

Path Analysis of Organizational Climate, Servant Leadership, and Personality on Teachers' OCB: The Mediating Role of Trust

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ABSTRACT. This study examines the direct and indirect effects of organizational climate, servant leadership, and personality on teachers' Organizational Citizenship Behavior (OCB), with trust as a mediating variable. Using a quantitative approach, data were collected from 110 private junior high school teachers in Tangerang Regency, Indonesia, and analyzed using regression-based path analysis. The results indicate that organizational climate, servant leadership, personality, and trust each have significant positive direct effects on teachers' OCB, with trust emerging as the strongest predictor. Further analysis reveals that trust selectively mediates the relationships between servant leadership and OCB, as well as between personality and OCB, while it does not mediate the effect of organizational climate on OCB. These findings suggest that relational and dispositional factors influence teachers' discretionary behavior primarily through trust-based mechanisms, whereas organizational climate operates through normative or structural pathways. The study contributes to the OCB literature by demonstrating trust as a selective, rather than universal, mediator within an integrated organizational–individual model. Practically, the findings underscore the importance of servant leadership practices and trust-building processes in fostering voluntary and extra-role behavior among teachers.

Keywords: *Organizational Climate, Servant Leadership, Personality, Trust, OCB*

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INTRODUCTION

Organizational Citizenship Behavior (OCB) has been widely discussed as a form of discretionary behavior that goes beyond formal job requirements yet contributes significantly to organizational effectiveness. In educational settings, OCB manifests through teachers' voluntary actions such as assisting colleagues, sharing knowledge, supporting school initiatives, and maintaining constructive interpersonal relationships (Pujilestari et al., 2025). These behaviors represent a unique component of performance that strengthens collaboration and organizational functioning (Asari, 2017; Siswadi et al., 2023; Ramjauny, 2025). Recent studies emphasize that teacher OCB is essential for sustaining professional learning communities and improving instructional quality (Hermawan et al., 2024). Furthermore, it can create a positive work environment and enhance organizational performance (Li, 2013; Ennida et al., 2025).

Despite extensive investments in teacher training and professional development, empirical evidence suggests that these initiatives do not always translate into collaborative practices among

teachers. Many teachers do not systematically disseminate knowledge gained from training programs, particularly to colleagues with limited technological competencies (Hanifah et al., 2023; Zhao, 2024). High workloads, weak organizational climates, and fragile social relations often constrain teachers' willingness to engage in voluntary knowledge sharing (Cugueró-Escofet et al., 2019; Long et al., 2024). This discrepancy highlights that teacher competence alone is insufficient and that extra-role behaviors conceptualized as OCB are shaped by broader organizational and relational conditions.

Prior literature has identified organizational climate, leadership style, personality, and trust as important antecedents of OCB. Organizational climate reflects shared perceptions of the internal work environment and has been shown to directly influence OCB and indirectly affect it through job satisfaction and organizational commitment (Na-Nan et al., 2016; Pradoto et al., 2022; Hussainy, 2022; Bustomi et al., 2022). A positive and supportive climate encourages cooperation and voluntary behavior among teachers. Similarly, servant leadership (characterized by empowering followers, prioritizing others' needs, and fostering ethical and caring relationships) has been found to promote trust and voluntary behaviors within organizations (Hai & Van, 2021; Gandolfi & Stone, 2018; Putra et al., 2022; Kansil & Sujuti, 2024; Nurlela et al., 2025). Empirical evidence also indicates that servant leadership has a direct and significant influence on OCB (Nguyen et al., 2025).

In addition to organizational factors, personality has been recognized as an important individual antecedent of OCB. Personality traits represent relatively stable patterns of thought, emotion, and behavior that shape how individuals respond to their work environment (Colquitt et al., 2019; Robbins et al., 2025; Takase et al., 2018). Teachers with strong prosocial personality traits tend to be more proactive, cooperative, and willing to contribute beyond formal job requirements (Gördesli & Örnek, 2022; Nurjanah et al., 2023; Xu et al., 2024). However, existing studies suggest that personality alone does not fully explain variations in OCB, indicating the presence of intervening mechanisms.

Trust has been consistently identified as a crucial relational variable in explaining discretionary behavior. Previous studies demonstrate that trust has a positive and significant direct influence on teachers' OCB (Hidayat & Patras, 2022; Amini & Kemal, 2021), as it encourages individuals to act beyond formal obligations without fear of negative consequences. Drawing on social exchange theory, trust can be understood as a mediating mechanism through which organizational climate, servant leadership, and personality traits are translated into OCB. When teachers perceive fair treatment, ethical leadership, and supportive organizational conditions, they are more likely to reciprocate through voluntary behaviors that benefit the school.

