EXPLORING THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP ON ORGANIZATIONAL CITIZENSHIP BEHAVIOUR WITHIN A SELF-EFFICACY CULTURE: A STUDY AMONG EDUCATORS IN PRIVATE ENGLISH MEDIUM SCHOOLS, BANGALORE, INDIA

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Abstract

This research delves into the significance, broad appeal, and practical implications of transformational leadership within educational institutions in Bangalore, India. It specifically explores the correlation between the transformational leadership exhibited by school principals and its consequential impact on teachers' organizational citizenship behaviour within a context of self-efficacy culture. Data was gathered through a structured, self-administered questionnaire employing pre-existing scales and distributed among secondary and higher secondary school teachers. The measurement model used validates the hypothesized relationships between the variables under scrutiny. The findings reveal a positive association between transformational leadership and both organizational citizenship behaviour and self-efficacy. Additionally, the results indicate a direct influence of self-efficacy on faculty's organizational citizenship behaviour. This study contributes valuable insights into the intricate dynamics of leadership and organizational behaviour within the educational landscape of Bangalore.

Keywords: Transformational leadership (TL), Organizational Citizenship Behaviour (OCB), Self-Efficacy.

1. INTRODUCTION

The sustained effectiveness and contribution of any organization hinge upon the presence of capable leaders and committed employees, and the educational sector is no exception. This research seeks to explore and establish the correlation between Transformational Leadership and Self-Efficacy in Organizational Citizenship Behaviour within the educational context. As the 21st-century educational landscape undergoes restructuring to equip students for a competitive and intricate environment (Miller, 2001), the significance of effective leadership becomes paramount. The prosperity of educational institutions inherently relies on aligning stakeholders with organizational goals and values. This study contributes contemporary data to the existing literature, offering insights into the evolving role of leaders in education and their strategies for transforming the learning environment within their respective institutions.

2. REVIEW OF RELATED LITERATURE

2.1 Transformational Leadership

The concept of transformational leadership, pioneered by Bass (1985), intricately aligns with the developmental process for organizational members. Burns (1978) characterizes transformational leadership as empowering an organization to undergo profound changes, inspiring and enhancing employee aspirations towards a shared objective. Bernard M. Bass (2000) defines transformational leaders as individuals capable of elevating community awareness about essential matters and fostering concerns for achievement, self-actualization, and ideals. Such leaders transcend personal circumstances to work for the collective good of their group, organization, or society.

P. Hallinger (2003) offers a practical definition of transformational leadership in an educational context. Transformational leadership in education seeks to enhance its capacity to define purposes and support changes in teaching and learning practices. These leaders, often considered visionaries, provide clear and practical means to overcome obstacles, prioritize excellence in service provision, and motivate followers to do the same (Swail, 2003, p.14, as cited in Basham, 2012). The transformational leadership approach embodies behaviour that extends beyond the leader's self-interest for the greater good of followers, the organization, and the community (Puni et al., 2020). It encompasses proactive leadership, inspiring followers' values, beliefs, and consciousness, compelling them to achieve outstanding goals for the collective interest (Bass, 1985; as cited in Antonakis et al., 2003). This leadership style exemplifies a commitment to surpassing personal gain in favour of broader, communal success.

2.2 Organizational Citizenship Behaviour (OCB):

Organizational Citizenship Behaviour (OCB) refers to the conduct of individuals within an organization, characterized by performances beyond specified roles and duties, termed as add-on-role performances (Organ, 1990 & Tepper et al., 2001, as cited in Jha). Organ (1988, p.4, as cited in Kim & Park, 2019) further defines OCB as "personal conduct that is optional, not clearly or overtly established by the official reward structure, and that, in total, fosters the effective running of the organization" (Kim & Park, 2019). Citizenship behaviours manifest as personal, voluntary actions by an institution's staff beyond their conventional job descriptions (Campbell Pickford & Joy, 2016). Consequently, "citizenship behaviours" serve as notable instances of extra-role behaviour believed to be encouraged by transformational leadership (Podsakoff et al., 1990). The influence of organizational citizenship behaviour on an organization's effectiveness is multifaceted (Podsakoff et al., 2000). Individuals exhibiting OCB can (1) aid colleagues in completing tasks and management; (2) effectively utilize organizational resources for productive outcomes; (3) increase the motivation to provide organizational resources for productive outcomes; (4) coordinate activities among members and groups effectively; (5) enhance the stability of skilled staff in the organization; and (6) bolster the organization's adaptability to changes in the work environment. This behaviour, extending beyond formal roles, contributes significantly to an organization's overall effectiveness and adaptability.

