

# Effects of Transformational Leadership on Managerial Performance: Organizational Citizenship Behavior as Mediator

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**Abstract:** *Despite the importance of transformational leadership to organizational success, a number of hitherto unexplored aspects still exist as regards its relationship with managerial performance. This study seeks to shed light on this relationship by investigating the mediating role of organizational citizenship behavior. The study employed an online questionnaire to gather data from a sample of 106 teachers within the education industry. This study is designed to verify the influence of transformational leadership on management performance using organizational citizenship behavior as a mediator. The author found that: (1) transformational leadership has a positive effect on management performance; (2) transformational leadership has a significant positive effect on organizational citizenship behavior; and (3) organizational citizenship behavior mediates the relationship between transformational leadership and management performance. An intriguing aspect of this research is its focus on teachers within the education sector, a context distinct from profit-oriented companies. This shift in focus is vital, as it broadens the understanding of transformational leadership's applicability and impact. By conducting the study among teachers, the research opens avenues for enhancing the managerial performance of the schools in China, where fostering student growth and success is of paramount importance.*

**Keywords:** *Transformational Leadership, Management Performance, Organizational Citizenship Behavior*

## 1. Introduction

Among the various leadership styles, transformational leadership has emerged as a compelling framework renowned for its potential to engender remarkable positive changes within teams and workplaces. According to Bass and Riggio (2006), transformational leadership is a style of management that goes beyond transactional interactions. It involves motivating and elevating employees to look beyond their own self-interests and perform above and beyond what is expected of them. Shared vision, intellectual stimulation, individualized consideration, and inspirational motivation are all characteristics of transformational leaders (Bass & Riggio, 2006). The benefits of transformational leadership for organizational performance are well documented, but more research is needed to fully understand the mechanisms underlying this relationship. The importance of organizational citizenship behavior is one important factor. Organizational citizenship behavior encompasses discretionary, voluntary actions exhibited by employees that go beyond their formal job roles, contributing to the organization's effectiveness and culture (Organ, 1988). These behaviors include helping colleagues, participating in organizational initiatives, and expressing genuine concern for the organization's well-being. There is a lack of research on the complex mechanisms by which transformational leadership influences managerial performance via organizational citizenship behaviors, despite the fact that scholars have extensively studied the impact of transformational leadership on factors like managerial performance. This understanding gap is especially evident when looking at the function of intermediary components in the connection between transformational leadership and managerial effectiveness. Because organizational citizenship behavior serves as a mediating factor, this study places its investigation within that context. By examining how transformational leadership affects managerial performance through the mediating lens of organizational citizenship behavior, this study aims to add to the body of existing literature. The purpose of the study is to shed light on the underlying mechanisms that underlie the complex relationship between transformational leadership and managerial performance, as well as to deepen our understanding of that relationship. By doing so, the study not only enriches the theoretical underpinnings of leadership but also offers practical insights for organizations seeking to optimize their managerial performance

through effective leadership strategies.

## 2. Literature Review and Hypotheses

### 2.1. Review of Related Literature

Transformational leadership, characterized by its ability to inspire and motivate followers towards achieving higher levels of performance, has garnered significant attention in organizational research. One prominent area of investigation has been its impact on managerial performance, a factor critical for the success of any organization. Scholars have been trying to unravel complex relationships, highlighting the role of organizational citizenship behavior as a mediator within this context, for several years.

