Empowerment as a Mediator between Instructional Leadership and Teachers' Organizational Citizenship Behavior

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Abstract	Article Info
The study explores the mediating effect of teacher's empowerment on the relationship between instructional leadership (IL) to teacher's organizational citizenship behavior (OCB) toward student, team-members, and school. 395 Israeli teachers completed PIMRS, SPES, OCB, and demographic questionnaire. Path analysis showed a good fit of the data to the theoretical model. Teacher's empowerment is a partial mediator for OCB toward student and school; and a full mediator for OCB toward team-members. Teacher's OCB is crucial for schools' effectivity, therefore identifying empowerment as a full mediator for OCB toward team-members may assist improving teamwork, especially through IL.	

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Cite as:

Introduction

Organizational Citizenship Behavior (OCB) in schools addresses teachers' voluntary extra-role behaviors which contribute to students, team-members, and school. Teachers' OCB toward students promotes academic achievements and emotional and social well-being. Teachers' OCB toward team-members, is expressed by sharing teaching materials, experience, and support. Teachers' OCB toward school, contains organizing projects and helping school enterprises (Somech & Drach-Zahavy, 2000). Teachers' OCB is essential to schools' performance and improvement, as seen in past research regarding students' academic achievements (Rezaaveisi, 2018; Liu et al., 2022), teaching innovation (Khan et al., 2020), teachers' turnover intentions (Bukhari & Kamal, 2019) job satisfaction (Singh & Singh, 2019), organizational effectiveness (Kumari & Thapliyal, 2017) as well as teachers' instructional quality (Bellibaş et al., 2021). These behaviors are motivated by personal and situational factors as well as school leadership (Abu Nasra, 2019).

The Theory of Planned Behavior (TPB) (Ajzen & Fishbein, 2005) propose that the individual social perceptions effect his attitudes which lead him to behave in specific manner. In line with this theory the current study suggests that teacher's perception of principal's IL will elevate teacher's attitudes of empowerment which in turn will lead to teacher's OCB. While some research addressed OCB regarding

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individual and organization levels (Somech, 2016; Somech & Drach-Zahavy, 2004), little attention was given to the three dimensions model that include students, team-members, and the organization (Somech & Drach-Zahavy, 2000). The current study analyzes each of the dimensions separately.

Teacher's perception of school principals' leadership has a dominant influence of teachers' OCB. The academic literature gives much attention to the relationships between OCB and transformational (Jha, 2014; Khalili, 2017), transactional (Shapira-Lishchinsky & Raftar-Ozery, 2018), participative (Bogler & Somech, 2005), servant (Van der Hoven et al., 2021) and authentic leadership styles (Joo & Jo, 2017). Little attention was given to the relationship between IL and OCB (Dutta & Sahney, 2022). IL is unique to school environment and focuses on pedagogical issues regarding school's mission; handling the instructional programme; and facilitating positive school-learning climate (Hallinger & Murphy, 1985). IL promote students' academic achievements (Alam & Ahmad, 2017); teachers' self-efficacy (Zheng et al., 2019), job satisfaction (Liu et al., 2021), and reduce the intent to leave their profession (Qadach et al., 2020). It also promotes school processes such as professional learning community (Zheng et al., 2019), supportive school culture, teacher's collaboration (Liu et al., 2021), communal teacher efficacy, and schools' united vision (Qadach et al., 2020).

Studies have also looked for mediating mechanism of the relationships between schools' leadership and OCB, focusing on teachers' empowerment as an important mediating factor (Lee et al., 2018; Newman et al., 2017). Teachers' empowerment consists of participation in decision making, autonomy, opportunities for professional growth, impact, status, and self-efficacy (Short & Rinehart, 1992). Teachers' empowerment was found to influence OCB

(Tindowen, 2019), and to be influenced by IL (Zahed-Babelan et al., 2019).

The aim of the current research is to expand the scope of research regarding the mediating effect of empowerment between IL that lies in the heart of educational deed and OCB. Moreover, the differentiation between OCB dimensions enables schools to promote students, teamwork, and the organization each, using precise suitable mechanism.

Literature Review

Teachers' OCB is an important component of school efficacy (Kumari & Thapliyal, 2017). Schools' low budgeting, teaching's low occupational status, parents' demands from teachers and 21st-century technological and sociological challenges (Nir et al., 2016) bring teachers' unpaid over-role activity regarding students, team-members, and school to be crucial for schools' success. School leadership is a main resource for schools' conduct and plays a major role in creating educational, and organizational success (Leithwood et al., 2020). One of its unique aspects is IL which put schools' pedagogical vision; coordinating, monitoring, and evaluating curriculum instruction and assessment; and promoting a learning climate in the center of school's action (Hallinger & Murphy, 1985).

