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IMPACT OF SCHOOL PRINCIPALS' TRANSFORMATIONAL LEADERSHIP AND TEACHER'S ORGANIZATIONAL COMMITMENT ON THEIR CITIZENSHIP BEHAVIOUR

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ABSTRACT

This research study aims to examine and analyze how school principals' transformational leadership and teachers' organizational commitment impact teachers' organizational citizenship behavior. The quantitative correlational study was taken out using a questionnaire with 160 teachers from a population of 300 public vocational high school teachers in West Jakarta, Indonesia. The sampling method used was proportional random sampling. Smart Partial Least Square (SPLS) version 3.0 was used to show statistical analyses. The result shows that both school principals' transformational leadership and teachers' organizational commitment significantly affects the teachers' organizational citizenship behavior. This indicates that if the teacher has a high organizational commitment, the teacher will also have high organizational citizen behavior. Besides, if the principal undertakes transformational leadership, the teacher's organizational citizenship behavior will increase. It also provides empirical evidence that the school leadership and teacher's commitment to citizenship behavior can be achieved if the school leader implements transformational leadership and teachers' welfare properly. This study provides recommendations and suggestions to principals to carry out transformational leadership so that teachers' organizational commitment will grow to create organizational citizen behavior.

Keywords: Transformational Leadership, Organizational Commitment, Organizational Citizenship Behavior (OCB), School Principal, Teacher, Public Vocational High School



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INTRODUCTION

The challenge for education today is how to accelerate equality in improving human resources quality considering geography and demography aspects compete in the globalization era (Indriyanti, 2016). Facing this global competition, a school, as the basic level of formal education institution needs teachers who are willing to go beyond formal role responsibilities for playing a key role in reaching the challenge. Recently, when schools are struggling to reinvent themselves to assuage the ever-higher levels of public concern for academic excellence and quality, they yearn for exceptional proactive teachers who are willing to exceed formal task requirements-that is to display organizational citizenship behavior (Somech & Oplatka, 2015). To reap this goal, the school principal cannot rely only on teachers who satisfy their formal in-role obligations but also need to motivate them to contribute above and beyond the decision of responsibility to contribute to a hit change, that is, to have interaction in such organizational citizenship behaviors (Elstad, Christophersen, & Turmo, 2012).

Organizational citizenship behaviour (OCBs), or known as extra-role behaviors (ERBs), refer to all helping behaviors extended to colleagues, supervisors, and students, such as lending a colleague a hand with work overload or preparing special assignments for higher and lower level students; and extended to the school at large, such as suggesting improvements in pedagogical issues or talking favorably about the school to outsiders (Belogolovsky & Somech, 2010). OCB among teachers is very essential for functioning the school system effectively (Alanoğlu & Demirtaş, 2016). Quality development depends on school employees being able to identify with, involve themselves in, and engage themselves on behalf of the school where they work, as well as demonstrate effective administrative management. The quality of school development depends on the ability of school employees for identifying with, involving in, and engaging themselves in their institution and showing effective administration management (Vernez, Culbertson, Constant, & Karam, 2016).

For years OCB has become an important measure of a leader's effectiveness including school leader, many leading researchers such as Yukl (2010) stated leadership cause follower to do more than they are expected to do and Bass (1997) "perform beyond the level of expectations". Podsakoff et al., (1990) empirically supported that transformational leadership was a positive association with OCB. OCB is beneficial to organizations' operations in the long run which plays a crucial role in determining the effectiveness of organizational performance, included school. As a part of the essential internal school customer, the teacher is required to have qualified citizenship behavior. Therefore, the principal has a great task and responsibility in every decision making and must have a strategic role in efforts to improve the quality of teachers (Benoliel, 2017). The principal's leadership can also influence the organizational citizenship behavior of its school members. To achieve school quality, the principal leadership model has a big role in the eyes of members to have a great school vision and mission far ahead.