Transformational leadership as a powerful force for organizational improvement has been founded in the early works of Bass and Avolio (1990). The authors highlighted the transformational leader's ability to instill a sense of shared vision, promote intellectual stimulation, and foster an environment of individualized consideration. These qualities, they argued, directly contribute to the development of highly engaged and motivated employees, ultimately influencing managerial performance outcomes. Bass and Riggio (2006) also identified four fundamental components of transformational leadership, which include embodied influence, individualizing consideration, inspiring motivation, and intellectual stimulation, as part of the book *The Transformational Leader*. Expanding on these insights, Podsakoff, MacKenzie, and Bommer (1996) investigated the mechanisms through which transformational leadership shapes employees' extra-role behaviors. Their research emphasized the importance of OCB, wherein employees engage in discretionary actions that enhance overall organizational effectiveness. This work laid the foundation for understanding how transformational leaders could indirectly impact managerial performance through the encouragement of OCB. A key mediating factor in studies by Eisenbeiss, Knippenberg, and Boerner (2008) was organizational citizenship behavior. They looked into how OCB, transformational leadership, and performance results interact. Their findings underscored the role of transformational leaders in fostering a conducive environment that encourages employees to exhibit behaviors that go beyond their formal job roles. This led to OCB being a mediator in connection with transformational leadership and managerial performance. They examined the role of perceived organizational support as a contextual factor that influences the mediation of OCB in the transformational leadership-performance relationship. Their findings suggested that a supportive organizational environment enhances the influence of transformational leadership on OCB, subsequently leading to improved managerial performance.

The literature, in its entirety, emphasizes the significance of transformational leadership in raising managerial performance through the mediating function of organizational citizenship behavior. Bass and Avolio's foundational insights, combined with subsequent research by Podsakoff, MacKenzie, and Bommer, Eisenbeiss, Knippenberg, Boerner, and Walumbwa, Schaubroeck, provide a comprehensive framework for understanding how transformational leaders inspire employees to engage in discretionary behaviors that translate into improved managerial performance outcomes. The intricate dynamics underlying the links between transformational leadership, OCB, and managerial effectiveness are highlighted by this mediated relationship.

### 2.2. Hypotheses

In these contexts, scholarly exploration into the connection between transformational leadership and managerial performance has yielded compelling insights, indicating a tangible relationship between the two. Transformational leaders exert their influence over managerial performance by skillfully navigating four critical dimensions: idealized influence, personalized consideration, motivational inspiration, and intellectual stimulation. Through these avenues, transformational leaders cultivate a sense of recognition and endorsement among their subordinates, fostering an environment conducive to enhanced managerial performance. The cumulative results indicate that those perceptions of transformational leadership behavior and management performance are positively and significantly related. Such evidence aligns with the notion that transformational leadership propels managerial performance by inspiring subordinates, elevating their commitment, and stimulating their contributions. Hence, these results are the basis of my proposed hypotheses (Figure 1):

H1: Transformational leadership has a positive effect on managerial performance.

H1a: TL's idealized influence has a positive effect on managerial performance.

H1b: TL's individualized consideration has a positive effect on managerial performance.

H1c: TL's inspirational motivation has a positive effect on managerial performance.

H1d: TL's intellectual stimulation has a positive effect on managerial performance.

The relationship between transformational leadership and management performance is influenced by OCB as a major limiting factor. Many researchers have taken a special interest in and examined OCB as an important mediator. In recent years, a number of scholars have observed that the relationship between transformational leadership and management performance is influenced by OCB, so I propose in this paper:

H2: Transformational leadership has a significant positive effect on OCB.

H3: OCB has a significant positive effect on managerial performance.

H4: OCB mediates the relationship between transformational leadership and managerial performance.

