Citizenship Pressure in Non-formal Education Organizations: Leaders' Idealized Influence and Organizational Identification

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Abstract: Educators in non-formal education organizations are often expected to display values of volunteering and giving to the community. These contributions, which are beyond the call of duty, are defined as organizational citizenship behavior (OCB). When such behavior is performed as a result of pressure rather than out of free will, that pressure is defined as citizenship pressure (CP). Building on the job demands-resources theory, the study examined a moderator-mediator model at the team level construct, to explore whether team CP mediates the relationship between both idealized influence behavior and idealized influence attributed (transformational leadership dimensions) and team OCB, and whether that mediation is moderated by organizational identification. The study sample consisted of 75 teams of educators and their direct superiors, who work in 11 youth movements. Results show that the negative relationship between both idealized influence behavior and idealized influence attributed and team CP is moderated by organizational identification. Furthermore, results show a negative relationship between team CP and team OCB. Theoretical and managerial implications are discussed.

Keywords: *Citizenship pressure, idealized influence, organizational citizenship behavior, organizational identification, non-formal education.*

Introduction

Voluntarism is one of the main pillars of non-formal education. Participation in such activities is supposed to be of one's own free will, and the more tasks one willingly tries to perform, the more identified with the activity's goals and values he or she will become (Kahane, 1997). To achieve this value, educators in non-formal education organizations are expected to set an example for the youth who participate in their activities, by contributing to the community and volunteering for tasks that are beyond their formal duties (Mandel-Levy & Artzi, 2016). These contributions, which go beyond the call of duty, are defined as organizational citizenship behavior (OCB) (Organ, 1988). In the context of youth movements, a type of non-formal education organization, such behaviors may include initiating youth volunteer activities after formal work hours (Blondheim & Somech, 2019), helping newcomers familiarize themselves with their role in the movement, assisting colleagues to complete their tasks (Ayinde & Oladele, 2016), and suggesting new ideas to promote the movement's goals (Kooharian, 2017). Research has revealed the many contributions of OCB, such as improved individual performance (Nadeak et al., 2021), knowledge sharing (Han et al., 2019), and innovation (de Geus et al., 2020). Among the various antecedents of OCB, studies have shown that transformational leadership significantly affects the employee's willingness to contribute above and beyond the call of duty (Han et al., 2019). This type of leadership is based on the idea that certain managerial behaviors can transform the values, preferences, and aspirations of subordinates, and motivate them to perform above and beyond the call of duty (House et al., 1991).

When defining OCB, one of the main assumptions has been that employees perform this kind of behavior voluntarily (Organ, 1988). Recently, however, several researchers have begun to challenge this assumption, claiming that OCB can also be the result of strong social or managerial pressure (Vigoda-Gadot, Redrawing the boundaries of OCB? An empirical examination of compulsory extra-role behavior in the workplace, 2007). Bolino et al. (2010) coined the term *citizenship pressure* (CP) to describe the pressure an employee feels when engaging in OCB. Citizenship pressure reveals the "dark side" of OCB, describing employees that engage in extra-role behaviors involuntarily instead of discretionarily. Among

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the predictors of CP, charismatic leaders were mentioned, as their followers feel pressure to align themselves with the formers' expectations for extra-role behavior (Horn et al., 2015).

A question that needs to be asked is: Do educators engage in OCB free-willingly or as a result of pressure, when following a transformational leader? Recent studies have challenged the impact of transformational leadership as having only positive implications, mainly by suggesting that not all transformational leadership dimensions are equally beneficial for the employees and/or for the organization (O'Reilly & Chatman, 2020). Research has shown that differential effects can be observed among the four components of transformational leadership – individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence (Windlinger et al., 2020). In particular, it was found that the two dimensions of the last component, namely idealized influence behavior and idealized influence attributed, can lead to distinct consequences (Franke & Felfe, 2011). Idealized influence behavior demonstrates the perception subordinates have of their leader as having high standards, strong devotion to the organization, and strong willingness to achieve its goals (Bass, 1998). Idealized influence attributed is the emotional component of leadership whereby subordinates perceive their leader as respectful, trustworthy, and as a person they wish to emulate as a role model (Bass & Riggio, 2005). These two dimensions were found to have a differential effect on OCB: idealized influence attributed was shown to have a significant positive relationship with OCB, whereas idealized influence behavior was not (Getahun, 2018)

Educators in youth movements, a branch of non-formal education, are often expected to engage in citizenship behavior (Mandel-Levy & Artzi, 2016), and particularly to set an example of volunteering beyond their clear managerial duties (Kooharian, 2017). Dominant influencers on educators to go the extra mile are their superiors, who are often identified as having idealized influence leadership characteristics (Chan, 2020). This work environment in which OCB is a common norm, when combined with charismatic leaders, may be perceived by educators working in youth movements as pressure to go the extra mile. A primary goal of the current study is to examine whether charismatic leadership has a dark side that may be exemplified by elevating pressure on followers to engage in extra role behavior.

As CP is a construct that develops within a context (Jackson, 2009), the current study aims to address the unique climate of youth movements, in which this phenomenon can flourish. Following past findings of the distinct consequences of the two dimensions of idealized influence (Franke & Felfe, 2011), this study postulates that idealized influence behavior will serve as a positive predictor of CP and that idealized influence attributed will be a negative predictor. Additionally, CP will serve as a mediator, functioning as a mechanism that explains the relationship between both idealized influence behavior and idealized influence attributed and OCB, in accordance with past findings that showed differential relationships between these three variables (Getahun, 2018).

Furthermore, the researchers claim that organizational identification, i.e., an individual's self-perception as belonging to or as being one with the organization he or she is a member of (Mael & Ashforth, 1992), will inhibit the positive relationship between idealized influence behavior and CP and will enhance the negative relationship between idealized influence attributed and CP. The researchers chose to focus on organizational identification because, especially in youth movements, educators may be motivated to invest beyond what is required of them to the extent that they share the movement's values, goals, and ideology (Mandel-Levy & Artzi, 2016). Furthermore, research has found organizational identification to be a significant factor that may inhibit the employee's sense of being forced to exhibit citizenship behavior (He et al., 2018). Hence, we suggest an overall moderated-mediation model whereby CP serves as a mediator in the relationships between the interactions of idealized influence behavior and idealized influence attributed with organizational identification and OCB.

