

Transformational Leadership, Teacher Organizational Citizenship Behavior Research on the Relationship with Teachers' Self-efficacy

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Abstract

Based on Maslow's hierarchy of needs theory, this study explores the impact of principals' transformational leadership on teachers' organizational citizenship behavior and the mediating role of teachers' self-efficacy. Studies have shown that transformational leadership and teacher self-efficacy have a significant positive impact on teachers' organizational citizenship behavior; transformational leadership has a significant positive effect on teacher self-efficacy; teacher self-efficacy is in transformational leadership on teacher organization Citizenship acts as an intermediary in the influence relationship. Transformational leadership partly influences teachers' organizational citizenship behavior through teachers' sense of self-efficacy. Finally, it provides references and suggestions for improving the principal's leadership effectiveness and the construction of the teaching team.

Keywords

Transformational leadership; Organizational citizenship behavior; Self-efficacy; Influence mechanism.

1. Issue and Theoretical Basis

1.1. Problems and Phenomenon

Case 1: In September 2015, the documentary series "Teacher" premiered at Shanghai Normal University. At the premiere ceremony, the 86-year-old teacher Yu Yi urged young teachers to "the work of a teacher is a work of conscience". The essential thing in a teacher's work is not to be rewarded, but to "must be worthy of every student and bear the heavy burden of teaching and educating people."

Case 2: In September 2019, Zhu Caiyun, a teacher from Zhenjiang, Jiangsu, was awarded the "Most Beautiful Person in Jiangsu". She said: "If a teacher is not responsible, I think this job is not well done. Because we are dealing with children, we must care about each child wholeheartedly." Zhu Caiyun said that being a teacher must be responsible.

Case 3: An ordinary teacher said in a blog with emotion: "Teacher's labor is difficult to have strict time and space boundaries, it is difficult to quantify working hours and quality accurately, and it is even more difficult to monitor all the time. To a large extent, Teachers rely on a high degree of self-consciousness, a sense of responsibility, honor, and self-motivated to motivate and restrain themselves. We can spend 30 minutes, 3 hours, or three days or more preparing a lesson. For work, we can sacrifice rest time, sacrifice family life, and sometimes even sacrifice our health. These sacrifices are willing, without complaint, and the sacrifices are almost unrewarded. Why? conscience."

1.2. Theoretical Basis

1.2.1. Organizational Citizenship Behavior

In the above three cases, whether they are excellent teachers who have won national and provincial commendations, or more ordinary teachers who work hard in the front line of teaching, three keywords are mentioned in the same way: "responsibility", "conscience" and "consciousness" ". Teachers shoulder the great responsibility of upholding morality and fostering people and "being worthy of every life." However, it is difficult to restrain teachers' labor externally. The stark contrast between heavy responsibility and a small degree of control makes the above three teachers appeal to "conscience". They work hard with "conscience," even if there is no extra pay.

In the field of academic research, the behavior of teachers who work hard with their conscience under the call of responsibility can be called "organizational citizenship behavior." The concept of "organizational citizenship behavior" comes from Western organizational behavior research. To be a member of an organization is to become a citizen of the group, so there is the concept of "organized citizenship". Organ defines "organizational citizenship behavior" as "self-issued behaviors of employees that are not directly or explicitly recognized by the formal remuneration system but are generally beneficial to the effectiveness of the organization's operations" (Organ, 1988).

The concept of "organized citizenship behavior" was later introduced into educational research and was modified by researchers based on the particularity of the academic context. Teachers' organizational citizenship behavior not only refers to teachers and school organizations (organized citizenship behavior in the traditional sense). It also points to students or has no fixed points (such as teachers' self-improvement behavior).

1.2.2. The Significance of Teachers' Organizational Citizenship Behavior

The teaching work and the extra effort that teachers consciously undertake are of great significance to the overall development of students, the improvement of school effectiveness, and the professional development of teachers themselves. Compared with enterprise employees, teachers' organizational citizenship behavior is more important and necessary; it is determined by the characteristics of teachers' labor and required by the education reform. At the same time, the organizational citizenship behavior of teachers itself also has rich moral education implications.