Organizational Citizenship Behavior (OCB)

OCB is a concept that appeared in the 1980's and belong to the field of organizational psychology. Podsakoff et al., (2000) explains that the term OCB emerged from earlier definitions of "willingness to cooperate" and the distinction between behaviors that are based on role description and behaviors that are spontaneous and innovative. He further constructs the term based on comparison and

encompassing leading definitions in seven components of OCB: helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, and self-development.

OCB is characterized as employees' helpful behaviors that assist the organization yet are not included in the worker's job definition and are not directly or literally recognized by the formal reward system (Organ, 1988). OCB is important for any organization, but it is essential for schools. Low budgets and salaries, multiple and repetitive educational reforms (Arar & Nasra, 2019), parental involvement (Shaheen et al., 2016) and social-technological changes (Kim & Gatling, 2019) bring schools to rely on teachers' OCB. Somech & Drach-Zahavy (2000) describe teachers' OCB in three levels: student level, team level, and organizational level. These levels have been examined as a united variable (Kouchi et al., 2016) and as three independent dimensions (Somech & Bogler, 2002).

OCB is connected to students' positive outcomes such as: students' learning (Sun & Leithwood, 2015), academic achievements (Khalid et al., 2010; Rezaaveisi, 2018), satisfaction (including its general definition and its aspects of student–teacher relations), feeling of accomplishment at school, appreciation of the schooling ability to contribute to future opportunity, and student's degrees of school-related psychological distress (Jimmieson et al., 2010). Teachers' OCB is connected to teachers' positive outcomes such as: teaching innovation (Khan et al., 2020), job satisfaction (Singh & Singh, 2019), and job performance (Chiang & Hsieh, 2012). Teachers' OCB is negatively connected to turnover intentions (Bukhari & Kamal, 2019). Moreover, teachers' OCB is positively connected to school outcomes such as: organizational effectiveness (Kumari & Thapliyal, 2017), team

innovation (Somech & Khotaba, 2017) and open school climate (DiPaola & Tschannen-Moran, 2001).

Due to OCB positive effects, much academic attention was given to its predictors' identification. OCB predictors include personal factors such as: self-efficacy (Choong et al., 2019), organizational commitment (Bogler & Somech, 2004), intrinsic teachers' job satisfaction (Zeinabadi, 2010) and sense of empowerment (Joo & Jo, 2017). Special attention was given to OCB's dimensions and showed that self-efficacy was positively connected to OCB toward team-members and the organization yet they were not related to OCB toward students (Somech & Drach-Zahavy, 2000). Moreover, teachers' professional commitment is related only to OCB toward students (Somech & Bogler, 2002).

OCB predictors also include organizational factors such as: ethical climate (Shapira-Lishchinsky & Raftar-Ozery, 2018), trust (Choong et al., 2019) and organizational justice (Singh & Singh, 2019). It was also connected to OCB's dimensions showing that collective teachers' efficacy was found to be connected in a positive way only to OCB toward team-members (Somech & Drach- Zahavy, 2000).

School leadership is one of the main predictors for teachers' OCB. Several leadership styles were identified as contributing to OCB. Authentic leadership predicts teachers' OCB through teachers' job empowerment (Joo & Jo, 2017) and psychological empowerment (Shapira-Lishchinsky & Tsemach, 2014) and was found to have a direct effect also on a collective perception level (Shapira-Lishchinsky & Tsemach, 2014). Transformational leadership predicts teachers' OCB through teachers' job satisfaction (Nasra & Heilbrunn, 2016) and psychological empowerment (Jha, 2014). Transactional leadership (Shapira-Lishchinsky & Raftar-Ozery, 2018) and spiritual leadership (Kaya, 2015) promote teachers' OCB. Participative leadership predicts

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teachers' OCB through affective trust in the supervisor (Miao et al., 2014) and teachers' commitment (Bogler & Somech, 2005). IL was found to promote teachers' OCB through social and affective school climate, yet mediation through empowerment was not examined. In accordance with previous research this research comes to explore the role of teacher's empowerment as a mediating factor in the connection between IL and teacher's OCB.

