

## **Impact of Leadership Behaviour of Secondary School Heads on Organizational Citizenship Behaviour of Teachers**

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### **Abstract**

*The purpose of this study was to learn more about secondary school principals' expectations for headship behaviour and to identify effects of principals' headship style on teachers' organizational citizenship behaviour (OCB). The entire administrator and the educators of public sector schools in four southern districts of Khyber Pakhtunkhwa were included in this study's population. By using L.R Gay's (2003) sample size ratio formula, 30 heads and 390 teachers (8 percent of the whole population) of secondary schools in four southern districts were selected by applying multi-staged stratified sampling technique. The short form multifactor leadership questionnaire (MLQ) and the organizational-citizenship-behaviour scale (OCBS) were chosen to analyze the essential information. The information was organized, and the replies to each item were examined using ANOVA and Regression analysis statistical methods. The findings of the study revealed that under transformational and transactional leadership, the organizational citizenship behaviors in school instructors were higher than under laissez-faire leadership. Because laissez-faire leadership has been found to be the least effective way of eliciting organizational-citizenship-behavior, it is suggested that administrator use more transformational and transactional headship styles to create a professional and valuable environment in school to serve and convey knowledge.*

**Keywords:** headship styles, transformational leadership, Trans-actional leadership, Laissez-faire leadership, organizational citizenship behaviour (OCB).

### **Introduction**

Education is one of the most important and beneficial aspects of one's life, as well as everyone's right to receive one. It is one of the most essential variables that determine a person's personality. To have an accurate understanding and a comprehensive vision of education, careful observation is required to study the behaviors of well-educated persons and then compare them to those who are ignorant (Koster, 2017). Today, we can see that the countries that prioritized education and never overlooked this positive component are the ones that have made significant progress. Leadership seems to be the most powerful component in this regard. Leadership history is almost certainly as old as human history. It has shown to be everlasting in the eyes of mankind. Leadership

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has been an absolutely necessary part of society since before the advent of civilization.

When a group of people works together, to achieve organizational goals one of them is chosen as the leader to influence the work of others. In order to achieve chosen and a well-defined goal, every society needs a powerful leader to obtain that goal. No society can reach its objectives without a leader and this fact is evident to anyone. Leadership can be considered as the lighthouse for a ship. Schools and other agencies need powerful, creative, effective, and compassionate leaders. Therefore, it is necessary for Head teachers that they should preserve their presidency role.

The Head of the school has a critical leadership role in determining whether the organization succeeds or fails. The investigation of school leadership is strongly linked to the study of school success. The importance of leadership is shown in every facet of the school, particularly in school performance. Teachers who are appropriately aided by their Heads demonstrate a greater feeling of responsibility than those who do not have the assistance of their Heads (Marx, 2001). In short, in any society, its development is largely dependent on its educational standards, and one of the most important aspects in this regard is a competent Head Teacher, who can play a critical role in school effectiveness. Leadership is required in every school at every level of management, the triumph or defeat of a school relies upon which type of the leadership approach is being practiced at the level of top management. As the world becomes a global village, schools are seen by their teacher's skills as competitive. "Management of teachers and other staffs mostly depends on the quality of leadership that schools are practicing" (Albion & Gagliardi, 2007).

As defined in the job descriptions, within an organization each individual is expected to serve a specific role. Sometimes, however, a person fulfills certain tasks or demonstrates certain actions and supports his/her colleagues that are not part of his/her duties. This assistance is naturalistic and maybe is just for the spur-of-the-moment, and also it does not result in any formal reward. Such an individual's behavior and extra-role to help the other mates within the organization is termed as "organizational citizenship behavior" (Sharma & Jain, 8, February 2014).

Highly important and constructive associations with the aspects of corporate citizenship behaviour are observed between all sub-dimensions of transformational leadership. Contingent compensation and management by exception active (transactional leadership aspects) demonstrated strong positive associations with citizen behaviour, whereas management by exception passive were found not to be significantly associated with the dimensions of corporate citizenship behaviour. Hence

transformational and transactional leadership styles by Heads should be practiced more to build a more conducive, efficient and effective atmosphere in which to function and impart knowledge. Organizational citizenship behaviour of Teachers is found best with transformational and transactional leadership styles.

### *Rationale of the Study*

According to a survey of related literature, numerous studies on school principal headship-behaviour and teacher work behavior are undertaken in developed nations (Sadique, 2016). Although scores of the studies looked at were geared toward administration, psychological behaviour is an imperative aspect of headship since it affects the learning atmosphere. Thus, a study in schools in southern regions of Pakistan's Khyber Pakhtunkhwa (KP) province was needed to better understand the relationship between School Heads' leadership behaviour and teachers' organizational citizenship behaviour.

