

A Study on the Relationships between Elementary School Principal's Positive Leadership and Teacher's Organizational Citizenship Behavior in Remote Area in Taiwan

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ABSTRACT

The aim of this study was to investigate the current state and related situations of the relationship between principal's positive leadership and teacher's organizational citizenship behavior of elementary schools in Hualien County. This study adopted questionnaire survey, using stratified random sampling to select 347 public elementary teachers in Hualien County. The research tool was the "Questionnaire of the Relationship between principal's positive leadership and Teacher's organizational citizenship behavior of elementary schools" adapted by the study. A total of 326 valid questionnaires were collected, with the effective recovery rate 93.9%. The data obtained were analyzed and tested with descriptive statistics, t-tests, one-way analysis of variance, product moment correlation, and multiple regression analysis. The following conclusions were reached. 1. The overall current situation of principal's positive leadership and teacher's organizational citizenship behavior of elementary schools was good. 2. Principal's Positive Leadership and Teacher's organizational citizenship behavior of elementary schools was significantly positively related. 3. Principal's Positive Leadership of elementary schools could effectively predict Teacher's Organizational Citizenship Behavior. Finally, based on those findings, the study suggests some implications of administrative authorities, elementary school principals, teachers, and further studies as well

Keywords: Principal's Positive Leadership, Teacher's Organizational Citizenship Behavior

INTRODUCTION

Principals govern school affairs. They are the key people that determine the effectiveness of schools. Principals play a vital role in setting the direction for successful schools that are positive and productive workplaces for teachers and vibrant learning environments for children. Effective school principals shows that successful school leaders influence student achievement through two important pathways — the support and development of effective teachers and the implementation of effective organizational processes (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005). Successful principals guide the faculty, create a harmonious school climate, and accomplish goals through the spirit of teamwork, thus, their importance is evident (Wu, 2013; Hsieh, 2011a, b, c; Tseng and Fan, 2019). While there is increasing research on how principals influence school effectiveness, less is known about how to help principals develop the capacities that make a difference in how schools function and what students learn (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005). In order to fulfill

operational goals, all organizations rely on effective leaders, and positive leadership is an important and valued issue in the new theories of leadership in recent years (Cameron, 2008, 2012, 2013; Seligmanm, & Csikszentmihalyi, 2000). An important function of positive leadership, therefore, is to demonstrate tools, techniques, and practices that can overcome the effects of the negative. When positive practices are given greater emphasis than negative practices, individuals and organizations tend to flourish (Cameron, 2013). The application of positive leadership includes positive organization, positive psychology (Seligmanm & Csikszentmihalyi, 2000), and positive reform theory. Positive leadership introduces new thoughts and actions to leaders (Wu, 2013; Hsieh, 2014), stimulates members' positive thinking, values members' positive emotions, recognizes teachers' contributions to the organizations, allows teachers to develop positive educational attitudes (Youssef-Morgan, & Luthans, 2013), and triggers teachers' potential. The purpose of positive leadership is to assist organizations and individuals to result in outstanding achievements.

Why do some individuals voluntarily help or assist others in the workplace, promoting the excellence of their employer without either an explicit or implicit promise of reward for the behavior? The concept of Organizational Citizenship Behaviors was mentioned by Bateman and Organ (1983) for the first time. This conduct, known as organizational citizenship behavior (OCB), is a complex phenomenon now emerging as an important aspect of human behavior at work (Organ, 1988). Many researchers have paid attention to organizational citizenship behavior (OCB). Organizational citizenship behaviors (OCBs) are commonly studied in the organizational and occupational health literature. It helps to create awareness of the necessity of matching key resources with appropriate behavior to improve organizations' competitive advantages. In addition, according to Organ (1988), as the design of any organizational system cannot be perfect, it must rely on members' active execution. The active and non-compulsory extra role behavior is the organizational citizenship behavior (OCB), which is a kind of extra role and altruistic behavior that spontaneously benefits other members and the whole organization (Randhawa, & Kaur, 2015; Shanker, 2018).