The Relationship between Teacher's Psychological Empowerment and Their OCB

Beyond the statistical relationship between teacher's OCB to empowerment (Shapira-Lishchinsky & Tsemach, 2014; Ghalavi & Nastiezaie, 2020; Joo & Jo, 2017; Singh & Singh, 2019) it is important to understand the mechanism that foster this relationship. Psychological empowerment is an inner process that employees develop in pursue of meaning and power. Singh & Singh (2019) explain that psychological empowerment brings employees to be proactive and creative on a personal level as well as connected and involved in the organization. This mechanism direct employee's behavior to actively do more than they are required for the benefit of the organization.

The Relationship between Principal's IL and Teacher's OCB

Further theoretical look, above the statistical connection between principal's IL and teacher's OCB (Dutta & Sahney, 2022; Karyadi & Wahyu, 2022), is needed. IL is a unique kind of leadership that puts professional concerns and abilities as a central issue. Principal's professionality that is coined into the organizational processes present the principal as a role model to the teachers. This motivates teachers to increase their professionality development through extra-role behavior expressed in innovative teaching, promoting student's

learning, and making the school a better academic institute (Karyadi & Wahyu, 2022). This mechanism inspires teachers to develop professionally through operation in the classes and in school. Another possible explanation could be conceptualized by the Social Exchange Theory suggesting that principal's investment in professional resources of the teacher, bring the teacher to give back more personal resources exciting his job description (Berkovich & Bogler, 2021).

Instructional Leadership (IL)

IL is a unique leadership style that exists only in educational systems. Its importance is based on the focus it gives to pedagogy. This focus is essential for schools due to its first and foremost goal of educating students. IL has been defined by Hallinger & Murphy (1985) in the PIMRS (Principal Instructional Management Rating Scale) model as: forming the school's mission by framing measurable school's goals focusing on achievements in the academic field and communicated in a clear manner; managing the instructional program by controlling and coordinating of curriculum and instruction, managing evaluation and supervision processes of instruction, and monitoring student progress; and promoting a positive school-learning climate, by guarding instructional time, enhancing teachers' professional development, sustaining high visibility of principal, providing incentives for teachers and providing students with incentives for learning.

IL influence students, schools, and teachers. IL is positively connected to students' creative problem-solving (Mina, 2016), and academic achievements (Shatzer et al., 2014) which are boosted by IL better than by other leadership styles (Boyce & Bowers, 2018). It is also positively connected to schools' organizational health (Parlar & Cansoy, 2017), professional learning communities (Zheng et al., 2019)

collective teacher efficacy (Qadach, et al., 2020) school learning effectiveness (Bellibaş, et al., 2020) and open school climate (Boyce & Bowers, 2018). IL is reducing teacher's intentions to leave teaching (Qadach, et al., 2020). It Is also positively connected to teachers' job satisfaction, organizational and professional commitment (Alam & Ahmad, 2017; Dou et al., 2017), self-efficacy (Hallinger et al., 2018), teachers' instructional practices (Bellibaş, et al., 2020), teachers' ICT implementation (Chen, 2013), OCB (Dutta & Sahney, 2022), and empowerment (Mina, 2016; Zahed-Babelan et al., 2019).

The Relationship between Principal's IL and Teacher's Psychological Empowerment

In addition to the statistical relationship between IL and empowerment (Mina, 2016; Zahed-Babelan et al., 2019) it is necessary to explain the process that allows its occurrence. The changes in the pedagogical world due to the 21st century technological and social shift omit principals how emphasize pedagogy to involve and consult their teachers in the pedagogical vision, curriculum, and practical application. This mechanism can promote self-efficacy, meaning in the job and power to influence decisions and actions in schools (Zahed-Babelan et al., 2019).

Teachers' Empowerment

Empowerment is aimed at strengthening self-efficacy of employees through intrinsic and extrinsic actions (Shapira-Lishchinsky & Tsemach, 2014). Teachers' empowerment has been conceptualized by Short & Rinehart (1992) in a six-dimensional model including: Participation in decision making that refers to important decisions that affect teachers' work directly and indirectly. Autonomy that refers to teachers' feeling of control over different aspects of their

work. Professional growth that refers to teachers' perception of professionally developmental opportunities such as academic learning or skills expansion during schoolwork. Impact that refers to teachers' need to influence the teaching and learning process and receiving feedback from superiors. Status that refers to professional respect from team-members. Self-efficacy is the feeling of mastery, competence and believe that one has the skills to perform his job.