### *Statement of the Problem*

Previous research on the leadership behaviour of the head of school and the work behaviour of teachers shows that this area needs more investigation. The teachers' behaviour has been explored from different perspectives but it has little been researched with the head's leadership behavior. Therefore, as an instructor, the researcher believes that research on the association linking the headship style and Teachers' organizational citizenship behavior should be conducted. Since the study's attention was towards the headship behavior & educator's behavior within the organization, hence the discipline titled was "Impact of Leadership Behaviour of Secondary School Heads on organizational citizenship Behaviour (OCB) of Teachers".

### *Research Objectives*

Following were the primary objectives of the research:

- To examine the leadership styles of school leaders.
- To investigate secondary school teachers' organizational citizenship behaviour.
- To investigate the impact of school leaders' organizational citizenship behaviour on school educator' organizational citizenship behaviour.

### *Hypotheses of the Study*

The hypotheses examined were:

- H<sub>01</sub> No extensive distinction in Leadership-Behaviour within Heads as perceived by school Heads.
- H<sub>02</sub> There is no significant difference in organizational citizenship behaviour between Teachers of Secondary Schools as perceived by school teachers.
- H<sub>03</sub> There is no discernible effect of Secondary school heads' leadership behaviour on secondary school educator's organizational -citizenship behaviour (OCB).

### *Significance of the Study*

The school leadership is now working on a new change management strategy for the school's expansion. The teacher's role and responsibilities have been drastically transformed as a result of this. School leaders should also have the knowledge and abilities necessary to assist in the advancement of education and to establish a pleasant working and learning environment for teachers and students. School administrators play a vital role in the development of instructors and student learning communities. School administrators concentrate not only on school priorities such as school programs, techniques, and tactics but also on the behaviour of the student body. The findings of this particular study are significant for the growth and implementation of school management strategies. This study urges school leaders and students to have a common understanding. This study improves the academic environment at the school. The findings of this study will play an important role in raising the caliber of school leaders' curriculum as well as their success in terms of preparing for and growing their institutions.

### **Literature Review**

Management remains one of the oldest and most up-to-date challenges in the world. Management at all stages of a company is thought to occur and typically involves management activities. There is no denying that educational institutions understand the value of effective leadership in the development of what a corporation wants (Sadique, 2016). Leadership is a person's actions as he or she directs the group members' roles and events to accomplish a collective and mutual purpose. A leader by definition, intention, and action cannot be a pessimist. A dynamic leader empowers everyone within the organization to achieve high oriented work culture and in the process retains most of his/her employees in the organization. A true leader can widen a school's role in the world beyond its walls and improve the internal dynamics of the school, maintaining harmony among its staff. "This requires a fair mix of the leader's goal and capacity to bring everyone along (Ekman, 2003).

The effective functioning of the school ultimately depends on the Principal/school heads that build the image of the school. The position that school heads hold depends to a large extent on the capacity that he/she practices over his/her teachers, the pupils, their parents, and the community (Sadique, 2016).

A school head's role may be multi-faceted and may vary from institution to institution but there is one main issue 'change,' which all school heads face uniformly. While undergoing a change in the corporate world, the institution's staff needs to be duly empowered to adequately deal with the process of change. Leaders need to possess the transformational qualities that facilitate teachers to transform in sequence to adjust in a varying environment (Yukl, 1999). Today, school leaders no longer inspire teachers to contribute to the accomplishment of school and educational priorities through conventional approaches. The school leaders applied new leadership strategies, embraced new leadership approaches, and pointed to the new wave of leadership, which is known as revolutionary management (Sadique, 2016).

In organizations, the leaders have the main role in inspiring the teams with their vision, positive outlook, working patterns, and optimism (Sadique, 2016). In this era, "a teacher occupies a unique and significant place in the society." "A high degree of social accountability, humanity and pro-social behavior is indicated by the professional culture of educational institutions, and in particular the essence of teacher work." (Ivan D. Krastev, 2013).

Goal achievement is an important issue in the leadership process. The leader influences its members in the achievement of goals by following particular directions. Thus, leadership involves expressing a group of teachers toward some end result or accomplishing school objectives. Zaccaro & Banks, (2001) showed guidance in identifying and articulating the environmental contingencies of the leaders' initiatives.

