

# Key Impacts of Leader Behavior and Trust-In Leader on Person-Organization Fit and Expatriate Teacher's Job Performance in International Private Schools, Cambodia

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## Abstract

This study explores the significant influence of leader behavior and trust in leaders on person-organization fit and expatriate job performance within Cambodia's international private general education sectors. In an environment characterized by rapid changes and challenges, effective leadership can significantly impact employee outcomes. We conducted a self-administered survey of 285 expatriate teachers working in 28 international private education sectors, inviting 5 - 7 expatriate teachers from each school to participate in a primary Google form survey. The research findings of SEM indicate that leaders foster a strong sense of trust among employees, leading to enhanced person-organization fit. This alignment between individual values and organizational culture not only boosts employee morale but also enhances the overall expatriate teacher's job performance. Furthermore, the results reveal that person-organization fit acts as a critical mediator, magnifying the positive effects of leader behavior and trust in leaders on expatriate teacher's job performance metrics. The insights from this research advocate for the development of training programs focused on enhancing leader behaviors and building trust, thereby promoting better alignment between employees and their organizations. This study underscores the importance of leadership dynamics in optimizing employee performance in public health contexts, providing valuable implications for policymakers and organizational leaders aiming to improve teaching service delivery in Cambodia.

## Keywords

Leader Behavior, Leaders Trust in Leader, Person-Organization Fit, Job Performance, Social Exchange Theory, Expatriate, Psychological Withdrawal States Theory Cambodia

## 1. Introduction

Leadership refers to individuals who lead initiatives followed by others, holding a disproportionate influence over group activities and resources (Dorfman, 1996). A few cross-cultural leadership studies have been done within these traditions (Peterson & Hunt, 1997). A leader is an individual who influences, motivates, and empowers others to contribute to the effectiveness and success of their organization (Yukl, 2013). Leadership is defined as actions taken by individuals to guide others towards sharing and achieving a common organizational goal (Northouse, 2021). Recently, research scholars are increasingly interested in leadership styles in higher education (i.e., Akanji et al., 2020; Carvalho et al., 2022; Dalle, 2020; Howard, 2023; Sharma et al., 2022; Yue, 2023). Indeed, most of the previous imperial research focused on the key impact of leadership styles on the job satisfaction of faculty in higher education institutions (HEI) (i.e., Alonderiene & Majauskaite, 2016; Barnett, 2019; Bateh & Heyliger, 2014; Lamm et al., 2016; Mgaiwa, 2023).

Despite the impact of leadership behavior on followers' attitudes and performance, research on leadership in international general education and expatriate teachers, particularly with a focus on Cambodia, remains lacking. In the context of international general private schools in Cambodia, the challenges associated with expatriate teacher assignments are multifaceted. As these educators navigate cultural, academic, and emotional landscapes distinct from their home countries, understanding the dynamics of leader behavior and trust-in-leader becomes essential. Expatriate teachers play a vital role in delivering quality education in international schools, and their effectiveness hinges significantly on how well they adapt to their new environments. One crucial aspect of this adaptation process is the concept of person-organization fit (P-O fit), which refers to the compatibility between an employee's values, beliefs, and the organizational culture (Kristof-Brown et al., 2005). When expatriate teachers experience a high level of P-O fit, they are more likely to feel engaged, satisfied, and committed to their organization, ultimately leading to enhanced job performance (Suutari & Brewster, 2003).

Leadership in private schools in Cambodia is influenced by several factors, including cultural understanding, communication styles, and support for professional development. Cultural understanding is crucial for fostering a collaborative environment, especially in a diverse educational setting like Cambodia. Leaders must be aware of local culture and values to avoid misunderstandings and conflicts, which can negatively impact staff morale and student performance (Bennell

& Akyeampong, 2007). Effective communication is also essential, as leaders must promote open dialogue and feedback among staff. However, hierarchical cultural norms can hinder open communication, leading to a lack of transparency and trust. Support for professional development is also crucial, as leaders who prioritize teacher training can improve job satisfaction and instructional quality. Addressing these issues is essential for improving leadership behavior in private schools in Cambodia, leading to improved expatriate teacher job's performance, better student outcomes, and a more cohesive school community. This introduction explores the key impacts of leader behavior and trust in leadership on person-organization fit and expatriate teachers' job performance. The interplay between leader behavior, trust, and expatriate performance is particularly relevant in the context of international private schools, where leaders are charged with creating inclusive and supportive environments for a diverse teaching staff. A cultural understanding of the unique challenges faced by expatriates can guide leaders in adopting strategies that not only improve trust but also foster a strong sense of fit with organizational culture (Black & Gregersen, 1991).

Despite the growing body of literature on leader behavior, trust-in-leader, person-organization fit (P-O fit), and expatriate teacher performance, significant research gaps exist, particularly within the context of international private schools in Cambodia. First, most studies on leadership styles have been conducted in Western corporate environments, neglecting the unique challenges faced by expatriate educators in culturally diverse educational institutions (i.e., Abu Nasra & Arar, 2020; Azeez & Aboobaker, 2024; Lytras et al., 2024). This oversight emphasizes the need for context-specific insights that take into account the socio-cultural dynamics of Cambodia, where expatriate teachers may encounter different cultural adaptation challenges compared to their counterparts in more familiar environments. Additionally, while existing research has established the individual relationships between leader behavior, trust, P-O fit, and job performance, there remains a notable lack of studies examining the interrelationships among these constructs specifically within the expatriate educational setting (Kristof-Brown et al., 2005). Most interestingly, the effectiveness of expatriate educators in international private school's hinges on the interplay between leader behavior, trust in leadership, and person-organization fit (P-O fit). However, we have not sufficiently explored the influence of various leadership styles and organizational support mechanisms on P-O fit and expatriate job performance. As competition among international schools intensifies, attracting and retaining qualified expatriate teachers has become a strategic priority. Schools that prioritize effective leadership behaviors and foster trust will likely see improved teacher retention, job satisfaction, and enhanced educational outcomes. Then, the following research objectives aimed to (1) investigate the relationship between leader behavior and trust in leader and their combined effects on person-organization fit among expatriate teachers in international private schools in Cambodia, and (2) provide actionable insights for school administrators and policymakers to optimize the expatriate ex-

perience and enhance educational quality in international private schools in Cambodia.

## 2. Theoretical Foundation and Hypotheses Development

### 2.1. The Social Exchange Theory

The social exchange theory is well-established theories, but they are based on different theoretical reasoning (Tsen et al., 2022). According to Social Exchange Theory (SET), social behavior is the result of an exchange process in which individuals seek to maximize benefits and minimize costs in their relationships. The economic principles of cost-benefit analysis serve as the foundation for this theory, which proposes that individuals' self-interest drives their motivation in social interactions. Therefore, we understand relationship dynamics through the lens of perceived rewards and costs associated with interactions (Blau, 2017; Homans, 1958). In the context of organizational behavior, Social Exchange Theory suggests that employees and employers engage in reciprocal relationships where mutual benefits can lead to enhanced commitment, loyalty, and job satisfaction. For instance, employees are likely to reciprocate with increased effort and commitment to their work when they perceive fair treatment and adequate rewards for their contributions (Cropanzano & Mitchell, 2005). Conversely, perceived inequity in exchanges can lead to dissatisfaction and withdrawal behaviors. SET also emphasizes the role of trust and perceived value in relationships. Individuals are more likely to engage in positive exchanges that contribute to a supportive organizational culture when they establish trust and perceive value in the relationship (Blau, 1964).

In summary, Social Exchange Theory provides a framework for understanding the complexities of interpersonal relationships in organizational settings, highlighting the importance of reciprocal exchanges in fostering employee engagement and organizational effectiveness (Alcover et al., 2017). Thus, Social Exchange Theory (SET) suggests that social behavior is driven by self-interest and perceived rewards and costs. It emphasizes reciprocal relationships between employees and employers, where fair treatment and rewards foster commitment, loyalty, and job satisfaction, while perceived inequity can lead to dissatisfaction.