Techers' empowerment is associated with teachers' positive outcomes like, pursuing managerial promotion (Avidov-Ungar & Arviv-Elyashiv, 2018), job satisfaction (Amoli & Youran, 2014), organizational and professional commitment (Bogler, 2005), and OCB (Ahmad et al., 2014; Tindowen, 2019).

Teachers' empowerment is associated with principals' empowering behaviors (Lee & Nie, 2014). It mediates the relationship between a principal's leadership style and teachers' outcomes like in the case of entrepreneurial leadership and school effectiveness (Dahiru et al., 2017), transformational leadership and organizational commitment (Avolio et al., 2004) and authentic leadership and OCB (Gill et al., 2017).

Conceptual Framework

Teacher's Psychological Empowerment as a Mediator between Teacher's Perception Principal's IL and Teacher's OCB

According to the Theory of Planed Behavior (TPB) (Ajzen & Fishbein, 2005) people's behavior is a result of their intention to behave the way they do. The intention of a behavior is driven from people's attitudes toward that behavior and their perception of important others' attitudes toward that behavior. This conceptual model is used in educational context especially for explanations of teachers' behaviors (Bakari, et al., 2017).

The conceptual model dealing with specific behavior, attitudes toward it and perceptions of others toward it, was expended focusing on attitudes and perceptions that are related to the behavior under concern. Evidence to such model can be seen in the work of Shapira-Lishchinsky & Benoliel (2018) that studied the mediating effect of nurse's attitudes toward empowerment between nurse's perception of manager authentic (moral) leadership and OCB, tardiness, absenteeism, and leaving intentions. This model has been used also in educational context in the work of Buskila & Chen-Levi (2021) regarding teacher's perceptions of principals' authentic leadership promoting emotional intelligence attitudes resulting in teacher's well-being behaviors. Shapira-Lishchinsky and Tsemach (2014) also used this model to explore teacher's perceptions of principals' authentic leadership, promoting their attitudes toward empowerment resulting in teacher's OCB. In the light of TPB, teacher's positive perceptions of IL will promote positive attitudes toward empowerment that will facilitate OCB.

The proposed model describes mediating effect of teacher's empowerment on the relationship between teacher's perceptions of IL of the schools' principal and teacher's OCB. The study comes to expand the academic knowledge about IL, by exploring its connection to OCB; and to develop a wider vision of teacher's OCB regarding students, team-members, and school through processes of teacher's empowerment. Accordingly, the study hypotheses presented in Figure 1 and were:

H1: Teacher's perception of principals' IL will be positively related to teachers' sense of empowerment.

H2: Teacher's sense of empowerment will be positively related to teacher's OCB, toward students (H2a), toward team-members (H2b), and toward school (H2c).

H3: Teacher's sense of empowerment will mediate the relationship between teacher's perception of principals' IL and teacher's OCB, toward students (H3a), toward team-members (H3b), and toward school (H3c).
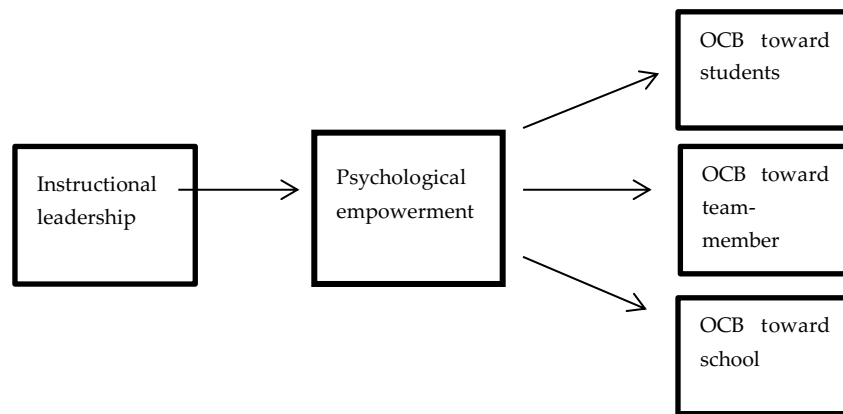
Figure 1. *Theoretical Framework*

Methodology

Research Participants

Data was collected during 2016 by a convenience sampling. The researchers explained the study's purpose to school principals and when they affirmed their school participation questionnaire were handed to teachers who agreed to participate. The research's aim was made clear to the teachers, and they were promised with full anonymousness as ethical guidelines requires. The significancy of

teachers' accurate answers were stressed. Participation was on the base
of free will only, yielding response rate of 80%.