Eastern Taiwan tends to be called a remote and vulnerable area, thus, from the perspective of a remote area, Hsu and Yeh (2015) argued that assistance for vulnerable students particularly depends on principals' leadership and members' cooperation, as it stimulates the teachers' and students' responsibility for students' learning intention. However, there is a lack of literature addressing the relevant theories and studies on principals' positive leadership and principals' positive leadership. Thus, will introducing principals' positive leadership in the school workplace enhance teachers' Organizational Citizenship Behavior? What is their connection? This research topic refers to academic innovation and the guidance of policy. Based on previous motives, the purposes of this study are as follows:

1. To explore the current situation of elementary school principals' positive leadership and teachers' Organizational Citizenship Behavior.
2. To explore the relation between elementary school principals' positive leadership and teachers' Organizational Citizenship Behavior.
3. To explore the predictability of elementary school principals' positive leadership on teachers' Organizational Citizenship Behavior.

LITERATURE REVIEW

Meaning and dimensions of positive leadership

Reviews of research suggest that successful school leaders influence student achievement in several important ways, both through their influence on other people or features of their organizations, and through their influence on school processes (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005). Leithwood, Seashore-Louis, Anderson, and Wahlstrom (2004) pointed that successful school leaders influence teachers and other staff to do their jobs effectively, offering intellectual support and stimulation to improve the work, and providing models of practice and support. Therefore, leaders must address multiple constituencies. Processes, routines, and structures must be considered. Cultures, embedded values, and traditions must be respected. Employee preferences and relationships must be taken into account (Cameron, 2013).

The application of positive leadership includes positive organization, positive psychology, and the positive reform theory (Cameron, 2008). Positive leadership means promoting outcomes such as thriving at work, interpersonal flourishing, virtuous behaviors, positive emotions, and energizing networks. In this book, the focus is primarily on the role of positive leaders in enabling positively deviant performance (Cameron, 2012). Cameron (2008, 2012) argued that positive leadership is a kind of measure that enhances effective interaction and leads to individuals' virtuous behavior, emphasizes the reinforcement of individuals' and organizations' achievements, and results in the positive and outstanding performances of individuals and organizations. This study reviews the perspectives of Hsieh (2011a, b, c) and Cameron (2008, 2012) as follows:

(1) Positive climate

Institutional climate is a term that organizational theorists use to describe the current common patterns of important dimensions of organizational life or its members' perceptions of and attitudes towards those dimensions (Peterson & Spencer, 1990). A positive climate means the state of a workplace when positive emotion surpasses negative emotion; for example, organizational members in a typical positive climate show an optimistic attitude and pleasure.

(2) Positive relationship

that promotes positive student behavior and social competency (Sugai et al., 2000).

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Positive relationship have emerged as potentially effective frameworks for addressing student needs and improving student outcomes. Positive relationships refer to interpersonal relations, which lead to physical, psychological, emotional, and organizational positive and outstanding outcomes.

(3) Positive communication

Positive interpersonal communication behavior connotes an appreciation of and an interest in the other and to help create, maintain, and enhance positive interpersonal relationships. Positive communication means to replace negative and critical language with supportive language, which creates more team interactions, participation, and message exchange, and finally, results in positive and outstanding performance.

(4) Positive meaning

The conceptualization of meaning has been addressed through different prisms and viewed as carrying multifaceted functions and manifestations, such as cognitive (for example, meaning-making, a sense of coherence); motivational (for example, goals, purpose); types (micro or meaning in life versus macro or ultimate meaning or meaning of life); the search for, or presence of, meaning; as well as dimensions and sources of meaning (Batthyany & Russo-Netzer, 2014). Positive meaning includes the reduction of negative feelings, such as pressure, frustration, and helplessness, while increasing positive feelings, such as commitment, effort, engagement, a sense of empowerment, satisfaction, and self-realization.