Despite the growing body of research on OCB, several critical gaps remain. Existing studies predominantly examine direct relationships among organizational climate, leadership, personality, and OCB, resulting in a fragmented understanding of how these factors jointly influence teachers' discretionary behaviors. Trust is rarely tested explicitly as a mediating variable, particularly within a single integrated analytical model. Moreover, empirical evidence from private secondary school contexts in developing countries, including Indonesia, remains limited. Consequently, the mediating role of trust in linking organizational climate, servant leadership, personality, and teachers' OCB has not been sufficiently explored.

To address these gaps, the present study investigates the effects of organizational climate, servant leadership, and personality on teachers' organizational citizenship behavior, with trust positioned as a mediating variable. Using path analysis and survey data from private junior high school teachers in Indonesia, this study aims to examine both direct and indirect relationships among these variables. This study contributes to the literature by integrating organizational and individual antecedents within a single analytical framework and by providing novel empirical evidence on the mediating role of trust in educational settings. Practically, the findings offer insights

for school leaders and policymakers on fostering trust-based leadership and supportive organizational climates to enhance teachers' voluntary and collaborative behaviors.

METHOD

This study employed a quantitative, cross-sectional explanatory design to examine direct and indirect relationships among organizational climate, servant leadership, personality, trust, and teachers' organizational citizenship behavior (OCB). A regression-based path analysis was applied to test the proposed mediation model, as it is suitable for theory-driven causal analysis with observed variables and a moderate sample size. The mediating role of trust was theoretically grounded in Social Exchange Theory, which explains how reciprocal relationships and trust mechanisms link leadership practices and organizational context to discretionary behaviors such as OCB.

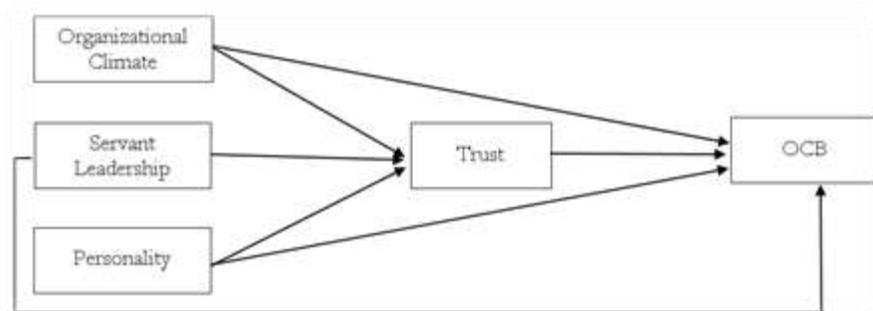


Figure 1. Research Design

The population comprised 152 teachers from private junior high schools in Tangerang Regency, Banten, Indonesia. Using the Taro Yamane formula with a 5% margin of error and a 95% confidence level, a sample of 110 teachers was obtained. Proportional random sampling was used by allocating samples based on the number of teachers in each school, followed by random selection within schools. Five variables were examined: organizational climate, servant leadership, personality, trust, and OCB. Data were collected using structured questionnaires adapted from established theoretical frameworks and prior studies. OCB and servant leadership were measured using rating scales to capture behavioral frequency, while organizational climate, personality, and trust were measured using Likert scales to assess perceptions and attitudes. This distinction reflects the conceptual characteristics of each construct, and all variables were standardized before analysis.

Instrument validity was assessed using Pearson Product–Moment correlations, and reliability was tested using Cronbach's Alpha, with coefficients ranging from 0.92 to 0.97, indicating strong internal consistency. Data analysis was conducted using SPSS version 27 and included descriptive statistics, assumption testing (normality and linearity), and path analysis using multiple regression. Mediation was evaluated by examining indirect effects and changes in direct coefficients after the inclusion of trust in the model. Procedural remedies were implemented to minimize common method bias, including respondent anonymity and clear, neutral item wording. Ethical principles were upheld through voluntary participation, informed consent, and confidentiality assurance.

RESULT AND DISCUSSION

Result

The results indicate that teachers reported relatively high levels across all study variables, suggesting that discretionary behaviors, supportive organizational conditions, service-oriented leadership practices, positive personality traits, and interpersonal trust were commonly present in the observed schools. Teachers' Organizational Citizenship Behavior (OCB) showed a mean score of 110.95, equivalent to 4.27 on a five-point scale, indicating that voluntary and extra-role behaviors

were frequently demonstrated. Organizational climate was perceived positively ($M = 124.62; 4.30$), followed by servant leadership ($M = 109.58; 4.21$), personality ($M = 118.84; 4.24$), and trust ($M = 115.27; 4.27$). The standard deviations ranged from 9.72 to 11.66, indicating moderate variability and sufficient dispersion to support multivariate analysis.

