta	Std. error	t-value	Prob.	Decision
OCB <--- PC <--- DL	0,089	0.032	2.232	0.02	Supported
OCB <--- PC <--- ES	0.015	0.016	1.115	0.26	Not supported
OCB <--- PC <--- TMX	0.079	0.030	2.191	0.02	Supported

Note: *p < 0.05; *** p < 0.001

Source: data processed by researchers (2022)

Based on Table 5 and Figure 2 it is known that the relationship between DL on PC has a positive and significant effect ($\beta = 0.429$; $t = 5.498$; $p < 0.001$), and these results support hypothesis 1. The positive value explains the unidirectional effect between DL on PC. These findings indicate that leaders who prioritize ethical and moral values, and treat others with respect can create a supportive work situation and environment, influence relationships with subordinates, and can create a balance in individual interactions with other colleagues.

The relationship between DL and OCB has a positive and significant effect ($\beta = 0.349$; $t = 4.328$; $p < 0.001$), and these results support hypothesis 2. The positive value explains the unidirectional effect of DL on OCB. These findings indicate that leadership that emphasizes giving motivation, encouraging, and delegating tasks, and can increase the creativity of subordinates in solving problems influences the perception of the fulfillment of the psychological contract. In this case, the leader is perceived to be able to provide opportunities for subordinates to develop.

The relationship between ES and PC has no effect ($\beta = 0.075$; $t = 1.251$; $p > 0.05$), and this result does not support hypothesis 3. This finding indicates that the teacher's perception of the balance received compared to other parties does not affect expectations their expectation that the organization has fulfilled its promises, as stated in the psychological contract,

The relationship between ES and OCB has no effect ($\beta = 0.028$; $t = 0.492$; $p > 0.05$), and this result does not support hypothesis 4. This finding indicates that the perception of teaching staff regarding the perceived balance, namely between the effort expended and the reward received, does not influence the extra individual behavior required by the organization.

The relationship between TMX on PC has a positive and significant effect ($\beta = 0.384$; $t = 4.970$; $p < 0.001$), and these results support hypothesis 5. The positive value explains the unidirectional effect of TMX on PC. These findings indicate that relationships between fellow team members that emphasize voluntary behavior in exchanging ideas, assistance, and support for coworkers can create the perception that the organization has provided space for members to develop relationships with coworkers.

The relationship between TMX on OCB has a positive and significant effect ($\beta = 0.297$; $t = 3.761$; $p < 0.001$), and these results support hypothesis 6. The positive value explains the unidirectional effect of TMX on OCB. These findings indicate that the relationship between fellow team members such as a feeling of mutual belonging among members of the organization which is characterized by a process of cooperation, can encourage members not to complain easily and tolerate problems that arise in work as in the concept of OCB.

The relationship between PC and OCB has a positive and significant effect ($\beta = 0.207$; $t = 2.428$; $p < 0.05$), and these results support hypothesis 7. The positive value explains the unidirectional effect of PC on OCB. These findings indicate that individual perceptions about the close exchange between individuals and organizations influence the behavior of extra members towards the organization, such as adherence to respect organizational rules.

Based on the results of the Sobel test (<http://quantpsy.org/sobel/sobel.htm>) it is known that the relationship between DL on OCB and PC as a mediator has a positive and significant effect ($\beta = 0.089$; $t = 2.232$; $p < 0.05$), and these results support hypothesis 8. The results of this study state that PC is a partial mediation where the direct path coefficient DL to OCB is still greater than through PC. These findings indicate that leadership that emphasizes developing the abilities of subordinates will give the perception that the organization has met the expectations of members to develop, thus encouraging members to have extra behavior.

The relationship between ES on OCB with PC as a mediator has no effect ($\beta = 0.015$; $t = 1.115$; $p < 0.26$), and these results do not support hypothesis 9. The results of this study state that PC is not an intervening between ES and OCB. These findings indicate that when individuals perceive justice received between inputs and outcomes, these individuals assume that the organization has not been able to fulfill their wishes, thereby influencing individual behavior to behave extravagantly.

The relationship between TMX on OCB with PC as a mediator has a positive and significant effect ($\beta = 0.079$; $t = 2.191$; $p < 0.05$), and these results support hypothesis 10. The results of this study state that PCV is a partial mediation where the direct path coefficient of TMX to OCB is still greater than through the PC. These findings indicate that the intensity of information exchange between co-workers will give the perception that the organization has provided space and opportunities to encourage members to be able to help each other.