395 Jewish-Israeli teachers participated in this study, 90% were
women. The high percentage of women in the research sample is
proportional to their percentage in the Jewish-Israeli teacher
population which reach 83% (Maagan & Zilbershlag, 2021). The
teachers average age was 33.98 (SD=10.53) and average length of time
in the position was 11.45 years (SD=9.09). 15% of the teachers had a
teaching certification, 65% had a bachelor's degree and 20% had a
master's degree. 15% of the teachers held a coordinator or leadership
role, 48% held homeroom-teachers' position and 37% held disciplinary
teachers' position. The average position appointment percentage was
83.57 (SD=22.72). 82% of the teachers worked in elementary schools;
with average number of students of 386.61 (SD=269.19), and average
number of teachers of 57.25 (SD=30.71). 56% of the schools were led by
a female principal. Principals' average tenure was 11.03 years
(SD=9.23).

Instruments

Participants completed four questionnaires regarding IL
(PIMRS), teacher's empowerment (SEPS), teacher's OCB and a
demographic questionnaire.

In order to measure instructional leadership, PIMRS – Principal
Instructional Management Rating Scale (Hallinger & Murphy, 1985)
was used. 31 statements of the original 58 were included and translated
into Hebrew by Berger (2015). The statements are divided into three
dimensions: Definition of school mission (7 items) α=.71 (e.g.: My
principal frame the school's goals in terms of staff responsibilities for
meeting them); Managing instructional program (11 items) α=.75 (e.g.:
My principal make it clear who is responsible for coordinating the

curriculum across grade levels); and Promotion of school pedagogical climate (13 items) α=.88 (e.g.: My principal take time to talk informally with students and teachers during recess and breaks). Overall reliability was α=.91. Respondents were asked to rank their perceived frequency of the principal usage of the described behaviors on a 5-point Likert scale, from (1) Never to (5) Always.

In order to measure teachers' empowerment SEPS – School Participant Empowerment Scale (Short & Rinehart, 1992) was used. The 38-item questionnaire was translated into Hebrew by Bogler & Somech (2005) and contains six dimensions: teachers' participation in decision-making (10 items) α=.71(e.g.: I was given the responsibility to monitor school programs) ; impact (6 items) α=.74 (e.g.: I believe I have an ability to get things done); status (6 items) α=.72 (e.g.: I believe I am being respected in school) ; autonomy (4 items) α=.61(e.g.: I have the freedom to make decisions in teaching techniques) ; opportunities for professional growth (6 items) α=.64 (e.g.: I was treated like a professional) and self-efficacy (6 items) α=.65 (e.g.: I believe I can help students to be independent). Overall reliability was α=.89. Respondents were asked to rank their perception of the described behaviors on a 5-point Likert scale, from (1) strongly disagree to (5) strongly agree.

In order to measure organizational citizenship behaviors (OCB) Somech & Drach-Zahavy's (2000) OCB scale was used. The 23 items pertaining to the dimensions: extra-role behavior toward the student (8 items) α=.63 (e.g.: I arrive early for class); extra-role behavior toward the school (7 items) α=.83 (e.g.: I organize social activities for school); and extra-role behavior toward the team (8 items) α=.67 (e.g.: I volunteer for school committee). Respondents were asked to rank their perceived frequency of their use of the described behaviors on a 5-point Likert scale, from (1) very little to (5) very much.

Demographic Variables

Participants indicated their gender, age, job tenure, educational degree, and their role in school. They also provided demographic variables of the school such as school level, school size and principals' tenure and gender.

Data Analysis

For preliminary testing of demographic variables independent sample t-test and Pearson correlation were caried out using SPSS 27. The hypothesized model was examined using R environment by means of path analysis with parallel mediation using the "lavaan" package. In this multivariate theoretical assumptions, principals' instructional leadership was used as predictors, teachers' empowerment was used as mediators, and three dimensions of OCB were used as outcome variable. Path analysis modeling was performed using Maximum Likelihood (ML) as the estimator. For direct and indirect effects, significance was considered to be indicated by p values under .05. Model fit statistics included comparative fit index (CFI; .95 or above indicative of good fit), Tuker-Lewis index (TLI; .90 or above indicative of good fit), root mean square error of approximation (RMSEA; .05 or below indicative of good fit), and standardized root mean square residual (SRMR; .05 or below indicative of good fit). Research goodness of fit results are presented in Table 1.

Table 1.

