



Relationship between School Administrators' Leadership Styles and Teachers' Organizational Citizenship Behaviors

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ABSTRACT

The goal of this specific research was to look into the relationship between the leadership styles used by school administrators and the organizational citizenship behaviors displayed by teachers. The study was quantitative in nature and Pearson Product Movement Method was used to explore the relationship between two variables. The population of this study consisted of all of the school teachers from public sector schools in Lahore. 400 teachers were selected as a sample of the study. Self-developed questionnaire was used for data collection. It was found that there were highly significant and positive associations between all of the sub-dimensions of transformational leadership styles and transactional leadership styles and the dimensions of organizational citizenship behavior. As a result, it is recommended that administrators practice more of the transformational and transactional leadership styles to create an environment that is more conducive, efficient, and effective for functioning and imparting information.



Introduction

Everyone has a right to get an education since it is both necessary and a positive influence on one's life. These are the most crucial elements that shape a person's personality (Koster, 2017). To have a comprehensive idea of education and its specific notions, one must observe the behaviors of highly educated people and then relate them to those of ignorant individuals. As can be observed today, the nations that placed a high priority on education and never shied away from this beneficial characteristic have made notable advancements. Leadership is the component that is most useful in this respect. The history of leadership is probably longer than most of human history. People have demonstrated that it is a classic. Leadership has always been an incredibly crucial component of society, even before civilization as we know it today. It is possible to compare leadership to a ship's beacon. Powerful, innovative, emotionally intelligent, and caring leaders are needed in schools and other organizations. Therefore, the job of the administrator must be maintained.

Education's objective is to provide students with the skills necessary to operate in today's society while also preparing them for future challenges. Education must adapt to these developments as a result. For schools to be sustainable, both long-term and short-term planning must be done. They must also be centers of intellectual power, developing the skills and capabilities of every student (Marx, 2001).

When a group of individuals collaborates, one of them is designated as the leader to direct the work of others to accomplish organizational goals. Every civilization requires a strong leader to help them reach their chosen and well-stated goals. No society can achieve its goals without a leader, and this is a reality that is obvious to everyone.

The school's administrator plays a crucial leadership role in setting the atmosphere for the organization, which will ultimately determine whether it succeeds or fails. Research on school achievement and leadership are closely connected fields of study. Every aspect of the school, but especially its academic achievement, demonstrates the value of leadership. Teachers with the backing of their administrators have a higher sense of obligation than those without it.

Every change that society is experiencing must be addressed by the educational system. Technology has accelerated knowledge growth, and future leaders will be the educational institutions that can develop contemporary modes of thought. Schools are also working to retain and recruit the best instructors (Marx, 2001).

In other words, the standards of education within a society are largely what determine its foundation for growth, and a competent administrator is one of the most important factors in this respect.

The type of leadership approach employed by the senior management determines whether a school will succeed or fail. Leadership is necessary for every school at every level of management. Schools are perceived as competitive as a result of teachers' abilities as the globe becomes a global village. "Management of teachers and other staffs mostly depends on the quality of leadership that schools are practicing" (Albion & Gagliardi, 2007).

Numerous techniques can be used to characterize leadership (Luthans, 2011). According to Arnold and Randall (2010), a leader has been chosen or officially designated to direct and organize the activities of organizations. Humphrey (2012) adds that in a group setting, leadership has the power to affect people's spirits. (Humphrey, 2012). These ideas make it clear that leaders have the closest direct influence over their subordinates. (Gibson, Ivancevich, Donnelly, & Konopaske, 2018). Zhu, Sosik, and Riggio (2012) reinterpreted Katz and Kahn's (1978) work by defining leadership as an effort on the part of any individual to handle any connected concerns from a corporative perspective. (Zhu, Sosik, Riggio & Yang, 2012). It should be acknowledged that there may be more than one leadership word even though the definitions cover the necessary core leadership concepts. (Avolio, Dumdum & Lowe, 2013). According to Avolio et al. (2013), to achieve organizational goals, leaders impact the people that work there.