Leadership is essential at every management level in any school, and the success or failure of a school is determined by the type of leadership strategy used. As the world becomes a global society, schools are viewed as competitive based on their teachers' abilities. "The caliber of leadership that schools practice has a significant impact on the management of teachers and other staff members" (Albion & Gagliardi, 2007). Humphrey (2012) defines leadership as the ability to influence the attitudes of people within a local organization.

*Organizational Citizenship Behaviour*

Within a company, each person is required to fulfill certain duties, which are outlined in job descriptions. However, there are times when a person goes above and beyond his duties and helped his contemporaries within the organizations that are not included in his/her responsibilities. This service is natural and may only be provided for a moment of time, and it also does not result in any ceremonial compensation. This personal behaviour and extra-role efforts to assist other members of the organization are referred to as "organizational citizenship Behaviour" (Sharma & Jain, 2014). According to Organ (1988), the term "organizational citizenship behaviour" (OCB) can alternatively be defined as an "appropriations and not officially accredited widespread action in a proper financial performance that enhances the organization's efficient and successful functioning".

Organizational citizenship behaviour (OCB) has gained substantial interest from scholars because of its supposed correlation with collaboration, cooperation, creativity and operational efficacy (Allen, Bernard, Rash, & Russell, 2000; Van Scotter, 2000).

Researchers used several unusual words to explain such extra-role actions including pro-social behaviour (Brief & Motowidlo, 1986), pro-social organizational behaviour (Borman & Motowidlo, 1993), the spontaneity of the institutions (George & Brief, 1992) and the Organizational-Citizenship-Behaviour (OCB) (Bateman & Organ, 1983). Although a few scientists say that all these structures have a great deal in general (Schnake, 1991, Spector & Fox, 2002, Van Scottern, 2000), I am specifically concerned with the concept and the research stream that preceded Organ's (1989) work for the purpose of the present research analysis.

According to Spector and Fox (2002), "The work of Organ and its members has been accompanied by significant studies into corporate citizenship behaviour" (Bateman & Organ, 1983: Smith et al., 1983). Organ (1988, p. 41) describes the conduct of organizational citizenship as 'discretionary, non-formal organizational reward-related behaviour' which, as a whole, promotes the efficiency of the company's functioning' (Organ 1988, p. 41).

Organizational-Citizenship-Behaviour (OCB), which is not officially prescribed but still required by organizations to improve social relations and collaboration within the organization, support or collaborate with workers (Sadique, 2016). A key component of organizational citizenship behaviour (OCB) includes delivering assistance without requiring immediate reciprocity on the part of the persons who obtain that assistance. It is further proposed by Organ (1988) that "Organizational-

Citizenship-Behaviour (OCB) should be considered as a significant element in job performance, as citizenship behaviour forms part of spontaneously creative behaviour, which are instrumental to successful organization's performance (Organ, 1988).

### *Relationship between Leadership Behaviour and Organizational Citizenship Behaviour*

There have also been numerous investigative reports, primarily from non-educational perspectives, which endorse methodological linkages between leadership and Organizational Citizenship Behaviour (Goodwin et al., 2001; Podsakoff et al., 1990; Smith et al., 1983).

In samples, Anderson (1991) found evidence of the effects of leader's behavior on employee's organizational citizenship behavior from 2 medium-sized chemical firms in the Midwestern United States." He emphasized that employees who assume their superiors regard them individually more effectively seemed more likely to demonstrate organizational citizenship behavior.

Podsakoff et al (1990) have accounted for a well-built association between transformational leadership and the Organizational-Citizenship-Behavior of subordinate employees in the United States, in a study of petrochemical personnel (Podsakoff et al 1990). Transformational leadership behavior, including articulation of a perception, role modeling, intellectual stimulation, and the expression of strong success goals, leads to high levels of organizational citizenship behavior (Sadique, 2016).

As Western studies affirm a positive correlation between transformational, transactional-leadership, and organizational citizenship behavior, therefore we have strong cause to conduct research in secondary schools in the Pakistani context. Hence, we may conclude that transformative leadership would have a substantial positive effect on the Organizational-Citizenship-Behaviour of teachers of southern district secondary schools in Khyber Pakhtunkhwa province.

### *Research Design*

In this particular research study, the researcher employed a survey method/approach for school administrators and educators that encompass the collecting of quantitative data. The importance of the link between leadership behaviour and organizational citizenship behavior was investigated using a quantitative approach.

### *Population*

All 333 administrators and 4908 instructors of institutions of southern districts in Khyber Pakhtunkhwa (KP) province served as research populations for this study.