### 2.2. Psychological Withdrawal States Theory

Psychological withdrawal states Theory posits that when employees experience dissatisfaction or stress in their work environment, they may engage in various forms of psychological withdrawal. Psychological withdrawal refers to the mental disengagement from work tasks, reducing commitment, motivation, and effort. This theory suggests that factors such as job dissatisfaction, workplace stressors, and a lack of support can lead individuals to mentally distance themselves from their responsibilities, resulting in diminished performance and emotional detachment from their work and colleagues (Kahn, 1990). Psychological withdrawal can manifest in several ways, including decreased engagement, absenteeism, reduced effort, and even the intention to quit. This disengagement not only impacts the

individual's job performance but can also have broader implications for team cohesion and organizational effectiveness (Holtom et al., 2008). The theory underscores the importance of addressing the underlying causes of dissatisfaction in the workplace to promote engagement and enhance overall job satisfaction (Yasami et al., 2024). Indeed, the psychological withdrawal states theory categorizes employees into four nonstate groups based on job embeddedness, organizational commitment, and job satisfaction (Scott et al., 2021). Therefore, leader behavior, including communication, decision-making, support, motivation, and conflict management, significantly influences followers and organizational functioning. It can be categorized into transformational, transactional, and servant leadership styles. Effective leadership fosters employee engagement, commitment, and trust, especially in educational settings.

### 2.3. Leader Behavior

Leader behavior refers to the actions, attitudes, and conduct exhibited by individuals in leadership roles, which influence their followers and the overall functioning of an organization. These behaviors can include how leaders communicate, make decisions, provide support, motivate team members, and manage conflicts. Leader behavior is critical in shaping the organizational climate, establishing team dynamics, and impacting employee satisfaction and performance (Yukl, 2013). Researchers often categorize leader behaviors into various styles, such as transformational, transactional, and servant leadership, each characterized by distinct approaches to motivating and guiding followers. Transformational leaders, for instance, inspire and energize their teams by fostering a vision and encouraging professional development, while transactional leaders focus on maintaining the status quo through structured rewards and penalties (Bass, 1990; Northouse, 2021). Positive organizational outcomes, such as employee engagement, job satisfaction, and commitment to the organization, are associated with effective leader behaviors (Judge & Piccolo, 2004). Understanding and fostering effective leader behavior is thus essential for organizational performance and success (Tognazzo et al., 2017).

In practical leadership context, leader behavior is a primary determinant of P-O fit and plays a significant role in shaping the school climate. Effective leader behaviors, such as clear communication, empathy, support, and recognition, foster trust among teachers, thereby enhancing their sense of belonging and alignment with the organization's goals (Bass, 1990). When leaders demonstrate behaviors that resonate with the values and expectations of their teachers, they facilitate a conducive environment for expatriates to thrive. High-quality leader behavior is particularly important in international contexts, where expatriate teachers may face unique challenges, such as cultural adjustments and isolation from their home support systems. Therefore, leader behavior, including communication, decision-making, support, motivation, and conflict management, significantly influences followers and organizational functioning. It can be categorized into transformational, transactional, and servant leadership styles. Effective lead-

ership fosters employee engagement, commitment, and trust, especially in educational settings.

## 2.4. Trust in Leader

Trust-in-leader refers to the degree to which subordinates believe that their leader is reliable, competent, and acts in their best interest (Dirks & Ferrin, 2002). It encompasses the perception that the leader will fulfill their obligations, provide support, and make fair decisions that positively impact the team and organization. Trust in a leader is critical for fostering effective leader-member relationships, promoting collaboration, and improving overall team performance (Mayer et al., 1995). In the context of organizational behavior, trust-in-leader is particularly important as it influences employees' willingness to take risks, share information, and engage in open communication, ultimately affecting their job satisfaction and performance (Ouedraogo & Ouakouak, 2018).

Leadership studies demonstrate the significance of trust not only in individual employee outcomes but also in collective organizational performance (Silva et al., 2023). Trust-in-leader further influences the relationship between leader behavior and expatriate job performance. Trust is a fundamental construct in organizational behavior that affects how employees perceive their leaders' intentions and integrity (Dirks & Ferrin, 2002). When expatriate teachers trust their leaders, they are more likely to feel secure in their roles, engage in open communication, and collaborate effectively with colleagues. Trust can act as an essential buffer against the stressors associated with expatriate assignments, allowing teachers to focus on their teaching responsibilities rather than navigating uncertainties related to their leadership. Thus, trust-in-leader refers to the belief that a leader is reliable, competent, and acting in their best interests, fostering effective relationships and enhancing team performance. It influences employees' willingness to take risks, share information, and communicate openly, enhancing job satisfaction and organizational success.

## 2.5. Person Organizational Fit

Person-organization fit (P-O fit) refers to the degree of alignment between an individual's values, beliefs, and behaviors and the culture, values, and norms of an organization (Kristof-Brown et al., 2005). This concept emphasizes the importance of congruence between the individual and the organizational environment, suggesting that a higher fit can lead to greater job satisfaction, organizational commitment, and overall employee performance. P-O fit can manifest in various ways, including alignment in values, goals, and interpersonal dynamics between employees and the organization. When employees perceive a strong fit with their organization, they are more likely to experience positive work outcomes, engage deeply in their work, and remain with the organization over time (Verquer et al., 2003). Conversely, poor P-O fit can lead to job dissatisfaction, increased turnover intentions, and reduced organizational effectiveness (Farzaneh

et al., 2014). Therefore, person-organization fit (P-O fit) is the alignment of an individual's values with those of an organization, influencing job satisfaction, commitment, and employee performance. A strong fit leads to increased engagement and retention, while a poor fit can lead to dissatisfaction.

## 2.6. Expatriate's Job Performance

The term "Expatriate's job performance" describes the effectiveness and productivity of employees assigned to work in a foreign country for a specific period. This concept encompasses various dimensions, including the quality of work, achievement of goals, adaptability to new cultural and work environments, and the ability to integrate effectively within multinational teams (Linehan & Scullion, 2001). Several factors influence expatriate job performance, such as the expatriate's skills and experiences, the host organization's support, the clarity of role expectations, and the degree of adaptability to the local culture (Suutari & Brewster, 2003). High expatriate job performance is critical for the success of international assignments, as it directly impacts organizational effectiveness, the success of global operations, and the overall return on investment for expatriate training and relocation (Tung, 1982).

Furthermore, performance metrics may take into account how well expatriates meet cultural adjustment challenges and their ability to navigate interpersonal relations in the host country, demonstrating not only professional competencies but also the importance of cross-cultural communication skills (Black & Gregersen, 1991). In summary, expatriate job performance is a multifaceted concept that encompasses not only task-oriented outcomes but also the broader interactions and adjustments that expatriates must navigate in international work settings (Lee et al., 2013). Job performance refers to the productivity and effectiveness of expatriates working abroad, encompassing work quality, goal achievement, cultural adaptability, and integration. Factors influencing performance include skills, organizational support, role clarity, and cross-cultural communication, affecting organizational effectiveness and training return.

## 2.7. Hypotheses Development and Conceptual Framework

### 2.7.1. The Effect of Trust-in-Leader on Person-Organizational Fit

Trust-in-leader is a critical component influencing person-organization fit (P-O fit), reflecting the alignment between an individual's values and the culture of their organization. When employees perceive their leaders as trustworthy, they are more likely to experience a deeper sense of compatibility with the organization. This trust fosters an environment where employees feel safe, supported, and valued, which enhances their perception of fit within the organizational culture (Dirks & Ferrin, 2002). According to empirical evidence (Altunoğlu et al., 2019), high levels of trust in leadership positively correlate with job satisfaction and organizational commitment, both of which are crucial elements of P-O fit. When employees trust their leaders, they are more inclined to embrace the organization's



values and objectives, leading to a greater sense of alignment. Conversely, a lack of trust can create a sense of alienation and disengagement, which diminishes P-O fit and may result in withdrawal behaviors (DeConinck, 2010).

Moreover, trust in leader facilitates open communication and collaboration within the organization, empowering employees to contribute actively to the organizational culture. This active engagement reinforces their identification with the organization, thus enhancing P-O fit (Schneider et al., 2013). Trust in leaders is influenced by expatriate teachers' belief in their leaders' fairness and integrity (Jutras & Mathieu, 2016). In unequal power dynamics, trust is based on integrity, concern, and benevolence. High trust in leaders can satisfy human needs and preferences, creating positive subjective experiences (Mayer et al., 2012).