According to the job definitions, each person must fulfill certain duties inside an organization. However, there are occasions when a person goes above and beyond the call of duty to help their coworkers in organizations in ways that are not required of them. This help is unofficial and may only be given on a whim; it is naturalistic and does not produce any formal reward. Organizational citizenship behavior is the act of an individual going above and beyond their normal responsibilities to assist their coworkers (Sharma & Jain, February 2014).

Organizational citizenship behavior (OCB), as defined by Organ (2014), is also known as "discretionary, comprehensive activity that is not expressly recognized that is part of a formal compensation framework that supports the organization's successful and efficient operation" (Organ, 2014). Organizational citizenship behavior (OCB), according to Sharma and Jain (2014), "identifies certain characteristics that are not expressly listed or given in the job requirement" (Sharma & Jain, 8, February 2014).

Smith and Organ identified two organizational citizenship behavior factors in 1983, which are given below:

1. Altruism is the primary component of organizational citizenship behavior. A particular person is the target of this component. This entails assisting a worker who is overworked with workflow, resolving an issue, and assisting a new worker in learning the task.

2. Compliance or conscientiousness is the term for the second component of organizational citizenship behavior. This covers more general behaviors that benefit the group, organization, or agency, such as being on time for work, having minimal absenteeism, taking few or no breaks, etc.

Altruism (doing well) and compliance be two crucial elements of organizational citizenship behavior by a variety of different measurements. (Smith, Organ, & Near, 1983).

According to Graham (1986), civic virtue is a crucial element of organizational citizenship behavior. The significance of participating actively and constructively in the organization's political or governance process is referred to as civic virtue (Graham, 1986).

According to Organ (2014), being courteous is an example of organizational civic behavior (OCB). It implies constructive action that either attempts to decrease the severity of an expected problem or prevents a problem that is connected to the task (Organ, 2014).

Organ (2014) emphasized the following five fundamental categories of discretionary activities and their respective contributions to effectiveness.

1. Altruism is a motive for helping others, but it also contributes to individual achievement and group productivity; participants welcome new colleagues and volunteer their time.

2. Consciousness is the deliberate utilization of available assets to promote individual and communal efficiency; The community owes the members more time to build devotion across their predefined limitations.