2.3 Self-Efficacy:

Self-efficacy, as defined by Bandura (1997), encompasses "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments." Bandura (1995, p.2) further asserts that self-efficacy involves "people's beliefs of their capabilities to organize and execute the courses of action required to accomplish prospective situations" (as cited by J. Yang et al., 2017). In essence, self-efficacy refers to an individual's inherent beliefs regarding their capacity to successfully accomplish a given task (Bandura, 1986, as cited by J. Yang et al., 2017).

Research consistently demonstrates statistically significant relationships between principals' transformational leadership behaviours and teachers' sense of efficacy. According to a recent study (Bray-Clark & Bates, 2003), teacher self-efficacy emerges as a crucial driver for teacher effectiveness in professional development. Derived from Bandura's (1997) social cognitive theory of 'perceived self-efficacy,' teachers' sense of efficacy reflects a self-regulatory process governing human performance. Bandura (1986) notes that when individuals harbour high confidence in achieving work goals, their performance levels increase (as cited in Kao). This nuanced understanding of self-efficacy underscores its pivotal role in shaping the attitudes and performance of educational professionals.

2.4 Relationship between the Variables and Research Hypotheses:

2.4.1 Transformational Leadership and Organizational Citizenship Behaviour (OCB):

In the context of academia, transformational leadership serves as a guiding force to identify new opportunities and inspire members to envision the future. A leader's goal is not only to set a role model for faculty members but also to instill a shared set of values, fostering cooperation among teachers as they collectively work toward a common goal (Kao, 2015). Transformational leadership at the group level focuses on influencing the collective by creating shared values and establishing common ground. Studies, including one exploring various antecedents of OCB with transformational leadership as an independent variable (Jha, 2014), underscore transformational leadership's significant and positive impact on OCB. Leadership plays a pivotal role in facilitating behavioural change (Bass, 1985, as cited in Jha), and transformational leaders believe that their workforce becomes more empowered and motivated through this approach, leading to substantial organizational and individual transformations (Burns, 1978). Transformational leadership not only influences the behaviour of workers but also prepares them to be adaptable. It inspires followers to make ethical choices, uphold moral values, and lead virtuous lives (Pearce et al., 2003; Sims and Manz, 1996, as cited in Jha). The concept of OCB centres around the idea that a staff member contributing to OCB goes beyond their specified obligations, assisting others in their tasks and tending to the personal and professional needs of fellow members. A study among teachers (Abu Nasra & Arar, 2020) affirms a positive relationship between the transformational leadership style and organizational citizenship behaviour.

2.4.2 Transformational Leadership and Self-Efficacy:

Self-efficacy involves the assessment of an individual's ability to perform specific tasks (Bandura, 1989, as cited in Bayraktar & Jiménez). It signifies an individual's expectations that they can successfully execute behaviour to achieve specific outcomes, thereby exerting control over events affecting their lives (Bandura, 2000). Research by Redmond et al. (1993) identified a significant relationship between leader behaviours and employee self-efficacy, particularly in creative endeavours (as cited in Chaubey et al.). Additionally, a field study by Tierney and Farmer (2002) affirmed that the supportive behaviours of leaders contribute to an environment where staff members engage in more innovative performance (as cited in Chaubey et al.).

Past research, including studies by Cheung and Wong (2011), Gong et al. (2009), and Mittal and Dhar (2015), as noted in Chaubey et al. (2019), establishes a correlation between transformational leadership and employee self-efficacy. Transformational leaders play a pivotal role in fostering change-supportive mindsets by enhancing followers' self-efficacy and assuring them that change can indeed achieve its intended results (Avolio and Gibbons, 1988; Shamir et al., 1993, as cited in Bayraktar & Jiménez).