Fit indices for research model

General model	CFI	TLI	RMSEA	SRMR
Model 1	1.00	1.00	.00	.00

Results

Preliminary Analysis

To control demographic variables Independent Sample t-Tests and Pearson Correlations were preformed regarding teachers' age, school level, school size (number of students) and principals' gender. Results are presented in Table 2 and Table 3.

Table 2.

Differences regarding school level and principals' gender, means, SD and t values

Variable	Mean	SD	Mean	SD	*T*
	Elementary school (N=249)		High school (N=55)		
IL	3.61	.77	3.74	.78	-1.21
Empowerment	3.70	.51	3.82	.57	-1.57
OCBS	2.74	.77	2.81	.78	-.61
OCBO	2.94	.91	3.00	.85	-.46
OCBT	3.48	.80	3.64	.67	-1.33

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	Female principal (N=168)		Male principal (N=134)		
IL	3.62	.81	3.66	.72	-.51
Empowerment	3.69	.57	3.75	.46	-1.12
OCBS	2.77	.79	2.73	.76	.43
OCBO	2.93	.92	2.99	.86	-.59
OCBT	3.50	.75	3.53	.82	-.40

*p<.05

No differences were found regarding school level or principals'
gender in all research variables.

Table 3.

Pearson's Correlations between research variables and school size and teachers' age

Variable	Mean	SD	IL	Empowerment	OCBS	OCBO	OCBT
Number of students	386.61	269.19	.01	.03	-.01	-.01	-.05
Teachers' age	33.98	10.53	-.07	.23**	.08	.10	.00

*p<.05, **p<.01

Table 3 shows that school size and teachers' age do not correlate to research variables, but there is a positive correlation between teachers' age and teachers' empowerment. Due to Independent sample t-tests and Pearson's Correlations results no control variables were added.

In order to examine whether teachers' empowerment mediates the relationship between principals' instructional leadership and teachers' OCB toward students, team-members and school, a path analysis was preformed using R software (lavaan package). The path analysis is displayed in Table 3 and in Figure 1 and demonstrates that teachers' empowerment predicts the three components of teachers' OCB, while principals' IL predicts teachers' OCB toward students and teachers' OCB toward schools but not teachers' OCB toward team-members. Moreover, principals' IL predicts teachers' empowerment. Finally, teachers' empowerment was found to mediate the relationship between principals' IL to the three components of teachers' OCB. Higher perception of IL brings to higher teachers' empowerment, and higher teachers' empowerment brings to higher teachers' OCB toward students, team-members and school. Relations between IL and OCB through teachers' empowerment are presented in Table 4 and Figure 2.

Table 4.

Relations between instructional leadership and OCB through teachers' empowerment

DV	IV	B	SE	Percentile 95% CI	
				Lower	Upper
OCB students	**IL**	0.134*	0.054	0.028	0.240
	E	0.517***	0.074	0.372	0.662
OCB school	**IL**	0.155**	0.055	0.047	0.262
	E	0.837***	0.075	0.690	0.985
OCB team-members	**IL**	-0.014	0.049	-0.111	0.082
	E	0.721***	0.068	0.588	0.854
E	**IL**	0.301***	0.033	0.236	0.365
IL to E to OCB students		0.155***	0.026	0.105	0.206
IL to E to OCB school		0.252***	0.034	0.186	0.318
IL to E to OCB team-members		0.217***	0.029	0.159	0.274