In addition to school principal transformational leadership, things that may influence the teacher's extra-role behavior and impact on school quality is teacher commitment. Adopted from organizational commitment, teacher commitment has long been established as a key factor leading to school effectiveness. It is frequently cited as an antecedent of OCB (Schappe, 1998; Nguni, Slegers, & Denessen, 2007) who argued that committed employees are more likely to engage in behavior that enhances their value and supports the organization. Thus, a positive relationship between organizational commitment and OCB is reasonable. Organizational commitment describes as "the relative strength of an individual's identification with and involvement in a particular organization" (R. T. Mowday, Porter, & Steers, 1982) and has been suggested as an antecedent to OCB because it reflects an employee's willingness to aid the organization even if the direct reward is not contingent upon that aid. Thus, the researcher found the relationship between both transformational leadership, and organizational commitment, as well as citizenship behavior. Previous research regarding these three variables has been widely applied to employee behavior as a human resource in the company as an organization. Meanwhile, research on the three variables adopted regarding teacher behavior in schools is still limited. Therefore, this study tried to find the relationship between the three variables adopted in teacher behavior.



LITERATURE REVIEW

Organizational Citizenship Behavior

In the late 1980s, (Organ, 1988) pioneered the concept OCB that the term “citizenship behavior” is denoted to the helpful, constructive gestures exhibited by organization members and valued or appreciated by officials, but not related directly to an individual’s role. Besides, OCB consists of informal contributions that participants can choose to either perform or withhold with no consideration for possible sanctions or formal incentives (Organ, 1988). Based on this definition, Organ identified five categories of OCB: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Civic virtue refers to the responsibility of the subordinates to participate in the life of the firm such as attending meetings that are not required by the firm and keeping up with the changes in the organization. Conscientiousness indicates an individual is organized, accountable, and hardworking. It also defined as a dedication to the job which exceeds formal requirements such as working long hours and volunteer to perform jobs besides duties. Altruism is defined as voluntary behaviors where an employee assists an individual with a problem to complete his or her task under unusual circumstances. Altruism refers to a member helping other members of the organization in their work. Courtesy focuses on the prevention of problems and taking the necessary step to lessen the effects of the problem in the future. In other words, courtesy means a member encourages other workers when they are demoralized and feel discouraged about their professional development. Sportsmanship refers to the behavior of warmly tolerating the irritations that are an unavoidable part of nearly every organizational setting.

In the conception of OCB, the behavior of employees in an organization can also be regarded as “good citizenship” or “being a good soldier” in the sense that employees may perform extra tasks for the organization even though this task might not be required by their organization or specified in their job descriptions (Cazares, 2012). OCB is about the types of discretionary behavior and contributions that are not explicitly associated with specific job requirements. OCB as a discretionary extra-role behavior is conceptually distinguished from the required in-role performance. While role behavior includes all types of activities that teachers are expected to display or include in job descriptions, but OCB refers to a range of activities that go beyond it. Based on this definition, the OCB of teachers refers to all voluntary and helping behaviors extended to colleagues, principals, and students (DiPaola & Tschannen-Moran, 2001)

According to (Cohen & Vigoda, 2000) the positive effects of OCB for an organization include improved productivity, efficiency, and effectiveness, and allocation of resources. Because of their orientation toward profitability and existence as social entities, organizations should generally promote citizenship behavior among their employees. In such cases, OCB will play a vital role, as citizenship behavior is predicted by contextual habits, skill, and knowledge, each of which is in turn predicted by personality variables. These variables influence the employee’s knowledge about what is required in a variety of work situations, skill in carrying out actions known to be effective, and patterns of response that either facilitate or hinder effective performance (Motowidlo, Borman, & Schmit, 1997).

Transformational Leadership

Leaders such as principal, counselors, university president, provost, academic deans to be successful at bringing about effective change must become change agents who inspire, motivate and empower organization-wide personnel at every level (Bass, 1997) to bring about successful transformation there has to be what (Burns, 1978) and (Bass, 1997) identified as transformational leadership. Transformational leadership defined as “the process of influencing major changes in attitudes and assumptions of organizational members and building commitment to the organization’s mission and objectives (Lee, Woo, & Kim, 2018). The concept of transformational leadership seems to have its origins in the work of Downton (1973) when he contrasted transformational from transactional leadership to account for differences between revolutionary, rebel, reform, and ordinary leaders (Nguni et al.,



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2007). Transformational leadership is concerned with emotions, ethics, value, standards, and long-term goals and include assessing the follower's motives and satisfying their needs.