### 2.3. Conceptual Framework

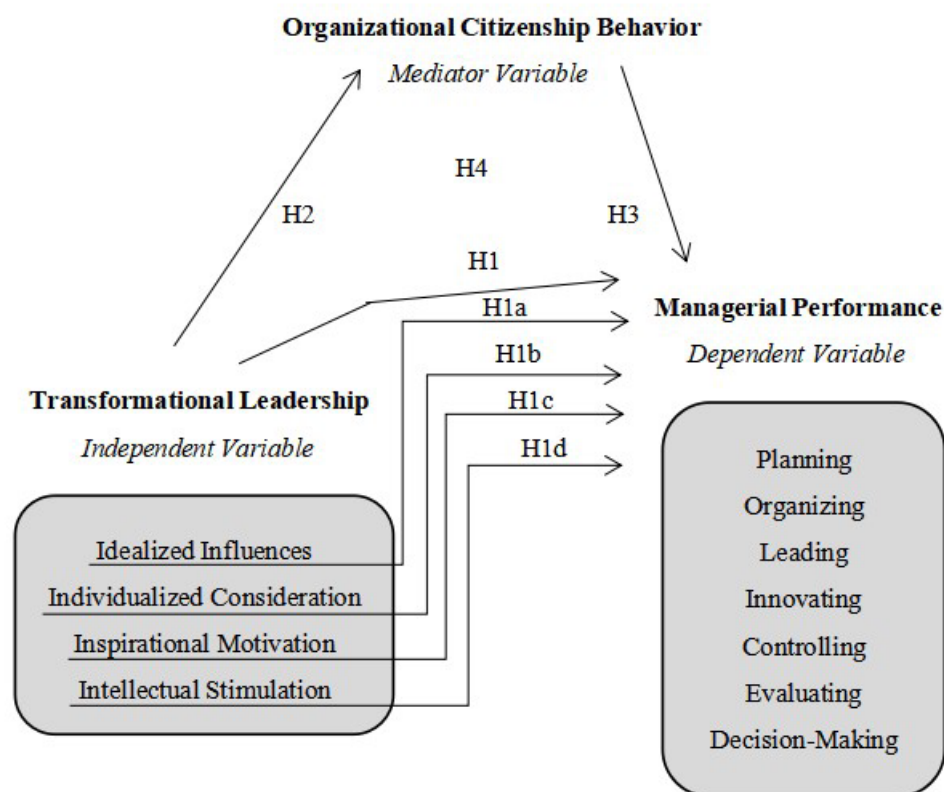


Figure 1: The research model.

## 3. Methodology

### 3.1. Sample and Procedures

The study's sample comprised 106 teachers from various schools in Hunan Province, China, with a focus on the education and training sectors. The participants encompassed educators from diverse levels, including university, secondary, elementary, and kindergarten teachers. The author conducted the survey through quantitative research. The concept of a "manager" in the context of the questionnaire was clarified, referring to the respondent's immediate supervisor. The study's population primarily consisted of teachers from Hunan Province, and the sample size was unspecified, utilizing a random sampling technique. A website named "Questionnaire Star" has been established to make it easier to collect data by means of an internet survey platform. In terms of respondent demographics, the gender distribution was approximately 62.30% female and 37.70% male (Table 1). Regarding tenure at their respective

schools, 40.60% reported working for three years or less, 30.20% for 4-6 years, 15.10% for 7-9 years, and 14.20% for 10 years or more (Table 2). Notably, the study encompassed a participant pool consisting of 10.40% from private schools and 89.60% from public schools (Table 3). These characteristics highlight the diverse representation within the study's sample, reflecting the educational landscape in Hunan Province, China, and provide a consistent basis for assessing the impact of transformational leadership, organizational citizenship practices, and management performance.

### 3.2. Descriptive statistics

The Descriptive statistics are as follows:

Table 1: Gender of respondents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	66	62.3%	62.3%	62.3%
	Male	40	37.7%	37.7%	100.0%
Total		106	100.0%	100.0%	

Table 2: Period of employment of respondents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Years and below	43	40.6%	40.6%	40.6%
	4 -6 Years	32	30.2%	30.2%	70.8%
	7 - 9 Years	16	15.1%	15.1%	85.8%
	10 Years and above	15	14.2%	14.2%	100.0%
Total		106	100.0%	100.0%	

Table 3: Organization type of the respondents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private Sector	11	10.4%	10.4%	10.4%
	Public Sector	95	89.6%	89.6%	100.0%
Total		106	100.0%	100.0%	

### 3.3. Measurement

To ensure the rigor and robustness of the research model, this study meticulously curated a selection of preeminent and widely recognized scales that enjoy a reputation for their high reliability and validity. From the multitude of scales available worldwide, the study opted for those that are deemed to be leading and extensively adopted within scholarly circles.

#### 3.3.1. Independent Variable

In this study, the author employed the 80-item scale developed by Alkhaja and Miniano (2019) to assess transformational leadership behaviors. The scale, designed on a 5-point rating system encompassing response options ranging from "always" to "never," adeptly captures the multifaceted dimensions of transformational leadership. Specifically, the scale encompasses four distinct dimensions: idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation. A comprehensive set of twenty questions has been used to examine each dimension. Cronbach's alpha coefficients have been calculated in order to check the internal consistency and reliability of the scale. The reliability coefficient of the independent variables' Cronbach's alpha is all above 0.84. The meticulous selection and validation of this scale underscore the study's commitment to ensuring that the transformational leadership behaviors being measured are captured accurately and comprehensively.