CONCLUSION

This study aims to understand the effects of leadership, perceptions of fairness, and peer-to-peer relationships on teacher OCB behavior, by fulfilling a psychological contract as mediation. Overall, the research results prove that DL has a significant influence on the fulfillment of the psychological contract. This relates to subordinates' perceptions of how leaders adjust and fulfill unwritten promises, adhere to adhered principles and values, and behave in making decisions and acting. When leaders can provide benefits and respect subordinates, it will strengthen the opinion that the organization has fulfilled its psychological contract [79], [92]. Likewise the relationship between DL and OCB, the results of this study prove that DL has a positive and significant influence on OCB. These results are following previous studies which stated that leaders who pay more attention to improving the abilities of their subordinates and ensuring subordinates have the competence to support their future, can increase subordinates' trust in leaders [78] and subordinates who trust their leaders tend to show more OCB [93].

Meanwhile, ES does not affect PC and OCB, proving that teachers still have the perception that there is no balance between the abilities and efforts given and the results they feel. Teachers also think that the organization has not been able to meet their expectations. The teacher's expectations have not been fulfilled, reflecting a lack of organizational support, it tends to affect attitudes and behavior towards the organization, when teachers feel that high school management has not been able to meet their expectations fairly, it will create critical emotions for teachers towards the organization where teachers feel there is no need to give extra effort to the organization.

The results of the study also show that the better the quality of information exchange within the group (TMX), the greater the perception of members that the organization has met their expectations, this reflects that interaction with colleagues in groups can shape individual perceptions of fulfilling the psychological contract [79], [94]. The high or low intensity of relationships with colleagues can also affect individual attitudes toward job satisfaction, organizational commitment, OCB, and intention to switch. Members in groups with high information exchange tend to see themselves as part of a group, have the desire to work together, increase work involvement, and participate in organizational activities to benefit the organization [40]. Organizations are also required to meet the expectations of their members, this is evident from research results that PC has a positive and significant influence on OCB. In the context of a work unit, when members' expectations are met, there will be a perception that members have been valued and recognized, which in turn will lead to extra behavior.

Implications

This study aims to analyze the importance of teaching OCB in private high schools. The results of the study prove that leadership influences fulfilling the psychological contract and OCB of teachers, which of course has an impact on the implementation of education in high schools. Considering the high influence of the head of the high school in determining the direction and policy of the institution, the role of the head of the high school is very important in developing human resources. In addition, institutions need to make improvements in the organizational climate which concerns the intensity of the relationship between teaching staff. Considering that the exchange of ideas, information, and knowledge is very important for the teaching staff profession, as well as the continuity of the institution itself in providing education for the community. This research also reveals the importance of institutions

fulfilling promises to teaching staff, through involvement in training and development programs, compensation and bonuses, performance evaluation, and so on. The success of the institution in fulfilling this psychological contract will provide benefits in the form of a feeling of closeness between the teaching staff and the institution [95], and will likely respond by increasing extra-role behavior (OCB).

Limitations

There are several limitations to this study. First, the research design is cross-sectional, namely a one-time measurement of alleged cause and effect, and is used less accurately to analyze behavior in the long term. Second, the sample consists of the permanent teaching staff at private high schools in Bogor, Indonesia, who may differ in the implementation of human resource development from the permanent teaching staff at universities. Third, the limitations in distributing questionnaires were caused by the effects of the Covid-19 pandemic, the research data was obtained through online questionnaires. Fourth, there are several different variables to measure leadership and exchange relationships between colleagues, therefore further research is needed using different variables to get more comprehensive results.