Northouse (2016) defines transformational leadership as a leader that motivate followers to perform more than what they were expected to do by 1) improving follower's understanding of the importance and value of detailed and ideal objectives, 2) making the follower set aside their interest for team or organization, and 3) mobilizing followers to fulfill higher-level needs also according to Northouse, Indian freedom fighter Mohandas Gandhi is a classic example of the transformational leader as he developed a relationship with his followers, instilled the faith in freedom in them, and drove them toward their goal; Gandhi raised the hopes (capabilities) and demands (freedom) of millions of his people, and, in the process, underwent a complete transformation himself. Transformational leadership theory is based on the notion that certain leader behaviors transform followers' values, needs, preferences, and aspirations, and motivate them, "to perform above and beyond the call of duty" (Nohe & Hertel, 2017). Yukl (2010) stated that transformational leadership is the behavior of a leader who can call on his follower's moral values in their efforts to raise awareness of ethical issues and mobilize energy and resources to reform institutions. Factors associated with the above definition are: 1) communicating the vision, 2) expressive, 3) a risk-taker and sacrificed himself, 4) communicating high expectations, 5) consistent behavior vision, 6) managing the respect of subordinates against leadership, 7) establishing the existence of a group or organization, 8) empowering subordinates.

Transformational leadership consists of four dimensions of leader behavior (Bass, 1997) including idealized influence, which refers to the degree to which leaders show admirable behaviors that cause followers to identify with them. Then, inspirational motivation refers to the degree to which leaders articulate visions that are appealing and inspiring to followers. Next, intellectual stimulation refers to the degree to which leaders take risks, challenge assumptions, and solicit followers' ideas. The last, individual consideration refers to the degree to which leaders listen to followers' concerns, attend to their needs, and act as mentors or coaches. As suggested by (Leithwood, 1992) evidence of the effects of transformational leadership is uniformly positive. He cites two findings from his studies: (a) transformational leadership practices have a large influence on institutional collaboration, and (b) significant relationships exist between aspects of transformational leadership and teachers' reports of changes in both attitudes toward school improvement and altered instructional behavior.

Organizational Commitment

Organizational commitment defined as the strength of an individual's identification and involvement in a particular organization as characterized by a strong belief in and acceptance of the organization's goals and values (value commitment) along with a readiness to exert considerable effort on behalf of the organization and to remain a member (commitment to stay) (R. Mowday & Steers, 1979). By definition (Baotham, Hongkhuntod, & Rattanajun, 2010) organizational commitment is the degree of loyalty and support that the employees show to the organization. Other scholars defined organizational commitment as the desire on the part of an employee to remain a member of the organization, organizational commitment influences whether an employee stays a member of the organization (is retained) or leaves to pursue another job (Colquitt, LePine, & Wesson, 2015). It is also an attitude representing the extent to which an employee identifies with his organization and desires to remain a member of the organization (Baldwin, Bommer, & Rubbin, 2013). The organizational commitment concept receives a lot of empirical studies where both contain an outcome and antecedent. The surge in interest and attention on organizational commitment literature was according to the idea that this concept is a significant part of an employee's psychological conditions because employees, who experience high organizational commitment, are theorized to display much positive workplace behavior, such as high job performance, and citizenship activities, which will benefit the organization (Mathieu, J.E., 1990).

Organizational commitment involves people's feelings about the organizations for which they work – that is, the degree to which they identify with the organizations that employ them (Bakhshi, 2011). According to Allen &



Meyer (1990), organizational commitment consists of a three-dimensional construct including 1) the affective component of organizational commitment refers to the employee's emotional attachment to, identification with, and involvement in, the organization; 2) the continuance component refers to commitment based on the costs that the employee associates with leaving the organization; 3) the normative component refers to the employee's feeling of obligation to remain with the organization. Thus, teacher commitment can be referred to as the attachment, emotionally, and functionally of the teacher's feelings about their school.

Therefore, the hypothesis of this research is formulated as follows:

- a. **H1**: transformative principal leadership has a positive and significant effect on teacher's organizational citizenship behavior
- b. **H2**: teacher's organizational commitment has a positive and significant effect on a teacher's organizational citizenship behavior
- c. **H3**: transformative principal leadership and teacher's organizational commitment simultaneously have a positive and significant effect on teacher's organizational citizenship behavior