The present study is built upon the theoretical job demands-resources (JD-R) model (Demerouti et al., 2001). This model asserts that when job demands outweigh the resources available, the individual's stress and burnout will be exacerbated; but this sense of stress can be buffered when job resources provide employees with effective tools to cope with stressors at work (Bakker & Demerouti, 2014). Accordingly, idealized influence behavior may exceed the educator's resources, resulting in high CP; while idealized influence attributed provides job resources leading to lower levels of CP. Lastly, organizational identification as a job resource may serve as a buffer for the relationship between idealized influence behavior and CP, and as enhancer for the relationship between idealized influence attributed and CP.
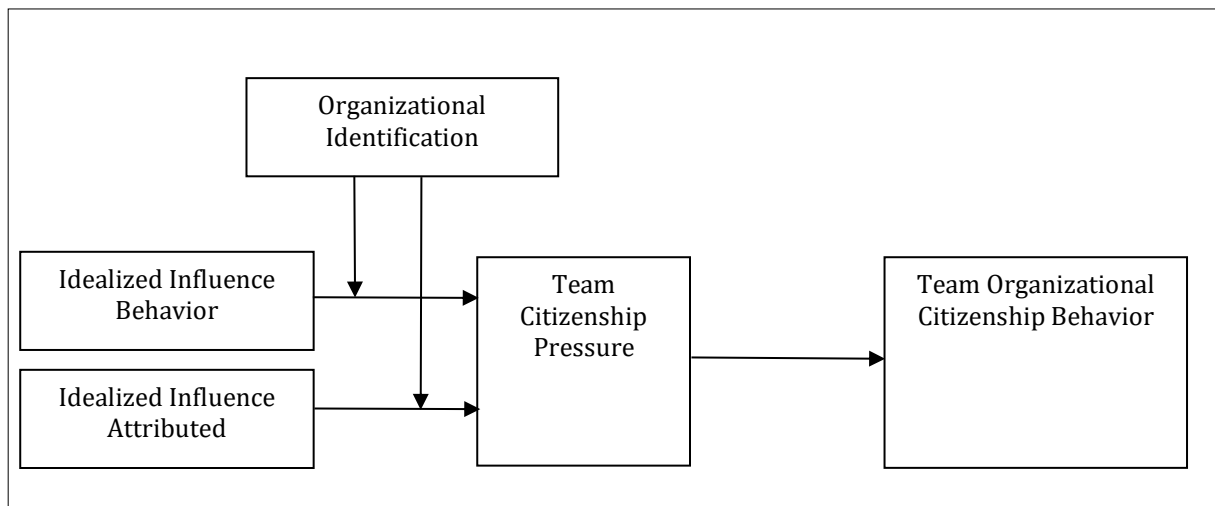
Figure 1. The Study Model

Literature Review

Organizational citizenship behavior is defined as an 'Individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the affective functioning of the organization' (Organ, 1988, p. 4). To better understand the concept of OCB, this concept should be distinguished from the behaviors expected in order to perform one's formal duties and responsibilities, or in other words, in-role behavior (Ashforth et al., 2000). Although the in-role requirements for non-formal educators vary from one organization to another, they commonly include engaging in interactions with youth, supporting the youth's progression through the educational program, planning and attending activities, events and meetings, and handling the bureaucracy required for the activities (Davis et al., 2021). Hence, the concept of OCB of educators refers to voluntary actions and helping behaviors that are exhibited as extra-role activities and that fall outside of the formal job requirements. Failure or success in displaying such behavior is not considered cause for punishment or reward, respectively (DiPaola et al., 2004).

In the past, most OCB research was conducted at the individual level (e.g., Decoster et al., 2014). In recent years, however, scholars have begun to suggest that since OCB is a phenomenon that grows within a context, it should be treated as a team-level phenomenon (Somech & Khotaba, 2017). Sporadic individual OCB occurrences have limited impact, and the main importance of OCB lies in its occurrence as a team-level phenomenon (Arain et al., 2022). In the context of youth movements, the group plays a vital role, as educators are assigned to mission-based teams, and are encouraged to cooperate with other team members and identify with the group's values and norms (Mandel-Levy & Artzi, 2016). It is, therefore, likely that educators will align with their colleagues' willingness to engage in OCB, as seen in other workplace environments (Yang & Chae, 2022). Hence, this study will address OCB as a shared team construct.

Organizational citizenship behavior is considered to be the result of good will and is defined as voluntary behavior. Nevertheless, several scholars have challenged this concept. Vigoda-Gadot (2006) claimed that in order to improve the organization's productivity, managers may encourage norms that require employees to exceed their formal duties, such as working extra time and helping co-workers, with no formal reward. Since refusing to comply with such norms would be unacceptable, the individual faces managerial pressure to engage in OCB. This expression of OCB is defined as compulsory citizenship behavior, and was found to be a prevalent phenomenon in various organizations, including schools (Vigoda-Gadot, 2007). Later, Bolino et al. (2010) coined the term *citizenship pressure* (CP) to describe 'a specific job demand in which an employee feels pressured to perform OCBs' (p. 836). As long as individuals feel pressured to engage in OCB, extra-role behavior cannot be regarded as voluntary, since it is perceived as obligatory and may result in social sanctions if not performed (Bolino et al., 2010). Outcomes of CP may include experiencing citizenship fatigue, a state of feeling worn out and tired of engaging in OCB (Bolino et al., 2015). While some studies found that CP positively impacts OCB (Germeys et al., 2019), others revealed a negative relationship between the two factors (Zhao et al., 2014).

The pressure to exhibit citizenship behavior is not new in the context of non-formal education – educators are often given as examples of employees who engage in altruistic and extra-role behaviors (Kanungo & Conger, 1993) and may feel pressure to comply with these expectations. "Good educators" are considered able to adapt to flexible environments and change their lesson plans, while establishing close relationships with each and every participant in their activities (Brain et al., 2009). Educators are expected to be highly motivated, with vast connections to the community in which their organizations operate, and to set an example for their followers of values such as volunteering and giving (Mandel-Levy & Artzi, 2016). This kind of work environment can create an atmosphere in which educators feel obligated to go the extra mile, not free-willingly but as a result of perceived pressure. Bolino et al. (2010) proposed that CP may stem from either internal forces, such as the employee's personality traits and individual tendencies, or external forces, such as the

organization's working environment and management attitudes. These researchers claim that external forces, which stem from the working climate, contribute more to CP among employees than do the internal forces.

