Relationship Between Principal Leadership Skills and Teachers' Organizational Citizenship Behaviour

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Abstract

The main aim of the study is to investigate the relationship between principal leadership skills and teachers' organizational citizenship behaviour at selected Basic Education High Schools in Mandalay. The subjects of this study involved 354 teachers from 9 selected schools. Convenience sampling method and quantitative research design were applied to collect data. In this study, the researcher used two questionnaires (both for Teachers). Questionnaire one for teachers was used to investigate the perceptions of teachers on demographic information of teachers and principal leadership skills based on the instrument of the *Principal Leadership Skills* developed by Richter *et al.* (2012). Questionnaire two for teachers was used to investigate the perceptions of teachers on their organizational citizenship behaviour based on the instrument of the *Organizational Citizenship Behaviour Inventory* developed by Organ and Ryan (1995). The results of this study indicated that the teachers from selected Basic Education High Schools in Mandalay perceived that their principal leadership skills on moderate levels and teachers' organizational citizenship behaviour on high levels. When studying the relationship between principal leadership skills and teachers' organizational citizenship behaviour, it was found that these variables were moderately correlated at the 99% confidence level. Result (r=0.546, p<0.01) indicated that a moderate and significant positive relationship existed between principal leadership skills and teachers' organizational citizenship behaviour at selected Basic Education High Schools in Mandalay.

Key Words: leadership, skills, leadership skills, citizenship behaviour, organizational citizenship behavior

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Introduction

Education is considered as the backbone of every country's development, the future of a society depends upon the quality of education. The quality of education relies upon the educational leaders, the heads of the schools, colleges or universities. High quality teaching and high quality of leadership are the most necessary for a successful education system. It is the educational leaders who play a crucial role in developing new generations. Therefore, a school principal requires a series of appropriate skills to bring the school, staffs and students to a high level of achievement and to maintain school effectiveness (Blackburn, 2009; cited in Piaw*et al*., 2014).

Successful organizations need employees who will do more than their usual job duties and provide performance that is beyond expectations. Achievement of goals in schools is largely influenced by willingness of teachers to go beyond their job descriptions and involves all helping behaviours to colleagues, supervisors and students. Organizational Citizenship Behaviour (OCB) describes actions in which employees are willing to go above and beyond their prescribed role requirements. In schools with OCB, teachers continuously develop themselves personally and professionally to be able to be more helpful to the students and to achieve the objectives of the school more effectively and rapidly (DiPalo & Hoy, 2005, cited in Avci, 2016); pay attention for course hours to be efficient, make an effort for courses, programs and social activities to be more quality and efficient in the school, offer ideas and suggestions related to this (Allison *et al*., 2001, cited in Avci, 2016). Teachers in this kind of school support their teacher colleagues voluntarily, take care of students even at breaks and outside school hours (Avci, 2016). OCB develops a sense of cooperation, sharing knowledge, sharing burden and supporting each other on different occasions. Moreover, teachers have a direct impact on their students. When students find positive and proper attitudes of teachers, they also adopt the same behaviour which is more productive in the long run. Teachers with positive behaviours could serve as good models for colleagues and students thereby contributing to the creation of competent and responsible young citizens.

As OCB plays an important role for schools, principals use their skills to develop faculty. Leaders also develop an environment which promotes the culture of OCB, knowing OCB is beneficial for school intellectual capital development, leaders and teachers both work together to make school more

productive (DiPaola & Tschannen-Moran, 2014; cited in Niqab, 2015). Principal leadership skills vary from school to school. However, possessing leadership skills by the principal is not enough, what is more important is to use these skills for promoting OCB in the schools. This study provides an insight to school leaders on how leadership skills help them in establishing OCB.

Purpose of the Study

The general purpose is to study the relationship between principal leadership skills and teachers' organizational citizenship behaviour at selected Basic Education High Schools in Mandalay.

The specific purposes of the study are:

- To investigate principal leadership skills based on the teachers' perceptions at selected Basic Education High Schools in Mandalay.

