

# **How School Administrators Lead and How Their Teachers Behave: An Investigation on Leadership Styles and Organizational Citizenship Behaviors**

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**Abstract** – This study was undertaken to ascertain the leadership styles of school administrators and the organizational citizenship behaviors of the Kindergarten and Grades I-VI teachers in all elementary schools of the Department of Education-Dumingag II District, Dumingag, Zamboanga del Sur, Philippines during the School Year 2018-2019. It utilized the descriptive correlational research design using standardized questionnaires as data gathering instruments and the descriptive and inferential statistics as data analysis tools. The results of the study revealed that transformational leadership was the most dominant leadership style among the school administrators as compared to laissez-faire and transactional leadership. Teachers demonstrated exceedingly high organizational citizenship behaviors in their respective school organizations. A significant relationship existed between the school administrators' leadership styles and the teachers' sportsmanship but no association was found with altruism, civic virtue, conscientiousness, and courtesy. Moreover, an insignificant difference existed between the organizational citizenship behavior levels of the teachers assigned in upland and lowland barangay elementary schools.

**Keywords** – Leadership Styles, Organizational Citizenship Behaviors, School Administrators, Teachers

## **INTRODUCTION**

Nowadays, significant transformations occur in all spheres of the socioeconomic context most particularly in organizations. These transformations have afforded various opportunities. To meet these opportunities, flexible, conscious, and innovative leadership in organizations is needed. With this, organizations have to possess enlightened and responsive leaders who could bring change to the organization. Darling and Heller [1] stress that the success of any organization greatly lies in the leader's ability to effectively handle stress as well as address his or her members' various needs. Khan, Ghouri, and Awang [2] state further that organizations worldwide are more concerned with effective and sympathetic type of leadership. They need a leader who has the capability to achieve organizational goals and to empower its members effectively. Moreover, Al-Khasawneh and Futa [3] emphasize that an effective and efficient leader creates better and lifelong relationships with his or her members.

Leadership has a vital role to play in ensuring organizational success. Leaders have the ability to influence not only their members but also the organization's overall performance [1; 4]. Leadership enables desirable changes in the organization which affect "performance, development of specific skills, or a wider sense of personal development" [5]. Kamisan and King [6] define leadership as a "process where an individual effectively convinces a group of individuals to attain a desired goal." According to Northouse, as cited in Atta and Khan [7], leadership refers to the process of persuading followers in order to accomplish a set of goals. Kouzes and Posner, meanwhile, consider leadership as a relationship between individuals who desire to lead and individuals who wish to be led [7]. Furthermore, Duta [8] defines leadership styles as "the manners that the leader employs to influence others through setting directions and motivating them to perform."

Aside from leadership, another essential factor for the success and effective functioning of any organization is organizational citizenship

behavior. Organ, as cited in Podsakoff and MacKenzie [9], defines organizational citizenship behavior (OCB) as an “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization”. OCB has various forms and behavioral manifestations. Among the most agreed dimensions are altruism, sportsmanship, courtesy, conscientiousness, and civic virtue.

There is a consensus among scholars that organizational citizenship behaviors are vital ingredients in an organizational enterprise [10]. According to Bolino, as mentioned in Ali and Waqar [11], OCB enables the organization to perform effectively and assists it in order to achieve a more competitive edge. Podsakoff, MacKenzie, Paine, and Bachrach [12] suggest that OCB improves co-workers’ and managerial productivity, augments resources for productive purposes, and lessens the need for allocating resources for discipline functions. Furthermore, it acts as an effective instrument in coordinating activities among various work groups and improves firmness of organizational performance as well as the organization’s ability to effectively cope with environmental changes.