First, the characteristics of teachers' labor determine the necessity of teachers' organizational citizenship behavior. Teachers are specialized personnel engaged in educational and teaching activities. Each link of educational work cannot be fixedly arranged. It requires teachers to make professional judgments based on the situation. Therefore, teachers have a high degree of autonomy in their work, and it is difficult for the outside world to intervene and supervise immediately. "Whether a teacher can consciously demand himself is a decisive factor in the effectiveness of a teacher's work, and a teacher must have a conscience to work consciously" (Tan Chuanbao, 2000), means organizational citizenship behavior.

Second, the changing environment faced by education determines the importance of teachers' organizational citizenship behavior. The rapid development of science and technology and global competition have placed schools in rapidly changing and uncertain environments. Educational reforms in today's world are also endless. These require schools to improve their innovation capabilities and flexibility to adapt to changing environments and educational reforms. If teachers only limit their work to fixed-job responsibilities and job descriptions, they will not adapt to the changing environment. Therefore, society needs teachers' organizational citizenship behavior. For example, with the in-depth development of curriculum reform, the emergence of interdisciplinary courses, and the development of research-based learning, teachers' responsibilities should not be limited to the scope of traditional single-subject

teaching. Teachers need to develop their awareness and ability in interdisciplinary education. Teachers of different disciplines must cooperate to complete the design and implementation of multidisciplinary courses.

Third, teachers' organizational citizenship behavior itself has rich moral connotations. Organizational citizenship behavior conforms to the characteristics of "self-knowledge" (knowing the nature, meaning, and value of one's conduct), "autonomy" (consensual and voluntary behavior), and "relevance" (Behavior related to other people and society, that can be morally evaluated)(Yang Yanxuan, 2012). Therefore, in addition to being used as a means to "produce" specific products (mainly manifested in the growth of students in all aspects), teacher organizational citizenship behavior, as moral behavior, itself also plays an important role model for students.

1.2.3. Transformational Leadership

Teachers' organizational citizenship behavior is naturally inseparable from teachers' self-cultivation, love for education, and selfless dedication. However, a teacher is also an ordinary individual. His quality affects his behavior and cannot be separated from the surrounding environment, the school's organizational culture, and the leader's leadership style(Xu Changjiang&Shi Wei, 2016). Based on the following realistic background and personal experience, this research mainly focuses on the impact of the principal's leadership style on teachers' organizational citizenship behavior.

First of all, the curriculum reform has highlighted the status and role of the principal. The new curriculum implements a "national-local-school" three-level curriculum management system, giving schools that were initially at the bottom of the curriculum management system more curriculum autonomy and decision-making power. A series of school-based operating modes, such as "school-based curriculum", "school-based training", and "school-based training" have emerged, which makes the school's survival and development more dependent on the school leader—the principal's consciousness, philosophy, and ability(Jiang Jing, 2012).

Secondly, curriculum reform means new teaching concepts and methods, challenging teachers' existing teaching habits and experience. Teachers may need to make extra efforts to get out of the "comfort zone" and implement the new curriculum, such as developing curriculum resources, reforming evaluation methods, etc. However, teachers may not make these extra efforts due to habits, prejudice, fear of difficulties, work pressure, job burnout, etc. There is a problem of how to mobilize teachers' initiative (organizational citizenship behavior).

The academic research on the leadership style of principals is inseparable from the perspective of educational leadership theory. After decades of development, Western educational leadership theory has shown a state of blossoming. In the non-positivist paradigm, moral leadership is the most influential group, while empirical researchers most favor transformational leadership and teaching leadership. Based on the following theories, this research believes that transformational leadership most effectively inspires teachers' organizational citizenship behavior.

First, transformational leadership aims to raise motivation and needs to achieve performance that exceeds expectations. According to Maslow's hierarchy of needs theory, when leaders stimulate employees' high-level needs, even if there is no direct or immediate material return, Subordinates also have sufficient internal motivation to engage in additional contributions to meet their own high-level needs (such as the need to realize self-worth).

Second, transformational leaders emphasize individualized care for employees. According to social exchange theory, when employees feel assistance or support from their superiors or other colleagues in the organization, they will put more emotion and energy into their work based on exchanging social emotions(Su Hong, 2007). This kind of social exchange is based on a psychological contract. The payment behavior is not entirely synchronized with the reward,

or the member is to express a specific positive emotion and does not expect any physical reward(Liu Guizhi&Tao Liye, 2012).