In summary, trust in leader plays a pivotal role in shaping employees' perceptions of P-O fit, as it influences their emotional commitment and alignment with the organizational culture, ultimately leading to improved job performance and organizational effectiveness (Lau et al., 2017). However, the relationship between person-organization fit and trust in leaders is limited. Expatriate teachers' fit may change over time as their perceptions of leaders' fairness and ethics change (Schwepker, 2019). Person-organization (P-O) fit refers to the compatibility between an employee and their organization (Kristof-Brown et al., 2005). High levels of fit lead to job satisfaction. Research suggests that P-O fit can be influenced by specific variables, such as the quality of relationships with organizational leaders (Badawy et al., 2019). Studies have shown that high-quality employee-leader relations, such as trust in leadership, can predict P-O fit (Treviño et al., 2020). Additionally, dyadic relationships like leader-member exchange and supervisor-subordinate guanxi can impact employee fit perceptions, behavior, and turnover intentions (Williamson & Perumal, 2022). High trust in leaders leads to better person-organizational fit in working environments. Thus, the following hypothesis is proposed, as shown in Figure 1.

*Hypothesis 1: Trust-in-leader has a positive impact on person-organizational fit in international expatriate teacher contexts.*

### **2.7.2. The Effect of Leader Behavior on Person-Organizational Fit**

Leader behavior has a significant impact on person-organization fit (P-O fit), which refers to the compatibility between an employee's values, beliefs, and the organizational culture. Positive leader behaviors—such as supportive communication, recognition, and ethical decision-making—foster an environment where employees feel valued and aligned with the organization's objectives (Kristof-Brown et al., 2005). When leaders demonstrate behaviors that reflect the organization's core values, they reinforce a culture that encourages employees to identify with the organization, consequently enhancing P-O fit. Research indicates that leaders who engage in transformational leadership behaviors can significantly influence employees' perceptions of fit. Transformational leaders inspire and motivate employees by creating a compelling vision and fostering an inclusive atmosphere (Bass, 1990). This behavior helps employees internalize organizational val-



ues, leading to a stronger alignment with the organization and increased job satisfaction. Conversely, negative leader behaviors, such as authoritarianism or lack of support, can diminish employees' sense of fit with the organization. When employees perceive their leaders as unsupportive, this can lead to feelings of disconnection and alienation, adversely affecting their engagement and commitment (Goleman, 2017). As a result, the alignment between personal and organizational values may weaken, leading to higher turnover intentions and decreased job performance. In summary, leader behavior has a profound impact on person-organization fit (Kerse, 2021). Leaders who exemplify positive behaviors can cultivate an environment conducive to alignment, increasing overall employee satisfaction and organizational effectiveness (Pacia & Guevarra, 2023). Research indicates that servant and transformational leadership styles significantly enhance person-organizational fit and organizational fit (Listyaningrum et al., 2024). Thus, the following hypothesis is proposed, as shown in Figure 1.

*Hypothesis 2: Leader behavior has a positive impact on person-organizational fit in international expatriate teacher contexts.*

### **2.7.3. The Effect of Person-Organizational Fit on Expatriate Job Performance**

Person-organization fit (P-O fit) significantly influences expatriate job performance, reflecting how well an expatriate's values and beliefs align with the culture and values of the host organization. High P-O fit fosters a supportive work environment, which can enhance expatriates' motivation, job satisfaction, and overall performance (Kristof-Brown et al., 2005). When expatriates feel a strong alignment with the organization's culture, they are more likely to engage with their work, resulting in increased productivity and effectiveness in their roles (Suutari & Brewster, 2003). Research indicates that expatriates who perceive a high level of P-O fit experience lower levels of stress and cultural adjustment challenges. This alignment allows expatriates to navigate cultural differences more effectively, leading to better integration within their teams and higher overall job satisfaction (Black & Gregersen, 1991). As a result, these expatriates not only perform better in their job functions but also contribute positively to team dynamics and organizational goals.

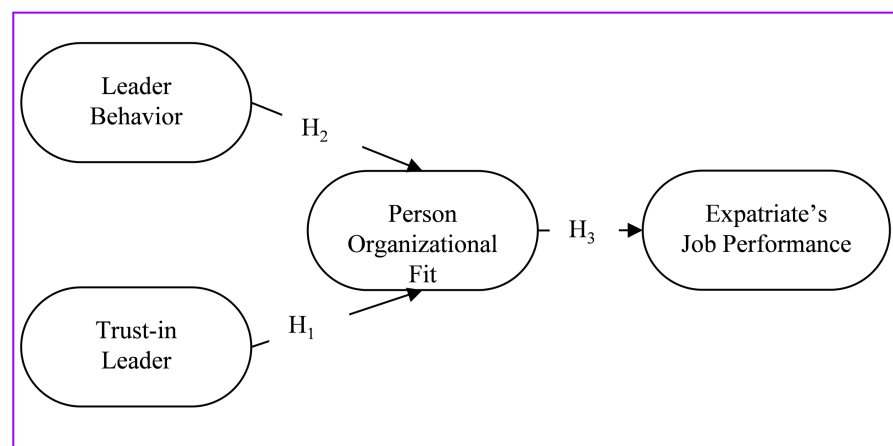
Conversely, when expatriates experience poor P-O fit, they may encounter increased stress and feelings of isolation, which can lead to disengagement and diminished job performance. The lack of alignment may result in a lower willingness to invest in relationships within the organization, ultimately impacting their contribution to team and organizational success (Boon & Biron, 2016). In conclusion, person-organization fit plays a crucial role in determining expatriate job performance (Nolan & Morley, 2014). The identity theory suggests that the quality of leader-employee relationships influences employees' person-organization fit, leading to improved job performance (Kristof-Brown & Guay, 2011). The study suggests that perceptions of person-organizational fit are likely to impact job performance (Badawy et al., 2019). Companies that prioritize fostering P-O fit for their expatriate

employees are likely to see enhanced job performance, increased satisfaction, and improved organizational outcomes (Chew et al., 2021). To date, studies examining the antecedents of P-O fit focused on constructs such as high level of job performance (Uppal, 2021). The proposal proposes a person-organization fit as a method to predict job performance in Vietnam's public sector (Pham et al., 2024). Thus, the following hypothesis is proposed, as shown in **Figure 1**.

*Hypothesis 3: Person-organizational fit has a positive impact on expatriate job performance in international expatriate teacher contexts.*

## 2.8. Conceptual Framework

The Social Exchange Theory (SET) and Psychological Withdrawal States Theory offer insights into the relationship between leader behavior, trust, person-organization fit, and expatriate job performance in Cambodian schools. SET suggests that positive leader behaviors, like clear communication and recognition, enhance trust, leading to increased commitment and effort among expatriate teachers. Conversely, negative leader behaviors or perceived inequity can lead to psychological withdrawal, affecting performance and team dynamics. Both theories emphasize the importance of effective leader behavior and trust in enhancing P-O fit and reducing psychological withdrawal. Indeed, according to research hypothesis arguments, this study proposed the following hypotheses, as shown in **Figure 1**.



**Figure 1.** Conceptual framework of expatriate's job performance.

## 3. Methods

### 3.1. Sampling and Data Collection

Sampling design and procedures are fundamental components of research methodology, focusing on how researchers select individuals or units from a larger population to participate in a study (Creswell, 2016). The primary goal of sampling design is to ensure that the sample accurately represents the population, allowing for valid and generalizable findings (Sunders et al., 2017). Non-probability sampling techniques (i.e., purposive and snowball sampling) (Cooper & Schindler,

2014; Etikan et al., 2016) was adopted to invite 5 - 7 international expatriate teachers for each international private school in Cambodia to participate in the survey. A self-administered by conducting an online Google form survey was also adopted to collect information from respondents. An unknown population is used to determine the sample sizes for this study. As recommended by Bowerman et al. (2019) to collect data from international expatriate teachers, as shown

$$n = p(1-p) \left( \frac{Z_{\alpha/2}}{B} \right)^2,$$

where:  $n$  = sample sizes;  $p$  = Probability is 0.5 (50%);  $Z_{\alpha/2}$  = Significant level at 1.96 with confident interval of 0.05;  $B$  = Tolerance Error is 0.07 (7%).

$$n = 0.5(1-0.5) \left( \frac{1.96}{0.07} \right)^2 = 196$$

This study applies structural equation modeling (SEM) to test the proposed research hypotheses. Thus, the formal sample size should be at least 196 respondents. We sent 320 questionnaires to 32 international private schools in Phnom-Penh and Kandal province city, Cambodia, allowing us to invite expatriate teachers to participate in our Google form survey. We received returns from 305 participants, including a formal 28 international private schools. However, 20 questionnaires were withdrawn because they contained serious missing data. Therefore, we selected 285 participants (with  $285/305 = 93.44\%$ ) from 28 international private schools as the valid samples for this study. Saunders et al. (2019) suggested that since mail survey questionnaires typically have a response rate between 30 and 50 percent, self-administered questionnaires should undoubtedly have a response rate of more than 50 percent. Therefore, the study viewed the response rate of 93.44 percent as satisfactory.