Barbuto and Scholl, as cited in Ali and Waqar [11], portray leaders as source of organizational motivation while investigating the leader’s influence tactics. The behaviors that the leaders execute must be appealing enough in order to ensure their followership. As it is suggested, the more charisma a leader possesses, the more he is set in the minds of his or her followers. The more a leader executes charismatic behaviors, the more followers will display organizational citizenship behaviors and meaningfulness in their work, and their lives increase [13]. Thus, evidences of the vital role of leadership qualities in prompting employees’ OCB are well-documented.

DiPaola and Tschannen-Moran [14] have established a strong relationship between educational leaders’ collegial leadership styles and teachers’ organizational citizenship behaviors. Hence, school principals must be more innovative in order to adapt to these various circumstances. Researchers like Leithwood and Steinbach as mentioned in Ali and Waqar [11] have found in their study about school principals that transformational leaders are innovatively

higher than non-transformationalists. Oplatka [15] recommends that a principal should create school environments which promote organizational citizenship behaviors among teachers for better imparting of knowledge to students which is of the best interest in any educational institution.

In view of the foregoing scenario, the researchers were motivated to undertake this study to determine how the school administrators’ leadership styles affect the elementary teachers’ organizational citizenship behaviors and to a greater extent the school as an organization. Furthermore, valuable information and insights obtained from this study would be more helpful in enhancing the school administrators’ leadership styles and the teachers’ organizational citizenship behaviors.

#### **OBJECTIVES OF THE STUDY**

This descriptive research was conducted to assess the school administrators’ leadership styles and teachers’ organizational citizenship behaviors in all elementary schools of the Department of Education-Dumingag II District, Dumingag, Zamboanga del Sur, Philippines during the School Year 2018-2019. Specifically, it aimed to determine the school administrators’ leadership styles as to (a) transformational, (b) transactional, and (c) laissez-faire; and the teachers’ organizational citizenship behaviors in terms of (a) altruism, (b) civic virtue, (c) conscientiousness, (d) courtesy, and (e) sportsmanship. Furthermore, it endeavored to ascertain the significant relationship between the school administrators’ leadership styles and the teachers’ organizational citizenship behaviors; and the significant difference between the organizational citizenship behavior levels of the teachers who were assigned in the upland and lowland barangay elementary schools.

#### **METHODOLOGY**

This study employed the quantitative method of research, specifically descriptive correlational research design, as it primarily aimed to establish the significant relationship between the school administrators’ leadership styles and the teachers’ organizational citizenship behaviors. Creswell [16] states that descriptive correlational research design attempts to ascertain the extent of the relationship between quantifiable variables

utilizing statistical data. In this design, the relationship between and among a number of facts are considered and interpreted.

A total of 213 individuals, comprising 27 school administrators and 186 Kindergarten and Grades I to VI teachers, were included as respondents of the study. No sampling method was used in the determination of the respondents involved. Informed consent was accomplished first by the respondents to ensure strict compliance with existing ethical standards in undertaking research. Furthermore, the researcher assured the respondents that their responses on the questionnaires would be treated with confidentiality and they were assigned with specific codes to establish their anonymity.

Standardized questionnaires were utilized as primary data gathering instruments. The Multi-Factor Leadership Questionnaire (MLQ:5X-Self) was the first standardized questionnaire that was adapted by the researcher in ascertaining the school administrators' leadership styles. Formulated by Bass and Avolio [17], the MLQ (5X-Self) contained 36 items that aimed to identify the leadership behaviors represented in nine leadership categories. This questionnaire was constructed from three leadership scales that included nine subscales derived from the Multi-Factor Leadership Theory. The three leadership scales included Transactional, Transformational, and Laissez-Faire leadership. The nine leadership subscales involved five transformational, three transactional, and one laissez-faire leadership style factor categorized with three leadership scales. Transformational leadership style scale consisted of 20 items grouped in five subscales which were Idealized Attributes, Idealized Behaviors, Individualized Consideration, Inspirational Motivation, and Intellectual Stimulation. Meanwhile, Transactional leadership style scale comprised 12 items, grouped in three subscales which were Contingent Rewards, Management by Exception–Passive, and Management by Exception–Active. However, Laissez-Faire leadership scale consisted of only one scale. Each subscale utilized four questions to assess the nine subscales.