2. Literature Review

2.1. Teachers' Organizational Citizenship Behavior

Katz believes that a well-functioning organization requires three types of behaviors by employees: 1) willingness to join and stay in the organization; 2) fulfill the responsibilities required by the role in a reliable way; 3) Perform creative and spontaneous behavior outside of role responsibilities. The third type of behavior is "organizational citizenship behavior."

Organ defines "organizational citizenship behavior" as: "The self-issued behavior of employees that is not directly or explicitly recognized by the formal compensation system but is generally beneficial to the effectiveness of the organization's operation. This kind of spontaneous release is not a mandatory requirement for role responsibilities or job descriptions (that is, the terms enumerated in the employment contract). Still, a personal choice, so even if you do not perform this behavior, you will generally not be punished. "

DiPaola and Tschannen-Moran first studied the organizational citizenship behavior of teachers in school organizations. They believe that: "When teachers voluntarily go beyond formal duties and perform non-mandatory tasks, they will have a significant impact on schools. It makes up for the vague and general description of professional positions in school organizations helps improve the school's overall efficiency and reduces the daily management burden of school administrators. "De Paula and Hoy (Hoy) defined the organizational citizenship behavior of teachers as the transcendence of teachers when they have engaged in their work and the behavior of volunteering to help students or colleagues.

Cao Keyan and Long Junwei(Cao Keyan&Long Junwei, 2007) define a teacher's organizational citizenship behavior as: "Teachers spontaneously show an active, positive, dedicated, and altruistic behavior beyond the role standards under non-basic work requirements. "

By combing through representative definitions at home and abroad, it can be seen that the definition of teachers'organizational citizenship behavior is derived from Organ's definition of organizational citizenship behavior, and the characteristics of teachers' organizational citizenship behavior can be summarized as follows: 1) Spontaneous behavior: This behavior is consciously and actively made by the teacher; 2) Out-of-role behavior: This behavior is not within the scope of the official duties; 3) Gratuitous behavior: This behavior is not directly or explicitly recognized by the formal compensation system; 4) Altruistic behavior: This behavior is beneficial to schools, colleagues and students.

2.2. Transformational Leadership

"Transformational leadership" was first proposed by Downton in 1973, theorized by Burns, and introduced into organizational research by Bass. Through a descriptive analysis of political leaders, Burns presented two basic types of leadership: transactional and transformational. Transactional leaders get close to followers and focus on bartering: work for votes or subsidies for campaign donations; transformational leaders identify and use the current needs or requirements of potential followers and discover the possible motivations of followers and try to meet their higher needs. His definition of transformational leadership(Burns, 1978) is: "The process by which leaders and followers improve each other's moral and motivational levels."

The definition of transformational leadership by domestic scholars mostly borrows from the definition of Western scholars. For example, Wen Hongbo(Wen Hongbo, 2012) believes: "Transformational leadership refers to the close connection between leaders and subordinates, and joint efforts to complete changes, thereby continuously improving the performance of the

entire organization, and ultimately forming a responsive and innovative school organizational culture."

Dussault and others(Dussault&Payette&Leroux, 2008) found that the collective effectiveness of teachers is significantly positively correlated with transformational and transactional leadership and significantly negatively correlated with laissez-faire leadership.

2.3. Teacher Self-efficacy

Self-efficacy theory is the core of Bandura's social cognition theory. Bandura defines self-efficacy as a person's confidence in the organization and execution ability in a specific environment and the belief in achieving success. Teacher self-efficacy is a kind of subjective judgment and feeling that teachers have on their education and teaching level and their ability to influence students' learning behavior and literacy(Liu Lili&Kong Man, 2020).

Teachers' self-efficacy not only affects teachers' choice and understanding of work goals but is also closely related to teachers' work motivation, effort level, and emotional fluctuations(Pang Lijuan&Hong Xiumin, 2005). Teachers with different levels of self-efficacy have significant differences in class time arrangements, class questions, subjects of questions, and feedback methods to students. With the development of society, education is more and more not limited to knowledge transfer. Teachers' professional happiness comes from satisfying a higher level of spiritual needs(Tian Jin&Mao Yaqing&Xiong Huaxia, 2021). Teachers' cognition of self-existence status and professional development opportunities in the organizational environment is restricted by the external environment. In particular, the leadership characteristics of school leaders directly affect teachers' self-cognition and confidence in the face of challenges.

Based on this, this research's self-efficacy refers to a subjective perception of teachers' influence on their teaching level and students' learning behavior and achievement performance in a specific organizational atmosphere. It is a teacher's awareness and belief in self-ability, and it is an essential basis for observing the teacher's teaching confidence and subjective initiative.