Few studies examining the phenomenon in the field of education field were conducted. One study, which focused on schools in the formal education system, found among other things that principals increase the pressure among teachers to go the extra mile (Somech & Bogler, 2019). Hence, an important question arises: What is the role of the superior's leadership style as a predictor of CP? Studies have shown that charismatic leadership is positively connected with CP, as followers feel pressure to align themselves with their admired leader's expectations for extra-role behavior (Endriulaitienė & Morkevičiūtė, 2020). Researchers have also found the peer group to be an important factor predicting CP (Somech & Eliyahu, 2022). This perspective is based on the concept that the group plays a vital role in shaping the norms, behaviors, and attitudes of the individual at the workplace (Ehrhart et al., 2014). Teams create a climate in which every member is expected to go the extra mile, an expectation that is perceived by the individual as pressure to act in the same way (Bolino & Turnley, 2003). The current study will, therefore, embrace the team-level approach and the perspective of CP as a collective feeling, shared by team members, of pressure to perform OCBs. Citizenship pressure is a relatively new concept and research on the phenomenon's predictors is still in its infancy.

Specifically, this study seeks to investigate the differentiated effect of idealized influence behavior and idealized influence attributed on CP. These two dimensions are part of the broad concept of transformational leadership (Bass, 1998), and are common leadership characteristics in youth movements (Chan, 2020). Furthermore, both dimensions have been found to have distinct consequences regarding employee wellbeing (Franke & Felfe, 2011). To the best of our knowledge, this is the first study to examine the relationship between these specific dimensions and CP. Accordingly, the current study focused on the mediating role of team CP in the relationship between the two dimensions of idealized influence and team OCB. Furthermore, when investigating how idealized influence might influence team CP, the researchers propose that organizational identification plays a moderating role that may determine the direction of this relationship.

The Differential Effect of the Dimensions of Idealized Influence on Team CP and Team OCB

Bass and Riggio (2005) defined idealized influence as follows: 'Transformational leaders behave in ways that allow them to serve as role models for their followers. The leaders are admired, respected, and trusted. Followers identify with the leaders and want to emulate them' (p. 6). This category can be divided into two different dimensions: idealized influence behavior and idealized influence attributed. The current study argues that idealized influence behavior serves as a positive predictor of CP and idealized influence attributed serves as a negative predictor. This claim is based on the job demands-resources (JD-R) theoretic model (Demerouti et al., 2001), which suggests that the working environment poses job demands such as limited time for completing tasks, harsh physical working conditions, dealing with demanding clients that exhaust employees and can even negatively affect their emotional and mental health. At the same time, job resources such as superior support, participation in decision making, and task variety, attenuate job demands and enhance employee welfare. According to the theory, the balance between job demands and job resources predicts the perceived stress and pressure that the individual experiences. Based on the JD-R theory, the current study suggests that followers will perceive their leader's altruistic behavior and high sense of mission (idealized influence behavior characteristics) as a job demand to work harder and be fully committed to the goals of the organization (Endriulaitienė & Morkevičiūtė, 2020). Conversely, followers who experience their leader as respected and trustworthy (idealized influence attributed characteristics), gain job resources that provide them with support and reduce their sense of stress (Farmanesh & Zargar, 2021).

Idealized influence behavior: Idealized influence behavior is the demonstration by leaders of high standards, a sense of mission, and altruism, even at the expense of self-interests, as perceived by their followers. In the context of non-formal education, it is common for leaders to affect followers using methods of idealized influence behavior, for example, by expressing revolutionary ideas that appeal to the followers' principles and values. Such educators can successfully encourage fellowship among team members, which will strengthen the impact of the group on the individual (Chan, 2020). Seltzer et al. (1989) claimed that a leader's idealized influence behavior can be perceived by his or her followers as a high work ethic and commitment to the organization and its goals. Thus, thanks to their tendency to imitate their superior, team members may choose to work harder and to contribute more and more time for the benefit of the organization, ignoring their own needs, and as a result experiencing pressure and exhaustion. This relationship is evident when considering two common mantras for educators in the non-formal education system: 'Be the example of what you want others to be', and 'Have a vision that extends beyond the managerial tasks' (Kooharian, 2017, p. 41). Indeed, studies show a positive link between idealized influence behavior and employees' strain (Franke & Felfe, 2011) and workaholism (Endriulaitienė & Morkevičiūtė, 2020). Such leaders can create a self-sacrificial climate in which team members experience CP (Chen & Jiayao, 2021). In line with the JD-R theory, idealized influence behavior can be conceptualized as a job demand, as it is related to increasing workloads at the expense of the team members' time, energy, and self-needs, and can lead to exhaustion among employees (Balducci et al., 2021; Wiegner et al., 2015). A stressful working environment and a tendency to imitate the superior's commitment to the organization and its goals can lead to CP (Bolino et al., 2010). Hence:

Hypothesis 1a: Idealized influence behavior will be positively related to team CP.

Idealized influence attributed: Idealized influence attributed encompasses the followers' feelings of confidence, trust, and respect for their leader (Bass & Riggio, 2005). As a result of these feelings, followers strive to connect to their leader and emulate him or her as a role model. Research shows that employees who perceive their superiors as respected and trustworthy, will engage in OCB more voluntarily and less due to pressure or a sense of compulsion, since the leader becomes a source of support and encouragement for healthy work patterns (Farmanesh & Zargar, 2021). Leader support was found to be a helpful resource for improving climates and reducing pressure among teams (Tu et al., 2019). This study suggests that educators who strive to connect and emulate their superiors and perceive them as respected and trustworthy, will experience less CP. In accordance with the JD-R model, idealized influence attributed can be experienced as a job resource, since it can reduce the job demand of CP. Hence:

Hypothesis 1b: Idealized influence attributed will be negatively related to team CP.

The Mediating Role of CP

The present model suggests that team members' feelings of CP can be the mechanism that explains the link between leader's idealized influence and team OCB. The researchers suggest that team CP affects the job demands-resources balance, and can explain the relationship between different leader characteristics and team members' willingness to engage in OCB (Kim et al., 2020). Specifically, based on the JD-R model, the researchers suggest in this study that educators perceive the idealized influence behavior of their superior as a job requirement, leading to a sense of pressure to engage in extra role behaviors – team CP, an experience that exhausts the educators' resources, resulting in lower levels of team OCB. Idealized influence attributed, on the other hand, is perceived as a job resource that balances the effect of team CP as a job demand, and thus leads to a positive relationship with team OCB. Hence,

Hypothesis 2: Team CP will mediate the relationship between both idealized influence behavior and idealized influence attributed and team OCB.