REFERENCES

- [1] L. Ocampo, V. Acedillo, A. M. Bacunador, C. C. Balo, Y. J. Lagdameo, and N. S. Tupa, "A historical review of the development of organizational citizenship behavior (OCB) and its implications for the twenty-first century," *Pers. Rev.*, vol. 47, no. 4, pp. 821–862, 2018.
- [2] T. A. Kernodle and D. Noble, "Organizational Citizenship Behavior: Its Importance In Academics," *Am. J. Bus. Educ.*, vol. 6, no. 2, pp. 235-240., 2013.
- [3] A. W. Purgaz, A. G. Naruei, and H. Jenaabadi, "Examining the Relationship of Organizational Citizenship Behavior with Organizational Commitment and Equity Perception of Secondary School Administrators," *Psychology*, vol. 06, no. 06, pp. 800–807, 2015.
- [4] M. A. Nasra and S. Heilbrunn, "Transformational Leadership and Organizational Citizenship Behavior in the Arab Educational System in Israel: The Impact of Trust and Job Satisfaction," *Educ. Manag. Adm. Leadersh.*, vol. 44, no. 3, pp. 380–396, 2016.
- [5] C. B. Castro, E. M. Armario, and D. M. Ruiz, "The influence of employee organizational citizenship behavior on customer loyalty," *Int. J. Serv. Ind. Manag.*, vol. 15, no. 1, pp. 27–53, 2004.
- [6] C. C. Bienstock, C. W. Demoranville, and R. K. Smith, "Organizational citizenship behavior and service quality," *J. Serv. Mark.*, vol. 17, no. 4, pp. 357–378, 2003.
- [7] A. Somech and R. Bogler, "Antecedents and Consequences of Teacher Organizational and Professional Commitment," *Educ. Adm. Q.*, vol. 38, no. 4, pp. 555–577, 2002.
- [8] D. J. Tindowen, "Influence of empowerment on teachers' organizational behaviors," *Eur. J. Educ. Res.*, vol. 8, no. 2, pp. 617–631, 2019.
- [9] Y. O. Choong, L. P. Ng, S. Ai Na, and C. E. Tan, "The role of teachers' self-efficacy between trust and organisational citizenship behaviour among secondary school teachers," *Pers. Rev.*, vol. 49, no. 3, pp. 864–886, 2020.
- [10] I. Oplatka, "Going Beyond Role Expectations: Toward an Understanding of the Determinants and Components of Teacher Organizational Citizenship Behavior," *Educ. Adm. Q.*, vol. 42, no. 3, pp. 385–423, 2006.
- [11] A. Somech and S. Khotaba, "An integrative model for understanding team organizational citizenship behavior: Its antecedents and consequences for educational teams," *J. Educ. Adm.*, vol. 55, no. 6, pp. 671–685, 2017.
- [12] N. Schwabsky, U. Erdogan, and M. Tschannen-Moran, "Predicting school innovation: The role of collective efficacy and academic press mediated by faculty trust," *J. Educ. Adm.*, vol. 58, no. 2, pp. 246–262, 2020.
- [13] N. Selamat, N. Nordin, and C. Y. Fook, "The Development and Validation of Preliminary Scale to Assess Affiliative Oriented Organisational Citizenship Behaviour," *Pertanika J. Soc. Sci. Humanit.*, vol. 26, no. January, pp. 19–32, 2018.
- [14] C. A. Smith, D. W. Organ, and J. P. Near, "Organizational citizenship behavior: Its nature and antecedents," *J. Appl. Psychol.*, vol. 68, no. 4, pp. 653–663, 1983.
- [15] R. H. Osman, M. Abdul Ghani, and N. Alis, "Antecedents of Organizational Citizenship Behaviour Among Public / Civil Employees: a Scoping Review," *Int. J. Educ. Psychol. Couns.*, vol. 4, no. 32, pp. 338–350, 2019.
- [16] J. B. Paine and D. W. Organ, "The Cultural Matrix of Organizational Citizenship Behavior: Some Preliminary Conceptual and Empirical Observations," *Hum. Resour. Manag. Rev.*, vol. 10, no. 1, pp. 45–59, 2000.
- [17] Z. Alizadeh, S. Darvishi, K. Nazari, and M. Emami, "Antecedents and Consequences of Organisational