### 3.2. Questionnaire Design and Measurement Scales

Questionnaire design is a crucial part of research methodology, ensuring the validity and reliability of data collected. It involves clear, concise questions that are free from ambiguity, allowing respondents to understand the question (Fowler Jr., 2013). Measurement scales are essential for quantifying variables and capturing respondent attitudes, perceptions, or experiences. There are several types of scales, including nominal, ordinal, interval, and ratio scales (Malhotra et al., 2020). Likert scales, commonly used in social science research, measure attitudes or opinions across a continuum using a 5-point scale (Likert, 1932). This approach allows researchers to quantitatively analyze subjective data, enhancing their understanding of complex social phenomena. Adhering to best practices in questionnaire design and measurement can improve the quality of findings and conclusions (Cooper & Schindler, 2014). As a result, this study uses the English version of questionnaire items adopted by previous scholars, as listed in the Appendix-Questionnaire Design, Table A1 section.

## 4. Results

### 4.1. Demographic of Respondents

#### Factor Analysis and Reliability Test

The purpose of performing factor analysis is to define the underlying structure among the research variables (Ngounhort et al., 2024). As recommended by Hair Jr et al. (2019) to ensure a high level of validation for the results, we employ the following guidelines to assess the factor analysis process: 1) KMO > 0.50 and Bartlett's test is significant at  $p$ -value < 0.05; 2) Communalities of each variable should be higher than >0.5; 3) Factor Loading  $\geq 0.60$  or 0.70; 4) Eigenvalue  $\geq 1$ ; 5) Cumulative percentage > 60%. This report also used the "Varimax rotation" and "Principal Component Extraction" methods to validate the meaning of research variables. Therefore, we may delete some research items if they have a factor loading score below 0.60 or communality values below 0.50. We adopted the factor analysis procedure to conduct the reliability test, leaving the items intact. We commonly apply the estimate of the coefficient Alpha, an indicator of convergent validity measurement, to evaluate the reliability of questionnaire items (Hair et al., 2010). According to Churchill Jr. (1979, p. 68), coefficient Alpha "absolutely should be the first measure one calculates to assess the quality of the instrument." To assess its representation of structure, one should apply common factor analysis and reliability tests (Hair et al., 2021). We use two criteria for the reliability test to check the construct validity: 1) the item-to-total correlation must be at least 0.5; and 2) the coefficient alpha ( $\alpha$ ) must be at least 0.6 (for an exploratory study) or 0.70 (for a confirmatory study) (see Table 1).

**Table 1.** The Threshold for Factor analysis and reliability test.

Factor analysis	Threshold values
1) Factor loading	$\geq 0.60$ or 0.70
2) KMO	$\geq 0.50$
3) Eigenvalue	>1
4) Commulative %	$\geq 60\%$ or 70%
Reliability Test	
1) Item-total correlation	$\geq 0.50$
2) Cronbach Alpha	$\geq 0.60$ or 0.70

Source: Hair Jr. et al. (2019).

According to Table 1's threshold values and Table 2's results, all questionnaire items are valid (i.e., all items have an FL greater than 0.70) and reliability coefficient ( $\alpha$  was ranged from 0.892 to 0.916, which is higher than 70%). Thus, these research variables are reliable and valid for this study.

**Table 2.** The result of factor analysis and reliability test.

Variables	Factor Analysis				Reliability Test	
	FL	KMO	Eig.	CU%	ITC	α
Trust in Leadership—[TIL]						
TIL3	0.924	0.848	3.197	79.926	0.856	0.916
TIL4	0.899				0.815	
TIL2	0.891				0.803	
TIL1	0.860				0.757	
TIL5			Deleted (FL < 0.60)			
Leader Behavior—(LEB)						
LEB5	0.833	0.882	4.262	60.881	0.754	0.892
LEB6	0.803				0.711	
LEB3	0.793				0.710	
LEB2	0.788				0.700	
LEB1	0.764				0.668	
LEB7	0.742				0.647	
LEB4	0.734				0.637	
Person Organization Fit—(POF)						
POF5	0.883	0.902	4.102	68.375	0.813	0.907
POF1	0.850				0.765	
POF3	0.846				0.768	
POF2	0.807				0.708	
POF6	0.798				0.712	
POF4	0.773				0.680	
Job Performance—(JOP)						
JOP3	0.898	0.875	3.688	73.750	0.827	0.911
JOP2	0.878				0.797	
JOP4	0.867				0.783	
JOP1	0.848				0.760	
JOP5	0.800				0.698	

Note: FL = Factor Loading Score; KMO = Kaiser-Meyer-Olkin; Eig. = Eigenvalue; CU = Cumulative %; ITC = Item-total-correlation;  $\alpha$  = Cronbach Alpha.

Correlation is the measure of the size and direction of the linear relationship

between the two variables, while squared correlation is the measure of the strength of the association between them (Tabachnick et al., 2018). A correlation matrix is a table that displays the correlation coefficients between multiple variables, providing a comprehensive overview of their relationships and associations (Hair et al., 2010). It is essential in identifying patterns, trends, and potential multicollinearity issues in quantitative research (Allen et al., 2023). Each cell in a correlation matrix represents the correlation coefficient between two variables, with values ranging from  $-1$  to  $+1$  (Field, 2024). A perfect positive correlation indicates that as one variable increases, the other also increases, while a perfect negative correlation indicates that an increase in one variable leads to a decrease in the other. A value of 0 indicates no correlation (James et al., 2023). Interpreting a correlation matrix is crucial in research, as it helps assess the strength of variables' relationships (Bluman, 2023), such as high positive correlations between leader behavior and trust-in-leader. It also serves as a preliminary analysis tool, detecting potential issues with multicollinearity, which can distort regression coefficients and reduce model interpretability (Pallant, 2020).

The correlation matrix (Table 3) illustrates the interrelationship among key research variables as proposed in the conceptual framework. All of the variables in this study have a strong positive relationship with each other, as shown in Table 3. The Pearson correlation coefficient test with a two-tailed test gave this relationship with  $**p\text{-value} < 0.01$  (Chanveasna, Chanthuch et al., 2024). We evaluated the correlation between the variables using the correlation matrix (Steiger, 1980). The study's findings demonstrate that among these relationships, "trust-in-leader" exhibits a highly and strongly significant correlation with expatriate's leader behavior, with a correlation coefficient of approximately  $r = 0.757$ , or 75.70%. Indeed, "leader behavior" also has a strongly significant correlation with "expatriate teacher's job performance," with  $r = 0.709$  or 70.9%, respectively. Thus, in international private school contexts, "trust-in-leader", "leader behavior" and "person-organization fit" play the most important roles in increasing expatriate teachers' "job performance."

**Table 3.** The result of correlation matrix ( $n = 285$ ).

Variables	$\bar{X}$	S	1	2	3	4	5	6
1) TIL	3.95	0.62	1.00					
2) LEB	3.74	0.55	<b>0.757**</b>	1.00				
3) POF	3.80	0.63	0.658**	0.666**	1.00			
4) JOP	3.83	0.64	<b>0.703**</b>	<b>0.709**</b>	0.624**	1.00		
5) Age	41.36	7.73	-0.039	0.067	0.033	0.065	1.00	
6) Income	\$1336.84	\$169.33	-0.016	-0.015	-0.047	-0.027	0.017	1.00

Note: \*\* Correlation is significant at the 0.01 level (2-tailed);  $\bar{X}$  = mean; S=Standard Deviation; 1) TIL = Trust in Leader; 2) LEB = Leadership Behavior; 3) POF = Personal-Organizational Fit; 4) JOP = Job Performance.