The Moderating role of Organizational Identification

This study suggests that organizational identification serves as a moderator in the relationship between each of the two dimensions of idealized influence and team CP. Organizational identification is the self-perception of an individual as belonging to or being one with the organization he or she is a member of (Mael & Ashforth, 1992). Many studies have stressed the importance of viewing organizational identification as a team construct rather than as a perception of an individual, as it creates a consensus of devotion to the organization among the team members, who inspire each other to internalize the organizations' objectives (Porck et al., 2020). Within the team context, organizational identification was found to have enhanced impact on team attitudes and performance (Liu et al., 2011). High organizational identification among peer groups is a common goal for non-formal education organizations, especially for youth movements which are generally formed around an ideological and value-related basis (Mandel-Levy & Artzi, 2016). Indeed, teams that were united by a collective vision exhibited high performance levels (Ficapal-Cusi et al., 2021).

As for the moderating role of the team's organizational identification on the relationship between idealized influence behavior and team CP, team members with high organizational identification are less dependent on the leader's behavior, as they have inner motivation to contribute to the organization (H.-J. Wang et al., 2017). Team members strive to achieve the organization's goals even if it means going the extra mile beyond their formal duties (He et al., 2018). Thus, organizational identification can provide the team with extra resources, and so, at high levels of organizational identification, the effect of idealized influence behavior as a job demand that predicts high levels of CP weakens (Demerouti et al., 2001). Hence:

Hypothesis 3a: Organizational identification will moderate the relationship between idealized influence behavior and team CP. The positive relationship will be weaker when organizational identification is high.

As for the moderating role of a team's organizational identification in the relationship between idealized influence attributed and team CP, team members who perceive their leader as trustworthy and respected (both of which are components of idealized influence attributed) and also identify with their organization, exhibit high levels of self-sacrifice for their job (Khanzadeh & Ataei, 2015; Schaufeli, 2017). Trust and respect for the leader, as well as the feeling of belonging to the organization, act as resources that balance the effect of the job demands on the team members (Demerouti et al., 2001). The interaction between the two factors supports educators who deal with team CP as a job demand, since they engage in extra-role behavior as a mean of serving the organization they feel one with, rather than as a result of pressure they feel or a sense of obligation. Hence:

Hypothesis 3b: Organizational identification will moderate the relationship between idealized influence attributed and team CP. The negative relationship will be stronger when organizational identification is high.

Moderated mediation model

Finally, the overall moderated-mediation model suggests complete mediation by team CP of the relationship between both idealized influence behavior and idealized influence attributed and team OCB, with organizational identification functioning as a neutralizer for idealized influence behavior and an enhancer for idealized influence attributed. This model suggests that the two transformational leadership dimensions may have an indirect effect on team OCB through the mediating process of team CP. This effect may be conditional through the moderating mechanism of organizational identification. Specifically, both idealized influence behavior and idealized influence attributed interact with organizational identification to predict team CP, which in turn predicts team OCB. This moderated mediation model explains when (high organizational identification) and why (team CP mediation) leader's idealized influence characteristics may have beneficial or harmful consequences for team OCB. Hence:

Hypothesis 4: The indirect effect of both idealized influence behavior and idealized influence attributed on team OCB will be mediated by team CP, and moderated by organizational identification.

Methodology

Sample and Data Collection

Data were collected in 11 different youth movements in Israel, each of which consists of 3-15 districts with of 3-20 branches each. Although it was not possible to reach a random sample of all the youth movements in Israel, care was taken to select educators who work at urban and rural branches, and are diverse by their ethnicity, gender, and age. Each chief executive or assistant chief executive of a youth movement – the highest-ranking persons of those organizations (Burnham & Wong, 2018) gave their permission for participation of their employees in the research. Seventy-five teams participated in the study, for a total of 406 participants. Each team consisted of educators or team members, who were either employees or volunteers and whose job was to manage a local branch of the youth movement ("heads of branches") (Burnham & Wong, 2018), and their direct superiors ("district directors"), whose job was to manage the activity of their district and serve as leaders of the head of branches in their district (Burnham & Wong, 2018). Of the 406 participants, 331 were team members, and 75 were direct superiors. The two criterions for inclusion of a team in the sample were that at least 60% of members of the team completed the questionnaire and that the team members and their superior had been working together for at least six months.

Being part of a youth movement, all heads of branches have the same organization's goals, job roles, and standard of performance. Although each team member works alone on a daily basis within his or her branch, they communicate with each other regularly and participate in a formal weekly district meeting, led by their superior – the district director. The team meetings have several functions: reflection and supervision of the performance of the heads of branches as a team, coordinating events and activities, and providing group support for team members. The average team size was 7.65 (SD = 4.24). Of the 331 team members, 260 were women (78.5%) and the average age was 22 (SD = 4.61). Almost half (44%) of the team members were volunteers (n = 146), while 181 were employees (55%). Four participants (1%) chose not to answer this question. The average movement tenure was 8.11 years (SD = 4.22) and the average job tenure was 1.59 years (SD = 1.69). Of the 75 superiors, 48 were women (64%). The average movement tenure of the superiors was 11.30 years (SD = 5.35) and their average job tenure was 2.58 years (SD = 3.10). To avoid single source bias, questionnaires on idealized influence behavior, idealized influence attributed, organizational identification, and CP were distributed to team members, and a questionnaire on OCB was distributed to the team superiors.

Measures

Idealized influence behavior was measured using a 4-item scale taken from the multifactor leadership questionnaire (Bass & Avolio, 1995). Each item (e.g., 'My district director emphasizes the importance of having a collective sense of mission'; α = .74) was ranked on a 6-point Likert scale ranging from 1-*never* to 6-*always*.

Idealized influence attributed was measured using a 4-item scale also taken from the multifactor leadership questionnaire. Here too, each item (e.g., 'My district director instills pride in me for being associated with him/her'; α = .77) was ranked on a 6-point Likert scale ranging from 1-*never* to 6-*always*.