- Citizenship Behaviour (OCB),” *Interdiscip. J. Contemp. Res. Bus.*, vol. 3, no. 9, pp. 494–505, 2016.
- [18] S. Islam, V. Permezadian, R. J. Choudhury, M. Johnston, and M. Anderson, “Proactive personality and the expanded criterion domain of performance: Predicting academic citizenship and counterproductive behaviors,” *Learn. Individ. Differ.*, vol. 65, no. October 2017, pp. 41–49, 2018.
- [19] S. Y. Kwon and S. C. S. Jang, “Effects of compensation for service recovery: From the equity theory perspective,” *Int. J. Hosp. Manag.*, vol. 31, no. 4, pp. 1235–1243, 2012.
- [20] M. Mostafa and M. Mostafa, “The Relationship between Servant leadership and Organizational Citizenship Behavior of Faculty Members,” *Int. J. Psycho-Educational Sci.*, vol. 3, no. 2, pp. 56–70, 2014.
- [21] F. O. Walumbwa, C. A. Hartnell, and A. Oke, “Servant Leadership , Procedural Justice Climate , Service Climate , Employee Attitudes , and Organizational Citizenship Behavior : A Cross-Level Investigation,” *J. Appl. Psychol.*, vol. 95, no. 3, pp. 517–529, 2010.
- [22] M. S. Love and M. Forret, “An Examination of the Relationship Between Reports of Organizational Citizenship Behavior,” *J. Leadersh. Organ. Stud.*, vol. 14, no. 4, pp. 342–352, 2008.
- [23] S. M. Farmer, W. Frank Barton, L. Van Dyne, and D. Kamdar, “The Contextualized Self: How Team-Member Exchange Leads to Coworker Identification and Helping OCB,” *J. Appl. Psychol.*, vol. 100, no. 2, pp. 583–595, 2015.
- [24] K. Kiazad, M. L. Kraemer, and S. E. Seibert, “More than grateful: How employee embeddedness explains the link between psychological contract fulfillment and employee extra-role behavior,” *Hum. Relations*, vol. 72, no. 8, pp. 1315–1340, 2019.
- [25] I. Simić, B. Đorđević, and S. Milanović, “the Investigation of the Influence of Psychological Contract Types on Organizational Citizenship Behaviour,” *Facta Univ. Ser. Econ. Organ.*, vol. 16, no. January, p. 365, 2019.
- [26] N. M. Lorinkova and S. J. Perry, “When Is Empowerment Effective? The Role of Leader-Leader Exchange in Empowering Leadership, Cynicism, and Time Theft,” *J. Manage.*, vol. 43, no. 5, 2014.
- [27] K. H. Fong and E. Snape, “Empowering Leadership, Psychological Empowerment and Employee Outcomes: Testing a Multi-level Mediating Model,” *Br. J. Manag.*, vol. 26, pp. 126–138, 2015.
- [28] J. W. Gilley, P. M. Shelton, and A. Gilley, “Developmental Leadership: A New Perspective for Human Resource Development,” *Adv. Dev. Hum. Resour.*, vol. 13, no. 3, pp. 386–405, 2011.
- [29] K. Kwon and D. Cho, “How transactive memory systems relate to organizational innovation : the mediating role of developmental leadership,” *J. Knowl. Manag.*, vol. 20, no. 5, 2016.