Table 1. Results of Descriptive Data Analysis

Statistics	Y	X1	X2	X3	X4
Mean	110.95	124.62	109.58	118.84	115.27
Standard Deviation	9.716	10.041	11.482	11.554	11.661

Regression-based path analysis revealed that organizational climate ($\beta = 0.211, p = 0.001$), servant leadership ($\beta = 0.235, p = 0.007$), personality ($\beta = 0.235, p = 0.003$), and trust ($\beta = 0.324, p < 0.001$) each had a significant positive direct effect on teachers' OCB. Among these predictors, trust exhibited the strongest direct influence, underscoring its central role in explaining teachers' discretionary and extra-role behaviors. Collectively, the predictors contributed substantially to explaining teachers' OCB within the proposed model. Regarding the antecedents of trust, servant leadership emerged as the most influential predictor ($\beta = 0.519, p < 0.001$), followed by personality ($\beta = 0.194, p = 0.031$) and organizational climate ($\beta = 0.155, p = 0.041$). This pattern suggests that leadership behavior plays a more substantial role in shaping teachers' trust than contextual or dispositional factors.

Further analysis of indirect effects showed that the influence of organizational climate on OCB through trust was positive but not statistically significant ($\beta = 0.050, p = 0.095$), indicating that trust does not mediate this relationship. In contrast, trust significantly mediated the relationships between servant leadership and OCB ($\beta = 0.168, p < 0.001$) and between personality and OCB ($\beta = 0.062, p = 0.049$). In both relationships, the direct effects remained statistically significant after the inclusion of trust, indicating partial mediation. Overall, the results demonstrate that organizational climate, servant leadership, personality, and trust function as significant direct predictors of teachers' OCB. Trust plays a selective mediating role, strengthening the effects of servant leadership and personality on OCB, whereas its mediating role in the relationship between organizational climate and OCB is not supported.

Table 2 Hypothesis Testing Results

Influence	Beta Coefficient	Sig	t _{observe}	Decision
X1→Y	0.211	0.001	3.295	Significance
X2→Y	0.235	0.007	2.774	Significance
X3→Y	0.235	0.003	3.079	Significance
X4→Y	0.324	0.000	3.960	Significance
X1→X4	0.155	0.041	2.071	Significance
X2→X4	0.519	0.000	5.966	Significance
X3→X4	0.194	0.031	2.183	Significance
X1→X4→Y	0.050	0.095	1.668	Not significant
X2→X4→Y	0.168	0.000	3.706	Significance
X3→X4→Y	0.062	0.049	1.98	Significance

Discussion

This study examined the direct and indirect relationships among organizational climate, servant leadership, personality, trust, and teachers' Organizational Citizenship Behavior (OCB) in private junior high schools. The findings demonstrate that organizational climate, servant leadership, personality, and trust are all significant direct predictors of teachers' OCB. Trust plays a selective mediating role, strengthening the effects of servant leadership and personality on OCB, but not the relationship between organizational climate and OCB. These results highlight trust as

a central social mechanism through which leadership and individual dispositions are translated into discretionary teacher behavior.

Theoretical Interpretation of Direct Effects on OCB

The significant direct influence of organizational climate on teachers' OCB supports Organizational Behavior Theory, which emphasizes that shared perceptions of the work environment shape employees' discretionary behaviors (Robbins et al., 2025). A positive organizational climate provides psychological safety, clarity of roles, and supportive norms, encouraging teachers to engage in extra-role behaviors without formal obligations. This finding aligns with prior empirical evidence showing that favorable organizational climates promote OCB across educational and organizational settings (Wibowo et al., 2025; Liliana & Tentama, 2025; Nan et al., 2016).

Servant leadership also emerged as a strong predictor of OCB, reinforcing leadership perspectives grounded in Social Exchange Theory. Leaders who prioritize service, humility, and follower development foster high-quality, reciprocal relationships, prompting teachers to make voluntary contributions that exceed formal job requirements (Gandolfi & Stone, 2018; Hai & Van, 2021). Consistent with previous studies (Ardiani et al., 2025; Nguyen et al., 2025), servant leadership fosters moral modeling and emotional attachment, which translate into higher levels of teacher OCB.

Personality was found to exert a significant direct influence on OCB, supporting Trait Theory, which posits that relatively stable personality characteristics shape individuals' behavioral tendencies across contexts (Poropat, 2009; Takase et al., 2018). Teachers with positive personality traits (such as conscientiousness, openness, and agreeableness) are more inclined to help colleagues, share knowledge, and engage constructively in school activities. This finding is consistent with earlier research demonstrating that personality serves as a dispositional foundation for OCB in educational contexts (Ajat et al., 2019; Asari, 2017).

Trust showed the strongest direct effect on teachers' OCB, underscoring its role as a key relational resource within schools. From a Social Exchange perspective, trust reduces perceived risk and uncertainty, enabling teachers to invest effort beyond contractual requirements (Colquitt et al., 2019). This result corroborates prior findings that organizational trust enhances teachers' willingness to engage in discretionary and prosocial behaviors (Hidayat & Patras, 2022; Amini & Kemal, 2021; Lay et al., 2020).