3. Research and Design

3.1. Research Tools

Table 1. Distribution of items

Scale	Dimension	project
Background questionnaire	Gender, age, marriage, teaching age, educational background, title, position, school size	1~8
Transformational Leadership Questionnaire for Principals	leadership charm	9~13
	vision encouragement	14~18
	moral example	19~23
	personalized care	24~28
Teacher self-efficacy questionnaire	Teacher self-efficacy	29~39
Organizational Citizenship Behavior Questionnaire	altruism	40~43
	courtesy	44~47
	sense of responsibility	48~51
	civic virtue	52~55

The initial questionnaire designed by this research includes four parts with a total of 55 questions. There are eight items on the basic information of participants, 20 items on the

Transformational Leadership Style Scale, 16 items on the Teacher Organizational Citizenship Behavior Scale, and 11 items on the Teacher Self-Efficacy Scale. The three questionnaires all use the Likert five-point scale, from 1 to 5, representing the transition from complete non-conformity to complete conformity. The distribution of items in each dimension is shown in Table 1.

3.1.1. Teacher Background Variable Questionnaire

The teacher background variable questionnaire mainly includes gender, age, marriage, teaching age, education, professional title, position, school size, etc., with a total of 8 questions.

3.1.2. Principal's Transformational Leadership Questionnaire

By analyzing the items and structure of the existing transformational leadership questionnaire, referring to the connotation of each dimension of transformational leadership and the results of structural research, initially determine the measurement structure of the principal's transformational leadership and compile specific measurement items. By categorizing and summarizing the collected items, a questionnaire containing 20 items is finally compiled.

3.1.3. Teacher Organizational Citizenship Behavior Questionnaire

By analyzing the existing organizational citizenship behavior questionnaire and teacher organizational citizenship behavior questionnaire items and structures, we preliminarily determine the design of the teacher organizational behavior questionnaire in my country and formulate specific measurement items. By asking professional instructors to evaluate the scientificity and accuracy of the questionnaire, a questionnaire containing 16 questions was finally compiled.

3.1.4. Teacher Self-efficacy Questionnaire

Concerning the teacher self-efficacy measurement questionnaire of Wu Liang of The Education University of Hong Kong (Wu Liang & Zhan Haoyang, 2017), through the analysis of its reliability and validity, it was finally revised into a questionnaire that can effectively measure teacher efficacy, containing 11 questions in total.

3.2. Research Hypothesis

This research involves the relationship among the three variables of principal's transformational leadership, teacher self-efficacy, and organizational citizenship behavior. This research not only needs to discuss the direct impact of transformational leadership on teachers' organizational citizenship behavior but also needs to explore whether teachers' self-efficacy plays an intermediary role in the predicting role of a principal's transformational leadership on teachers' organizational citizenship behavior. According to the research content, this research proposes the following hypotheses.

Hypothesis 1: The transformational leadership of principals has a significant positive impact on teachers' self-efficacy;

Hypothesis 2: The transformational leadership of principals has a significant positive impact on teachers' organizational citizenship behavior;

Hypothesis 3: Teacher self-efficacy has a significant positive impact on teachers' organizational citizenship behavior;

Hypothesis 4: Teacher self-efficacy positively affects principals' transformational leadership on teachers' organizational citizenship behavior. The principal's transformational leadership affects teachers' organizational citizenship behavior by influencing teachers' sense of self-efficacy.

3.3. Research Objects And Testing Methods

The survey lasted more than three months, and the questionnaire began in March 2020 and ended in July 2020. A random sampling method was used to select 100 teachers from P school

in Nanjing, 100 questionnaires were distributed, and 98 questionnaires were returned. After processing the returned questionnaires, the invalid questionnaires were eliminated, and finally, 91 valid questionnaires were obtained. The effective rate of the questionnaires was 92.8.

4. Data Analysis

This research's data analysis and statistics can be divided into the following steps: First, SPSS 23.0 was used to test the reliability and validity of the principal's transformational leadership questionnaire, teacher self-efficacy questionnaire, and teacher's organizational citizenship behavior questionnaire. Then use AMOS23.0 to build a structural equation model with path coefficients, analyze the model's fit and path effects, and explore the relationship between the three main variables. Finally, if the relationship between the three variables is significant, it is necessary to study the specific mechanism of action between them and the mediating effect of teacher self-efficacy.