- [30] G. Ryu and D. C. Shim, “Developmental leadership, skill development, and work engagement,” *Int. Rev. Public Adm.*, vol. 00, no. 00, pp. 1–16, 2020.
- [31] O. Boe and T. Holth, “The Relationship between Developmental Leadership, the Results of Leadership and Personality Factors,” *Procedia Econ. Finance.*, vol. 26, no. 2212, pp. 849–858, 2015.
- [32] M. Ljungblom, “A Comparative Study Between Developmental Leadership and Lean Leadership – Similarities and Differences,” *Manag. Prod. Eng. Rev.*, vol. 3, no. 4, pp. 54–68, 2012.
- [33] H. J. R. Woodley, J. S. Bourdage, B. Ogunfowora, and B. Nguyen, “Examining equity sensitivity: An investigation using the big five and HEXACO models of personality,” *Front. Psychol.*, vol. 6, no. JAN, pp. 1–15, 2016.
- [34] S. M. Allameh and N. A. Rostami, “Survey Relationship between Organizational Justice and Organizational Citizenship Behavior,” *Int. J. Manag. Acad.*, vol. 2 (3), no. July, pp. 1–8, 2014.
- [35] M. R. Jansen and P. Hlongwane, “Employee Performance Reward and Recognition Inequity in the Western Cape Provincial Department of Transport and Public Works,” *4th Annu. Int. Conf. Public Adm. Dev. Altern.*, vol. 51, no. July, pp. 90–99, 2019.
- [36] M. B. L. Donia, G. Johns, U. Raja, and A. Khalil Ben Ayed, “Getting credit for OCBs: potential costs of being a good actor vs. a good soldier,” *Eur. J. Work Organ. Psychol.*, vol. 27, no. 2, pp. 188–203, 2018.
- [37] J. S. Bourdage, A. Goupal, T. Neilson, E. R. Lukacik, and N. Lee, “Personality, equity sensitivity, and discretionary workplace behavior,” *Pers. Individ. Dif.*, vol. 120, no. August 2017, pp. 144–150, 2018.
- [38] L. A. Bynum, J. Bentley, E. Holmes, and A. Bouldin, “Organizational Citizenship Behaviors of Pharmacy Faculty: Modeling Influences of Equity Sensitivity, Psychological Contract Breach, and Professional Identity,” *J. Leadership, Account. Ethics*, vol. 9, no. 5, pp. 99–111, 2017.
- [39] Z. Chen, “A Literature Review of Team-Member Exchange and Prospects,” *J. Serv. Sci. Manag.*, vol. 11, no. 04, pp. 433–454, 2018.
- [40] Y. De Dai, Y. H. Hou, C. H. Wang, W. L. Zhuang, and Y. C. Liu, “TMX, social loafing, perceived accountability and OCB,” *Serv. Ind. J.*, vol. 40, no. 5, pp. 394–414, 2018.
- [41] U. Baek, H. Olya, and S. K. Lee, “Effects of individual resources and team-member exchange on service quality,” *Serv. Ind. J.*, vol. 38, no. 9–10, pp. 584–606, 2018.
- [42] A. A. Al-Tit, “The impact of AMO-HR systems on proactive employee behavior: The mediating contribution of leader-member and team-member exchange,” *Int. J. Eng. Bus. Manag.*, vol. 12, pp. 1–13,