Antecedents of Trust: Leadership, Personality, and Climate

The results further indicate that servant leadership is the strongest antecedent of trust, followed by personality and organizational climate. This pattern is consistent with Leader–Member Exchange (LMX) theory, which emphasizes that leadership behaviors play a critical role in building high-quality relational exchanges characterized by trust, respect, and mutual obligation. Servant leaders who listen actively, support professional growth, and demonstrate integrity create relational signals that foster teachers' trust in leadership (Anggesti et al., 2023; Affandi, 2023).

Personality also contributes to trust formation, consistent with interpersonal theories suggesting that individuals with positive dispositional traits are more likely to engage in trustworthy behaviors and to perceive others as trustworthy (Curşeu et al., 2019; Weiß et al., 2021). Organizational climate, although significant, exerted a comparatively weaker influence on trust, indicating that structural and contextual factors may be less influential than relational leadership practices in shaping teachers' trust perceptions.

Mediation of Trust: Explaining Significant and Non-Significant Paths

One of the key theoretical contributions of this study lies in its differentiated mediation findings. Trust significantly mediates the relationships between servant leadership and OCB, as

well as between personality and OCB, but does not mediate the effect of organizational climate on OCB. The significant mediation paths can be explained through Social Exchange Theory: servant leadership and positive personality traits operate primarily through relational mechanisms. Leadership behaviors and interpersonal dispositions foster trust, which in turn motivates teachers to reciprocate through OCB (Susilawati & Supartha, 2020; Dami et al., 2022; Sjahruddin et al., 2013). In these cases, trust functions as a psychological conduit that converts leadership and dispositional inputs into discretionary behavioral outcomes.

In contrast, the non-significant mediation of trust in the relationship between organizational climate and OCB suggests a different causal mechanism. A positive organizational climate may influence OCB through normative and structural pathways (such as shared values, professional norms, and institutional expectations) rather than through interpersonal trust alone. Teachers may engage in OCB because such behaviors are embedded in schools' organizational culture and professional identity, independent of considerations of relational trust. This interpretation is consistent with findings suggesting that climate effects on OCB can operate through alternative psychological processes, such as efficacy or normative commitment (Beets et al., 2008).

This study contributes to the literature by demonstrating that trust functions as a selective, rather than universal, mediator in the relationship between organizational and individual factors and teachers' OCB. While prior studies have often treated trust as a general mediator, the present findings refine this assumption by showing that trust primarily channels relational and dispositional influences (servant leadership and personality), but not contextual influences (organizational climate). This nuanced mediation model advances theoretical understanding of how different antecedents activate distinct psychological mechanisms underlying OCB in educational settings. Practically, the findings suggest that school leaders should prioritize servant leadership practices to cultivate trust and encourage voluntary teacher behaviors. Leadership development programs should emphasize relational competencies, ethical conduct, and support for teacher growth. Additionally, recruitment and professional development initiatives may benefit from considering personality traits associated with trust and prosocial behavior. While maintaining a positive organizational climate remains important, efforts to strengthen trust should focus primarily on leadership practices and interpersonal interactions.

Several limitations should be acknowledged. First, the study employed a cross-sectional design and self-reported data, which limits causal inference. Second, the sample was restricted to private junior high school teachers in a single regional context, which may limit generalizability. Future research should employ longitudinal designs, multi-source data, and comparative samples across public and private schools to validate and extend the proposed model. Further studies may also explore alternative mediators, such as commitment or efficacy, to explain the relationship between organizational climate and OCB.

CONCLUSION

This study demonstrates that organizational climate, servant leadership, personality, and trust are significant direct predictors of teachers' Organizational Citizenship Behavior (OCB) in private junior high schools. More importantly, the findings reveal that trust functions as a selective mediator, strengthening the effects of servant leadership and personality on OCB, while not mediating the relationship between organizational climate and OCB. Grounded in Social Exchange Theory, Leader–Member Exchange theory, and Trait Theory, these results indicate that relational and dispositional factors influence teachers' extra-role behavior primarily through trust-based mechanisms. In contrast, organizational climate operates through normative and structural pathways independent of interpersonal trust. This differentiated mediation model constitutes the study's main theoretical contribution, refining prior assumptions that treat trust as a universal mediator in OCB research. Practically, the findings highlight servant leadership as a critical leverage point for fostering

trust and encouraging voluntary teacher behavior, while also emphasizing the importance of considering personality traits in teacher development. Nevertheless, the cross-sectional design and context-specific sample limit the generalizability of the results, suggesting that future research should employ longitudinal and multi-contextual designs to validate the proposed model further.

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