4.1. Analysis of Reliability and Validity of Questionnaire

In this study, SPSS 23.0 was used to test the reliability and validity of the questionnaire. Cronbach's Alpha coefficient is used to test the reliability of the questionnaire. The overall reliability of the principal's transformational leadership questionnaire, teacher self-efficacy questionnaire, and teacher's organizational citizenship behavior questionnaire is 0.938, 0.907, and 0.927, respectively. The data show that the reliability of the three scales is very satisfactory. Exploratory factor analysis was used to test the validity of the questionnaire. The KMO values of the principal's transformational leadership questionnaire, teacher self-efficacy questionnaire, and teacher's organizational citizenship behavior questionnaire were 0.935, 0.949, and 0.961, respectively, and the P values were all <0.05. Therefore, all three scales passed the structural validity test.

In summary, as shown in Table 2, the three scales used in this study all have good reliability and validity, the research data is reliable, and the questionnaire items are accurate and effective.

Table 2. Transformational leadership, teacher self-efficacy, and teacher organizational citizenship behavior questionnaire reliability and validity

	Observations	Transformational Leadership Questionnaire for Principals	Teacher self-efficacy questionnaire	Organizational Citizenship Behavior Questionnaire
Reliability	Cronbach's Alpha coefficient	0.938	0.907	0.927
	KMO	0.935	0.949	0.961
Validity	Bartlett sphericity test P-value	0.000	0.000	0.000
	Cumulative variance explained rate	84.445%	79.239%	80.284%
	Factor loading value	0.669~0.913	0.793~0.858	0.521~0.890

4.2. Structural Equation Model Test

After completing the reliability and validity analysis of the principal's transformational leadership, teacher self-efficacy, and teacher's organizational citizenship behavior questionnaire, AMOS23.0 software should generate a structural equation model with path coefficients and analyze path effects. This step is used for the verification of Hypothesis 1, Hypothesis 2, and Hypothesis 3.

4.2.1. Model Generation

In order to clearly show the relationship between the principal's transformational leadership, teacher self-efficacy, and teacher's organizational citizenship behavior, a structural equation model diagram (Figure 1) is constructed based on the assumptions of this article:

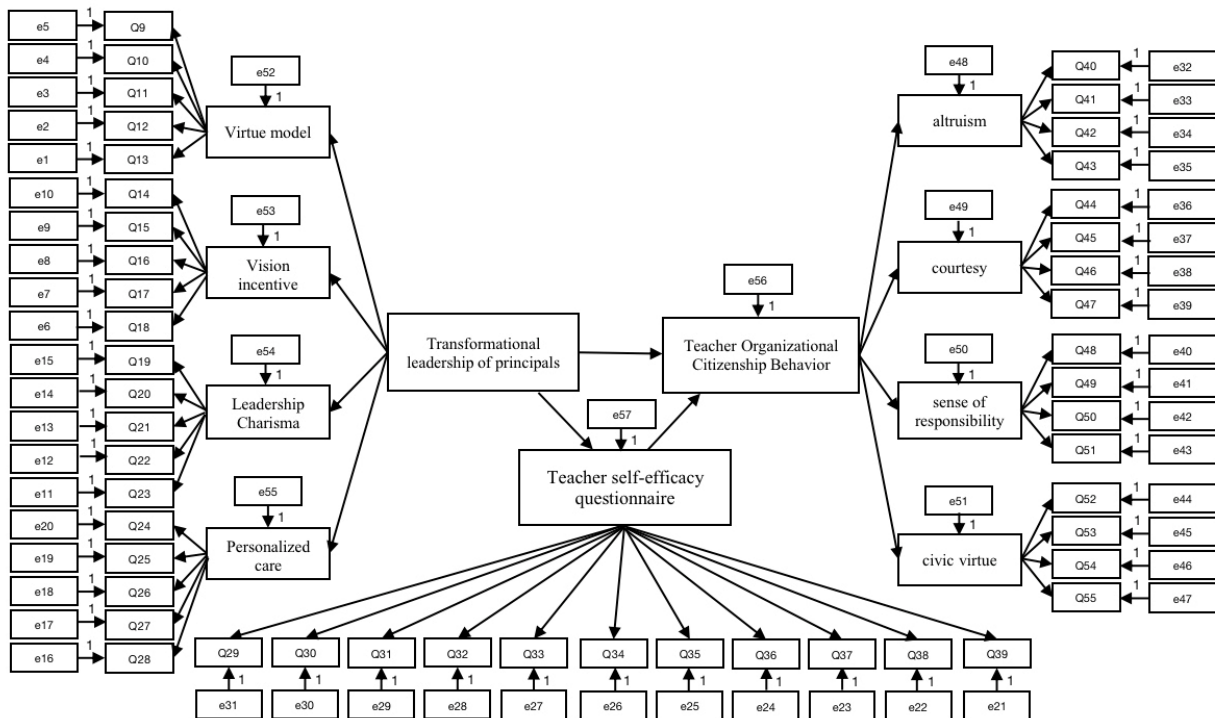


Figure 1. Structural equation model diagram of transformational leadership of principals, teacher self-efficacy, and teacher organizational citizenship behavior

4.2.2. Analysis of Model Fit

Analyze the structural equations of the principal's transformational leadership, teacher self-efficacy, and organizational citizenship behavior model, and optimize the error term. The revised model fitting results are shown in Table 3.

Table 3. Analysis of the overall goodness of fit of the model

CMIN/DF	RMSEA	RMR	GFI	CFI	IFI	PNFI
2.185	0.063	0.056	0.743	0.912	0.913	0.816

The results of the model's overall goodness of fit analysis show that the Chi-squared distribution is $2.185 < 3.000$, indicating that the model has a good fit. Other fitness indicators have reached the general standard. Among them, most of the indicators have reached the ideal standard. Generally, the model fits better. It shows that the hypothetical model agrees with the actual data, and the results are more convincing.

4.2.3. Model Path Analysis

In this study, the Amos23.0 software was used to perform structural equation model calculations on the collected data, and the running results were sorted and analyzed. The model standard path coefficients of the research model are shown in Table 4.

Table 4. Model standard path coefficient table

	Path relationship		Standard path coefficient	Standard error	Critical ratio	Significance P
Teacher self-efficacy	<---	Transformational leadership of principals	0.562	0.046	9.539	***
Teacher Organizational Citizenship Behavior	<---	Transformational leadership of principals	0.701	0.048	13.02	***
Teacher Organizational Citizenship Behavior	<---	Teacher self-efficacy	0.396	0.05	6.937	***

Note: *** means that the P-value is less than 0.001, which is extremely significant (significance level is 0.05).

It can be seen from Table 4 that the transformational leadership of principals has a significant positive impact on teachers' organizational citizenship behavior, with an impact coefficient of 0.701. Principals' transformational leadership significantly affects teachers' self-efficacy, with an impact coefficient of 0.562. Teachers' self-efficacy has a significant positive impact on teachers' organizational citizenship behavior, with a coefficient of 0.396.

4.3. Analysis of the Mediating Effect of Bootstrap

After analyzing the significant relationship between the principal's transformational leadership, teacher self-efficacy, and teacher's organizational citizenship behavior, it is necessary to explore the specific mechanism of action between the variables and the mediating effect of teacher self-efficacy. This step is used for the verification of Hypothesis 4.

In this section, Bootstrap in Amos 23.0 is used to test the mediation effect, and the results are shown in the following table. Table 5 and Table 6 show that leadership charm, vision motivation, and moral character model have significant indirect effects on altruism, courtesy, sense of responsibility, and civic virtue, respectively. Research shows that leadership charisma, vision incentives, and moral performance significantly impact altruism, courtesy, sense of responsibility, and civic virtue through the intermediary variables of self-efficacy. The principal's personalized care for teachers has a direct predictive effect on teachers' organizational citizenship behavior.

Table 5. Standardized indirect effects of self-efficacy

	Personalized care	Leadership Charisma	Vision incentive	Virtue model	Self-efficacy	altruism	courtesy	sense of responsibility	civic virtue
Self-efficacy	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
altruism	0.032	-0.037	0.058	0.046	0.000	0.000	0.000	0.000	0.000
courtesy	0.044	-0.056	0.084	0.062	0.000	0.000	0.000	0.000	0.000
sense of responsibility	0.062	-0.079	0.122	0.100	0.000	0.000	0.000	0.000	0.000
civic virtue	0.071	-0.090	0.112	0.108	0.000	0.000	0.000	0.000	0.000

Table 6. Significance of indirect effects of self-efficacy standardization

	Personalized care	Leadership Charisma	Vision incentive	Virtue model	Self-efficacy	altruism	courtesy	sense of responsibility	civic virtue
Self-efficacy	...	...	...	...	...	...	...	...	...
altruism	0.113	0.022	0.014	0.026	...	...	...	...	...
courtesy	0.092	0.003	0.002	0.005	...	...	...	...	...
sense of responsibility	0.104	0.003	0.002	0.006	...	...	...	...	...
civic virtue	0.091	0.003	0.001	0.008	...	...	...	...	...