* $p<.05$ ** $p<.01$ *** $p<.001$
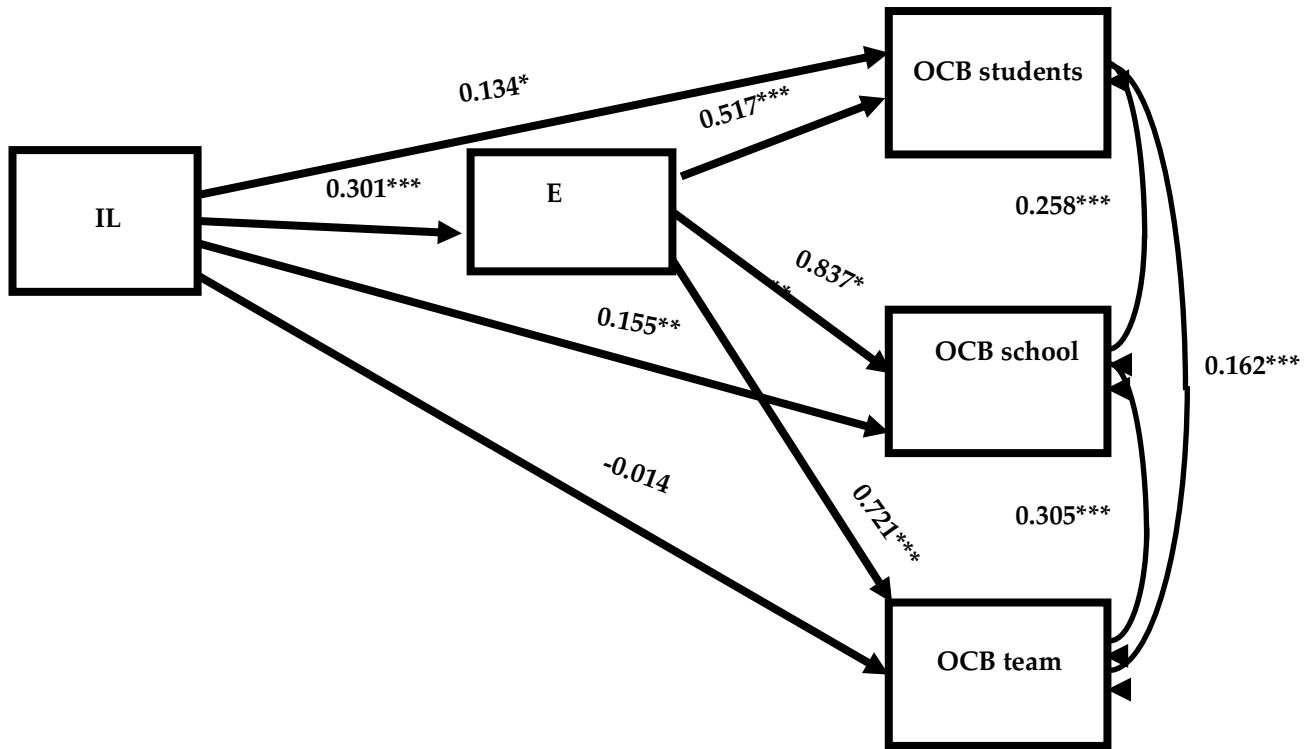
Figure 2. *Path analysis to test the relations of teachers' perception of*

principals' IL to teachers' OCB toward students, team-members, and school

through teachers' empowerment

As seen from Table 3 and Figure 1 teachers' empowerment partially mediated the connection between teachers' perception of principals' IL to OCB toward students and school, and fully mediate teachers' perception of principals' IL to OCB toward team-members. The explained variance of the relationship between teachers' perception of IL through teachers' empowerment (β=.30***, p<.001)

and OCB toward students (β=.51***, p<.001) was (R²=.18). The explained variance of the relationship between teachers' perception of IL through teachers' empowerment (β=.30***, p<.001) and OCB toward team-members (β=.72***, p<.001) was (R²=.32). The explained variance of the relationship between teachers' perception of IL through teachers' empowerment (β=.30***, p<.001) and OCB toward school (β=.83***, p<.001) was (R²=.23). The explained variance of the relationship between teachers' perception of IL and teachers' empowerment was (R²=.18).

Discussion

The study's purpose was to explore the mediating role of teacher's empowerment in the relation between teacher's perception of IL and teacher's OCB toward students, team-members, and school. This purpose highlights the importance of distinction of the OCB dimensions that effect school participants in different manners. As well as exploration teachers' psychological as a mediator between principals' IL and teachers' OCB, which was not studied so far.

Teachers' OCB is the voluntary, unpaid tasks, teachers take upon themselves in schools, which is important to school success, especially due school conditions of low budgeting (Shaked, 2016), educational reforms (Nir et al., 2016), competition with other schools (Klein & Shimoni-Hershkoviz, 2016), and teachers' role modeling responsibility. OCB is also important to school due to its implications on students learning and achievements (Jimmieson et al., 2010; Khalid et al., 2010; Rezaaveisi, 2018; Sun & Leithwood, 2015;), teachers' well-being (Chiang & Hsieh, 2012; Khan et al., 2020; Singh & Singh, 2019) and to school successes (DiPaola & Tschannen-Moran, 2001; Kumari & Thapliyal, 2017).