- To investigate teachers' perceptions on their organizational citizenship behaviour at selected Basic Education High Schools in Mandalay.

- To examine the relationship between principal leadership skills and teachers' organizational citizenship behaviour at selected Basic Education High Schools in Mandalay.

Research Questions

The following research questions guide the direction of the study:

- To what extent do teachers perceive their principal leadership skills at selected Basic Education High Schools in Mandalay?

- To what extent do teachers perceive their organizational citizenship behaviour (OCB) at selected Basic Education High Schools in Mandalay?

- Is there any relationship between principal leadership skills and organizational citizenship behaviour (OCB) perceived by teachers at selected Basic Education High Schools in Mandalay?

Theoretical Framework

In this study, three leadership skills identified by Richter *et al*. (2012) were used. They are: Transformational leadership skills, Organizational

leadership skills and Behavioural leadership skills. The five dimensions of Organizational Citizenship Behaivour developed by Organ and Ryan (1995) were used the theoretical foundation of this study. They are: Altruism, Civic Virtue, Consciousness, Courtesy and Sportsmanship.

Review of Related Literature

Leadership Skills

Leadership skill is the ability to influence human behaviour. The head of the school requires leadership skills to motivate the workers. To influence others a leader must have the competence or basic skills of leadership. Katz (1974) was the first person who proposed that leadership should be skillful and he founded that leadership depends upon mainly on three basic skills: human or interpersonal skills, technical skills, and conceptual skills. Mumford *et al*. (2000) proposed leadership skills: knowledge skills, social skills, problem solving skills. Leaders can be identified through their leadership skills. Thus people who do not possess leadership skills will not be accepted as leaders by any group in any circumstances (Silva, 2014).

Peterson and Van Fleet (2004, cited in Niqab, 2015) proposed that for effective schooling principal should have skills: such as decision making, analytical (human, communication, conceptual, interpersonal), administrative, and flexible skills. Richter (2006) articulated that school leadership should have the skills to make schools more effective, these skills are: transformational, managerial and instructional leadership skills. Mumford, Campion & Morgeson (2007) stated that for effective schooling principals must possess interpersonal, business, and cognitive skills. Richter *et al*. (2012) stated that school principals should possess leadership skills such as transformational, organizational and behaviour skills.

Transformational leadership skills: It refers to leadership skills that engage and encourage organizational members to be more active by shared decision and accepting ownership for student success (Leithwood & Jantzi, 1997, cited in Richter *et al*., 2012). These skills will lead staff to prioritize and set goals, and will help staff in developing vision and in solving problems.

Organizational leadership skills: It refers to the job performed in routine, making sure that everyone abides rules and regulations, discussing with the stakeholders and maintaining a safe climate (Copland, 2001, cited in Niqab, 2015). These skills will help in maintaining conductive environment

through abiding rules, providing resources to teaching staff and will develop unity in staff for decision making and achieving goals.

Behavioural leadership skills: It refers to the provision of good working environment in the institute like supporting those employees who help in developing and maintaining behavioural management plan in school, appreciating students for the account of their improved behavioural skills, always trying to well inform staff, students and parents regarding behavioural improvement plan and its importance for school environment (Richter *et al*., 2012).

Organizational Citizenship Behaviour

OCB is described as "performance that supports the social and psychological environment in which task performance takes place" (Organ, 1997, cited in Chekole, 2016). The theme of this definition can be made clear further with the following example: when an employee helps a colleague, the one who received the assistance will be relieved from the burden and consequently the trust and communication between these employees will be high thereby contributing to sustained organizational performance (Bolino*et al*., 2013, cited in Chekole, 2016).

Many researches point to the fact that there are five basic personality factors which affect most of the variance in personality and these dimensions are known as Big Five dimensions identified by Organ (1988,cited in Ehtiyar*et al*., 2010) which include altruism, civic virtue, consciousness, courtesy and sportsmanship.