#### 3.3.2. Dependent Variable

We used seven questions set by Miniano and Valcorza (2011) to measure managerial performance. The score is assessed on a scale of 5 points, i.e., excellent, very good, good, fair, and poor. Cronbach's alpha represents an internal consistency reliability coefficient for managerial performance of 0.92.

#### 3.3.3. Mediator Variable

The twenty questions provided by Sharma and Jain (2014) have been used to measure OCB. The score is also assessed on a scale of 5 points, i.e., always, often, occasionally, rarely, and never. Sample questions included "I listen to my colleagues' problems and give solutions", "I am passionate about my

work" etc. Cronbach's alpha represents an internal consistency reliability coefficient for OCB of 0.94.

### 3.3.4. Control Variables

Drawing from prior research expertise, this study meticulously incorporated control variables to mitigate the potential influence of personality traits on transformational leadership, managerial performance, and organizational citizenship behavior. These control variables encompassed diverse aspects, including gender, tenure within the company, company nature, and industry classification. The intent behind including these controls was to discern the unique contributions of the focal variables while accounting for the potential confounding effects of the identified personality characteristics. Of the control variables, gender, company nature, and company affiliation were deemed categorical in nature, each representing distinct categories. In contrast, the variable "years of company employment" was characterized as a continuous variable, offering a spectrum of values to quantify participants' length of association with their respective organizations. The inclusion of these control variables aligns with the study's commitment to methodological rigor and precision. By factoring in potential sources of variance stemming from these personality characteristics, the study endeavors to elucidate the independent and differentiated impacts of transformational leadership, managerial performance, and organizational citizenship behavior. This methodical approach ensures that the associations established between these constructs are robust, accurate, and not confounded by extraneous influences.

The analysis of the data in this study was carried out using SPSS and Excel software. Using the SPSS software for reliability and validity analyzes, a questionnaire was checked for reliability and validity. Excel was used to conduct descriptive statistical analysis on each study variable in order to examine a relationship between transformation leadership and performance in management, as well as the mediating effect of OCB on these relationships. Regression analysis using SPSS was used.

## 4. Results

### 4.1. Reliability Analysis & Validity Analysis

The reliability of the measuring instruments has been assessed on a composite basis. It is acceptable to have a range of values higher than 0.70. Below is the table of composite reliability (Table 4).

Table 4: Reliability analysis of variables.

Variables	Composite Reliability (Cronbach's Alpha)	N of Items
Idealized Influence	0.842	20
Individualized Consideration	0.842	20
Inspirational Motivation	0.87	20
Intellectual Stimulation	0.873	20
Managerial Performance	0.92	7
Organizational Citizenship Behavior	0.94	20

The total number of items for the variables stands at 107, with Cronbachian Alpha values above 0.842. Hence, all six variables are reliable.

Table 5: Factor Analysis - KMO and Bartlett's Test

		II	IC	IM	IS	MP	OCB
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.912	0.879	0.886	0.907	0.904	0.925
Bartlett's Test of Sphericity	Approx. Chi-Square	1105.276	1184.823	1159.816	1240.184	499.43	1335.646
	df	190	190	190	190	21	190
	Sig.	<.001	<.001	<.001	<.001	<.001	<.001

Notes: II = Idealized influence; IC = Individualized consideration; IM = Inspirational motivation; IS = Intellectual stimulation; MP = Managerial performance; OCB = Organizational citizenship behavior.

It has been shown that the p values of all the independent variables, dependent variables, and mediator variable are < 0.05 (Table 5). It means that the data or questionnaire is suitable for factor analysis. It follows that the resulting factor analysis results are accurate. We can accurately infer that the scale is valid based on the results of the factor analysis.