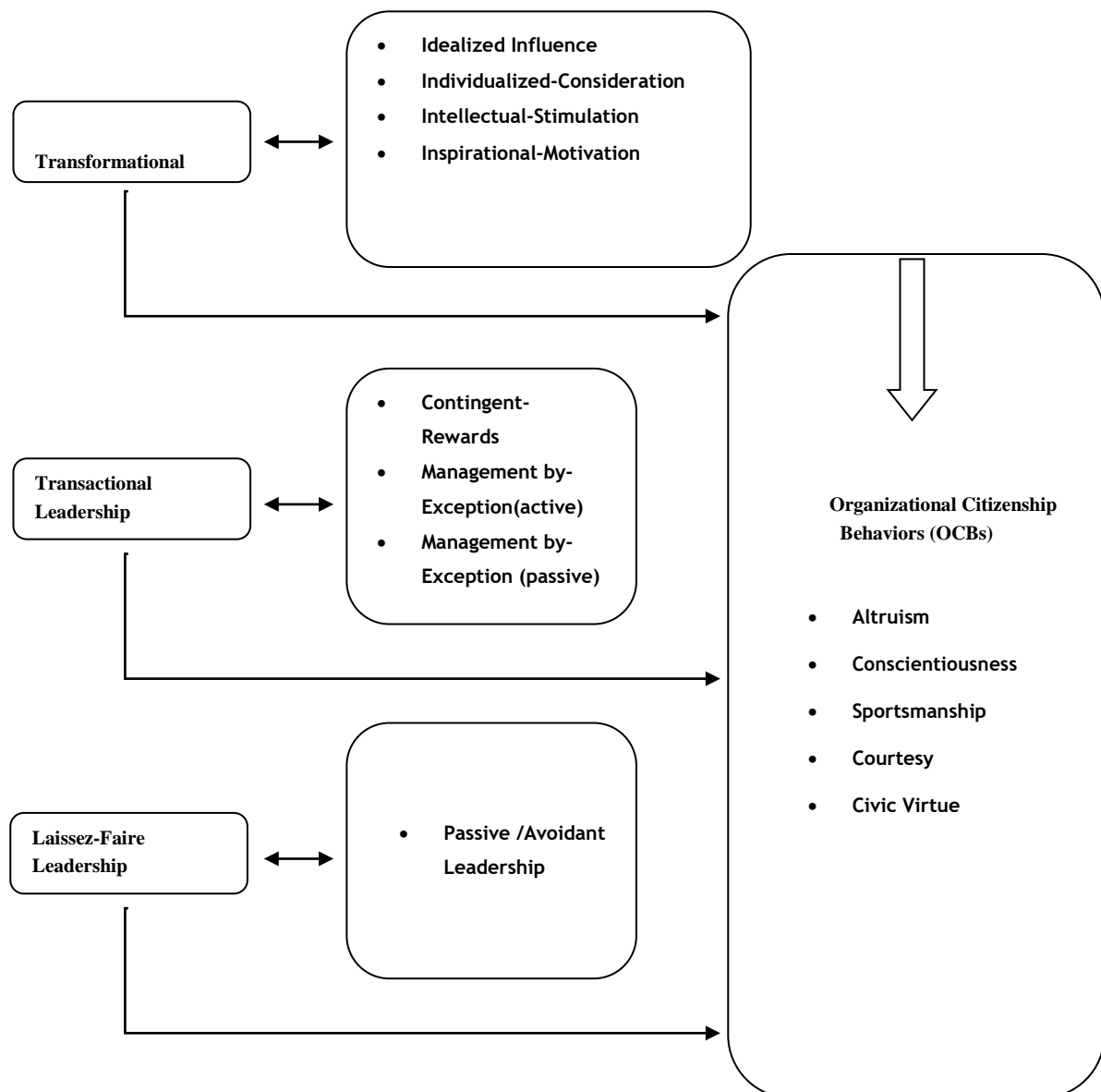
3. Sportsmanship reduces the duration of grumbling, groaning, and moaning and increases the duration devoted by organizers.

4. Courtesy allows for the construction of time and the avoidance of problems; participants get timely updates, appropriate information, and prior notices.

5. Civic virtue gladly fills the positions of committee members and represents the organization’s larger objectives (Organ, 1988).

According to a survey of related literature, the bulk of research on the work behavior of teachers and school administrators is carried out in industrialized nations (Leadership Behavior of School Administrators and Its Impact on Teachers’ work behavior, 2018). Samples for several investigations came from colleges and institutions. Studies on the association between leadership characteristics and teachers' work behavior have produced some conflicting and ambiguous results (Leadership Behavior of School Administrators and Its Impact on Teachers’ work behavior, 2018). The focus of much of the research was on administration, although leadership is influenced by psychological behavior since it impacts the learning environment. Therefore, research in primary schools in the Lahore district in Punjab, the province of Pakistan, is required to explore the relationship between school administrators’ leadership styles and teachers’ organizational citizenship behaviors.

Theoretical Framework



Objectives of the Study

The following was the key objective of the research study

1. To evaluate the relationship between school administrators' leadership styles and teachers' organizational citizenship behaviors.

Research Methodology And Procedure

Research Design

The study was quantitative in nature and survey method was used for data collection. The correlation method was used to explore the relationship between two variables.

Population of the Study

Population of the study was primary schools of district Lahore. In district Lahore 523 primary schools in five tehsils and their combined 63 School Administrators and 2714 teaching staff members made up the study's population.