Altruism

Podasakoff*et al*. (2000) defined altruism as a helping behaviour, which an employee shows to help the colleague in solving problems, sharing burden, training fellowmen to use new equipment.

Civic Virtue

Organ (1988, cited in Niqab, 2015) said that civic virtue shows loyalty with organization, effective participation of colleagues in meetings, showing interest in policy matters, avoiding any hazard to the organization.

Consciousness

Sharma and Jain (2014) defines consciousness as "it is the thoughtful use of time to enhance the efficiency of both individuals and the group; participants give more time to the organization and exert effort beyond the formal requirements.

Courtesy

Courtesy refers to the gestures that help others to prevent interpersonal problems from occurring, such as giving prior notice of the work schedule to someone who is in need, consulting others before taking any actions that would affect them (Organ, 1990, cited in Tambe & Shanker, 2014).

Sportsmanship

According to Avci (2016), sportsmanship is fulfilling duties enthusiastically without complaining against the difficulties and problems encountered in the organization.

Definitions of Key Terms

The Terms used throughout the current study are identified below for clarity and understanding.

- **Leadership**: Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively and the process of facilitating individual and collective efforts to accomplish the shared objectives (Yukl, 2002, cited in Cunnigham, 2008).

- **Skills:** Skills are "the learned ability to bring about pre-determined results with maximum certainty often with minimum use of time, energy or both" (Knapp, 2007, cited in Bolanle, 2013).

- **Leadership Skills:** Leadership skills are the tools, behaviours, and capabilities that a person needs in order to be successful at motivating and directing others (McPheat, 2010).

- **Citizenship behaviour**: According to Chekole (2016), it refers to positive and responsible extra behaviour exhibited by teachers in their workplace that may benefit individuals (students, colleagues and parents) and the organization (schools).

- **Organizational Citizenship Behaviour (OCB):** Organizational citizenship behaviour (OCB) is "individual behaviour 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" (Organ, 1988, cited in Organ, 1997).

Methodology

This study is designed to explore teachers' perceptions of principal leadership skills and teachers' organizational citizenship behaviour at selected Basic Education High Schools in Mandalay. A descriptive statistical design was utilized in this study. Data was collected by using two questionnaires (Both Questionnaires for Teachers) in order to gain an understanding into if there any relationship between principal leadership skills and teachers' organizational citizenship behaviour.

Population and Sample

This study focused on Basic Education High Schools in Mandalay. In Mandalay, there were 36 Basic Education High Schools. A distribution of participating schools was monitored and adjusted using criterion that the principal had been at current school for at least more than two years services. Among those schools, only 11 schools were ultimately used because of an additional criterion which identified the principal who had at least more than two years tenure was excluded from the study. Out of 11 schools, 2 schools were selected to conduct the pilot study. There were 663 teachers at different levels in 9 Basic Education High Schools in Mandalay. 376 (50%) teachers (including PTs, JTs, STs) were selected as the participants of this study by using convenience sampling method.

Instrumentation

In this study, two research instruments (both Questionnaires for Teachers) were utilized to collect the quantitative data. In the first Questionnaire, teachers were asked to describe their perceptions on their principals' leadership skills based on the instrument of *Principal Leadership Skills* developed by Richter *et al*.(2012). In second Questionnaire, teachers were asked to express their perceptions on their

organizational citizenship behaviour by using ***Organizational Citizenship Behaviour Inventory*** developed by Organ and Ryan (1995).

In the first Questionnaire, there were three parts: demographic information of teachers, teachers' perceptions on their principals' leadership skills and one open-ended question. This instrument consists of 18 items into 3 dimensions: "Transformational Leadership Skills" (9 items), "Organizational Leadership Skills" (5 items) and "Behavioural Leadership Skills" (4 items). Each item was measured using a Likert scale that ranged from "does not exhibit this skill at all" (1 point) to "exhibits this skill very effectively" (5 points).