Transformational leaders can serve as assets for self-efficacy in various ways. Firstly, leaders can act as role models, instilling confidence in others to handle the high demands of change and making the request less threatening, thereby reducing anxiety (Bass and Riggio, 2006, as cited in Bayraktar & Jiménez). Moreover, through individual consideration behaviours, transformational leaders understand employees' specific capabilities and motivations, providing encouragement and developmental opportunities (Shamir et al., 1993). They can alter employees' perceptions of their resources and act as a source to cope with the challenges of change (Hobfoll, 1989). Finally, transformational leaders can prompt employees to reconsider the demands of change, making them appear less threatening and instilling a sense of capability to handle challenges (Harland et al., 2005). They can provide support, indicating their availability to assist employees if needed, thus increasing their self-efficacy (B. I. Bass et al., 2016; Shamir et al., 1993). It is proposed that when transformational leaders instill high levels of self-efficacy, they provide increased confidence for coping with the demands of change and a heightened sense of control over the situation (Bayraktar & Jiménez, 2020). High levels of transformational leadership are correlated with elevated work-related self-efficacy and perceived relevance (Perko et al., 2014).

2.4.3 Self-Efficacy and Organizational Citizenship Behaviour:

Teachers' sense of efficacy is intricately linked to their efforts in teaching practices, decision-making abilities, and perseverance in resolving challenges (Choong et al., 2019). Evidence suggests that teachers' encouragement in displaying Organizational Citizenship Behaviour (OCB) is contingent upon their Teacher Self-Efficacy (TSE) (Dussault, 2006; Somech and Drach-Zahavy, 2000). Bandura (1997) elucidated that teachers who believe in their capability are more likely to set ambitious goals for monitoring students' learning progress and willingly devote extra effort to their work.

Research by Choong et al. (2019) established a positive relationship between self-efficacy and OCB among secondary school teachers. The results indicated that teachers' self-efficacy dimensions (general and personal teaching) positively correlated with OCB. Positive behaviours exhibited by teachers empower them to have greater confidence in handling work pressure and challenges, creating a comprehensive theoretical framework for teachers' involvement in OCB. Umrani et al. (2019), studying faculty members of public and private universities, found a positive relationship between self-efficacy and OCB. Alexandra-Beauregard (2012) attests that individuals with high self-efficacy tend to express helpful conduct toward colleagues, and in the educational context, this influence of self-efficacy over citizenship behaviour is well-established in past research (D'Amato and Zijlstra, 2008; Bogler and Somech, 2004; Somech and Drach-Zahavy, 2000, as cited in Umrani et al.).

In an educational setting, self-efficacy significantly impacts all sub-facets of faculty OCB and the total OCB score, as evidenced by a study conducted among faculty members (Mangadu Paramasivam, 2015). Judge and Bono (2001) established a strong positive relationship between self-efficacy and employee in-role performance. Kim et al. (2018) found that self-efficacy significantly influenced reciprocity, consideration, civic virtue, and sportsmanship, revealing it as a significant determinant of OCB. Teachers with high self-efficacy expand their efforts to help colleagues and complete extra tasks, emphasizing the confidence level of an individual's ability to perform a specific task (Bandura, 1994; Greenberg & Baron, 2000). Earlier studies have shown that teachers with higher levels of self-efficacy demonstrate interest and commitment towards teaching and their profession (Guskey, 1984; Coladarci, 1992; Glickman and Tamashiro, 1982). General self-efficacy positively impacts teachers' OCB towards students, colleagues, and the institution. Therefore, fostering a culture of openness and encouraging young teachers to increase their sense of self-efficacy can contribute to the development of quality academicians in the long run.

2.5 Research Framework:

The hypotheses for this study were formulated based on an extensive review of past literature, with a primary focus on key theoretical frameworks. The foundational theories guiding this research include:

1. Theory of Transformational Leadership:

Definition: Leaders achieving organizational objectives through self-actualization (Lindebaum and Cartwright, 2010, as cited in Chaubey et al., 2019).

Significance: Transformational leadership aspires to elevate organizational objectives by fostering self-actualization among leaders.

2. Conservation of Resources Theory:

Definition: Individuals strive to acquire, preserve, nurture, and safeguard resources they deeply value (Hobfoll et al., 2017).

Significance: This theory emphasizes the importance of resource preservation and acquisition for individual well-being.

3. Theory of Social Exchange:

Initial Notion: Social behaviour is akin to a barter system involving the exchange of tangible and intangible goods and services (Homans, 1958, as cited in Carter, 2010).

Evolution: Evolved to highlight the centrality of mutuality in social exchange, emphasizing reciprocal relationships.