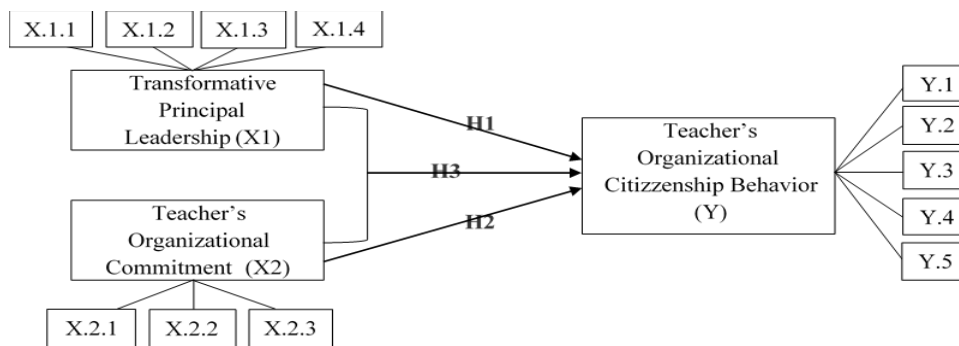


Figure 1. Research Framework

METHODS AND MATERIALS

Research Design and Sampling

The method used in this research is a quantitative survey method with a correlational approach which aims not only to find the relationship among variables, but also the strength of the relationship, as well as the meaning of among variables (Marvasti, 2018). This study uses primary data obtained by well-defined questionnaires collecting samples from 160 vocational high school teachers from a population of 300 public vocational high school teachers in West Jakarta Indonesia. Proportional random sampling was used (Dellaportas & Smith, 1993). The respondents consist of 61.25% female teachers, and 38.75% male teachers with an age average of 21-27 years are 10%, 28-34 years are 18.75%, 35-41 years is 16.87%, 42-48 years is 16.25%, 49-51 years is 22.5%, and >55 is 13.75%. Most of the educational background degrees of the respondents are bachelor (80%), the others are magister and a doctoral degree with average teaching experience is 8-14 years.

Instruments

This study used the instrument developed by (Smith, Organ, & Near, 1983) for scaling the organizational citizenship behavior. This is to reveal how high the level of organizational citizenship behavior the subject has. This scale is structured by referring to the aspects of organizational citizenship behavior, namely: altruism, courtesy, sportsmanship, conscientiousness, and public interest (civic virtue). As for the transformational leadership scale, the study used the instrument developed by (Bass, 1997) and (Hassan, 2019) which aims to reveal how high the level of transformational leadership the subject has. This scale is structured by referring to the aspects of



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transformational leadership, namely: idealized attributes / charismatic, inspirational motivation, individual consideration, and intellectual stimulation. The organizational commitment scale used the developed instrument by (Devece, Palacios-Marqués, & Pilar Alguacil, 2016) by referring to the aspects of organizational commitment, namely: affective commitment, normative commitment, and continuance commitment.

Analytical Design

The statistical analyses were carried out using PLS-SEM (Wong, 2013) with *software* smartPLS version 3.0. to analyze the relationship among variables within the indicators. It is a variance-based SEM (Structural Equation Modeling) equation analysis designed to solve multiple regression when specific problems occur in data, such as small study sample sizes, missing data, and multicollinearity. In the PLS (Partial Least Square) method the analysis technique used is the analysis of the outer model in the form of indicators or instruments related to its latent variables, inner model testing, or structural models, using r square for the dependent construct of the t -test and the significance of the structural path parameter coefficients (Sarstedt, Ringle, Smith, Reams, & Hair, 2014). All variables are measured by five points of the Likert scale. A construct is considered valid if it has a Cronbach's alpha value of > 0.7 . Another measure used is AVE is showing the variance value obtained from each latent variable. The required value is > 0.5 . The higher the AVE value is obtained, the better and shows the diversity of indicators contained by a construct. In addition to AVE, to find the reliability of each construct can use composite reliability measurements. The boundary value used to value an acceptable level of reliability is > 0.6 .

RESULTS

The testing of the measurement model was also conducted to determine the validity and reliability test result. It is done through three criteria, namely convergent validity, discriminant validity, and composite reliability. The convergent reliability aims to determine the validity of each relationship between the indicator and the construct or its latent variable. An indicator is declared valid for measuring its construct if it has above 0.7 value towards the intended construct. Measurements were assessed based on the correlation between item scores and latent variable scores estimated by the SPLS program (table 1).