In second Questionnaire, there were two parts: teachers' perceptions on their organizational citizenship behaviour and one open-ended question. This instrument consisted of 20 items into 5 dimensions: "Altruism" (4 items), "Civic Virtue" (4 items), "Consciousness" (4 items), "Courtesy" (4 items) and "Sportsmanship" (4 items). Each item was measured using a Likert scale that ranged from "strongly disagree" (1 point) to "strongly agree" (5 points).

Procedure

For the content validity, the questionnaires were evaluated and revised by the experts who are well experienced and mastery in this field. According to this review, comments and suggestions, the instruments were modified again. To test the reliability of items, pilot study was conducted. In order to measure the reliability of instruments, the Cronbach's Alpha was used. The reliability coefficient of Principal Leadership Skills was .931 and the reliability coefficient of Teachers' Organizational Citizenship Behaviour was .925.

After taking permission from the responsible persons, questionnaires were distributed to teachers from nine selected Basic Education High Schools on 14th and 15th December and collected them after lasting one week. Data obtained were listed by each Basic Education High School. Base on the result of responses, this study was conducted in order to examine teachers' perceptions on principal leadership skills and teachers' organizational citizenship behaviour.

Data Analysis

Using SPSS, descriptive statistics such as means and standard deviations for each variable were calculated concerning the level of principal leadership skills and teachers' organizational citizenship behaviour. The decision rules for the levels of principal leadership skills and teachers' organizational citizenship behaviour were: mean values 1.00-2.33 as Low Level, mean values 2.34-3.67 as Moderate Level and mean value 3.68-5.00 as High Level. In addition, Pearson-product moment correlation was utilized to know the relationship between principal leadership skills and teachers' organizational citizenship behaviour.

Research Findings

The purpose of this study was to examine relationship between principal leadership skills and teachers' organizational citizenship behaviour at selected Basic Education High Schools in Mandalay. The data collected were analysed in terms of mean values and Pearson-Product Moment Correlation. The findings were presented in the following.

For Research Question (1)

Table.1 Means Scores for Principal Leadership Skills Perceived by Teachers at Selected Basic Education High Schools in Mandalay

	S1 (n=42)	S2 (n=44)	S3 (n=45)	S4 (n=21)	S5 (n=45)	S6 (n=40)	S7 (n=42)	S8 (n=40)	S9 (n=35)	Total (n=354)
TLS	3.21	3.52	3.41	3.82	4.05	3.72	2.82	3.56	3.36	3.48
OLS	3.14	3.60	3.47	3.87	4.28	3.76	2.84	3.49	3.40	3.53
BLS	3.13	3.50	3.22	3.50	4.20	3.37	2.65	3.37	3.44	3.37
PLS	3.13	3.54	3.38	3.76	4.15	3.65	2.79	3.50	3.39	3.47

1-2.33=low level   2.34-3.67=moderate level   3.68-5.00=high level

Note: **TLS** = Transformational Leadership Skills

         OLS = Organizational Leadership Skills

         BLS = Behavioural Leadership Skills

PLS= Principal Leadership Skills

According to Table 1, it was found that teachers from S4, S5 and S6 perceived that their principals had high level in "*Transformational Leadership Skills*" but teachers from S1, S2, S3, S7, S8 and S9 perceived that their principals had moderate level in "*Transformational Leadership Skills*". While the teachers from School S4, S5 and S6 perceived that their principals had high level in "*Organizational Leadership Skills*" but the teachers from S1, S2, S3, S7, S8 and S9 perceived that their principals had moderate level in "*Organizational Leadership Skills*". Moreover, teachers from S5 perceived that their principal had high level in "Behavioural Leadership Skills" but teachers from S1, S2, S3, S4, S6, S7, S8 and S9 perceived that their principals had moderate level in "*Behavioural Leadership Skills*". Additionally, although the teachers from S4 and S5 perceived that their principal had high level in "*Principal Leadership Skills*", the teachers from S1, S2, S3, S6, S7, S8 and S9 perceived that their principal had moderate level in "*Principal Leadership Skills*".