These foundational theories informed the identification of key constructs for this study, namely Transformational Leadership, Organizational Citizenship Behaviour, and Self-efficacy, recognizing their significant impact in academic settings. The resulting conceptual framework serves as the basis for investigating the intricate relationships between these constructs in the context of educational institutions.
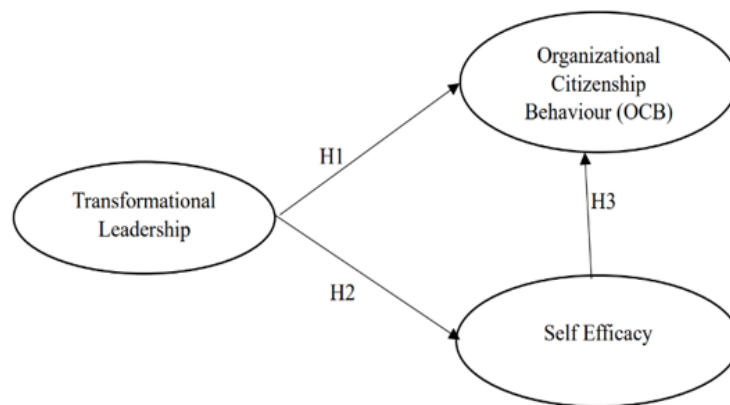
3. RESEARCH METHOD

Employing a survey methodology, the researcher gathered data from a representative sample comprising 509 teachers affiliated with ten secondary and higher secondary academic institutions in Bangalore, India. The study utilizes quantitative research methods and employs statistical tools such as confirmatory factor analysis and structural equation modelling for comprehensive data analysis. The institutions under examination are categorized based on size—small, medium, and large—allowing for a nuanced exploration of the interconnections between transformational leadership, Organizational Citizenship Behaviour (OCB), and Self-efficacy. This approach ensures a rigorous investigation into the relationships among these key constructs within the educational context.

3.1 Respondents and Sampling Procedure:

To determine the sample size, the study utilized the A-Priori sample size calculator for Structural Equation Models developed by Daniel Soper (Danielsoper, n.d.). The respondents involved in the study are teachers from ten English medium private schools in Bangalore, India. Primary data were collected through a survey questionnaire, assessing the constructs of Transformational Leadership, Organizational Citizenship Behaviour (OCB), and Self-efficacy.

3.2 Collection of Data and Data Collection Technique:

Data were gathered through both primary and secondary sources. The survey questionnaire, meticulously designed with closed-ended questions, was administered using Google Forms as the data collection technique.

3.3 Variables, Scale Items, and Measurement Scales:

The study identified and measured three constructs: Transformational Leadership, Organizational Citizenship Behaviour (OCB), and Self-Efficacy. The variables under examination were explored through a structured, non-disguised questionnaire featuring closed-ended questions. The instrument incorporated nominal and rating scales, employing a 5-Level Agreement Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) to gauge respondents' perceptions and experiences with Transformational Leadership. This measurement scale provides a nuanced understanding of teacher perspectives within the specified constructs.

3.3.1 Transformational Leadership:

In assessing Transformational Leadership (Altunoğlu et al., 2019), the questionnaire included items aimed at gauging the participants' perceptions of their principal's leadership qualities. Questions such as whether the principal understands school goals, communicates strategies to achieve them, encourages collaboration among staff, and fosters open communication contribute to capturing the essence of Transformational Leadership. Additional elements, including mutual respect, acknowledgement of contributions, and support for innovative ideas, further delve into the leadership style that influences the school environment positively.

3.3.2 Organizational Citizenship Behaviour (Extra Role Behaviours):

To measure Organizational Citizenship Behaviour (OCB), the questionnaire (Altunoğlu et al., 2019, & Zakariya & Bashir, 2020) explored aspects related to faculty members' voluntary contributions beyond their defined roles. Questions addressed the encouragement to assist colleagues with heavy workloads, orientation efforts for newcomers, sharing valuable information, and fostering a culture of mutual respect. Additionally, the recognition of overtime work, adherence to rules, and punctuality were considered to assess the faculty's commitment to going above and beyond their prescribed duties.

3.3.3 Self-Efficacy:

The Self-Efficacy construct (Zakariya & Bashir, 2020 & Bobbio & Manganelli, 2009) was evaluated through questions probing the extent to which the principal instills confidence in teachers' problem-solving abilities, affirms their capacity for generating novel ideas, and supports collaborative idea development. The questionnaire also delved into the principal's role in affirming beliefs and values, maintaining positive relationships with faculty, and motivating and providing opportunities for all members to fulfill their roles effectively. These aspects collectively provide insights into the self-efficacy perceptions nurtured by the principal among the faculty.