Sample of the Study

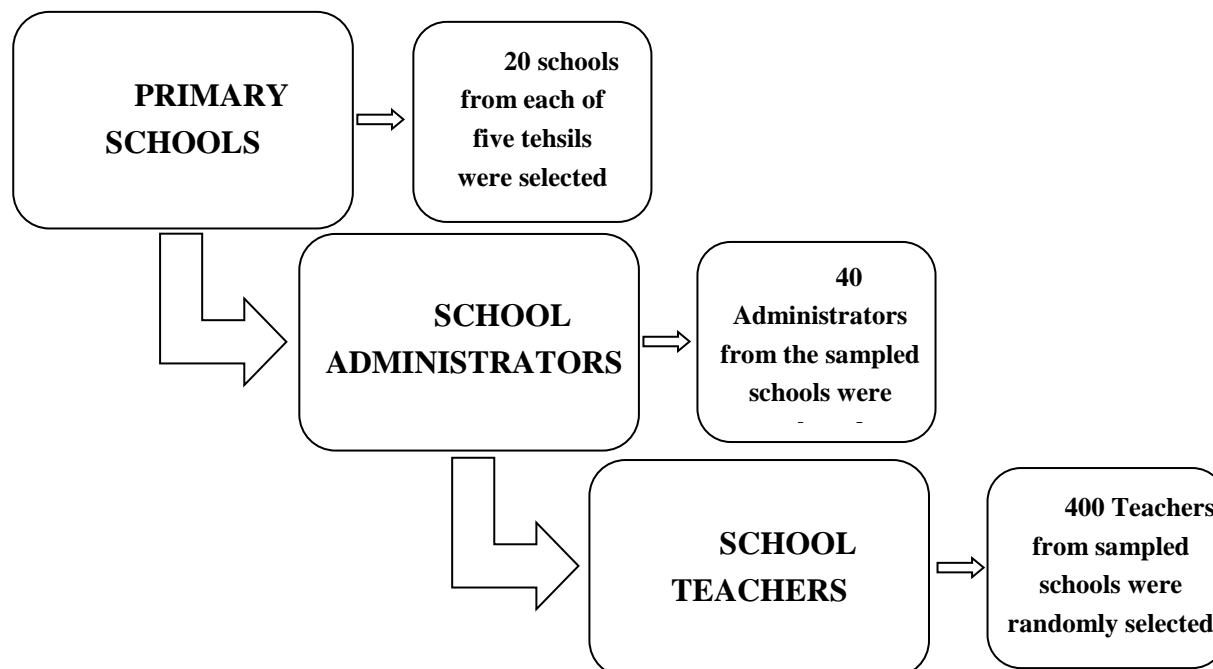
Primary school teachers and administrators were selected as sample of the study. A total of 400 primary school teachers and 40 school administrators (16 percent of the population) were chosen at random for this research using the sample size formula developed by Gay (2003). The total number of acceptable samples was 440. The researcher used a multi-staged stratified sampling technique for sample selection. In the first phase, random selection was used to choose 20 primary schools from each of the five tehsils in Lahore to participate in this study. There were 10 male and 10 female schools in the public sector.

During the second phase, all 40 school administrators were randomly selected to participate as data-producing samples.

During the third phase of the investigation, the investigator chose 4 teachers at random from each of these schools.

Figure 3.2:

Sampling Procedures



Research Instrument

A self-developed questionnaire was used for data collection. The questionnaire consisted of two parts. The first part consisted of demographic variables (gender, qualification, experience), and the second part consisted of 45 questions, 36 of which investigate the 9 leadership criteria, while the remaining questions investigate the production of subordinates. Using a five-point Likert scale, respondents were asked to indicate their level of agreement with each statement using one of the following anchors: 5 = Frequently, 4 = Fairly Often, 3 = Sometimes, 2 = Once in a while, and 1 = Not at all.

Data Analysis

The data were analyzed through SPSS (Statistical Packages for Social Sciences). inferential statistics were used to calculate the data. Pearson Product Movement Method was used to explore the relationship between variables.