CP was measured using the 8-item CP scale developed by Bolino et al. (2010) (e.g., 'I feel a lot of pressure to go the extra mile by doing a lot of things that, technically, I don't have to do'; α = .89). Each item was ranked on a 5-point Likert scale ranging from 1-*I feel very little pressure* to 5-*I feel a lot of pressure*.

Organizational citizenship behavior was assessed for each team member by his or her superior, using the OCB questionnaire developed by Moon et al. (2004). The questionnaire comprises 24 items (α = .93) that measure four dimensions, each of which is covered by six items. The four dimensions are helping (e.g., 'Volunteers to do things for the work group', α = .94), innovation (e.g., 'Speaks up with ideas for new projects or changes in procedures', α = .92), sportsmanship (e.g., 'Acts as peacemaker when others have disagreements', α = .76), and compliance ('Produces as much as capable of at all times', α = .85). The items were ranked on a 6-point Likert scale ranging from 1-*never* to 6-*always*.

Organizational identification was assessed using a 5-items scale developed by Smidts et al. (2001). Items (e.g., 'I experience a strong sense of belonging to my youth movement'; α = .87) were ranked on a 6-point Likert scale ranging from 1-*strongly disagree* to 6-*strongly agree*.

Control variables. The control variables of the model were team size and type of employment (employee or volunteer). Studies have shown that team size has a considerable effect on the pressure to engage in "extra effort" behavior (Backes-Gellner et al., 2015). Type of employment was measured as a dichotomous variable (0=volunteer, 1= employee). Prior research has demonstrated that type of employment impacts the pressure to go the extra mile (Millette & Gagné, 2008).

Level of Analysis

The current study defined the team as the unit of analysis. Therefore, to test the model at the team level, all of the variables were aggregated. To justify the aggregation, the homogeneity of the individual responses was examined using the R_{wg} and intra-class correlation coefficient (ICC) tests. The R_{wg} test assesses the level of agreement among team members (James et al., 1993). The ICC test consists of two measures: ICC1, which provides the extent of within- versus between-group variability, and ICC2, which provides an estimate of the reliability of the group means (Bartko, 1976). In the current study, R_{wg} scores were .77 for idealized influence behavior, .77 for idealized influence attributed,.76 for organizational identification, .60 for CP, and .85 for OCB. All scores but one were above .70, which is the generally accepted criteria for agreement among team members (Nunnally, 1978). Nevertheless, according to other researchers, the team CP's R_{wg} score is still considered reasonable (Brown & Hauenstein, 2005). The ICC1 and ICC2 scores were .27 and .60 for idealized influence behavior,.21 and.52 for idealized influence attributed, .21 and .51 for organizational identification, .13 and .37 for CP, and .26 and .59 for OCB, respectively. All of these values are the recommended ICC values reported in the literature (Schneider et al., 1998) and so the researchers concluded that aggregation was justified for these variables.

Analyzing of Data

To test the hypotheses and our overall mediation-moderation model, the researchers followed the PROCESS Macro (Model 7) analysis (Hayes, 2013). The researchers used a bootstrapping procedure to establish the significance of the mediation; confidence intervals of 95% were used and 5,000 bootstrapping resamples were run. Two models were run separately: one in which idealized influence behavior was the independent variable, and the other in which idealized influence attributed was the independent variable. The Hayes PROCESS Macro analysis enabled to test the direct effects of the two dimensions of idealized influence on OCB as well as the indirect effects on OCB via CP at different values of organizational identification (-1*SD*, *M*, and +1*SD*). Team size and type of employment were used as covariates.

Results

Table 1 presents the study's descriptive statistics (means, standard deviations, and correlations for the study variables). It is interesting to note that organizational identification was found to be significantly and negatively correlated with CP (-.23, $p < .05$) and positively with OCB (.26, $p < .05$). These findings may suggest that identification with the organization encourages educators to go above and beyond the call of duty out of free will rather than under the influence of managerial pressure.

Table 1. Descriptive Statistics and Intercorrelation Matrix for Study Variables at the Team Level

Variable	M	SD	1	2	3	4	5	6	7
1. Idealized influence behavior	4.64	.69	1.00						
2. Idealized influence attributed	4.56	.66	.78**	1.00					
3. Organizational identification	4.96	.64	.19	.20	1.00				
4. CP	3.11	.58	-.20	-.16	-.23*	1.00			
5. OCB	4.26	.59	.16	.21	.26*	-.20	1.00		
6. Team size	7.60	4.24	-.03	.06	-.15	.26*	.19	1.00	
7. Type of employment	53.53	49.31	.21	.21	-.20	.22	.12	.06	1.00

N=75; *p<0.05, **p<0.01.
Note: Type of employment scale: 0= All team members are volunteers; 100= All team members are employees.

Table 2 shows the findings of the moderated-mediation model, with idealized influence behavior as the independent variable, and team size and type of employment as control variables. Contrary to Hypothesis 1a, no significant relationship was found between idealized influence behavior and CP ($p > .05$). Hypothesis 2 predicted that CP will mediate the relationship between idealized influence behavior and OCB. Since no significant relationship was found between idealized influence behavior and CP, a crucial condition for the mediation effect, Hypothesis 2 was not supported either. Hypothesis 3a predicted that organizational identification will moderate the relationship between idealized influence behavior and team CP, in a way that the relationship will be weaker when organizational identification is high. The interaction between idealized influence behavior and organizational identification revealed a negative relationship

(β = -.27, p < .1). Although the significance of the relationship was not below .05, the researchers do not reject these results since it is common to set the desired significance level to p < .1 when testing the interaction term (Hayes, 2013). Furthermore, when the interaction is across two continuous variables, the commonly used high-low method (Aiken & West, 1991) does not reveal the full distribution of the simple slopes. Instead, the researchers used the Johnson-Neyman technique (Preacher et al., 2006) to indicate the exact point from which the simple slopes become significant. A plot was produced with high (+1SD) and low (-1SD) levels of organizational identification (the moderator). The results indicate that at high organizational identification, idealized influence behavior was significantly and negatively associated with team CP (β = -.34, p < .05) and that at low and moderate organizational identification levels, there were no significant relationships (p > .05, and p > .05, respectively). This finding indicates a moderation effect, and so Hypothesis 3a is supported. Although not part of the hypothesis, findings showed that CP has a negative relationship with OCB (β = -.28, p < .05).