4. ANALYSIS AND INTERPRETATIONS

The study employed Confirmatory Factor Analysis (CFA) to scrutinize the gathered information based on seven established criteria, acknowledging the widespread recognition of CFA's validity in evaluating predicted factor structures (Gallagher & Brown, 2013). The data from 509 survey participants underwent assessment for normality using skewness and kurtosis measures. Proximity to zero in both statistics indicated a distribution akin to the normal distribution, affirming the data's suitability for subsequent statistical analyses. This ensures that the study's data is well-suited for further statistical scrutiny.

The CFA results demonstrated the model's strong fit across various indicators. The CMIN/DF ratio indicated a favourable fit, while the Goodness of Fit Index (GFI) and Adjusted Goodness of Fit Index (AGFI) suggested satisfactory alignment with the data.

Additionally, the Normed Fit Index (NFI) indicated a superior fit, with both the Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI) emphasizing the model's adequacy and fit, respectively.

As the fourth measure, the Root-Mean-Square Error of Approximation (RMSEA) revealed a minimal discrepancy between the model and the observed covariance matrix, further substantiating the model's conformity to the empirical data. Structural Equation Modelling was used (Costa 2018) to further affirm to detect and confirm the research's detail and specific empirical data.

These findings affirm that the model conforms effectively to the empirical data. Overall, these findings affirm the robustness of the model in accurately representing the relationships among the examined constructs.

4.1. Analysis of the Proposed Model in the Study Using Structural Equation Modelling

Table 4.1: Table Displaying the Descriptive Statistics of Various Constructs under Study

Code	mean	sd	Level of Agreement
TL1	4.55	0.7	Strongly Agree
TL2	4.51	0.63	Strongly Agree
TL3	4.33	0.7	Strongly Agree
TL4	4.58	0.61	Strongly Agree
TL5	4.29	0.86	Strongly Agree
TL6	4.6	0.57	Strongly Agree
TL7	4.22	0.74	Strongly Agree
TL8	4.25	0.75	Strongly Agree
TL9	4.5	0.65	Strongly Agree
TL10	4.39	0.72	Strongly Agree
Total	**4.42**	**0.69**	**Strongly Agree**
OCB_1	4.23	0.75	Strongly Agree
OCB_2	4.31	0.73	Strongly Agree
OCB_3	4.31	0.72	Strongly Agree
OCB_4	4.48	0.62	Strongly Agree

OCB_5	4.4	0.76	Strongly Agree
OCB_6	4.16	0.82	Agree
OCB_7	4.45	0.63	Strongly Agree
Total	**4.334**	**0.71**	**Strongly Agree**
Self_Eff_1	4.39	0.65	Strongly Agree
Self_Eff_2	4.37	0.67	Strongly Agree
Self_Eff_3	4.19	0.74	Agree
Self_Eff_4	4.28	0.7	Strongly Agree
Self_Eff_5	4.41	0.66	Strongly Agree
Self_Eff_6	4.55	0.57	Strongly Agree
Self_eff_7	4.45	0.63	Strongly Agree
Total	**4.378**	**0.64**	**Strongly Agree**