## 4.2. Correlation Matrix

There is a strong link between trust in leadership and leadership behavior ( $r = 0.757, p < 0.001$ ), person-organization fit ( $r = 0.658, p < 0.001$ ), and expatriate job performance ( $r = 0.703, p < 0.001$ ). Additionally, leadership behavior shows a significant correlation with person-organization fit ( $r = 0.666, p < 0.001$ ) and expatriate job performance ( $r = 0.709, p < 0.001$ ). Furthermore, person-organization fit also significantly correlates with expatriate job performance ( $r = 0.624, p < 0.001$ ). These independent variables are crucial for enhancing expatriate job performance in international private schools in Cambodia.

## 4.3. Confirmatory Factor Analysis (CFA)

The purpose of conducting CFA is to double-confirm the reliability and validity of research items with exploratory factor analysis and reliability tests, as shown in **Table 2**. The CFA procedures consisted of three steps: 1) creating a first-ordered factor model; 2) creating a second-ordered factor model; and 3) creating an overall factor model (i.e., refer to [Chanveasna, Veasna et al., 2024](#)). We also adopted Average Variance Extracted (AVE) and Composite Reliability (CR), as shown in **Table 4** & **Figure 2**, to ensure the validity and reliability of the research constructs in this study. The CFA results indicated that all research constructs have high reliability and validity, with the best model fit assessment (i.e.,  $\chi^2/D.F = 1.406$ , GFI = 0.941, AGFI = 0.910, NFI = 0.959, CFI = 0.988, and RMSEA = 0.038), as meet the thresholds recommended by [Hair Jr. et al. \(2021\)](#), [Kline \(2023\)](#), and [Jöreskog et al. \(2016\)](#) (i.e.,  $\chi^2/D.F < 2.5$ , GFI > 0.90, AGFI > 0.90, NFI > 0.90, CFI > 0.90, and RMSEA < 0.05). We then used all the research items from the CFA stages to test the research hypotheses through SEM, as shown in **Table 5** & **Figure 3**.

**Table 4.** The result of overall CFA.

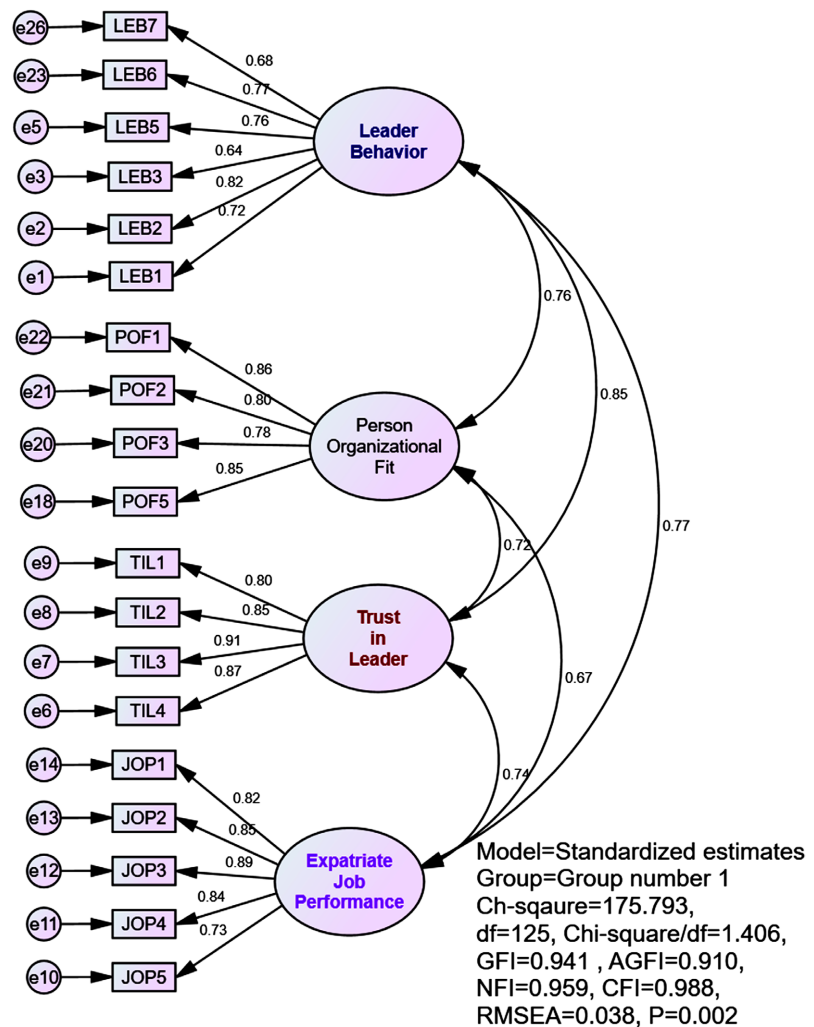
Indicators	Research Constructs	$\lambda$	t-value	AVE	CR
LEB1 ←	<b>Leader Behavior</b>	0.718***	A	<b>0.537</b>	<b>0.873</b>
LEB2 ←		0.823***	13.151		
LEB3 ←		0.639***	11.482		
LEB5 ←		0.755***	12.212		
LEB6 ←		0.872***	12.43		
LEB7 ←		0.909***	10.806		
TIL4 ←	<b>Trust in Leader</b>	0.872***	A	<b>0.527</b>	<b>0.861</b>
TIL3 ←		0.909***	21.844		
TIL2 ←		0.846***	19.053		
TIL1 ←		0.796***	17.068		



## Continued

JOP5	←		0.731***	A		
JOP4	←		0.843***	14.602		
JOP3	←	<b>Expatriate Job Performance</b>	0.890***	15.098	<b>0.686</b>	<b>0.916</b>
JOP2	←		0.848***	14.528		
JOP1	←		0.822***	13.837		
POF5	←		0.852***	18.252		
POF3	←		0.783***	16.008		
POF2	←	<b>Person-Organizational Fit</b>	0.802***	16.465	<b>0.528</b>	<b>0.852</b>
POF1	←		0.861***	A		

Note: \*\*\* $p < 0.001$  which is significant level at t-value  $> 1.96$ . A = parameter regression weight was fixed at 1.  $\lambda$  = Standardized estimates score; AVE = Average Extracted Variance; CR = Composite Reliability.



**Figure 2.** The result of overall CFA.

The Average Variance Extracted (AVE) and Composite Reliability coefficients (CR) are applied to relate the quality of a measure. To avoid misconceptions, it is necessary to appropriately understand the equations of the AVE and CR, as well as their association with the definition of validity and reliability. In this manuscript, we explain, using simulated one-factor models, how the number of items and the homogeneity of factor loadings might influence the AVE and CR results.

$$AVE = \frac{\sum_{i=1}^n \lambda_i^2}{n} \quad (1)$$

$$CR = \frac{\left(\sum_{i=1}^n \lambda_i\right)^2}{\left(\sum_{i=1}^n \lambda_i\right)^2 + \left(\sum_{i=1}^n \delta_i\right)} \quad (2)$$

where:  $\lambda$  (Lamda) represents the standardized factor loading, and  $i$  is the number of items (1) and  $\delta$  (Delta) represents error variance terms (2) while  $\delta = 1 - \lambda_i^2$ . According to [Fornell and Larcker \(1981\)](#) and [Peterson and Kim \(2013\)](#), AVE must exceed 0.50, and CR must exceed 0.70, respectively. [Hair et al. \(2014\)](#) recommend that the t-value must be greater than 1.96 and the  $p$ -value  $< 0.05$ . Therefore, AVE and CR have met the thresholds for this study.

#### 4.4. Structural Equal Modeling (SEM)

AMOS 29 and SPSS 29 are used to produce the results of confirmatory factor analysis (CFA) to evaluate the goodness-of-fit model assessment for the measurement model for this study, and Structural Equation Modeling (SEM) to test the proposed research hypotheses. All questionnaire items that remained from the formal results of the overall CFA ([Table 4](#)) were adopted to proceed with the SEM. Indeed, the thresholds for SEM are the same as the thresholds for CFA, stated above, which were also adopted to evaluate the results of SEM. The results of SEM indicated that  $\chi^2/D.F = 1.571$ , GFI = 0.937, AGFI = 0.932, NFI = 0.955, CFI = 0.983, and RMSEA = 0.045, which met the thresholds and have a good assessment of model fit for this study ([Table 5](#) and [Figure 3](#)).