Meaning and dimensions of teachers' organizational citizenship behavior

The employee behaviors in the organization can affect both the other employees and the whole organization. OCB contributes to organizational success by creating social capital, increasing teacher effectiveness, and enhancing productivity. Success of schools fundamentally depends on teachers who are willing to go beyond role expectations voluntarily (DiPaola & Tschannen-Moran, 2001). The concept of organizational citizenship behavior appeared over three decades ago in the field of organizational behavior. Recently, there has also been a growing interest in OCB for teacher in the school. The existing teacher organizational citizenship behavior can become the image and part the school identity. Organizational citizenship behavior (OCB) is a useful term to describe these voluntary behaviors and has originally coined by Organ (1988). Bateman and Organ (1983) first called employees' voluntary prosocial behavior as citizenship behavior. Smith, Organ, and Near (1983) and Organ (1988) redefined it as the altruistic behavior of organizational members beyond the norms of formal organizational roles. In addition, Wu and Lin (2007) suggested that it is the behavior of organizational members' voluntary performance beyond organizational norms, which benefit organizational welfare and Organizational Citizenship Behavior, and significantly influences organizational efficiency and success (Netemeyer et al., 1997; Somech and Drach-Zahavy, 2000; Shanker, 2018; Somech & Bogler, 2002). In short, teachers' organizational citizenship behavior is the phenomenon in which teachers internalize the importance of work value into active work through altruism. In order to enhance work performance, they are willing to actively contribute their time and efforts to the work and obtain satisfaction and fun from the work.

What are the dimensions of teachers' organizational citizenship? Most scholars agree on the multidimensionality of OCB. According to the perspectives of scholars (Organ, 1988, 1994; Piercy, Cravens, Lane & Vorhies, 2006; Randhawa, & Kaur, 2015; Van Dyne, Graham & Dienesch, 1994), there are three aspects:

(1) Altruistic behavior

Altruistic behavior is defined as voluntary helping behavior. Teachers cooperate with each other and treat their colleagues as partners. They are willing to help solve the problems of class

management or teaching innovation with coworkers, construct intimate partnerships, and show the behavior of assistance and teamwork at all times.

(2) Pro-school behavior

The members are proud to be part of the organizations and they are attached to the organizations. The pro-school behavior refers to the relation between individual teachers and their schools, such as efforts, contributions, and loyalty.

(3) Teachers' work engagement and contribution

Teachers identify with the educational meaning, are devoted to the work, and even engage in instruction or administration with extra efforts and time.

Relation between principals' positive leadership and teachers' organizational citizenship behavior

Leadership studies, especially on positive leadership is important. Numerous studies have shown a significant correlation between principals' positive leadership and teachers' organizational citizenship behavior (Kuan, 2014). Ehrhart, Wentd, & Emmerik (2007) argue supportive leadership a positive relation with organizational citizens. Cameron, Quinn and Caldwell (2017) views about positive leadership and added values over the traditional approach to organizations and leadership. The moment we orient people to their highest purpose, there is an incentive for them to close their integrity gap.

Group organizational citizenship behavior

Podsakoff, MacKenzie, Paine, and Bachrach (2000) argued that the organizational citizenship behavior can enhance organizational members' mutual assistance and cooperation, and reinforce the morale of the team and organizational unification. Remote area teachers significantly influence students' learning, as teachers are the critical manpower and financial resources of schools (Hickey & Harris, 2005). Fan (2008) and Fan and Chang (2015) suggested that teachers' organizational citizenship is an important issue of remote area education. Based on the above, how is principals' positive leadership applied in eastern Taiwan? Will it enhance teachers' Organizational Citizenship Behavior? These questions are worthy of further study.

RESEARCH METHOD

Research subjects and sampling method

This study treated public elementary school teachers in eastern Taiwan as the subjects. According to the "data of elementary schools", as announced by the Department of Statistics, Ministry of Education, this study adopted stratified random sampling and obtained 26 samples from school scales of less than (including) 10 classes, from 11 to 20 classes, and at least (including) 21 classes, and adopted 331 teachers as the subjects of the formal samples.

Research Instruments and Procedure

This study adopted a questionnaire survey. The scale of "principals' positive leadership" includes four dimensions: positive climate, positive relationship, positive communication, and positive meaning. The scale of "teachers' Organizational Citizenship Behavior" includes altruistic behavior, pro-school behavior, work engagement, and contribution. The scales are based on a 5-point Likert scale, with 5, 4, 3, 2, and 1 points. When the scores of the teachers' perceived principals' positive leadership are higher, it means the level of their perceived

principals' positive leadership is higher; it is the same situation for teachers' Organizational Citizenship Behavior.