4.2. Outer model/Measurement model

Table 4.2: Table displaying the outer model

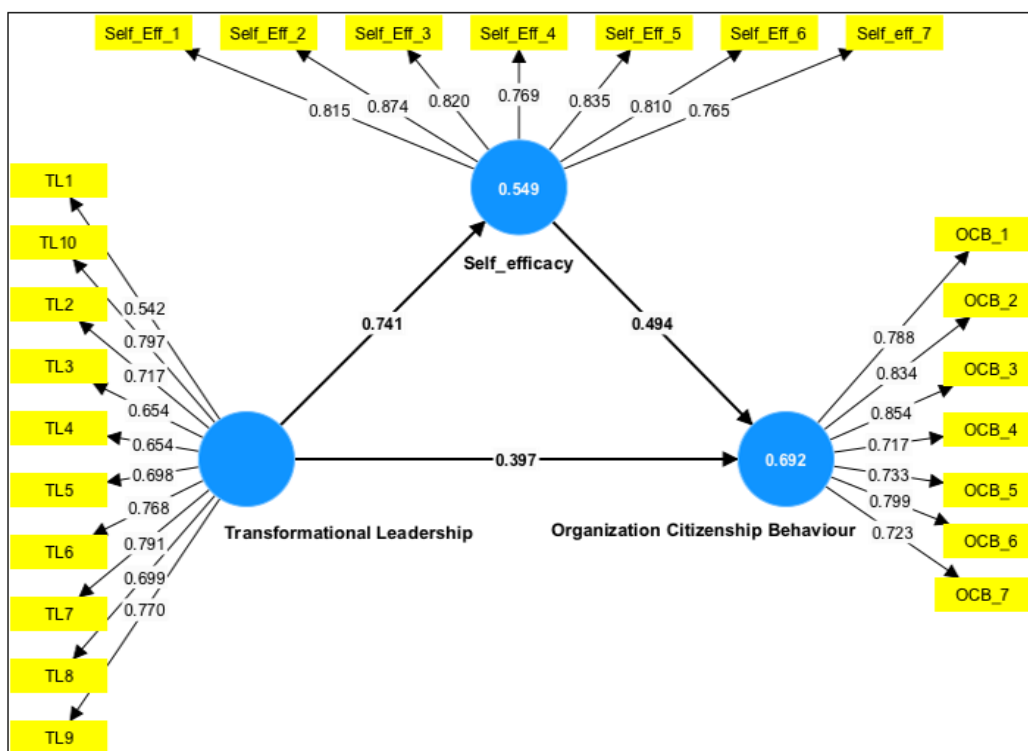|	Organization Citizenship Behaviour	Self_efficacy	Transformational Leadership
OCB_1	0.788		
OCB_2	0.834		
OCB_3	0.854		
OCB_4	0.717		
OCB_5	0.733		
OCB_6	0.799		
OCB_7	0.723		
Self_Eff_1		0.815	
Self_Eff_2		0.874	
Self_Eff_3		0.82	
Self_Eff_4		0.769	
Self_Eff_5		0.835	
Self_Eff_6		0.81	
Self_eff_7		0.765	
TL1			0.542
TL10			0.797
TL2			0.717
TL3			0.654
TL4			0.654
TL5			0.698
TL6			0.768
TL7			0.791
TL8			0.699
TL9			0.77

Figure 4.1: Outer Model/Measurement model

Table 4.3: Construct reliability and validity

Construct Reliability and Validity

Table 4.3: Construct Reliability and Validity

	Cronbach's alpha	Composite reliability	Average variance extracted (AVE)
Organization Citizenship Behaviour	0.892	0.916	0.609
Self_efficacy	0.914	0.932	0.661
Transformational Leadership	0.891	0.911	0.509

Table 4.4: Fornell-Larcker criterion: Discriminant validity

Fornell-Larcker criterion

Table 4.4: Fornell-Larcker criterion

	Organization Citizenship Behaviour	Self_efficacy	Transformational Leadership
Organization Citizenship Behaviour	0.780		
Self_efficacy	0.788	0.813	
Transformational Leadership	0.763	0.741	0.713

4.5. Model Quality Metrics

Table 4.5: R square results

	R-square	R-square adjusted
Organization Citizenship Behaviour	0.692	0.691
Self_efficacy	0.549	0.548

Table 4.6: F-square

	f-square
Self_efficacy -> Organization Citizenship Behaviour	0.358
Transformational Leadership -> Organization Citizenship Behaviour	0.231
Transformational Leadership -> Self_efficacy	1.217

The direct effect of Organizational Citizenship Behaviour, transformational leadership and Self-efficacy.

4.6. Bootstrapping results

Table 4.7: Path coefficient Values: Mean, STDEV, T values, p values

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Self_efficacy -> Organization Citizenship Behaviour	0.494	0.491	0.050	9.940	0.000
Transformational Leadership -> Organization Citizenship Behaviour	0.397	0.401	0.049	8.125	0.000
Transformational Leadership -> Self_efficacy	0.741	0.743	0.026	28.219	0.000

4.7. Specific indirect effects

Table 4.8: Mediating Role of Self-Efficacy between TL and Organizational Citizenship Behaviour