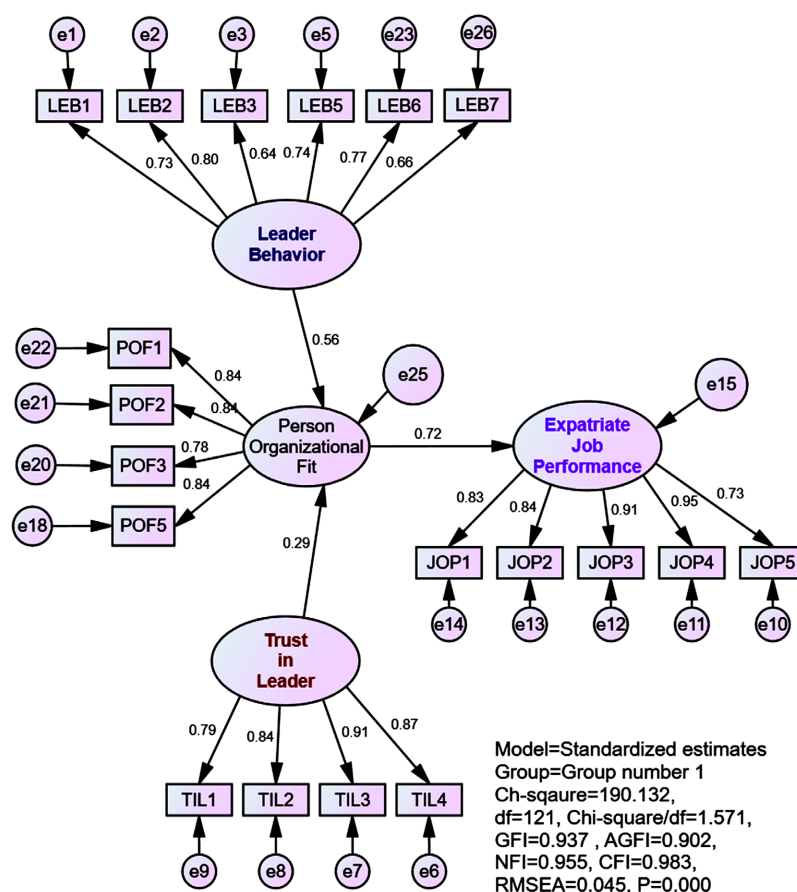
Also, this research finding found that the original proposed research hypotheses are well-confirmed and significant by this study. **Hypothesis 1**—The relationship between “trust-in-leader” and “*person-organization fit*” has a positive effect with  $\beta = 0.298^{**}$ , t-value = 3.122  $> 1.96$ , and p-value = 0.002  $< 0.05$ . **Hypothesis 2**—The relationship between “*leader behavior*” and “*person-organization fit*” has a positive effect with  $\beta = 0.554^{***}$ , t-value = 5.364  $> 1.96$ , and p-value = 0.000  $< 0.001$ . **Hypothesis 3**—The relationship between “*person-organization fit*” and “*expatriate teacher’s job performance*” has a positive effect with  $\beta = 0.718^{***}$ , t-value = 10.566  $> 1.96$ , and p-value = 0.000  $< 0.001$ . Therefore, this study assumes that “*person-organization fit*” and “*leader behavior*” have very important roles and indicators in enhancing expatriate teacher’s job performance in international private school contexts in Cambodia. Interestingly, according to the Sobel’s test

(Table A2 and Table A3), this research finding also suggests that “person-organization fit” plays the most important role as a key mediating variable to facilitate the relationship among “*trust-in-leader*” and “*leader behavior*” among 285 international expatriate teachers in private schools in Cambodia.

**Table 5.** The result of SEM—an original proposed model.

Indicators	Research Constructs	$\lambda$	t-value	p-value
LEB1 ←	Leader Behavior	0.733***	A	0.000
LEB2 ←		0.801***	13.104	0.000
LEB3 ←		0.635***	11.465	0.000
LEB5 ←		0.742***	12.182	0.000
LEB6 ←		0.875***	12.632	0.000
LEB7 ←		0.911***	10.759	0.000
TIL4 ←	Trust in Leader	0.875***	A	0.000
TIL3 ←		0.911***	22.017	0.000
TIL2 ←		0.842***	18.931	0.000
TIL1 ←		0.785***	16.786	0.000
JOP5 ←	Expatriate Job Performance	0.727***	A	0.000
JOP4 ←		0.944***	12.895	0.000
JOP3 ←		0.907***	15.18	0.000
JOP2 ←		0.843***	14.437	0.000
JOP1 ←		0.830***	13.739	0.000
POF5 ←	Person-Organizational Fit	0.836***	17.423	0.000
POF3 ←		0.774***	15.361	0.000
POF2 ←		0.836***	14.612	0.000
POF1 ←		0.844***	A	0.000
Path relationships—Hypothesis testing				
H1: Trust in Leader → Person-organization fit		0.298***	3.122	0.002
H2: Leader Behavior → Person-organization fit		0.554***	5.364	0.000
H3: Person-organization fit → Expatriate’s Job Performance		0.718***	10.566	0.000

Note: \*\*\* $p < 0.001$ , \*\* $p < 0.05$ , which is a significant level at t-value  $> 1.96$ . A = parameter regression weight was fixed at 1.  $\lambda$  = Standardized estimates score.



**Figure 3.** The result of SEM—an original proposed model.

## 5. Discussion

The relationship between leader behavior, trust-in-leader, person-organization fit, and expatriate teachers' job performance in international private schools in Cambodia presents a compelling area of study, shedding light on the critical dynamics that influence both educator satisfaction and educational outcomes. In this discussion, we will delve deeper into how these elements interact, the implications for international schools, and the broader context of leadership within expatriate environments.

### 5.1. The Effect of Trust-in-Leader on Person-Organization Fit

The study confirms that trust in leadership significantly affects person-organization fit ( $\beta = 0.298$ ,  $p < 0.05$ ), aligning with previous research on leadership styles (i.e., Huang et al., 2005; Liu et al., 2021; Yao et al., 2020). It posits that expatriate teachers who trust their leaders perceive a higher organizational fit, enhancing job satisfaction and commitment. Trust fosters belonging and empowerment, while its absence can lead to isolation and turnover intentions. In the dynamic context of international schools in Cambodia, leaders can improve person-organization fit by promoting open communication and responsiveness to teachers' needs, thereby enhancing the overall work environment and school effectiveness.

## 5.2. The Effect of Leader Behavior on Person-Organization Fit

The study reveals a significant correlation between leader behavior and person-organization fit ( $\beta = 0.554, p < 0.001$ ) within the educational sector. Positive leader behaviors, such as supportive communication and empathy, create a conducive work environment and enhance trust among diverse staff in international private schools. These results are in line with other research on leadership (i.e., Eromafuru et al., 2023; Grobler & Grobler, 2021; Joubert & Grobler, 2020; Purbaningrum & Tjahjaningsih, 2024), which shows how important good leadership is for helping expatriate teachers fit in with the culture of their new job. A strong person-organization fit enhances job satisfaction and performance, while ineffective leadership can lead to disengagement and turnover. Thus, supportive leadership is crucial for retaining expatriate educators in Cambodia.

## 5.3. The Effect of Person-Organization Fit on Expatriate Job Performance

This research identifies a significant correlation between person-organization fit and expatriate job performance ( $\beta = 0.718, p < 0.001$ ), a relationship not previously empirically tested. The findings underscore that person-organization fit (P-O fit) is crucial for expatriate teachers' job performance in Cambodia. A strong alignment between personal values and the organizational culture of international private schools enhances adaptability, engagement, and performance. High P-O fit fosters job satisfaction and emotional commitment, which are essential for effective teaching. Conversely, inadequate P-O fit can lead to dissatisfaction and reduced performance. Schools can enhance P-O Fit by fostering an inclusive culture and providing support, such as cultural training and mentorship.

## 5.4. The Mediating Effects of Person-Organization Fit

Scholars have recognized person-organization fit as a mediating factor in various research contexts (i.e., Chawla, 2020; Haider et al., 2022; Kakar et al., 2021; Liu et al., 2021; Siyal et al., 2020; Thuy & Phinaitrup, 2023). This study examines person-organization fit as a key mediator between leader behavior, trust in leadership, and expatriate job performance among international teachers in Cambodia. Structural equation modeling results (as shown in Table 4) indicate that person-organization fit directly and indirectly affects expatriate job performance. A strong alignment between individual values and organizational culture enhances job satisfaction and motivation, emphasizing the importance of inclusive leader behaviors in improving the workplace environment and performance.