Data processing

After the recovery of questionnaires, this paper begins to process data and performs a statistical and data analysis with SPSS for Windows10.0. Descriptive statistics, including arithmetic, mean and standard deviation were employed in the data analysis process. This paper adopts the following statistical techniques:

1. Averages, standard deviations and means

This paper analyzes the scores in the awareness of principals' positive leadership and teachers' organizational citizenship behavior at elementary schools.

2. Pearson's product-moment correlation

This paper analyzes the relationship between principals' positive leadership and teachers' organizational citizenship behavior at elementary schools.

3. Stepwise multiple regression analysis

This paper performs a stepwise multiple regression analysis to verify the predictability of principals' positive leadership to teachers' Organizational Citizenship Behavior.

RESEARCH RESULTS AND DISCUSSION

Analysis of the current situation of principals' positive leadership and teachers' organizational citizenship behavior

Table 1: Analysis of the current situation of teachers' perceived principals' positive leadership

Names of dimensions	Number of items	Numbers of people	Means	Standard deviation	Ranking of means
Positive climate	5	326	4.37	.576	2
Positive relationship	5	326	4.28	.651	3
Positive communication	4	326	4.41	.558	1
Positive meaning	5	326	4.26	.603	4
Overall principals' positive leadership	19	326	4.32	.554	

Perceptions of teachers towards principals' positive leadership were analyzed. According to Table 1, the mean of principals' positive leadership is 4.32, and the ranking of the means from high to low of the different dimensions is: "positive communication", "positive climate", "positive relationship", and "positive meaning", thus, principals' positive leadership score is the high level. These findings are similar to the related research results of Chung (2011) and Hsieh (2011c).

Analysis of the current situation of elementary school teachers' organizational citizenship behavior

Table 2: Analysis of the current situation of teachers' Organizational Citizenship Behavior

Names of dimensions	Number of items	Numbers of people	Means	Standard deviation	Ranking of means
Altruistic behavior	5	326	4.24	.475	2
Pro-school behavior	5	326	4.19	.488	3
Work engagement and contribution	5	326	4.25	.527	1
Overall teachers' organizational citizenship behavior	15	326	4.23	.448	

Perceptions of teachers towards organizational citizenship behavior were analyzed. According to Table 2, the mean of teachers' organizational citizenship behavior is 4.23, and the ranking of the means of different dimensions from high to low is: "work engagement and contribution", "altruistic behavior", and "pro-school behavior". Thus, in terms of overall teachers' organizational citizenship behavior or the dimensions, teachers' organizational citizenship behavior is high level. These findings are similar to the related research results of Wang (2009) and Hsu (2015).

Correlation analysis between principals' positive leadership and teachers' organizational citizenship behavior

The relation between teachers' perceived principals' positive leadership and teachers' organizational citizenship behavior is shown in Table 3.

Table 3: Correlation coefficients between teachers' perceived principals' positive leadership and teachers' Organizational Citizenship Behavior

Names of dimensions	Positive climate	Positive relations hip	Positive commun ication	Positive meaning	Overall principals' positive leadership
Altruistic behavior	.515**	.542**	.604**	.548**	.593**
Pro-school behavior	.543**	.578**	.607**	.601**	.628**
Work engagement and contribution	.351**	.388**	.448**	.420**	.431**
Overall	.518**	.554**	.610**	.577**	.607**

****p<.01**

According to Table 4, there is a positive correlation between principals' positive leadership and teachers' organizational citizenship behavior ($r=.607$, $p<.01$), which shows that there is a high and medium positive correlation. In other words, with a high level of principals' positive leadership, the scores of teachers' organizational citizenship behavior would be higher. Positive leader consistent set of personal traits, behaviours, values and beliefs, such as openness, highly developed communication ability, organizational commitment, empathy with others, a sense of goodness (Gurr, 1966). The reason is that, when principals adopt positive leadership and a positive attitude, construct educational value, and create a positive climate, they can positively influence the organizational members to be optimistic, active, and solve problems positively

(Hallinger, & Huber, 2012), which results in teamwork. Teachers identify with the schools and are willing to contribute their efforts, thus, there is a significant correlation.

Analysis of the predictability of principals' positive leadership on teachers' organizational citizenship behavior

According to Table 4 and the ranking of engagement, principals' positive leadership can be divided into "positive communication" and "positive meaning", which can explain 39.7% of the total variance of "overall teachers' Organizational Citizenship Behavior". The explained variance of "positive communication" on "overall teachers' Organizational Citizenship Behavior" is 37.2%, and is the main predictor variable.