Table 1
Measurement Model

Variable	Indicator	Average	Loading Factor	p-value	Conclusion
Principal Transformational Leadership (X1)	Idealized Attributes/ Charismatic (X1.1.)	25,04%	0.762	0.000	Significant
	Inspirational Motivation (X.1.2)	25,23%	0.751	0.000	Significant
	Individual Consideration (X.1.3)	24,63%	0.741	0.000	Significant
	Stimulation Intellectual (X.1.4)	25,10%	0.702	0.000	Significant
Teacher's Commitment (X.2)	Affective Commitment (X.2.1)	33,58%	0,717	0.000	Significant
	Normative Commitment (X.2.2)	33,62%	0,781	0.000	Significant
	Continuance Commitment (X.2.3)	32,80%	0,715	0.000	Significant
Teacher's Organizational Citizenship (Y)	Altruism (Y1)	19,93%	0,755	0.000	Significant
	Courtesy (Y2)	20,42%	0,822	0.000	Significant
	Sportsmanship (Y3)	20,21%	0,772	0.000	Significant
	Conscientious ness (Y4)	20%	0,756	0.000	Significant
	Civic Virtue (Y5)	19,44%	0,784	0.000	Significant

A construct also declared valid of it has a Cronbach alpha value of > 0.7 . Another measure that also can be used is the Average Variance Extract (AVE) to show the variance value obtained from each latent variable. The value implied is > 0.5 . The higher of AVE value obtained, the better shows of the diversity of indicators contained by a



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construct will be. To find the reliability of each construct, composite reliability measurements were also used. The limit value used to assess an acceptable level of reliability is > 0.6 (table 2).

Table 2
Construct Validity and Reliability

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Principal Transformational Leadership	0,951	0,956	0,595
Teacher's Organizational Commitment	0,921	0,933	0,584
Teacher's Organizational Citizenship Behavior	0,954	0,959	0,609

The next step in measuring the structural model is to calculate the significance of the relationship between constructs. The value of r square is used to assess how much the proportion of variation in the value of certain dependent latent constructs can be explained by independent latent constructs. The value of r square is used to assess how much the proportion of variation in the value of certain dependent latent constructs can be explained by independent latent constructs, with the following criteria:

- (1) The value of r square = 0.75 indicates that the relationship between the independent latent variable and the dependent, large, or strong latent variable.
- (2) The value of r square = 0.50 indicates that the relationship between the independent latent variable with the dependent, moderate, or moderate latent variable.
- (3) The value of r square = 0.25 indicates that the relationship between the independent latent variable and the dependent, weak, or small latent variable.

Based on the results of the output using SPLS shows that the R square result is 0.576, which means that the relationship between latent variables is a dependent variable moderate.

F square value is used to assess how much the relative influence of independent latent constructs on dependent latent constructs with the following criteria:

- (1) If the value of f square = 0.02, indicates the relationship between constructs is small/bad.
- (2) If the value of f square = 0.15, indicates the relationship between constructs is moderate.
- (3) If the value of f square = 0.35, indicates the relationship between constructs is large/good.

Based on the data above, it can be described that the relation between the constructs of school principal transformational leadership to teacher's organizational citizenship behavior of $1,117 > 0.35$, which means both have a great/good relation and the relation between the construct of teacher organizational commitment to teacher's organizational citizenship behavior of $0.042 > 0.35$, which means both have a moderate relation. After analyzing the measurement results of the structural model and it is stated that the structural model meets the Goodness of Fit (GOF) requirements, the next step is to analyze the measurement results of the structural relationships or relationships between constructs.

DISCUSSIONS

The path coefficient analysis is useful for testing the hypothesis of the direct effect of an independent construct on the dependent construct interpreted by the value of T statistic > 1.645 and P -value < 0.005 . It indicates that the



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measured indicators of the construct in this study were significant. This finding is relevant as the previous scholar (Park, Song, Yoon, & Kim, 2013). Based on the analyses above, we can find as follows:

The first hypothesis is accepted that the test with an original sample value of 0.694 and t-statistics > 1.96 is 12.966. It shows that there is a positive and significant direct influence between transformative principal leadership on teacher's organizational citizenship. This is based on research (Ekowati, Troena, & Noermijati, 2013) that transformational leaders should motivate employees to participate in organizational citizenship behavior and should have a clear understanding of the company's policies and develop such an organizational climate and focuses on the fairness of the organizational justice where the satisfaction of the employees maximizes and they feel responsibilities towards the organization. (Nohe & Hertel, 2017) also stated that a positive relationship between principal transformational leadership and teacher's organizational citizenship behavior was tested using meta-analytic path models with correlations from published meta-analyses. The result supported the expectations that each of the indicators explained the relationship between them. Another previous study by (Shapira-Lishchinsky & Raftar-Ozery, 2018) viewed that transformational leaders are moral agents providing support and treat followers as unique people. The leader also encourages the followers' citizenship to express their own beliefs and values.