In completing the instrument, the school administrators rated how they perceive themselves using a 5-point scale with regard to their leadership behaviors. The questionnaire

utilized a five-point Likert scale. The scale points were 1 = not at all, 2 = once in a while, 3 = sometimes, 4 = fairly often, and 5 = frequently, if not always. To determine the leadership profile of each participant, the leadership scale which obtained the highest average mean was considered. The average mean was determined through adding the average scores from each leadership subscale and dividing it by the number of leadership subscales. Meanwhile, the average score for each subscale was taken by adding the scores for all the responses to the items and dividing it by the total number of responses for that subscale.

The Teacher's Organizational Citizenship Behavior Survey (TOCBS), meanwhile, was the second standardized questionnaire that was adapted and employed by the researcher in determining the organizational citizenship behaviors of the teachers. TOCBS was developed by Herren [18] based on the Organizational Citizenship Behavior Scale (OCBS) created by Podsakoff, Ahearne, and MacKenzie [19], changing the questions in order to replicate an educational setting as compared to business. It consisted of 22 questions for each of the five categories of discretionary organizational citizenship behaviors: Altruism (items 1-5), Civic Virtue (items 6-10), Conscientiousness (items 11-14), Courtesy (items 15-18), and Sportsmanship (items 19-22). These questions were formulated to show how teachers see their colleagues' actions that would go above the normal call of duty like making home visitations and/or volunteering in school-related activities.

To determine the organizational citizenship behavior levels of the teachers, the following five-point adjectival scale was used:

Scale	Weight Continuum	Adjectival Equivalent	Interpretation
5	4.21-5.00	Always	Very High
4	3.41-4.20	Often	High
3	2.61-3.40	Sometimes	Neither High nor Low
2	1.81-2.60	Rarely	Low
1	1.00-1.80	Never	Very Low

To arrive at the accurate analysis and interpretation of the gathered data, both the descriptive statistics such as frequency counts,

percentage, and the Weighted Average Mean, and the inferential statistics like chi-square and t-test were the statistical tools utilized by the researchers.

**RESULTS AND DISCUSSION**

**Leadership Styles of School Administrators**

Table 1 presents the data which reveal the leadership styles of the school administrators.

The results clearly reveal that 8 or 29.63% of the school administrators have laissez-faire leadership style; another 8 or 29.63% of them possess transactional leadership which is only characterized by contingent rewards; and 11 or 40.74% have transformational leadership style that is described by idealized attributes with the frequency of 1 or 3.70%; idealized behaviors, 4 or 14.81%; intellectual stimulation, 4 or 14.81%; and individualized consideration, 2 or 7.42%.

*Table 1. Leadership Styles of School Administrators*

Leadership Styles	F	P (%)
A. Laissez-Faire	8	29.63
B. Transactional		
1. Contingent Rewards	8	29.63
2. Management by Exception-Active	0	0.00
3. Management by Exception-Passive	0	0.00
Sub-Total	8	29.63
C. Transformational		
1. Idealized Attributes	1	3.70
2. Idealized Behaviors	4	14.81
3. Inspirational Motivation	0	0.00
4. Intellectual Stimulation	4	14.81
5. Individualized Consideration	2	7.42
Sub-Total	11	40.74
Grand Total	27	100.00

Analysis of the foregoing findings discloses that many of the school administrators have transformational leadership style. The findings indicate that transformational leadership is the most dominant leadership style as opposed to laissez-faire and transactional leadership. Having transformational leadership style, these school administrators generally perceive themselves as leaders who always motivate their members so that teaching can be optimized and learning is maximized [20]. They also concentrate on assisting individuals and empowering their followers through coaching and giving learning opportunities, and perform at a social exchange level through setting a vision as well as switching resources with followers to achieve common vision and mission [21]. Furthermore, they often consider themselves as charismatic leaders who, as described by Zehir, Muceldili, Altindag, Sehitoglu, and Zehir [22], are change makers who are having both the ability to perform as organizational reformers or entrepreneurs as well as the ability to identify the immediate need for change and convey it in the vision for the future.