For Research Question (2)

Table.2 Mean Scores for Teachers' Organizational Citizenship Behaviour Perceived by Teachers at Selected Basic Education High Schools in Mandalay

	S1 (n=42)	S2 (n=44)	S3 (n=45)	S4 (n=21)	S5 (n=45)	S6 (n=40)	S7 (n=42)	S8 (n=40)	S9 (n=35)	Total (n=354)
Alt	3.83	3.81	3.89	4.09	3.96	3.93	3.63	4.02	4.02	3.91
CV	3.91	4.01	3.96	4.03	4.03	4.06	3.67	3.91	3.89	3.94
Con	3.77	4.04	3.99	4.06	4.14	3.90	3.64	4.01	3.97	3.94
Cts	3.80	3.80	3.83	4.05	4.07	3.76	3.65	3.79	3.84	3.83
Sms	3.85	3.88	3.91	3.98	4.14	4.07	3.37	3.74	3.88	3.86
OCB	3.83	3.93	3.92	4.08	4.07	3.94	3.59	3.89	3.92	3.90

1-2.33=low level   2.34-3.67=moderate level   3.68-5.00=high level

Note: Alt =Altruism

CV =Civic Virtue

Con = Consciousness

Cts=Courtesy

Sms=Sportsmanship

According to Table 2, teachers from S1, S2, S3, S4, S5, S6, S8 and S9 perceived that they had high levels in all dimensions "*Altruism, Civic Virtue, Consciousness, Courtesy and Sportsmanship*". The teachers from S7 perceived that they had moderate level in all dimensions "*Altruism, Civic Virtue, Consciousness, Courtesy and Sportsmanship*". Additionally, although the teachers from S1, S2, S3, S4, S5, S6, S8 and S9perceived that they had high level in "*Organizational Citizenship Behaviour*", the teachers from S7 perceived that they had moderate level in "*Organizational Citizenship Behaviour*".

For Research Question (3)

Table.3   Relationship between Principal Leadership Skills and Teachers' Organizational Citizenship Behaviour at Selected Basic Education High Schools in Mandalay

Variables	Principal Leadership Skills	Teachers' Organizational Citizenship Behaviour
Principal Leadership Skills	1	.549**
Teachers' Organizationl Citizenship Behaviours	.549**	1

** Correlation is significant at the 0.01 level (2-tailed)

According to Table 3, the statistical results indicate that there was a significant relationship between principal leadership skills and teachers' organizational citizenship behaviour based on the evaluation done by teachers (r=.549**, p<0.01). This implies that a positive and moderate relationship between principal leadership skills and teachers' levels of organizational citizenship behaviour.

Conclusion, Discussion and Recommendation

The results of research finding for selected Schools in Mandalay are as follow:

1.   According to the perceptions of teachers on the principal leadership skills at selected Basic Education High Schools in Mandalay, two schools (S4 and S5) had high levels on the principal leadership skills. And then, other seven schools (S1, S2, S3, S6, S7, S8 and S9) possessed the moderate levels of principal leadership skills among selected Basic Education High Schools in Mandalay.

2.   Again, based on the perceptions of teachers on their Organizational Citizenship Behaviour, eight schools (S1, S2, S3, S4, S5, S6, S8 and S9) had high levels of Organizational Citizenship Behaviour. However, the remaining one school S7 was moderate level on Organizational Citizenship Behaviour among selected Basic Education High Schools in Mandalay.

 3.   When analyzing the relationship between principal leadership skills and teachers' Organizational Citizenship Behaviour at selected Basic Education High Schools in Mandalay, there was a moderate and positive relationship between principal leadership skills and teachers' Organizational Citizenship Behaviour at selected Basic Education High Schools in Mandalay.