Table 6: Correlations Test

		Correlations					
		II	IC	IM	IS	MP	OCB
II	Pearson Correlation	1	.814**	.790**	.747**	.642**	.764**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001	<.001
IC	Pearson Correlation	.814**	1	.840**	.785**	.713**	.749**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001	<.001
IM	Pearson Correlation	.790**	.840**	1	.832**	.729**	.772**
	Sig. (2-tailed)	<.001	<.001		<.001	<.001	<.001
IS	Pearson Correlation	.747**	.785**	.832**	1	.713**	.767**
	Sig. (2-tailed)	<.001	<.001	<.001		<.001	<.001
MP	Pearson Correlation	.642**	.713**	.729**	.713**	1	.726**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001		<.001
OCB	Pearson Correlation	.764**	.749**	.772**	.767**	.726**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	

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

Notes: II = Idealized influence; IC = Individualized consideration; IM = Inspirational motivation; IS = Intellectual stimulation; MP = Managerial performance; OCB = Organizational citizenship behavior.

All variables are strongly correlated with one another, according to Table 6.

4.2. Hypothesis Testing

Regression analyses were conducted to examine hypotheses. To examine the effect of TL on MP, consider the effect of each of the four components of the independent variable on the dependent variable.

Table 7: Results of Hypothesis 1a, H1b, H1c and H1d

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.891	0.283		-3.147	0.002
	II	0.014	0.199	0.008	0.071	0.943
	IC	0.415	0.216	0.259	1.925	0.057
	IM	0.418	0.211	0.279	1.978	0.051
	IS	0.402	0.18	0.271	2.228	0.028

a Dependent Variable: MP

Notes: II = Idealized influence; IC = Individualized consideration; IM = Inspirational motivation; IS = Intellectual stimulation; MP = Managerial performance

In the case of H1a, TL's idealized influence has a positive effect on MP (B = 0.008). In the case of H1b, MP is positively affected by TL's individualized consideration (B = 0.259). In the case of H1c, TL's inspirational motivation has a positive effect on MP (B = 0.279). For H1d, TL's intellectual stimulation has a positive effect on MP (B = 0.271). Therefore, Hypothesis 1 (TL has a positive effect) was supported. Table 7 shows the results.

Table 8: Results of Hypothesis 2

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.56	0.199		-2.819	0.006
	TL	1.161	0.077	0.827	15.013	<.001

a Dependent Variable: OCB

Notes: TL = Transformational leadership; OCB = Organizational citizenship behavior.

Table 9: Results of Hypothesis 3

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.236	0.2		1.175	0.243
	OCB	0.876	0.081	0.726	10.77	<.001
a Dependent Variable: MP						

Notes: OCB = Organizational citizenship behavior; MP = Managerial performance.

Table 10: Results of Hypothesis 4

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.934	0.277		-3.368	0.001
	TL	1.285	0.108	0.76	11.911	<.001
2	(Constant)	-0.725	0.279		-2.602	0.011
	TL	0.852	0.186	0.503	4.581	<.001
	OCB	0.374	0.133	0.31	2.818	0.006
a Dependent Variable: MP						

Notes: TL = Transformational leadership; OCB = Organizational citizenship behavior; MP = Managerial performance.

In the case of H2, TL has a significant positive effect on OCB ( $B = 0.827$ ,  $p < .001$ ) (Table 8). For Hypothesis 3, OCB has a significant effect on MP ( $B = 0.726$ ,  $p < .001$ ) (Table 9). The author has carried out a regression model of Model 1, which examines directly the connection to TL and MP for H4. The author found that TL ( $B = 0.76$ ,  $p < .001$ ) has a significant positive effect on MP. In addition, the author included an interaction term for TL and organizational citizenship in order to predict the development of task-related information (model 2). The author found that their association was significant ( $B = 0.503$ ,  $p < .001$ ) while adding for OCB ( $B = 0.31$ ,  $p < 0.05$ ). OCB played a partial mediating role. Therefore, H4 is supported (Table 10).