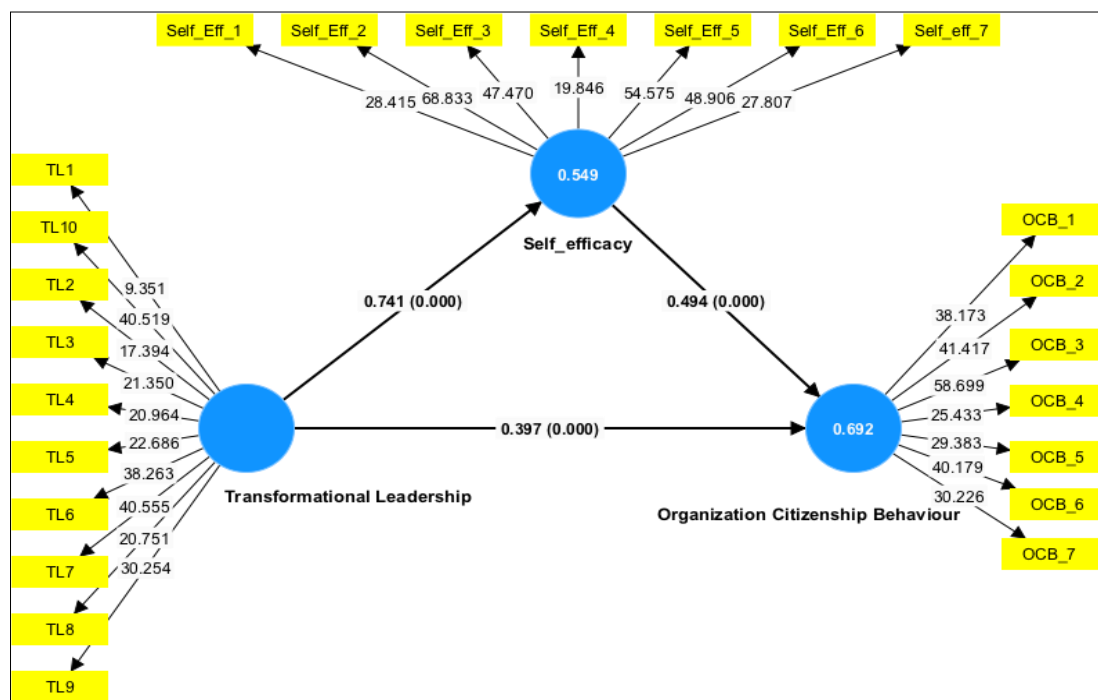|	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Transformational Leadership -> Self_efficacy -> Organization Citizenship Behaviour	0.366	0.365	0.038	9.740	0.000

Figure 4.2: Structural Model

5. TESTING OF HYPOTHESIS

The primary objective of the research is to assess how transformational leadership influences teacher effectiveness in private schools in Bangalore. The study extensively explores multiple variables, focusing mainly on faculty perceptions of leadership impacts.

Statistical analyses carried out during the study robustly support the three hypotheses. These results provide solid evidence for the presence of meaningful and direct connections between transformational leadership and Organizational Citizenship Behaviour (H1), transformational leadership and Self-efficacy (H2), as well as Organizational Citizenship Behaviour and Self-efficacy (H3).

Table 4. 9: Table Displaying Hypotheses Testing Result of the Structural Model

Hypothesis	path coefficient (β)	t-value	p-value	Testing result
$H_0 1$: There is a significant direct relationship between Transformational Leadership and organizational citizenship behaviour.	0.511	5.53*	0.00*	Supported
$H_0 2$: There is a significant relationship between Transformational Leadership and self-efficacy.	0.271	27.79*	0.00*	Supported
$H_0 3$: There is a significant relationship between self-efficacy and organizational citizenship behaviour.	0.055	5.74*	0.00*	Supported

Hypothesis 1:

H0: There is no direct significant relationship between transformational Leadership and organizational citizenship behaviour.

H1: There is a direct significant relationship between transformational Leadership and organizational citizenship behaviour.

The study's initial hypothesis aims to establish a direct and meaningful correlation between transformational leadership and organizational citizenship behaviour. The statistical analysis utilizes bootstrapping results for interpretation. Examining the provided table, the t-value is 5.53, with a corresponding p-value of 0.00. These values surpass the critical thresholds of a t-value greater than 1.96 and a p-value less than 0.01.

With the p-value falling below 0.01, the relationship is deemed significant at a 1% significance level. Therefore, the study concludes that a noteworthy and significant relationship exists between transformational leadership and organizational citizenship behaviour.

Hypothesis 2:

H0: There is no significant relationship between transformational Leadership and self-efficacy.