Table 2. Results of the Moderated-Mediation Model Analysis When Independent Variable is Idealized Influence Behavior

Antecedents	CP				OCB			
	B	SE	T	95% CI	B	SE	T	95% CI
Constant	2.74	.15	18.69***	2.45, 3.04	4.78	.37	13.06***	4.05, 5.51
Team size	.03	.01	1.94	.00, .06	.04	.02	2.20*	.00, .07
Type of employment	.00	.00	2.31*	.00, .01	.00	.00	1.24	.00, .00
Idealized influence behavior	-.17	.10	-1.79	-.36, .02	.07	.10	.65	-.14, .27
Organizational identification	-.05	.11	-.52	-.27, .16				
Idealized influence behavior X Organizational identification	-.27	.15	-1.71	-.57, .04				
CP					-.28	.12	-2.29*	-.53, -.04
	R²=.21**				R²=.13*			
Conditional effect of idealized influence behavior on CP at low and high levels of organizational identification	Effect	SE	95% CI					
Low organizational identification (-1SD)	-.00	.15	-.29, .29					
Moderate organizational identification	-.17	.10	-.36, .02					
High organizational identification (+1SD)	-.34*	.13	-.60, -.08					

Note. 95% CI, lower and upper level of 95% confidence interval; CP, citizenship pressure; OCB, organizational citizenship behavior.
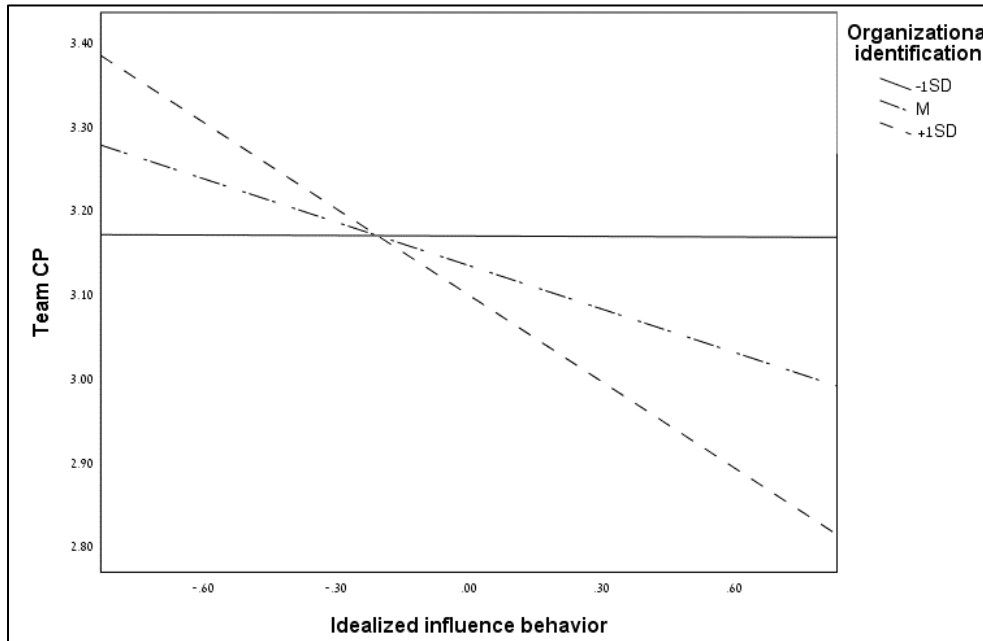*p<0.05, **p<0.01, ***p<0.001.

Figure 2. The Interactive Effect of Idealized Influence Behavior and Organizational Identifiaction on CP

Table 3 shows the findings of the moderated-mediation model, with idealized influence attributed as the independent variable, and team size and type of employment as control variables. Contrary to Hypothesis 1b, no significant relationship was found between idealized influence attributed and CP. Hypothesis 2 predicted that CP will mediate the relationship between idealized influence behavior and OCB. Since no significant relationship was found between idealized influence behavior and CP, a crucial condition for the mediation effect, again Hypothesis 2 was not supported. Hypothesis 3b predicted that organizational identification will moderate the relationship between idealized influence attributed and team CP, in a way that the relationship will be stronger when organizational identification is high. The interaction between idealized influence attributed and organizational identification showed a significant negative relationship with team CP (β = -.37, p < .05). To better understand the interaction pattern, a plot was produced with high (+1SD) and low (-1SD) levels of organizational identification (the moderator). The results indicate that at high organizational identification, idealized influence attributed was significantly and negatively associated with team CP (β = -.38, p < .01). At low and moderate organizational identification levels, on the other hand, no significant relationships were observed (p > .05, and p > .05, respectively). These findings support Hypothesis 3b. Although not part of the hypotheses, the findings again show that CP has a negative relationship with OCB (β = -.27, p < .05).

Finally, Hypothesis 4 predicted that the indirect effect of both idealized influence behavior and idealized influence attributed on team OCB will be mediated by team CP and moderated by organizational identification. Since no mediation effect was found (Hypothesis 2), Hypothesis 4 was not supported either.

Table 3. Results of the Moderated-Mediation Model Analysis When Independent Variable is Idealized Influence Attributed

Antecedents	CP				OCB			
	B	**SE**	**T**	**95% CI**	**B**	**SE**	**T**	**95% CI**
Constant	2.73	.15	18.57***	2.44, 3.03	4.77	.36	13.21***	4.05, 5.49
Team size	.03	.01	2.06*	.00, .06	.03	.02	2.10*	.00, .07
Type of employment	.00	.00	2.42*	.00, .01	.00	.00	1.17	.00, .00
Idealized influence attributed	-.14	.10	-1.40	-.34, .06	.11	.10	1.03	-.10, .31
Organizational identification	-.07	.10	-.63	-.z27, .14				
Idealized influence attributed X Organizational identification	-.37	.16	-2.26*	-.70, -.04				
CP					-.27	.12	-2.24*	-.52, -.03
	R²=.23**				R²=.14*			

Table 3. Continued

Antecedents	CP				OCB			
	B	**SE**	**T**	**95% CI**	**B**	**SE**	**T**	**95% CI**
Conditional effect of idealized influence attributed on CP at low and high levels of organizational identification	Effect	SE	95% CI					
Low organizational identification (-1SD)	.10	.16	-.21, .41					
Moderate organizational identification	-.14	.10	-.34, .06					
High organizational identification (+1SD)	-.38**	.13	-.65, -.11					