5. Conclusion

5.1. The Transformational Leadership of Principals Has A Significant Positive Impact on Teachers' Self-efficacy

Transformational leadership can stimulate subordinates' intrinsic motivation and enthusiasm for work and help subordinates have an optimistic outlook for the future, thus having a prominent role in emotional stimulation and spiritual enhancement. Transformational leaders usually regard challenging situations as development opportunities necessary for personal growth and inspire subordinates to adopt new methods to solve work problems. Transformational leadership can motivate teachers to pursue breakthroughs in their work and enhance teachers' self-confidence and self-efficacy. Transformational leaders can actively pay attention to the needs of their subordinates (personalized care) so that their subordinates feel understood and inspired. A study by Cherkowski found that the personal care of principals can significantly enhance teachers' enthusiasm for work. Through intellectual stimulation and personalized care, the principal's transformational leadership can help teachers cope with work difficulties and challenges and enhance teachers' sense of self-efficacy. Transformational leaders have high ethical standards. They can put personal interests behind collective interests (model morality) and are more likely to win subordinates' trust, which helps enhance teachers' sense of self-efficacy and belonging. When subordinates feel a high level of transformational leadership, they can experience more optimism, joy, and enthusiasm in their interactions with the leader, which promotes positive emotional perception and self-efficacy to a certain extent. In addition, the principal's transformational leadership is imitated and learned by the subordinates because of the leadership charm that the subordinates appreciate. When teachers show charismatic leadership behavior, they can experience positive emotions and enhance their sense of self-efficacy.

5.2. Transformational Leadership of Principals Significantly Positively Affects Teachers' Organizational Citizenship Behavior

Research conducted on various industry organizations shows that leaders have a crucial influence on the civic behavior of their subordinates. Generally speaking, transformational leadership behavior is significantly positively correlated with the four dimensions of organizational citizenship behavior (altruism, courtesy, sense of responsibility, and civic virtue). The transformational leadership of principals can significantly and positively predict teachers' organizational citizenship behavior. Transformational principals enhance teachers' commitment to organizational goals, enhance teachers' abilities, and encourage teachers to spontaneously make dynamic, active, dedicated, and altruistic behaviors that exceed the essential work requirements. Based on Bath's theory, transformational leadership aims to improve employees' motivation and needs to achieve performance beyond expectations. Performance beyond expectations is closely related to employees' active organizational citizenship behavior (Jia Ning, 2020).

The principal can create an atmosphere where the school cares about all teachers and colleagues through transformative leadership, thereby promoting organizational citizenship

behavior. Among the 11 specific leadership behaviors included in transformational leadership, personalized care is recognized by scholars. The transformational principal pays attention to teachers' personal views and needs and provides personalized support for teachers' professional development. The principal's personalized care for teachers helps the school to form a caring atmosphere. In this atmosphere, teachers are also more willing to engage in organizational citizenship behaviors such as helping colleagues and maintaining the school's image. The transformational principal formulates and clarifies the school's development direction and strategy to teachers. Teachers are motivated by the common goals of the organization and put organizational interests above personal interests. When making decisions, they consider their interests and even take the initiative to show altruistic behaviors that are not directly related to personal interests but are beneficial to students and the school. This result can explain that transformational leadership is ethical leadership that improves followers' moral and motivational level.