# 6. Research Implications

## 6.1. Implications for International Private Schools

For international private schools in Cambodia, the findings underscore the urgent need for deliberate and effective leadership practices. Schools must prioritize lead-

ership development programs that emphasize the cultivation of trust within teams. Effective training in emotional intelligence, conflict resolution, and supportive communication techniques can significantly enhance leader behaviors, fostering an environment built on trust. Moreover, administrative structures should encourage leaders to engage with educators regularly. Formal mechanisms such as regular feedback sessions, open-door policies, and team-building activities can strengthen relationships between leaders and teachers, enhancing both trust and person-organization fit.

## 6.2. The Broader Context of Expatriate Education

In the broader context of expatriate education, the dynamics identified in this discussion extend beyond individual schools to the international educational landscape. As globalization continues to influence educational practices and staffing, the understanding of how leader behavior impacts expatriate teachers becomes increasingly vital. Schools must recognize that effective leadership is critical not just for individual performance but also for the sustainability and effectiveness of international education as a whole. In conclusion, the interplay between leader behavior, trust-in-leader, person-organization fit, and expatriate teachers' job performance in international private schools in Cambodia represents a multifaceted relationship with significant implications for educational outcomes. By fostering effective leadership practices that promote trust and align with organizational culture, schools can enhance teacher performance, satisfaction, and, ultimately, the quality of education delivered to students. This approach not only contributes to the success of expatriate teachers but also supports the sustainability and competitiveness of international private schools in a globalized educational landscape.

## 7. Conclusion and Future Research

Leader behavior and trust-in-leader are key factors influencing the person-organization fit and job performance of expatriate teachers in international private schools in Cambodia. Effective leadership behaviors create a supportive environment, promoting trust and enhancing morale and job satisfaction. The study reveals that the relationship between leader behavior, trust-in-leader, person-organization fit, and job performance among expatriate teachers in international private schools in Cambodia is crucial for educational outcomes and staff satisfaction. Positive leader behaviors, such as effective communication, empathy, and support, significantly contribute to fostering trust among expatriate teachers. When teachers perceive their leaders as trustworthy, their engagement, commitment, and alignment with the organization's goals increase, leading to enhanced job performance. Trust in leadership is a pivotal factor influencing the sense of belonging and integration expatriate teachers feel within their schools. Trust acts as a lubricant for interpersonal relationships, reducing perceptions of risk and uncertainty, which are often heightened in international contexts. As expatriate teachers navigate cultural differences and transitions, the support they receive from their lead-

ers becomes crucial for achieving a sense of person-organization fit. When teachers feel aligned with the organization's values and culture, their job satisfaction improves, leading to more effective teaching and better educational outcomes for students. The findings suggest that leader behaviors should be intentionally cultivated within international schools, training leaders in skills that enhance their relational competencies, such as active listening, feedback provision, and emotional intelligence. This can create an environment where trust can flourish, ultimately benefiting both educators and students.

Future research directions include longitudinal studies, cross-cultural comparisons, diversity and inclusion interventions, and technology-Enhanced Leadership. Longitudinal studies could assess how leader behaviors and trust evolve over time within international schools, while cross-cultural comparisons could uncover universal principles of effective leadership and culturally specific behaviors that influence teacher performance and engagement. Technology-Enhanced Leadership could explore how digital leadership practices affect trust-building among expatriate teachers, particularly in remote teaching or hybrid learning environments. Comparative studies between expatriate teachers in different international schools across different geographical regions could reveal universal versus context-specific elements affecting leadership effectiveness and job performance. Additionally, investigating the impact of specific leadership training programs on leader behavior and trust-building strategies could offer practical implications for school administrators. By bridging research gaps and providing actionable insights, future studies can contribute to creating supportive work environments that optimize expatriate teachers' performance and satisfaction in international private schools.

Interestingly, expatriate teachers in Cambodia face challenges in job performance due to cultural adaptation, organizational support, and leadership dynamics. Cultural adjustment can cause feelings of isolation and stress, leading to decreased job satisfaction and performance. Insufficient resources, lack of orientation programs, and inadequate mentoring can hinder effective adaptation. Leadership dynamics also play a crucial role, with effective leaders fostering trust and understanding of unique challenges, while ineffective leaders may lead to disconnection and diminished performance. Addressing these issues is essential for enhancing job satisfaction and improving educational outcomes in international schools. In summary, the relationship between leader behavior, trust-in-leader, person-organization fit, and job performance among expatriate teachers in international private schools in Cambodia reveals significant implications for educational leadership. By embracing these insights and exploring future research avenues, stakeholders can work toward creating supportive and effective learning environments that benefit educators and students alike.

### **Conflicts of Interest**

The authors declare no conflicts of interest regarding the publication of this paper.



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## Appendix 1. Questionnaire Design

**Table A1.** Questionnaire design and measurement scales.

Code	Item Descriptions	Author(s)	Scales
1-Trust in Leader—(TIL)			
TIL1	I feel quite confident that my leader will always try to treat me fairly.	Podsakoff et al. (1990)	5-point Likert Scale
TIL2	My manager would never try to gain an advantage by deceiving workers.		
TIL3	I have complete faith in the integrity of manager/supervisor.		
TIL4	I feel a strong loyalty to leader.		
TIL5	I would support leader in almost my any emergency.		
2-Leadership Behavior—(LEB)			
LEB1	Always gives me positive feedback when I perform well	Podsakoff et al. (1990)	5-point Likert Scale
LEB2	Gives me special recognition when my work is very good.		
LEB3	Commends me when I do a better than average job.		
LEB4	Fosters collaboration among work groups		
LEB5	Encourages employees to be “team players.		
LEB6	Inspires others with his/her plans for the future.		
LEB7	Develops a team attitude and spirit among employees.		
3-Person Organization Fit—(POF)			
POF1	I really fit this organization	Jung and Yoon (2013)	5-point Likert Scale
POF2	I feel that my personal values are a good fit with this organization		
POF3	My organization meets my major needs well		
POF4	My values match those of current employees in this organization		
POF5	I have affections and affinity for this organization		
POF6	This organization has the same values as I do with regard to concern for others.		
4-Expatriate’s Job Performance—(JOP)			
JOP1	I adequately complete assigned duties	Talukder et al. (2018)	5-point Likert Scale
JOP2	I engage in activities that can positively affect my performance evaluation.		
JOP3	I can make constructive suggestions to the overall functioning of my work group.		
JOP4	I encourage others to try new and more effective ways of doing their jobs.		
JOP5	I meet formal performance requirements of the job.		

## Appendix 2. Supplementary—Mediating Testing

**Table A2.** The result of SEM—suggested model for mediating effects.

Indicators	Research Constructs	$\lambda$	t-value	p-value
LEB1 ←	Leader Behavior	0.728***	A	0.000
LEB2 ←		0.812***	13.156	0.000
LEB3 ←		0.638***	11.474	0.000
LEB5 ←		0.755***	12.31	0.000
LEB6 ←		0.870***	12.623	0.000
LEB7 ←		0.912***	10.677	0.000
TIL4 ←	Trust in Leader	0.870***	A	0.000
TIL3 ←		0.912***	21.892	0.000
TIL2 ←		0.843***	18.841	0.000
TIL1 ←		0.796***	17.008	0.000
JOP5 ←	Expatriate Job Performance	0.728***	A	0.000
JOP4 ←		0.948***	13.272	0.000
JOP3 ←		0.905***	15.161	0.000
JOP2 ←		0.846***	14.463	0.000
JOP1 ←		0.832***	13.811	0.000
POF5 ←	Person-Organizational Fit	0.855***	18.245	0.000
POF3 ←		0.781***	15.751	0.000
POF2 ←		0.874***	14.139	0.000
POF1 ←		0.859***	A	0.000
Path relationships—An original proposed model				
H1: Trust in Leader → Person-organization fit		0.248**	2.247	0.025
H2: Leader Behavior → Person-organization fit		0.535***	4.556	0.000
H3: Person-organization fit→Expatriate’s Job Performance		0.261***	3.497	0.000
Path relationships—Suggested model (mediating effects)				
H4: Leader Behavior → Expatriate’s Job Performance		0.264**	2.041	0.041
H5: Trust in Leader → Expatriate’s Job Performance		0.289**	2.683	0.007