Source: Elementary & Secondary Education Department ASC-Report (ASC 2018-19).

*Sample and Sampling Technique*

By using L.R Gay (2003) sample-size ratio formula, 390 Educators and 30 administrators of institutions (8% of whole population) were selected as sample by applying multi-staged stratified sampling technique.

*Research Instruments*

The Headship-Behavior of institutions Heads in Southern Districts of Khyber Pakhtunkhwa was computed by using the Multi-factor Leadership Behaviour Questionnaire (MLQ) 1995 prepared by Bass and Avolio. The short version of this questionnaire has 45 questions, 36 of which focus on the nine leadership standards and the rest on subordinate performance.

The OCB scale, developed by Podsakoff and colleagues in 1990 and based on Organ's (1988) five-dimensional-taxonomy, was used to assess the level of organizational citizenship behaviour of teachers in southern districts. The teachers were given the Organizational Citizenship Behaviour Questionnaire, which had 24 items.

*Pilot Testing and Administration of Questionnaire*

For the sake of reliability testing of the instruments, at the end of Jan 2020, six Heads and 60 Teachers from the secondary schools of district D.I. Khan was selected for the pilot study. Feedback and comments from the Heads and Teachers were accommodated in the local context accordingly.

A Letter was carefully drafted in which Heads of schools were addressed to grant permission to use faculty members as participants of the study. Key themes and the importance of study for the education sector were highlighted in the permission letter.

For this particular research study, the internal consistency procedure was followed for measuring the reliability of the instrument. The scale has high content validity since all elements of the scale are related to the variable under consideration. The dependability of both questionnaires was found by using Cronbach's alpha. The Reliability value of MLQ is 0.764 and that of OCB scale is 0.778.



Table 1 contains the details of the statistical approaches used to analyze the data acquired in this specific research.

**Table 1**  
*The Portrayal of the Statistical Procedure Employed*

Statistical Techniques Employed	Hypotheses Numbers Tested
ANOVA	1 and 2
Regression	3

## Results & Analysis

**Table 2**  
Detail of One-Way ANOVA for difference between Heads of Southern districts in their Headship Behavior & its components in Khyber Pakhtunkhwa (N=30.)

Component of Leadership Behaviour	District	N	MEAN	S.D.	F-value	Sig. Level
Transformational Leadership	D.I. Khan	09	3	1.414	2.789	0.098 (NS)
	Tank	07	2.5	1		
	Lakki Marwat	08	4	1.095		
	Bannu	06	4.33	0.577		
Trans-actional Leadership	D.I. Khan	09	4.33	0.516	1.344	0.95 (NS)
	Tank	07	2.5	1		
	Lakki Marwat	08	4	1.095		
	Bannu	06	4.5	0.076		
Laissez-faire Leadership	D.I. Khan	09	3.17	1.602	2.167	0.154 (NS)
	Tank	07	2.5	1		
	Lakki Marwat	08	4	1.095		
	Bannu	06	3.33	1.417		

When the F-values of transformational leadership style, Trans-actional leadership style and Laissez- faire administration are compared, it can be seen that the F-values of transformational leadership style, trans-actional- leadership style, and laissez-faire management are not significant (i.e. > 00.05.), implying that the void hypothesis is accepted. As a result, we can deduce that the responses of Heads in southern districts are similar.

**Table 3**

*Detail of assessment of mechanism of organizational Citizenship Behaviour of teachers of southern districts. (N=390)*

Components of OCB	District	N	MEA N	S.D.	F-Value	Sig. level
Altruism	D.I. Khan	117	1.44	0.623	46.528	0.00 (S)
	Tank	91	2.6	0.574		
	Lakki	104	1.67	0.721		
	Marwat	78	1.96	0.817		
Conscientiousness	D.I. Khan	117	4.12	0.56	2.283	0.105 (NS)
	Tank	91	4.17	0.559		
	Lakki	104	3.9	0.957		
	Marwat	78	4.07	0.587		
Sportsmanship	D.I. Khan	117	1.37	0.00	38.079	0.00 (S)
	Tank	91	2.00	0.492		
	Lakki	104	1.39	0.499		
	Marwat	78	1.56	0.496		
Courtesy	D.I. Khan	117	4.07	1.172	1.708	0.184 (NS)
	Tank	91	4.46	0.944		
	Lakki	104	4.19	1.312		
	Marwat	78	4.17	0.568		
Civic Virtue	D.I. Khan	117	1.39	0.831	6.575	0.002 (S)
	District	91	1.56	1.147		
	D.I. Khan	104	2.07	1.276		

Table 3 compares teachers' organizational citizenship behaviour in southern districts using a one-way ANOVA test. We reject the void hypothesis because F-values for altruism, sportsmanship, and civic virtue citizenship behaviour are statistically significant. The organizational citizenship behaviour of southern districts schools differs significantly. We accept the void assumption since the F-value for conscientiousness and politeness organizational civic behaviour is not significant.