One of the mechanisms that elicit teachers' OCB is conceptualized in the TPB model (Ajzen & Fishbein, 2005), which assumes that social perceptions affect the individuals' attitudes, which shapes individuals' behavior. In the school environment, principals have the power to shape the social perceptions to influence teachers' attitudes and bring teachers to behave in a useful manner to school. This study suggests that IL, which promotes teaching and learning by principals' involvement in school pedagogy (Hallinger & Murphy, 1985) and is a powerful tool to elicit school norms of professionality will, in turn, enhance teacher's empowered attitudes toward their abilities to influence the school and promote their professionality (Bogler & Somech 2004; 2005). These attitudes will lead teachers to volunteer to fulfill school missions and goals in preforming OCB (Shapira-Lishchinsky & Tsemach, 2014).

The study's findings support its hypotheses, identifying teachers' empowerment as a mediator between principals' IL and teachers' OCB. The findings support the importance of educational leadership role in enhancing teachers' effective behavior through the mechanism of empowerment. The results regarding the mediating role of empowerment between principals' IL and teacher's OCB are in line with other leadership styles such as authentic (Gill et al., 2017) and transformational leadership (Jha, 2014).

This study's unique contribution pertains to the distinction of the different OCB dimensions. OCB toward students and toward the school were directly influenced by teacher's perception of principals' IL, but not fully mediated by empowerment, only teacher's OCB toward team-members was fully mediated by empowerment. Separation of the three levels of OCB can refine and produce working mechanisms that will allow optimal function of each level of OCB.

The study sheds light on the optimal mechanism to reach OCB toward team-members with showing full mediation. These results may be useful for school principals, who can promote teachers' OCB toward team-members by preforming IL. Berkovich & Bogler (2021) stresses the importance of positive leadership on teacher's connection to and identification with school, which can be expressed in OCB. They explain that this mechanism operates through socio-affective and psychological capital resources of the teacher, as found in the current research. In practice principals shape and communicate the school's pedagogical goals. They manage and coordinates instructional curriculum, programs, and teachers' evaluation, and promote positive school-learning climate. These behaviors enhance teachers' empowerment by creating greater involvement in schools' decisions, promoting their influence, status, self-efficacy, and autonomy, and creating routes for professional growth. This process is meaningful to schools' performance, especially regarding the need of OCB toward team-members, which enhances teachers' coordination, team-learning (Islam et al., 2016), open organizational climate (DiPaola & Tschannen-Moran, 2001) and better initiation processes. The research findings could contribute to the general scholarly body of knowledge by putting emphasis on professionality and its importance to increasing psychological capital, which in return expend the borders of teamwork and collegiality.

Conclusion

The study's purpose was to explore teacher's empowerment as a mediator between teacher's perception of principals' IL and teachers' OCB. Two issues stood at the heart of the current research. One handled the lack of knowledge concerning principals' IL connection to teachers' OCB through teachers' empowerment. The finding displays

a worthwhile mechanism that mediates the connection between IL and OCB. The second issue dealt with OCBs' dimensions. While OCB toward students can be regarded as an inherent part of a teacher's position, OCB toward the school is a harder aim for principals to obtain; even harder is promoting OCB toward team-members. The finding shows that IL, through empowerment, can bring teachers to share and elevate their work together. By addressing these two issues and combining the insights driven from them, schools can achieve better organizational and pedagogical climates.

Practical Implications

Policymakers around the world and in Israel understand the importance of IL. This understanding has brought awareness to the term itself and its assimilation into principals training programs (Shaked et al., 2020). Still, further assimilation is needed, especially among experienced principals that were not exposed to IL skills in their initial training. Expansion of IL training to the growing interim school leadership groups, could also be effective (Shaked & Benoliel, 2019). Continued research dealing with IL implication should be an important target of policymaker and researcher.

OCB should be addressed as a three-dimensional variable as opposed to one-dimensional variable. This viewpoint could help principals develop precise advance school processes. These kinds of processes can promote all levels of schools' participants, that will facilitate school improvement.

Limitations and Future Research Directions

The current research is not free of limitations. Firstly, using a convenience sampling, which is non-randomized sampling calls for caution with generalization of findings. Data was gathered only from

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teachers; other position holders in school or educational system were not included in the sample. Taking these limitations under consideration calls for replication of this research with an attempt to overcome their influence in order to have a wider comprehension of the effect of the mediating role of teachers' empowerment in the relationship between IL and teachers' OCB. The issue of IL is shadowed by different leadership styles, regarding educational leadership. Giving a bigger emphasis to IL by exploring its' influence on teachers' behavior, such as absenteeism or lateness is an important additional research direction.

Acknowledgement

Disclosure statement

No potential competing interest was reported by the authors.

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