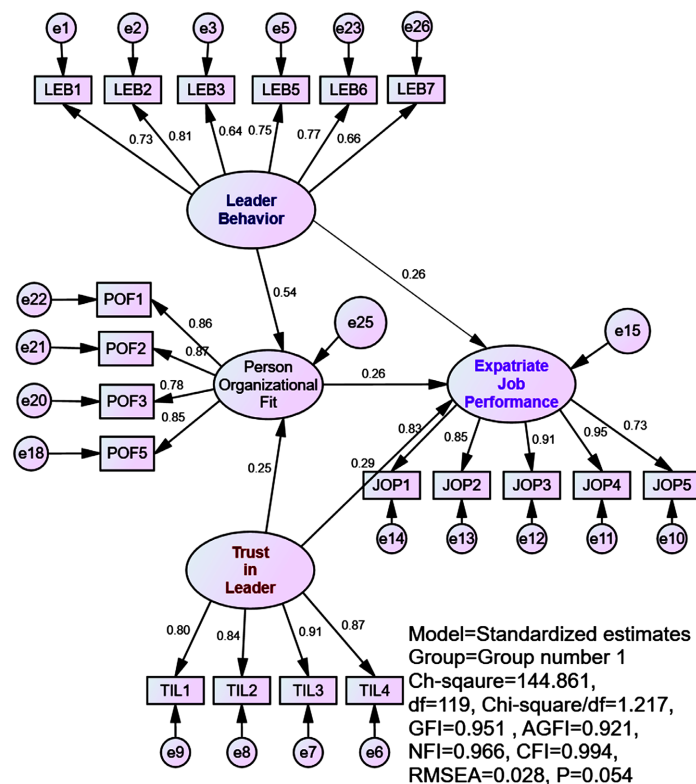
Note: \*\*\* $p < 0.001$ , \*\* $p < 0.05$ , which is a significant level at t-value > 1.96. A = parameter regression weight was fixed at 1.  $\lambda$  = Standardized estimates score.

**Table A3.** The result of Sobel's test.

Sobel's test (1982) formula $z\text{-test} = \frac{ab}{\sqrt{b^2 SE_a^2 + a^2 SE_b^2}}$					
Relationships	<i>a</i>	<i>b</i>	<i>SE<sub>a</sub></i>	<i>SE<sub>b</sub></i>	<i>p-value</i>
<b>Hypothesis 4</b> -Mediating effect of Person-Organization Fit between Leader Behavior and Expatriate's Job Performance					
Leader Behavior → Person-organization fit	0.54		0.122		0.000
Person-organization fit → Expatriate's Job Performance		0.26		0.073	0.000
	<b>z-test = 2.77</b>				<b>0.006</b>
<b>Hypothesis 5</b> -Mediating effect of Person-Organization Fit between Trust in Leader and Expatriate's Job Performance					
Trust in Leader → Person-organization fit	0.25		0.105		0.025
Person-organization fit → Expatriate's Job Performance		0.26		0.073	0.000
	<b>z-test = 1.979</b>				<b>0.047</b>
Remark: Significant level of Sobel's test is z-test > 1.96 and <i>p</i> -value < 0.05 and online calculation of the Sobel's test also can be found at: <a href="https://quantpsy.org/sobel/sobel.htm">https://quantpsy.org/sobel/sobel.htm</a>					

Remark: Significant level of Sobel's test is  $z\text{-test} > 1.96$  and  $p\text{-value} < 0.05$  and online calculation of the Sobel's test also can be found at: <https://quantpsy.org/sobel/sobel.htm>

Note: *a* is the path coefficient of the relationship between the independent and the mediator variables. *b* is the path coefficient of the relationship between the mediator and the dependent variables. *SE<sub>a</sub>* is the standard error (*SE*) of the relationship between the independent and the mediator variables. *SE<sub>b</sub>* is the standard error (*SE*) of the relationship between the mediator and the dependent variables.

**Figure A1.** Suggested model for mediating effects of person-organizational fit.

## Appendix 3. Sobel's Test Calculation

**CALCULATION FOR THE SOBEL TEST**
quantpsy.org

*An interactive calculation tool for mediation tests*

Note that  $s_a$  and  $s_b$  should never be negative.

**To conduct the Sobel test**

Details can be found in Baron and Kenny (1986), Sobel (1982), Goodman (1960), and MacKinnon, Warsi, and Dwyer (1995). Insert the  $a$ ,  $b$ ,  $s_a$ , and  $s_b$  into the cells below and this program will calculate the critical ratio as a test of whether the indirect effect of the IV on the DV via the mediator is significantly different from zero.

Input:		Test statistic:	Std. Error:	p-value:
$a$ 0.54	Sobel test:	2.77484727	0.05059738	0.00552276
$b$ 0.26	Aroian test:	2.73283584	0.0513752	0.00627916
$s_a$ 0.122	Goodman test:	2.81885775	0.04980741	0.00481949
$s_b$ 0.073	Reset all	Calculate		

Alternatively, you can insert  $t_a$  and  $t_b$  into the cells below, where  $t_a$  and  $t_b$  are the  $t$ -test statistics for the difference between the  $a$  and  $b$  coefficients and zero. Results should be identical to the first test, except for error due to rounding.

Input:		Test statistic:	p-value:
$t_a$	Sobel test:		
$t_b$	Aroian test:		
	Goodman test:		
	Reset all	Calculate	

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**CALCULATION FOR THE SOBEL TEST**
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*An interactive calculation tool for mediation tests*

Note that  $s_a$  and  $s_b$  should never be negative.

**To conduct the Sobel test**

Details can be found in Baron and Kenny (1986), Sobel (1982), Goodman (1960), and MacKinnon, Warsi, and Dwyer (1995). Insert the  $a$ ,  $b$ ,  $s_a$ , and  $s_b$  into the cells below and this program will calculate the critical ratio as a test of whether the indirect effect of the IV on the DV via the mediator is significantly different from zero.

Input:		Test statistic:	Std. Error:	p-value:
$a$ 0.25	Sobel test:	1.97939734	0.03283828	0.04777129
$b$ 0.26	Aroian test:	1.92758316	0.03372098	0.053907
$s_a$ 0.105	Goodman test:	2.03562785	0.03193118	0.04178774
$s_b$ 0.073	Reset all	Calculate		

Alternatively, you can insert  $t_a$  and  $t_b$  into the cells below, where  $t_a$  and  $t_b$  are the  $t$ -test statistics for the difference between the  $a$  and  $b$  coefficients and zero. Results should be identical to the first test, except for error due to rounding.

Input:		Test statistic:	p-value:
$t_a$	Sobel test:		
$t_b$	Aroian test:		
	Goodman test:		
	Reset all	Calculate	

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**Figure A2.** Hypothesis 4—mediating effect.

**CALCULATION FOR THE SOBEL TEST**
quantpsy.org

*An interactive calculation tool for mediation tests*

Note that  $s_a$  and  $s_b$  should never be negative.

**To conduct the Sobel test**

Details can be found in Baron and Kenny (1986), Sobel (1982), Goodman (1960), and MacKinnon, Warsi, and Dwyer (1995). Insert the  $a$ ,  $b$ ,  $s_a$ , and  $s_b$  into the cells below and this program will calculate the critical ratio as a test of whether the indirect effect of the IV on the DV via the mediator is significantly different from zero.

Input:		Test statistic:	Std. Error:	p-value:
$a$ 0.25	Sobel test:	1.97939734	0.03283828	0.04777129
$b$ 0.26	Aroian test:	1.92758316	0.03372098	0.053907
$s_a$ 0.105	Goodman test:	2.03562785	0.03193118	0.04178774
$s_b$ 0.073	Reset all	Calculate		

Alternatively, you can insert  $t_a$  and  $t_b$  into the cells below, where  $t_a$  and  $t_b$  are the  $t$ -test statistics for the difference between the  $a$  and  $b$  coefficients and zero. Results should be identical to the first test, except for error due to rounding.

Input:		Test statistic:	p-value:
$t_a$	Sobel test:		
$t_b$	Aroian test:		
	Goodman test:		
	Reset all	Calculate	

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**Figure A3.** Hypothesis 5—mediating effect.