5.3. Teacher Self-efficacy Has A Certain Mediating Effect

Teachers' self-efficacy is an internal factor for principals to enhance teachers' organizational citizenship behavior and achieve organizational change. Transformational leadership's leadership charm, vision encouragement, and moral example to teachers' organizational citizenship behavior are all realized indirectly through teachers' sense of self-efficacy. However, the personalized care of leaders directly affects teachers' altruism, courtesy, sense of responsibility, and civic virtue. Teacher self-efficacy plays a crucial intermediary role in the influence mechanism of principals' transformational leadership on teachers' organizational citizenship behavior. Principals need to have vision and motivation, ethics, and leadership charisma, but they cannot ignore the differentiated demands of teachers. The complexity and diversity of teacher group composition are unprecedented. Many factors such as educational level, growth background, professional motivation, and personality traits affect the construction of teacher team culture. Teacher team building is inseparable from leaders' more diversified and personalized care for different individual teachers. In short, in the mechanism of the principal's transformational leadership influencing teachers' organizational citizenship behavior, at least two independent variables, teacher self-efficacy, and the principal's personalized care are at play. There is a process of mutual influence and adjustment between them. In most cases, transformational leadership affects the teacher's intrinsic motivation to produce self-efficacy and then affects the teacher's organizational citizenship behavior level through the role of self-efficacy.

6. Research Recommendations

6.1. Inspire the Responsibility and Mission of the Principal, Highlight the Characteristics of the Leader, And Realize the Meaning of Life of Self-transcendence

In reality, principals are either easily satisfied with the current high-quality students, benefit from various policy advantages, or are fascinated by books and theories. Some are immersed in promoting personal honor and prestige, unconsciously falling into a kind of comfort zone. The era of artificial intelligence is approaching, and schools are quietly changing. As the saying goes, the world is changing, and the environment is changing. The principal, as a leader, will undoubtedly have to deal with many uncertain futures. Therefore, in the selection of principals, leaders who dare to change are needed. At the same time, leaders must use a non-compulsory activity to promote organizational development and change and cannot regard themselves as the highest "commander" or "commander-level". Leaders should highlight the personality traits of transformational leaders, such as leadership charisma, vision motivation, ethics, and

personalized care. Building the mainstream culture of a learning growth community is challenging without the principal's vision and motivation; without moral example and leadership charisma, it can only be in vain no matter how good the vision is. Teachers need to be accompanied and guided by the principal. The principal's charisma and moral example are both a guide and an inspiration. The times call for educators. A true educator not only has thoughts and feelings but, more importantly, has educational wisdom and leadership behaviors that transform thoughts and feelings into practice. Only in this way can we practice the true meaning of education and sublimate the meaning of life.

6.2. Awaken Teachers' Role Awareness, Enhance Self-efficacy, And Realize the Educational Consciousness of Professional Growth

Teachers should be happy. However, all kinds of helplessness make many teachers fall into survival anxiety, lack of professional sense of accomplishment, and even lack of security. Especially with the increase of work pressure and the continuous improvement of social requirements, teachers' sense of belonging and identification with the school organization is declining. Motivating teachers to invest in teaching, dream of educational ideals, respect the school system and respect the emotions of teachers and students has become the current dilemma of school management. The research mentioned above shows that the enhancement of organizational citizenship behavior to a greater extent requires the improvement of teachers' sense of self-efficacy. On the one hand, self-efficacy comes from an individual's understanding of the characteristics and meaning of their roles. On the other hand, it depends on the teacher's subjective judgment after analyzing and integrating the effectiveness information of different channels. Teachers can form a lasting motivation for education and teaching only when they have a positive understanding of their work. Allowing teachers to obtain more successful experiences and alternative experiences is always a meaningful way to enhance teachers' sense of self-efficacy. At the same time, Bandura particularly emphasized that when an individual always receives care and support from the outside world, his sense of self-efficacy will increase. It is precisely in this way that the personalized care of transformational leaders is critical. In addition to giving teachers more participation in the decision-making process, individualized guidance, suggestions, explanations, and encouragement are indispensable ways to change teachers' self-efficacy in response to different teacher needs. Teachers should integrate themselves into a virtuous circle of self-motivation, self-development, and self-growth.

6.3. Respect the School's History and Culture, Form An Organizational Identity and Realize A Benign Ecology of Continuous Education Reform

Different schools, even at various stages of development of the same school, have different roles and prominent leadership traits. Regardless of when and where, based on the school's original historical and cultural heritage, it is necessary to gather the teacher team and enhance its organizational citizenship behavior. Organizational citizenship behavior maintains teachers' pursuits and school development and links the school and society and the present and future of education. Only by making all aspects of the school's daily operation consistent with the vision of change and integrating the transition into the process of school cultural renewal can we win the continuous support of the organization members for the change and promote the school's sustainable development.

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