Table 1

Relationship between Transformational leadership style and organizational citizenship Behavior

Variables	N	r-value	Sign.
Transformational leadership	385	.578	.000
Organizational Citizenship			

Table shows the relationship between leadership style and its first dimension Transformational leadership with Organizational Citizenship. First dimension was shows moderate positive significant relationship ($r = .578, P = .000$) between Transformational leadership with Organizational Citizenship.

Table 2

Relationship between Transactional leadership style and organizational citizenship Behavior

Variables	N	r-value	Sign.
Transactional leadership	385	.438	.000
Organizational Citizenship			

Table shows the relationship between leadership style and its second dimension Transactional leadership with Organizational Citizenship. Second dimension was shows moderate positive significant relationship ($r = .438, P = .000$) between Transactional leadership with Organizational Citizenship.

Table 3

Relationship between Laissez Faire leadership style and organizational citizenship Behavior

Variables	N	r-value	Sign.
Laissez fair leadership	385	.218	.000
Organizational Citizenship			

Table shows the relationship between leadership style and its third dimension Laissez fair leadership with Organizational Citizenship. Third dimension was shows weak positive significant relationship ($r = .218, P = .000$) between Laissez fair leadership with Organizational Citizenship.

Table 4

Relationship between Leadership style and organizational citizenship Behavior

Variables	N	r-value	Sign.
Leadership style	385	.613	.000
Organizational Citizenship			

Table shows the relationship between leadership style and Organizational Citizenship. There was moderate positive significant relationship ($r = .613, P = .000$) between leadership style and Organizational

Citizenship.

Discussion

This section provides a concise analysis of studies that examine the relationship between administrators' leadership styles and teachers' organizational citizenship behaviors (OCBs).

Evidence of organizational citizenship activities among primary school teachers was shown to be positively connected with transformative leadership. The journal *Educational Researcher* published the findings of this study. This confirms the positive effects of transformational leadership on organizational culture and behavior (OCBs) shown in prior research (Sadique, 2018). According to Zaccaro and Banks. (2001) a defining characteristic of transformational leadership is the ability to inspire subordinates to go above and beyond in their job for the benefit of the business.

Teachers' organizational citizenship practices were shown to be related to school administrators' transactional leadership styles. The investigation had unearthed yet another piece of evidence. The positive benefits of transactional leadership on OCBs are consistent with and supported by previous studies (Podsakoff et al., 2009; Judge & Piccolo, 2004). Transactional leaders, as outlined by Bass and Riggio (2006), incentivize team members when they achieve their objectives.

These findings suggest that a more Laissez Faire approach to leadership discourages teachers from participating in organizational citizenship practices. This finding is consistent with the findings of prior research (Liu et al., 2010; Podsakoff et al., 2009), which found that leaders' Laissez Faire management style negatively impacted OCBs. People may be less involved in a cause if its leaders are passive and don't actively participate, or if they don't provide any guidance or incentive. Results show that laissez-faire leadership beliefs are counterproductive for fostering primary school teachers' organizational citizenship behaviors (OCBs). Because of the potential for these leadership principles to leave educators feeling uninspired, uncommitted, and disengaged, they may hurt the organization's bottom line.

Recommendations

School leaders need to have their leadership skills and capacities developed through leadership preparation activities so that they can do their jobs more effectively, efficiently, and productively, and serve as examples for teachers and students to emulate.

1. It is important to encourage school administrators to participate in leadership development initiatives. The most effective leadership styles have some traits that should be emphasized in training initiatives.
2. The school's administrators would benefit greatly from implementing a self-assessment procedure to help them evaluate their leadership abilities.
3. In order to achieve the school's objectives and goals, the working Administrators must have a deep understanding of the school's vision. That "vision has the power to help attain objectives and that vision can displace objectives simultaneously" (Barnett et al., 2004) is something we must all keep in mind.

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