Analyses of quantitative data collected from the study attempted to answer three research questions. **Research Question one** examined the teachers' perceptions on principal leadership skills at selected Basic Education High Schools. In this study, S4 and S5 had high levels on principal leadership skills among schools. Among the schools which had high levels of teachers' perceptions on principal leadership skills, teachers from S4 rated high levels on two dimensions: transformational leadership skills, organizational leadership skills out of the three dimensions and they rated behavioural leadership skills on the moderate level. And teachers from S5 rated high levels on all dimensions: transformational leadership skills, organizational leadership skills, behavioural leadership skills. On the other hand, the remaining seven schools (S1, S2, S3, S6, S7, S8 and S9) had moderate levels on principal leadership skills. Among these seven schools, teachers from S6 perceived transformational leadership skills and organizational leadership skills on high levels of principal leadership skills and the last dimension "behavioural leadership skills" on moderate level.

The remaining six schools' teachers perceived moderate levels on all dimensions of principal leadership skills. Out of the nine schools, the mean score for principal leadership skills from S5 was the highest and S7 was the lowest. However, all selected schools have at least moderate levels of teachers' perceptions on principal leadership skills. Among the three dimensions, teachers' perceptions for organizational leadership skills represented the highest level and behavioural leadership skills as the lowest level of leadership skills of principal. It can be concluded that principals in all selected schools have organizational leadership skills mostly, transformational leadership skills moderately and behavioural leadership skills at least among the three constructs. Therefore, teachers in all selected schools perceived that their principals are possessing organizational leadership skills at high levels as all staff perform their duty accordingly, everyone abides by rules and regulations and everyone observes conductive environment for teaching learning process in their school. Moreover, teachers perceived that their principals have transformational leadership skills at moderate levels. It means that their principals often share the school vision, involve teachers in decision making, and enable the staff to achieve school goals. Finally, the principals sometimes support and recognize staffs that help implementing behavioural management plan and so teachers perceived that their principals have behavioural leadership skills at low levels.

   Research question two investigated the levels of organizational citizenship behaviour perceived by teachers at selected Basic Education High Schools in Mandalay. In this study, eight schools (S1, S2, S3, S4, S5, S6, S8 and S9) have high levels of teachers' perceptions on organizational citizenship behaviour. These schools had high levels of teachers' perceptions on all dimensions: altruism, civic virtue, consciousness, courtesy and sportsmanship. On the other hand, the remaining one school S7 has moderate level on organizational citizenship behaviour of teacher perceptions. This school had moderate level of teachers' perceptions on all dimensions: altruism, civic virtue, consciousness, courtesy and sportsmanship. Out of the 9 schools, the mean score of teachers' perceptions on organizational citizenship behaviour for S4 was the highest and the perceptions of teachers from S7 was the lowest. However, the levels of organizational citizenship behaviour for selected Basic Education High Schools in Mandalay had high levels of organizational citizenship behaviour based on the responses of the teachers. All selected teachers

perceived that all dimensions of organizational citizenship behaviour: altruism, civic virtue, consciousness, courtesy and sportsmanship were at high levels. It can be concluded that there is an observation of helping behaviour in their school, teachers share knowledge and they solve each other problems, teachers abide by the rules and regulations, never produces conflicts and they never complain about work load.

Finally, **Research question three** explored the relationship between principal leadership skills and teachers' organizational citizenship behaviour at selected Basic Education High Schools in Mandalay. The study of Niqab (2015) found that there was positively and highly relationship between principal leadership skills and teachers' organizational citizenship behaviour. However, this study found that there was positively and moderately relationship between principal leadership skills and teachers' organizational citizenship behaviour. Niqab (2015) stated that the three leadership skills have equal contribution in developing a helping behaviour and abiding rules and regulations among teachers in the school. As a result of a study, leadership skills of the principals are effective in promoting the culture of OCB in schools. It can be concluded that the principals in selected schools in Mandalay often share the vision, involve teachers in decision making process, promote team efforts, promote staff unity and cooperation, provide staff with materials, resources and proper planning to achieve school-wide goals. As a result, the teachers help each other in solving problems, effectively participate in school activities, abide rules and regulations of the school and will not show unwillingness and complaints about certain issues.

Acknowledgements

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