2020.

- [43] H. A. Shih and N. H. S. Wijaya, "Team-member exchange, voice behavior, and creative work involvement," *Int. J. Manpow.*, vol. 38, no. 3, pp. 417–431, 2017.
- [44] A. Seers, M. M. Petty, and J. F. Cashman, "Team-Member Exchange Under Team and Traditional Management: A naturally occurring quasi-experiment," *Gr. Organ. Manag.*, vol. 20, no. 1, pp. 18–38, 1995.
- [45] W. Malingumu, J. Stouten, M. Euwema, and E. Babyegeya, "Servant Leadership, Organisational Citizenship Behavior and Creativity: The Mediating Role of Team-Member Exchange," *Psychol. Belg.*, vol. 56, no. 4, pp. 342–356, 2016.
- [46] V. K. J. Aw and O. B. Ayoko, "The impact of followers' conflict behaviors on teams' transformational leadership, team member exchange and engagement," *Int. J. Confl. Manag.*, vol. 28, no. 4, pp. 509–532, 2017.
- [47] J. Hill and J. Moffett, "Psychological contracts: The unwritten promises of veterinary employment," *In Pract.*, vol. 39, no. 1, pp. 42–44, 2017.
- [48] D. M. Rousseau, S. D. Hansen, and M. Tomprou, "A dynamic phase model of psychological contract processes," *J. Organ. Behav.*, vol. 39, no. 9, pp. 1081–1098, 2018.
- [49] C. Freese and R. Schalk, "How to measure the psychological contract? A critical criteria-based review of measures," *South African J. Psychol.*, vol. 38, no. 2, pp. 269–286, 2008.
- [50] N. Cullinane and T. Dundon, "The psychological contract: A critical review," *Int. J. Manag. Rev.*, vol. 8, no. 2, pp. 113–129, 2006.
- [51] E. W. Morrison and S. L. Robinson, "When employees feel betrayed: A model of how psychological contract violation develops," *Acad. Manag. Rev.*, vol. 22, no. 1, pp. 226–256, 1997.
- [52] X. D. Lub, R. J. Blomme, and P. Matthijs Bal, "Psychological Contract and Organizational Citizenship Behavior: A New Deal for New Generations?," *Adv. Hosp. Leis.*, vol. 7, no. 2011, pp. 109–130, 2011.
- [53] M. De Ruiter, R. Schalk, and R. J. Blomme, "Manager Responses to Employee Dissent About Psychological Contract Breach: A Dyadic Process Approach," *Manag. Commun. Q.*, vol. 30, no. 2, pp. 188–217, 2016.
- [54] L. J. Millward and L. J. Hopkins, "Psychological Contracts, Organizational and Job Commitment," *J. Appl. Soc. Psychol.*, vol. 28, no. 16, pp. 1530–1556, 1998.
- [55] K. Kapil and R. Rastogi, "Promoting Organizational Citizenship Behaviour: The Roles of Leader-Member Exchange and Organizational Job Embeddedness," *South Asian J. Hum. Resour. Manag.*, vol. 5, no. 1, pp. 56–75, 2018.
- [56] A. Taamneh, A. K. Alsaad, and H. Elrehail, "HRM practices and the multifaceted nature of organization performance: The mediation effect of organizational citizenship behavior," *EuroMed J. Bus.*, vol. 13, no. 3, pp. 315–334, 2018.
- [57] D. W. Organ, "Organizational Citizenship Behavior: The Good Soldier Syndrome," *Acad. Manag.*, vol. 14, no. 2, pp. 294–297, 1989.
- [58] K. Dartey-Baah, A. Anlesinya, and Y. Lamptey, "Leadership behaviors and organizational citizenship behavior: The mediating role of job involvement," *Int. J. Bus.*, vol. 24, no. 1, pp. 74–95, 2019.
- [59] P. M. Podsakoff, S. B. MacKenzie, R. H. Moorman, and R. Fetter, "Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors," *Leadership. Q.*, vol. 1, no. 2, pp. 107–142, 1990.
- [60] H. Chen and Y. H. Jin, "The effects of organizational justice on organizational citizenship behavior in the chinese context: The mediating effects of social exchange relationship," *Public Pers. Manage.*, vol. 43, no. 3, pp. 301–313, 2014.
- [61] D. W. Organ, *Organizational Citizenship Behavior*, Second Edi., vol. 17, no. 1938. Elsevier, 2015.
- [62] M. Z. Ewis, "The Role of Human Resources Development Climate in Building Positive Job Attitudes and Extra-Role Behaviors," *Int. J. Bus. Manag.*, vol. 10, no. 5, 2015.
- [63] F. Abela and M. Debono, "The Relationship Between Psychological Contract Breach and Job-Related Attitudes Within a Manufacturing Plant," *SAGE Open*, vol. 9, no. 1, 2019.
- [64] P. V. Kloutsiniotis and D. M. Mihail, "The effects of high performance work systems in employees' service-oriented OCB," *Int. J. Hosp. Manag.*, vol. 90, no. May, p. 102610, 2020.
- [65] M. López-Domínguez, M. Enache, J. M. Sallan, and P. Simo, "Transformational leadership as an antecedent of change-oriented organizational citizenship behavior," *J. Bus. Res.*, vol. 66, no. 10, pp. 2147–2152, 2013.
- [66] Y. Zhang and C. C. Chen, "Developmental leadership and organizational citizenship behavior: Mediating effects of self-determination, supervisor identification, and organizational identification," *Leadership. Q.*, vol. 24, no. 4, pp. 534–543, 2013.
- [67] J. Akkermans, W. B. Schaufeli, V. Brenninkmeijer, and R. W. B. Blonk, "The role of career competencies in the Job Demands - Resources model," *J. Vocat. Behav.*, vol. 83, no. 3, pp. 356–366, 2013.
- [68] K. Breevaart, A. Bakker, J. Hetland, E. Demerouti, O. K. Olsen, and R. Espevik, "Daily transactional and