**Organizational Citizenship Behaviors of Teachers**

Table 2 shows the data which reflect the organizational citizenship behaviors of the teachers.

Based on the table presented, the result shows that "Sportsmanship" is the most dominant organizational citizenship behavior as it garnered the highest overall mean of 4.46; followed by "Courtesy" with the overall mean of 4.37, described as "Strongly Agree" with the corresponding verbal interpretation of "Very High". Meanwhile, other organizational citizenship behaviors such as "Civic Virtue" which garnered the overall mean of 4.20; "Altruism", 4.16; and "Conscientiousness", 4.04, are described as "Agree" which has the similar corresponding verbal interpretation of "High".

Analysis of the preceding findings distinctly reveals that the organizational citizenship behaviors of elementary teachers are "Very High" as strongly supported by the grand mean of 4.25. The findings also indicate that the teachers most highly demonstrate courtesy as an organizational citizenship behavior within the school

organization by continually communicating forthcoming school events or activities to individuals and departments in order to prevent or minimize school problems ahead [21]. Furthermore, they most highly manifest

willingness in accepting inconveniences of their co-teachers as well as the impositions of the workplace without having complaints or making any petty grievances [23].

*Table 2. Organizational Citizenship Behaviors of Teachers*

Statements	WAM	AE	I
<b>A. Altruism</b>			
1. I volunteer free assistance to my pupils during their free time.	4.47	SA	VH
2. I volunteer to guide new teachers.	4.09	A	H
3. I willingly help my colleagues during their absences or leaves.	4.17	A	H
4. I regularly offer assistance to my substitutes and guests.	4.09	A	H
5. I volunteer in ad hoc committees (sub-committees).	3.99	A	H
Overall Mean	4.16	A	H
<b>B. Civic Virtue</b>			
1. I offer innovative solutions to some school problems.	4.11	A	H
2. I remain current on instructional and curricular practices.	4.28	SA	VH
3. I conduct regular home visitations.	3.79	A	H
4. I seek professional development above the basic requirements.	4.46	SA	VH
5. I attend pupils' activities outside the school setting.	4.51	SA	VH
Overall Mean	4.20	A	H
<b>C. Conscientiousness</b>			
1. I complete unfinished work at home.	4.10	A	H
2. I view committees in this school as effective.	4.05	A	H
3. I utilize all of my allotted vacation/personal days.	3.99	A	H
4. I utilize all of my allotted sick days.	4.03	A	H
Overall Mean	4.04	A	H
<b>D. Courtesy</b>			
1. I arrive to and depart from work and meetings on time.	4.63	SA	VH
2. I utilize my whole instructional time throughout each day.	4.13	A	H
3. I communicate foreseeable absences in a timely manner.	4.38	SA	VH
4. I have time provided for teachers' collaboration.	4.34	SA	VH
Overall Mean	4.37	SA	VH
<b>E. Sportsmanship</b>			
1. I make phone calls about positive behaviors at home.	4.08	A	H
2. I differentiate instruction regularly to meet individual pupil's needs.	4.42	SA	VH
3. I enjoy coming to work daily.	4.66	SA	VH
4. I greet pupils at the door each class period or day.	4.69	SA	VH
Overall Mean	4.46	SA	VH

**Significance of the Relationship Between the School Administrators' Leadership Styles and the Teachers' Organizational Citizenship Behaviors**

Table 3 displays the analysis on the significance of the relationship between the school administrators' leadership styles and the teachers' organizational citizenship behaviors.