The second hypothesis is also accepted that the test with the original sample value of 0.202 and t-statistics > 1.96 is 3.012. This interprets that there is a positive and significant direct influence between the teacher's organizational commitment toward the teacher's organizational citizenship behaviour. Previous studies (Kazemipour & Mohd Amin, 2012) and (Zeinabadia, 2010) stated that employees who have OCB will work harder and want to work more than what they are obliged to. They also accept their organizational goals and principles, feel proud of their institution, and have high organizational commitment. (Sesen & Basim, 2012) also stated that the teacher's commitment to the organization is the most frequently variable relationship in OCB studies. A teacher's commitment is a determinant of OCB since the latter describes behaviors occurring with some expectations of formal organizational rewards for performance. Significant correlations between teacher's commitment and OCB were supported by (Lavelle et al., 2009) and (Sarmawa, Suryani, & Riana, 2015), they found that the dimensions of organizational commitment in schools such as identification and internalization were positively related to OCB type. Based on the whole research, this study finds out that a teacher's commitment affects positively and significantly the teacher's OCB. This also indicates that a teacher's commitment improvement in public vocational high school teachers in West Jakarta Indonesia can encourage the OCB improvement of the teachers.

The third hypothesis is accepted that the test with the calculated f-value of 106.641 $>$ f-table 3.05. It shows that both transformative principal leadership and teacher's organizational commitment simultaneously have a positive and significant direct influence on teacher's organizational citizenship behavior. An employee will have a high extra behavior when he has a high organizational commitment and is supported by strong and visionary leadership (Avolio, Zhu, Koh, & Bhatia, 2004). (Marcy, Otto, Yohanes, Ruben, & Anita, 2018) stated that good transformational leadership and high organizational commitment can improve OCB. The good of transformational leadership can be seen from idealized attribution/charismatic, inspirational motivation, individual consideration, and stimulation intellectual. The high organizational commitment, seen from affective, normative, and continuance commitment. The high organizational citizenship behavior, seen from altruism, courtesy, sportsmanship, conscientiousness, and civic virtue. Thus, we can confirm that commitment and principals of the schools have important responsibilities concerning teachers' extra-role behaviors.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results and development of this study it can be concluded that transformative principal leadership significantly influences teacher organizational citizenship behavior with a path coefficient of 1,117. This interprets if the school principal has a high transformational leadership, teachers will also have high organizational citizenship behavior. Teacher organizational commitment significantly impacts teacher organizational citizenship behavior



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with a path coefficient of 0,42. This indicates that, if teachers have a high organizational commitment, the teachers will also have high organizational citizenship behavior. For this reason, it can be suggested that the principal must implement transformational leadership by then the teachers will increase their organizational commitment in the school to create organizational citizenship behavior. Other predicted variables may influence teacher's organizational behavior such as organizational culture, organizational climate, job satisfaction, and another for further research.

The implication of this research suggests that teachers and school principals are required to increase the awareness in contributing to the general interest of the school, such as being willing to represent the school in activities outside of school, having the initiative to take part in work-related training. Besides, school leaders not only are required to maintain their vision, but also support and increase their attention to teachers' empowerment such as being willing to become mentors, rewarding outstanding teachers, and willing to listen to input attentively. This research can also be a reference for schools and public heads of education offices in determining the education policy especially related to increasing the salaries of honorary teachers which may strengthen teacher's commitment to their school. This research has limitations in several ways, firstly this research was only conducted in some public vocational high school teachers in West Jakarta Indonesia. Therefore, it does not have a large enough population and becomes less representative. Secondly, the factors that affect organizational citizenship behavior in this study are only including two variables, namely transformational leadership and organizational commitment, while there are still many other factors that influence it. Thus, further research can be developed by expanding the sample and adding other factors that can influence teacher citizenship behavior.

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