Note. N=75; 95% CI, lower and upper level of 95% confidence interval; CP, citizenship pressure; OCB, organizational citizenship behavior.
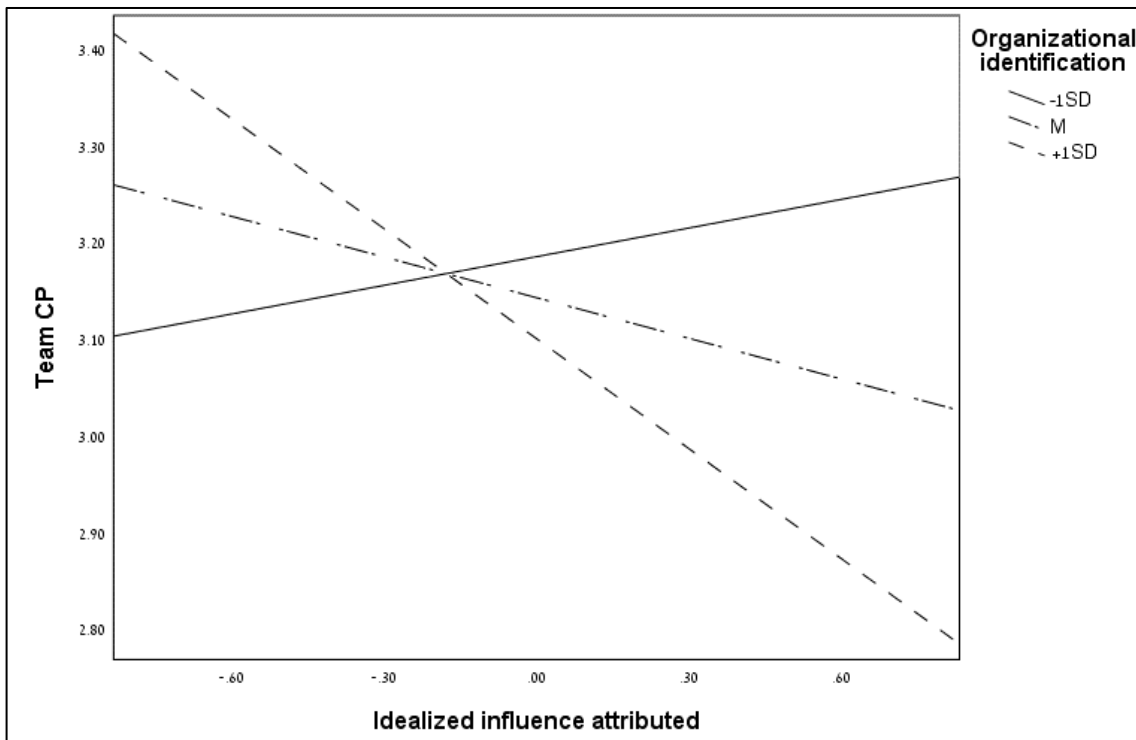*p<0.05, **p<0.01, ***p<0.001.

Figure 3. The Interactive Effect of Idealized Influence Attributed and Organizational Identifiaction on CP

Discussion

Educators in non-formal education organizations are often expected to set an example for the youth who participate in their activities, by contributing to the community and volunteering for tasks that are beyond their formal duties (Mandel-Levy & Artzi, 2016). This study focused on teams in non-formal education organizations and examined a model in which the indirect effect on team OCB of the charismatic dimensions of transformational leadership, i.e. idealized influence behavior and idealized influence attributed, is mediated by team CP and moderated by organizational identification. Our findings support the notion that organizational identification moderates the relationship of both idealized influence behavior and idealized influence attributed with team CP, and that team CP is negatively related to team OCB. However, no support was found for the mediating role of team CP in the relationships between both idealized influence behavior and idealized influence attributed and team OCB.

First, within-team homogeneity results support the notion that CP is a phenomenon that grows within the team context. It affirms that the group plays a vital role in shaping the norms, behaviors, and attitudes of the individual at the workplace (Abbasi et al., 2021), and thus can create a climate in which every member is expected to go the extra mile, an expectation that is perceived by all team members as pressure to act in the same way (Bolino & Turnley, 2003). The results of this

study, therefore, support the call to focus on team level characteristics, in order to better understand the antecedents and outcomes of CP.

Second, the researchers did not find support for the direct relationship of both idealized influence behavior and idealized influence attributed with team CP. Charismatic leader characteristics reveal themselves to be less effective when isolated, and their effectiveness is commonly conditioned through team norms, past experience, and attitudes (Mach et al., 2021). Indeed, the researchers found that organizational identification serves as a moderator in the relationship between the dimensions of idealized influence and team CP; the negative relationship was stronger when organizational identification was high. The results support the model of the JD-R theory, confirming that organizational identification can act as a job resource. Furthermore, Howell et al. (1986) suggested that certain characteristics of the employee, task and/or organization may enhance the relationships between a leader's qualities and his or her followers' attitudes, perceptions, and behaviors. Accordingly, teams that identify strongly with their organization will perceive their idealized influence leaders as more helpful and supportive, in turn decreasing their sense of CP (Costa et al., 2022; Humphrey, 2012). Finally, the present results may also imply that when teams are highly identified with their organizations, idealized influence leaders are more likely to activate the positive aspects of the workplace, resulting in less CP among team members (Kark & Shamir, 2002).

Third, this study postulated that high idealized influence behavior will serve as a predictor of high team CP, while high idealized influence attributed will predict low team CP. In other words, the researchers suggested that idealized influence behavior can be conceptualized as the "dark side" of transformational leadership, as it enhances the pressure on the team to go the extra mile. Idealized influence attributed, on the other hand, reduces team CP and, therefore, is considered a "good" dimension of transformational leadership. The researchers in this study found no support for a "dark side" of idealized influence behavior, or for a differential effect between both dimensions of idealized influence and team CP. Although some studies have shown a differential effect of idealized influence behavior and idealized influence attributed (Franke & Felfe, 2011), many other studies have indicated that both dimensions commonly have the same pattern of relationships. For example, both dimensions have a positive effect on commitment (Ashfari, 2022) and on OCB (Qalati et al., 2022). The current study supports the latter relationship by showing that the two components of idealized influence act similarly in their relationship with team CP. Put simply, our findings reinforce the notion that this dimension of transformational leadership, i.e. idealized influence, enhances positive outcomes for teams.