- transformational leadership and daily employee engagement,” *J. Occup. Organ. Psychol.*, vol. 4, no. 87, pp. 138–157, 2014.
- [69] A. M. Mcdermott, E. Conway, D. M. Rousseau, and P. C. Flood, “Promoting Effective Psychological Contracts Through Leadership: The Missing Link Between HR Strategy and Performance,” *Hum. Resour. Manage.*, vol. 52, no. 2, pp. 289–310, 2013.
- [70] B. E. Ashforth and K. M. Rogers, “Is the Employee-Organization Relationship Misspecified? The Centrality of Tribes in Experiencing the Organization,” *Employee-Organization Relatsh. Appl. 21st Century*, no. January, pp. 23–53, 2017.
- [71] M. Inuwa, “The Impact of Job Satisfaction, Job Attitude and Equity on Employee Performance,” *Int. J. Bus. Manag.*, vol. 3, no. 5, p. 7, 2015.
- [72] S. Biswas, A. Varma, and A. Ramaswami, “Linking distributive and procedural justice to employee engagement through social exchange: A field study in India,” *Int. J. Hum. Resour. Manag.*, vol. 24, no. 8, pp. 1570–1587, 2013.
- [73] V. Ghosh, M. Bharadwaja, S. Yadav, and G. Kabra, “Team-member exchange and innovative work behaviour: The role of psychological empowerment and creative self-efficacy,” *Int. J. Innov. Sci.*, vol. 11, no. 3, pp. 344–361, 2019.
- [74] M. Jokisaari, “The role of leader-member and social network relations in newcomers’ role performance,” *J. Vocat. Behav.*, vol. 82, no. 2, pp. 96–104, 2013.
- [75] F. R. C. De Wit, L. L. Greer, and K. A. Jehn, “The Paradox of Intragroup Conflict: A Meta-Analysis,” *J. Appl. Psychol.*, vol. 97, no. 2, pp. 360–390, 2017.
- [76] K. S. Cruz and J. Pinto, “Team Focus in Focus: Its Implications for Real Teams and Their Members,” *J. Work Organ. Psychol.*, vol. 35, no. 2, pp. 123–133, 2019.
- [77] K. S. Cruz, T. J. Zagenczyk, and A. C. Hood, “Aggregate Perceptions of Intrateam Conflict and Individual Team Member Perceptions of Team Psychological Contract Breach: The Moderating Role of Individual Team Member Perceptions of Team Support,” *J. Work Organ. Psychol.*, vol. 36, no. 1, pp. 77–86, 2020.
- [78] G. Karagonlar, R. Eisenberger, and J. Aselage, “Reciprocation wary employees discount psychological contract fulfillment,” *J. Organ. Behav.*, vol. 37, no. 1, pp. 23–40, 2016.
- [79] L. Lauhié and A. G. Tekleab, “A Multi-Level Theory of Psychological Contract Fulfillment in Teams,” *Gr. Organ. Manag.*, vol. 41, no. 5, pp. 658–698, 2016.
- [80] G. D. Israel, “Determination of sample size,” *Florida Coop. Ext. Serv.*, vol. November, no. 2, pp. 84–86, 1992.
- [81] U. Sekaran and R. Bougie, *Research Methods for Business: A Skill-Building Approach*, Seventh Ed. West Sussex: John Wiley & Sons Ltd, 2016.
- [82] G. Larsson *et al.*, “A comprehensive system for leader evaluation and development,” *Leadership. Organ. Dev. J.*, vol. 24, no. 1, pp. 16–25, 2003.
- [83] G. Larsson, “The Developmental Leadership Questionnaire (DLQ): Some psychometric properties,” *Scand. J. Psychol.*, vol. 47, no. 4, pp. 253–262, 2006.
- [84] K. S. Sauley and A. G. Bedeian, “Equity Sensitivity: Construction of a Measure and Examination of Its Psychometric Properties,” *J. Manage.*, vol. 26, no. 5, pp. 885–910, 2000.
- [85] C. Y. Kim, J. H. Lee, and S. Y. Shin, “Why are your employees leaving the organization? The interaction effect of role overload, perceived organizational support, and equity sensitivity,” *Sustainability*, vol. 11, no. 3, 2019.
- [86] P. C. Neves, R. Paixão, M. Alarcão, and A. D. Gomes, “Organizational citizenship behavior in schools: Validation of a questionnaire,” *Span. J. Psychol.*, vol. 17, no. 2, pp. 1–8, 2014.
- [87] M. Dipaola and M. Tschannen-Moran, “Organizational Citizenship Behavior in Schools and Its Relationship to School Climate,” *J. Sch. Leadersh.*, vol. 11, no. 5, pp. 424–447, 2001.
- [88] J. F. Hair, W. C. Black, B. J. Babin, and R. E. Anderson, *Multivariate Data Analysis*, 7th ed. New York: Prentice Hall International, 2010.
- [89] S. Detnakin and S. Rurkkhum, “Moderating Effect of Perceived Organizational Support on Human Resource Development Practices and Organizational Citizenship Behavior,” *J. Asia-Pacific Bus.*, vol. 20, no. 3, pp. 215–234, 2019.
- [90] E. Chinomona, “Organisational citizenship behaviour and employee perception of equity on organisational commitment,” *Corp. Ownersh. Control*, vol. 14, no. 1Continued1, pp. 230–240, 2016.
- [91] W. H. Chih, T. S. Chiu, L. C. Lan, and W. C. Fang, “Psychological contract violation: Impact on perceived justice and behavioral intention among consumers,” *Int. J. Confl. Manag.*, vol. 28, no. 1, pp. 103–121, 2017.
- [92] D. V. Day, J. W. Fleenor, L. E. Atwater, R. E. Sturm, and R. A. McKee, “Advances in leader and leadership development: A review of 25 years of research and theory,” *Leadership. Q.*, vol. 25, no. 1, pp. 63–82, 2014.
- [93] C. Nohe and G. Hertel, “Transformational Leadership and Organizational Citizenship Behavior: A Meta-Analytic Test of Underlying Mechanisms,” *Front. Psychol.*, vol. 8, no. AUG, pp. 1–13, 2017.