## 5. Discussion

The author has used performance indicators for measuring transformative leadership, management skills, and organizational citizenship through the use of questionnaires. In order to better understand how transformational leadership and its manifestations have a direct effect on managerial performance, they are assessing transformational leadership as an idealized influence, an individual perspective, inspirational motivation, or intellectual stimulation. Mediation means at least part of the influence of transformational leadership on managerial performance can be attributed to OCB. In simpler terms, transformational leadership influences OCB, and OCB, in turn, influences managerial performance in public schools. While this hypothesis is logical and consistent with existing research on leadership and organizational behavior, real-world situations can be complex. Both public and private schools can be subject to the premise that OCB mediates the relationship between transformational leadership and managerial performance. However, the dynamics and specific implications might vary between these two settings due to differences in organizational structure, objectives, and the nature of public versus private education. Budget constraints and limited resources are often the case for publicly funded schools. Transformational leaders in public schools may play a crucial role in motivating and inspiring managerial staff to do more with fewer resources. OCB, such as teachers volunteering for extracurricular activities, helping colleagues, or participating in community outreach programs, can significantly contribute to the overall performance of the school in light of resource limitations. In general, public schools have strong links with their local communities. Transformational leadership that fosters community engagement can lead to more OCB among staff. When teachers and administrators feel a sense of purpose and community connection, they are more likely to engage in behaviors that benefit the school and its stakeholders. Public schools often aim to address educational equity issues. Transformational leaders can motivate managerial staff to go the extra mile in creating equitable opportunities for students. OCB may manifest in teachers and administrators working collaboratively to close achievement gaps, which can positively impact managerial performance by achieving these equity goals. In terms of management decisions and

curriculum design, private schools usually have more autonomy. Transformational leaders in private schools may encourage teachers and administrators to be innovative and take ownership of their roles. OCB in a private school setting might involve staff members coming up with creative solutions, trying out new teaching methods, or contributing to the school's reputation, all of which can enhance managerial performance. In order to attract students and funding, private schools often rely on their reputations. Transformational leaders may motivate staff to contribute to building and maintaining the school's brand. OCB can involve teachers and administrators going above and beyond to ensure that the school's image and performance align with its brand, which can have a direct impact on the school's success. Parental and stakeholder involvement can be an important part of private school education. Transformational leaders may foster the active engagement of teachers and administrators with parents and other stakeholders. OCB, such as proactive communication with parents, attending school events, or participating in fundraising efforts, can enhance the school's overall performance by strengthening its relationships with its key constituencies.

OCB, through its promotion of a culture of dedication, cooperation, and service orientation amongst teachers, can play an intermediary role in the transition from transformational leadership towards managerial performance across both public and privately run schools. However, it's essential to consider that the specific OCB behaviors and their impacts may vary based on the distinct objectives and challenges of public and private education. Additionally, contextual factors and the leadership style itself can influence the strength of this mediation effect.

## 6. Implications

Understanding the mediation effect of OCB reinforces the importance of training and developing transformational leadership skills for educational leaders. Schools can invest in leadership development programs that focus on motivation, inspiration, and fostering a positive organizational culture. Recognizing the impact of transformational leadership on managerial performance through OCB emphasizes the potential for improved school management. This research can encourage school leaders to adopt transformational leadership practices, ultimately leading to enhanced managerial performance in both public and private schools. Public schools may need to emphasize community engagement and resource optimization, while private schools may focus on innovation and brand reputation. The study can guide educational leaders in adapting their leadership style to the specific needs of their institution. Schools can use the findings to foster a culture of OCB among staff members. By acknowledging and rewarding behaviors that go beyond the standard job description, schools can encourage employees to actively contribute to the school's success.

## 7. Limitations of the study

Limitations of the study include the small sample size, the single industry of the respondent group, the small range of regions in which the respondent group is located, the language restrictions, and insufficient reading of the literature. First, time limitations resulted in a relatively small sample size of 106 responses collected. The overallizability of my findings could be limited by the small sample size. Second, limiting the study to one industry (education and training) and a specific group of respondents (teachers) can result in findings that may not be applicable to other industries or professional groups. Third, collecting data from a single region, which is Hunan Province, China, can introduce geographic bias. Findings from one region may not apply to other regions with different cultural, economic, or educational characteristics. Fourth, the need to translate surveys can introduce language-related limitations. Inaccurate translation can lead to misinterpretations of questions or response options, affecting the reliability of the data. Fifth, the previous literature I found may not be sufficient to support the findings due to the limited time to explore the relevant literature.

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