Fourth, the researchers found that team CP is negatively associated with team OCB. This finding is in line with the JD-R model, since as a job demand, team CP decreases the team's willingness to engage in team OCB. The main pillars of a non-formal education organization are voluntarily participating in the educational and recreational activities, contributing to the society in which it operates, and promoting the organization's goals by exceeding formal duties (Ivanova, 2016). Knutsen and Chan (2015) pointed out that in the context of non-profit organizations, boundaries between in-role responsibilities and extra-role behaviors are blurred. The norm of engaging in OCB is so pervasive in the workplace that it is almost impossible for employees to exactly discern the extra work that they do. When team members feel pressure to mix paid work with the "extras", they will likely engage less in OCB. This mechanism can be conceptualized as a team-level psychological contract breach – a phenomenon in which repeated interactions among team members facilitate the team's perception that the commitment between the organization and themselves has been breached (Tekleab et al., 2020). In the context of non-formal education, the psychological contract can be presented as the team's willingness to work in an organization in which OCB is not a byproduct but a norm and an agenda. That being said, if team members do not comply with the organization's norm and feel a workplace climate of pressure to engage in OCB, they will affect one another to withdraw from their obligation to the organization and will engage less in OCB.

Fifth, the results did not support the hypothesis of team CP as a mediator in the relationships between both dimensions of idealized influence and team OCB. This lack of support for the mediating role of team CP may be due to the unique context of this study, namely non-formal organizations. Researchers should examine the model in other educational organizations, such as schools, in order to identify the role of team CP and its antecedents and outcomes. Moreover, past studies have shown that the relationship between transformational leadership and OCB is mediated by relational factors, such as trust in the leader (Altunoğlu et al., 2019). Future research may focus on factors concerning the relationships between team members and their leader, as potential mediators between idealized influence and team OCB.

Finally, there was no support for the overall moderation-mediation model. That is, the effect of both dimensions of idealized influence on OCB was not significantly changed at high or low levels of organizational identification. This unanticipated finding suggests that educators who followed idealized influence leaders, did not experienced less CP leading to higher OCB, when they highly identified with their organization. As mentioned above, organizational identification was found to be negatively correlated with CP and positively with OCB. It is possible that identification with the organization can serve as a mediator rather than a moderator in these relationships (Kahane, 1997).

Conclusion

As nonformal educators are expected to engage in OCB (Mandel-Levy & Artzi, 2016), it is important to identify the antecedents of both CP and OCB within this context. Consistent with the JD-R model, this study's findings demonstrate

how idealized influence leaders and high organizational identification help to sustain low citizenship pressure among educators. These findings suggest that both charismatic leadership and the feeling of belongness to the organization function as important job resources for teams in the nonformal educational organizations. Moreover, the findings indicate that if CP as a job demand is not be neutralized by effective job resources, it will lead to lower levels of OCB, a behavior that is crucial in the context of nonformal organizations.

Recommendations

Teams are important and meaningful entities in non-formal education organizations. The current study, which examined CP and OCB as team-level constructs, reveals interesting implications for managers. Our findings show that when teams experience too much pressure to go the extra mile, their engagement in OCB actually decreases. Hence, it is within the interests of the management of non-formal education organizations to raise awareness to the possible outcomes of team CP, in order to avoid its negative effects. Our findings indicate that the combination of superiors high in idealized influence characteristics and educators with high levels of organizational identification, can reduce the pressure educators experience to go beyond the call of duty. To encourage this phenomenon, managements should invest time and resources training its leaders to develop skills that will enable them to be more trustworthy, respected, and with a strong sense of mission, all of which are characteristics of idealized influence leaders. Contrary to the study's hypotheses, the results did not indicate a "dark side" of transformational characteristics. Indeed, idealized influence behavior and idealized influence attributed were found to have no significant relationships with team CP. Hence, managers can be more at ease encouraging charismatic characteristics among team leaders, without fearing negative implications. At the same time, it is important for non-formal organizations to maintain high organizational identification among their educators, by promoting programs designed to enhance team members' sense of identifying as organizational members. Such programs should focus on organizational socialization tactics, such as exposing newcomers to the achievements of the organization, using veteran employees as role models, and branding the organizational prestige and distinctiveness, elements that have been found to maximize employees' organizational identification (Ashforth et al., 2007; Dutton et al., 1994).

Limitations

Several limitations are worth noting in the current study. Although data were collected from both team members (i.e., heads of branches) and their superiors (i.e., district directors) to avoid single source bias (Avolio et al., 1991), the results referring to the predictors of team CP were all collected from the same source, the team members. Self reports are commonly used to assess individual's subjective perception (Spector, 1994) , and studies have shown that people often accurately perceive their work environment (Conway & Lance, 2010), but it is recommended that future research will adopt a multi-source approach, when examining these relationships. Second, a multi-source approach should be applied also to team OCB, which was assessed in the current study only by the superiors. Colleague assesment of this variable can reinforce the validity of the results. The third limitation the researchers mention is the uniqueness of the sample population, which can raise a question regarding the possibility of generalizing the study's results. The current research was conducted in the youth movements context, in which most employees are young and unexperienced, and some are even unpaid volunteers (Mandel-Levy & Artzi, 2016). Future research may be conducted on other non-formal education organizations in order to provide generalizability of the present results. Finally, the current study was based on the JD-R theory, which suggests that the working environment poses job demands that exhaust employees and offers job resources that contribute both to the alleviation of job demands and to employee welfare. According to the theory, the balance between job demands and job resources predicts the perceived stress and pressure that the individual experiences. The current study suggests a conceptualization of team CP as a job demand. Although this conceptualization of team CP as a "negative" phenomenon is consistent with the literature (Eliyahu & Somech, 2022), evidence of its positive effects has also been found (H. Wang & Huang, 2019). It is worth investigating the possibility of positive outcomes of team CP for team members in the context of non-formal education.

Authorship Contribution Statement

Mell: Conceptualization, design, data acquisition, data analysis, drafting manuscript, securing funding, statistical analysis, admin, technical support. Somech: Conceptualization, critical revision of manuscript, supervision, final approval.

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