H1: There is a significant relationship between transformational Leadership and self-efficacy.

One of the hypotheses put forth in the study aimed to ascertain the noteworthy direct connection between transformational leadership and self-efficacy. Analysis of bootstrapping results reveals a substantial t-value of 27.75 and a corresponding p-value of 0.00. These results surpass the critical thresholds, with the t-value exceeding 1.96 and the p-value falling below 0.01.

Given that the p-value is less than 0.01, the observed relationship is deemed significant at a 1% significance level. Consequently, the study concludes that there is a substantial and meaningful relationship between transformational leadership and self-efficacy.

Hypothesis 3:

H0: There is no significant relationship between self-efficacy and organizational citizenship behaviour.

H1: There is a significant relationship between self-efficacy and organizational citizenship behaviour.

The hypothesis under consideration in the study explores the significant direct association between self-efficacy and organizational citizenship behaviour. Statistical interpretations were derived from bootstrapping results, and the presented table highlights a t-value of 5.74 and a corresponding p-value of 0.00. These values indicate that the t-value surpasses 1.96 and the p-value is below 0.01, meeting the established threshold values. With a p-value of less than 0.01, the observed relationship is deemed significant at a 1% significance level. Therefore, the study concludes a significant and meaningful relationship exists between self-efficacy and organizational citizenship behaviour.

6. RECOMMENDATIONS

The study's recommendations underscore the significant impact of transformational leadership on employee self-efficacy and change-oriented Organizational Citizenship Behaviour (OCB) for practical applications. A consistent theme emerges through a comprehensive review of past literature, the present study, and rigorous statistical analysis, affirming the positive influence of transformational leadership on OCB. This emphasizes its crucial role in cultivating a positive work environment and enhancing overall organizational performance.

Academic institutions in Bangalore and globally are advised to actively promote activities fostering OCB among teachers. Recognition and rewards for teachers who extend beyond their formal roles contribute positively to the school environment. This approach underscores that schools are not solely centres for academic learning but also spaces for holistic human formation. Transformational leadership is pivotal in creating collaborative environments where teachers, school leaders, and stakeholders collectively pursue common goals. This collaboration can be facilitated through team-building activities, collaborative projects, and inclusive decision-making processes.

Additionally, the study's findings emphasize the interconnected relationship between transformational leadership and self-efficacy, highlighting their critical role in driving positive organizational and individual outcomes. Schools should organize specialized training sessions and workshops to bolster teachers' self-efficacy. Establishing a robust feedback mechanism allows teachers to share experiences, challenges, and suggestions related to the leadership style's impact on their effectiveness.

In conclusion, recognizing the pivotal role of self-efficacy in shaping Organizational Citizenship Behaviour, it is emphasized that this relationship is vital for positive organizational outcomes and a conducive work environment. Encouraging faculty engagement in community projects and seeking insights from the broader school community, including parents and local stakeholders, is recommended to gather valuable feedback on leadership practices and their impact on teacher effectiveness.

7. LIMITATIONS

Limitations of this study include its focus solely on secondary and higher secondary educational settings, leaving opportunities for further exploration of these relationships in higher education and other industries within Bangalore. The restriction of the study to a specific city in India also poses a limitation, as the findings may not be broadly applicable to cities or states with distinct economies and cultural contexts.

The data collection method, a questionnaire survey, introduces a potential source of bias in the responses due to its reliance on self-reporting. While the study identifies and discusses significant findings based on preliminary scores, the actual effectiveness of the suggested interventions will only be determined through their implementation by organizations. This highlights the importance of considering the practical application and execution of recommendations in real-world scenarios.

8. CONCLUSION

In conclusion, the current complexities brought about by globalization in educational systems demand leaders with a heightened awareness of the necessity for internal change. Leaders must also recognize the importance of teachers adapting behaviours and skills to influence and motivate others effectively. Transformational leaders, capable of fostering strong relationships within their teams, play a crucial role in this dynamic.

This study delves into transformational leadership, specifically examining its relationship with Organizational Citizenship Behaviour and Self-efficacy, revealing positive connections across all constructs. This fosters collaborative efforts with shared goals, prioritizing student success and preparing them for future academic and personal endeavours. The research establishes that teachers integrated into the leadership equation through a transformational style are better equipped to enhance the educational process through Organizational Citizenship Behaviour and Self-efficacy.

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