**Table 4**

*Regression analysis to investigate the impact of school leaders' leadership behaviour on secondary school teachers' organizational citizenship behaviour*

Components of OCB	Transformational (B.1)	Transactional (B.2)	Laissez-faire (B.3)	R <sup>2</sup>	Adjusted R <sup>2</sup>
Altruism	0.616	0.494	0.035	0.19	0.003
Conscientiousness	0.158	0.148	-0.098	0.299	0.137
Sportsmanship	0.233	0.109	0.061	0.033	-0.19
Courtesy	0.274	0.465	0.003	0.182	0.007
Civic virtue	0.478	0.253	0.121	0.247	0.073

The beta values in table 4 show the influence of the independent variable on the dependent variable. The fitting of data on the regression line is explained by R-square values. When it comes to school teachers' altruistic behaviour, transformational leadership has the highest positive correlation, i.e. 0.616, as compared to transactional and laissez-faire leadership behaviour. The R<sup>2</sup> value is likewise very low, implying that the model does not fit well. With a  $\beta$  value of 0.158 and an R<sup>2</sup> value of 0.299, transformational leadership behaviour has the maximum massive influence on conscientiousness behaviour and justifies the fit of data. Similarly, transformational leadership behaviour has the greatest positive impact on instructors' sportsmanship behaviour, with a correlation of 0.233. Because the R<sup>2</sup> worth of this mannequin is 0.033, the mannequin-fit has little impact because the number of data points is small. With an R-square of 0.128, transactional leadership has the highest positive coefficient value among the aspects of leadership behaviour for courteous behaviour. For civic virtue, transformational leadership has the

greatest positive coefficient value, 0.478, indicating that it has a significant impact.

### **Results**

From Table 2, The F-values of transformational leadership style, trans-actional-leadership style, and laissez-faire management are not significant (i.e.  $> 00.05.$ ), therefore null hypothesis (H01) is accepted. And we can deduce that the responses of Heads in southern districts are similar.

From Table 3, The F-values for altruism, sportsmanship, and civic virtue citizenship behaviour are statistically significant but for conscientiousness and courtesy is not significant, therefore null hypothesis (H02) is partially accepted.

From table 4, for altruistic behaviour, transformational leadership has the highest positive correlation, i.e. 0.616, as compared to other two leadership behaviour. The  $R^2$  value is likewise very low, implying that the model does not fit well. For conscientiousness behaviour, transformational leadership behaviour has the maximum positive correlation, i.e. 0.158, as compared to other two leadership behaviours. The  $R^2$  value of 0.299 justifies the fit of data. For sportsmanship behaviour, transformational leadership behaviour has the maximum positive correlation, i.e. 0.233, as compared to other two leadership behaviours.  $R^2$  value for this model is 0.033 which is not significant, therefore model fit is not that impactful since data points are less. For courtesy behaviour, transactional leadership has maximum positive coefficient value i.e. 0.465, as compared to other two leadership behaviours. The  $R^2$  value is 0.128. For civic virtue, transformational leadership has highest positive coefficient value i.e. 0.478 explaining that it has high impact. Therefore, null hypothesis (H03) is rejected.

### **Discussion**

Research results also found that most heads made good use of the individual skill and talent of teachers and invited junior teachers to engage in the decision-making process. The majority of the teachers never hesitated to speak to the head of the school about any school issue. They also had autonomy to take their own initiatives. It is worth noting that a mentoring Programmes for newly appointed and underperforming serving Heads is highly recommended in an attempt to enhance the Head's performance.

In schools, the promotion to the teachers is granted on the basis of their seniority instead of their capabilities. Therefore, guidance program is necessary for all promotes and newly appointed Heads.

### Conclusion

In contrast to laissez-faire leadership, the study indicated that school instructors working under transformational and transactional leaders exhibited higher levels of organizational citizenship behaviours. All sub-dimensions of transformative leadership have highly significant and constructive correlations with characteristics of organizational citizenship behaviour. Hence for proper functioning and convey of information, Heads should use more transformational and transactional leadership approaches to create a more favorable, efficient, and effective environment in school.

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