- [94] F. Schreuder, R. Schalk, and S. Batistič, "Examining team performance: the role of psychological contracts and engagement among co-workers," *Evidence-based HRM*, vol. 8, no. 3, pp. 327–343, 2020.
- [95] T. P. Atkinson, R. A. Matthews, A. A. Henderson, and C. Spitzmueller, "Reactions to psychological contract breaches and organizational citizenship behaviours: An experimental manipulation of severity," *Stress Heal.*, vol. 34, no. 3, pp. 391–402, 2018.

RESEARCH INSTRUMENTS:

Developmental Leadership (DL)

1. My leader shows ethics and morals in attitude and action.
2. My leader accepts responsibility for organizational activities even in difficult circumstances.
3. My leader carries out their managerial responsibilities in an exemplary manner.
4. My leader uses insight to meet the needs of subordinates.
5. My leader treats subordinates properly even though they have not carried out their duties properly and correctly.
6. My leader encourages me to develop capabilities,
7. My leader is willing to consider the opinions of subordinates.
8. My leader is willing to discuss how to carry out tasks faced by colleagues/subordinates.

Equity Sensitivity

1. When I am at my job, I think of ways to get out of work (R)
2. It is satisfying to me when I can get something for nothing at work (R)
3. Employees who are more concerned about what they can get from their employer rather than what they can give to their employer are the wise ones (R)
4. At work, my greatest concern is whether or not I am doing the best job I can
5. At work, I feel uneasy when there is little work for me to do.
6. It is better to have a job with a lot of duties and responsibilities than one with few duties and responsibilities.
7. Even if I received low wages and poor benefits from my employer, I would still try to do my best at my job.
8. I feel obligated to do more than I am paid to do at work.

Team Member Exchange (TMX)

1. I am flexible about switching job responsibilities to make things easier for other colleagues.
2. Other colleagues on my team recognize my potential.
3. Other colleagues on my team usually let me know when I do something that makes their jobs easier (or harder).
4. I usually let other colleagues on my team know when they have done something that makes my job easier (or harder).
5. In busy situations, I often volunteer my efforts to help my colleagues.
6. I am willing to help finish work that had been assigned to other colleagues
7. The other colleagues of my team are willing to help me finish the work that was assigned to me.

Psychological Contract (PC)

1. I expect to develop my skills (via training) in this company.
2. I have a reasonable chance of promotion if I work hard.
3. To me working for this organization is like being a member of a family.
4. My career path in the organization is mapped out.
5. I am motivated to contribute to this company in return for future employment benefits.
6. I work only the hours set out in my contract and no more.
7. My commitment to this organization is defined by my contract.

Organizational Citizenship Behavior

1. I volunteer to help a co-teacher.
2. I am willing to share my knowledge with other teaching colleagues.
3. I arrive on time to teach and attend meetings.
4. I actively participate in meetings at the institution where I work.
5. I start the teaching and learning process and use my time effectively.
6. I am willing to teach in limited conditions and facilities.
7. I protect the good name of the institution where I work.
8. I provide information about changes in teaching time or absences.

9. I maintain good relations with other teaching colleagues.
10. I try to acquire new skills related to teaching materials.
11. I voluntarily offer myself to do a task even though it doesn't match the job description.