The result reveals that among the five identified components of the organizational citizenship behaviors of teachers, it is only sportsmanship which has established a significant relationship with the school administrators'

leadership styles as clearly reflected by the computed chi-square value of 6.58 that is greater than the critical value of 5.991, having 2 degrees of freedom at the 0.05 level of significance. Thereby, rejecting the null hypothesis of the study and establishing significant relationship.

The preceding result signifies that there is really a close association between the school administrators' leadership styles and the teachers' sportsmanship. The result likewise indicates that the leadership styles of the school administrators elicit sportsmanship among the teachers. Furthermore, the given result strongly

confirms one of the major findings made by Ali and Waqar [11] on the previous study they had conducted involving school administrators and teachers that leadership styles, specifically transformational leadership, has a direct and positive relationship to the core components of organizational citizenship behaviors among the

elementary teachers. In this study, sportsmanship as a core component of the teachers' organizational citizenship behaviors, is found to be significantly correlated with the leadership styles of the school administrators.

*Table 3. Significance of the Relationship Between the School Administrators' Leadership Styles and the Teachers' Organizational Citizenship Behaviors*

Variables	Teachers' Organizational Citizenship Behaviors	Computed X <sup>2</sup>	Df	Critical X <sup>2</sup>	Level of Significance	Decision	Interpretation
School Administrators' Leadership Styles	Altruism	8.56	4	9.488	0.05	Accept H <sub>0</sub>	Not Significant
	Civic Virtue	5.50	2	5.991		Accept H <sub>0</sub>	Not Significant
	Conscientiousness	4.85	4	9.488		Accept H <sub>0</sub>	Not Significant
	Courtesy	3.02	2	5.991		Accept H <sub>0</sub>	Not Significant
	Sportsmanship	6.58	2	5.991		Reject H <sub>0</sub>	Significant

**Significance of the Difference Between the Organizational Citizenship Behavior Levels of the Teachers Assigned in Upland and Lowland Barangay Elementary Schools**

Table 4 discloses the analysis on the significance of the difference between the organizational citizenship behavior levels of the teachers who are assigned in upland and lowland barangay elementary schools.

As vividly presented, the computed *t*-value of 1.392 is less than the critical value of 1.65 with

184 degrees of freedom at 0.05 level of significance. Therefore, there is an enough evidence to accept the null hypothesis.

The foregoing result implies that the organizational citizenship behavior levels of the teachers who are assigned in the upland and lowland barangay elementary schools do not significantly differ. The result also entails that both groups of the teachers exhibit the same level of organizational citizenship behaviors in their respective school organizations.

*Table 4. Significance of the Difference Between the Organizational Citizenship Behavior Levels of the Teachers Assigned in Upland and Lowland Barangay Elementary Schools*

Participants	Mean	SD	Level of Significance	Direction	<i>t</i> -value	
					Computed	Critical
Upland Teachers	4.28	0.38	0.05	one tailed	1.392	1.65
Lowland Teachers	4.20	0.39				

**CONCLUSION AND RECOMMENDATIONS**

The results of the study reveal that transformational leadership is the most dominant leadership style among the school administrators as opposed to transactional and laissez-faire leadership styles. Teachers demonstrate exceedingly high organizational citizenship

behaviors in their respective school organizations. The school administrators' leadership styles have been found to elicit only the teachers' sportsmanship but they do not stimulate other organizational citizenship behaviors of teachers. Furthermore, both groups of teachers demonstrate the same level of organizational citizenship behaviors in their respective school organizations.

This study recommends that the school administrators regularly participate in trainings

and seminar-workshops to update and equip themselves with the innovative and adaptive approaches needed for effective school leadership; that dialogues, meetings, conferences, and other related activities be always conducted to promote and strengthen mutual relationships between school administrators and teachers as well as facilitate team building activities to enhance the teachers' organizational citizenship behaviors; and that a similar study be undertaken to involve school administrators and teachers in other districts as participants as well as pupils' academic achievement as an additional variable.

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