When the β values of two predictor variables in a regression model are positive, it means that the scores of "positive communication" and "positive meaning" are higher, thus, those of "teachers' Organizational Citizenship Behavior" would be higher.

Table 4: Regression analysis of the predictability of different dimensions of principals' positive leadership on "overall teachers' Organizational Citizenship Behavior"

Ranking of selected variables	Multiple correlation coefficient R	Determination coefficient (R square)	Increase of determination coefficient	β coefficient	Net F value
Positive communication	.610	.372	.372	.410	192.057***
Positive meaning	.630	.397	.025	.255	13.271***

Leadership and its styles are considered to be an act of influencing the individuals of an organization. The school leader can establish a positive mechanism to sustain, develop or change the existing organizational citizenship behavior (Bass, & Riggio, 2006). School principal leadership leads to improved teacher behavior and student outcomes. Their convictions on education and leadership philosophies have direct influence on the progression and performance of schools (Deng, 1997). Thus, when principals show the language and attitude of positive communication, they can create more group interactions, participation, and message exchange, and reinforce educational meaning and value (Youssef-Morgan, & Luthans, 2013). Finally, when principals break through the traditional leadership model, it results in organizational reform by awakening new concepts and views. The strategies of intellectual stimulation, individual care, and vision sharing can lead to teachers' positive and outstanding performance, efforts, contributions, and loyalty.

CONCLUSION AND SUGGESTIONS

Conclusions

- (1) The overall current situation of elementary school teachers' perceptions of principals' positive leadership and teachers' organizational citizenship behavior is positive, and performance is the medium and high level.
- (2) There is significant and positive correlation between principals' positive leadership and teachers' organizational citizenship behavior

- (3) Principals' positive leadership shows significant and medium predictability on teachers' Organizational Citizenship Behavior.

Suggestions

(1) Advanced studies of principals' positive leadership can increase of cognition and practice of principals' positive leadership

Regarding the selection and cultivation of principals, the evaluation of educational authorities should include the knowledge and competency of the concepts and practices of principals' positive leadership. In addition, they should hold seminars and forums related to positive leadership skills, and invite excellent schools with positive leadership to report their processes and experiences when practicing principals' positive leadership, in order to increase the practical competency of principals' positive leadership skills.

(2) Reinforcement of teachers' organizational citizenship behavior and intention to actively participate in school administration

According to the research findings, older subjects show more significant teachers' Organizational Citizenship Behavior. In order to reinforce and upgrade elementary school teachers' knowledge and competency in organizational citizenship behavior and encourage teachers to constantly cultivate their reflective abilities, education authorities should pay attention to this phenomenon and actively offer related studies for young teachers.

(3) Develop communication channels and properly recognize and praise the teachers in public to trigger their passion for work

According to this study, regarding elementary school teachers' perceived principals' positive leadership, "positive communication" and "positive climate" of medium schools show higher scores. Thus, communication and cooperation between principals and teachers will reinforce the operational management of schools and encourage the members to constantly upgrade their teaching competency and self-growth, in order to trigger teachers' continuous passion for educational work.

(4) Creation of positive school climate and members' identification

According to the findings of this study, overall principals' positive leadership shows high scores. Therefore, regarding perceived principals' positive leadership, most of the teachers suggest that the school climate is open, fair, and harmonious. In other words, when principals construct a positive partnership with teachers, and actively show concern for teachers in difficulty, they will be identified by the members.

(5) Organization of training for principals' positive leadership in order to enhance their leadership intelligence

This paper finds that principals' positive leadership can influence teachers' Organizational Citizenship Behavior. To enhance school effectiveness, principals should resort positive leadership to by leading members of the schools and encouraging them to exercise their potentials. Educational competent authority should continue to equip principals with the skills and competences required for positive leadership so that these principals can learn how to develop potentials of organizational members, care for their individual psychological needs in order to boost school effectiveness.

(6) Future suggestion

Future studies on the current topic are needed to explore the relationship between organizational citizenship behavior in schools and various variables, including organizational structure, organizational climate, personality types and leadership styles.

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