

Leadership Style and Organizational Citizenship Behavior in Secondary Schools

Sameer S. Hamdi¹, Alaa S Jameel², Aram H Massoudi³ and Abd Rahman Ahmad⁴

^{1,2}Public Administration Department, Cihan University-Erbil
Erbil, Kurdistan Region – Iraq

³Business Administration Department, Cihan University-Erbil
Erbil, Kurdistan Region - Iraq

⁴Faculty of Technology Management and Business, Universiti Tun Hussein Onn
Malaysia

Abstract—Leadership style has not been effectively examined in educational institution in developing countries. The purpose of this study is to investigate the impact of Leadership style on organizational citizenship behaviour (OCBs) among secondary school teachers. Based on the review, the study proposed that leadership styles and its components, transformational leadership (TFL) and transactional leadership (TAL), will affect OCBs. Methodology, The population of this study is secondary school teachers. A stratified sampling technique deployed to collect 174 responses from eight schools. The findings showed that TFL and TAL significantly affect OCBs, and TFL highly predicted OCBs than TAL. Decision-makers are advised to implement the TFL and increase the OCBs among Teachers.

Index Terms—Leadership, Organizational Citizenship Behavior, Transformational Leadership, Transactional Leadership

I. INTRODUCTION

Prior studies have shown teachers' behaviours to include different actions such as the organizational citizenship behaviour OCB; this word refers to their contribution to the environment of schools that goes beyond their formal duties, which tend to enhance the effectiveness of schools. Investigations of the leadership issues in the education field have found strategies for better managing human resources and improving employee performance. Some related research has shown an increasing interest in the effect of TFL and TAL of management on the outcomes and efficiency of staff in schools environments (Abu Nasra & Arar, 2019; Ali, Ali, Ahsan, Rahman, & Jan Kakakhel, 2014; Arar & Abu Nasra, 2019; Jasim & Raewf, 2020; Mahmood, Raewf, & AL-Hamadany, 2019; Nahum-Shani & Somech, 2011; Raewf & Thabit, 2015) Leaders following TFLs would inspire the confidence, loyalty and respect of dependents and motivate them to participate in organisation-friendly conduct that

exceeds expectations (Bass, 1985); While TAL leaders are subject to pre-determined targets based on rewards and contingent incentive strategies and outstanding management (Bass & Avolio, 1990, 2004).

Both leadership style TFL and TAL have been confirmed significantly correlated and impact on OCBs (Dartey-Baah & Addo, 2019; Dartey-Baah, Anlesinya, & Lamptey, 2019).

The previous studies investigated both style TFL and TAL in the school context (Ali et al., 2014; Nahum-Shani & Somech, 2011; Nguni, Slegers, & Denessen, 2006). However, the previous results still lack consistency and have inconsistencies of results. For example, TFL has a positive impact on OCBs (Ali et al., 2014; Lee & Low, 2016; Nguni et al., 2006), while not the similar result reported by Dai, Dai, Chen, and Wu (2013). Further, TAL has a positive impact on OCBs (Ali et al., 2014; Mekpor & Dartey-Baah, 2017; Nguni et al., 2006) and non-significant impact with (Lian & Tui, 2012).

OCBs is a dilemma that has received growing attention in the school sector (Abu Nasra & Arar, 2020; Dartey-Baah & Addo, 2019; Nahum-Shani & Somech, 2011). OCB employees have been observed in the western setting that is not relevant to Iraqi society. Further investigation of OCBs from an Iraqi culture perspective is reasonably necessary. The outcomes of this study could be useful for realistic and future research purposes. Most of the previous studies regarding leadership and OCBs have been conducted in the hospitality sector (Dartey-Baah & Addo, 2019; Dartey-Baah et al., 2019; Nguni et al., 2006) and manufacturing industry (Hassi, 2018; Lee & Low, 2016) while, limited studies conducted among school teachers (Abu Nasra & Arar, 2020; Ali et al., 2014) particularly in Iraq context (Ahmad, Jameel, & Raewf, 2021).

Leadership issues are growing investigation among school teachers, but further work on this topic is still needed (Abu

Nasra & Arar, 2020; Raewf & Thabit, 2018; Thabit & Jasim, 2016; Yasen, Thabit, & Jasim, 2015).

Decades of war and underinvestment in Iraq have harmed what was once the most remarkable education system in the middle east, significantly limiting Iraqi children's ability to learn and join the schools. However, over 3.2 million Iraqi children are not able to join the schools due to several of the school such as security issue and displace issue, particularly in district West of Iraq (Ghran, Jameel, & Ahmad, 2019; Jameel, Hamdi, Kareem, Raewf, & Ahmad, 2021; Jameel, Mahmood, & Jwmaa, 2020). Meanwhile, academic staff in Iraq facing a low level of satisfaction and job security which is detrimental to the academic performance (Ahmad & Jameel, 2018; Jameel, Hamdi, Kareem, & Ahmad, 2020; Massoudi, 2020b; Salam, 2020)

The purpose of current study is to investigate the impact of leadership styles TFL and TAL among teachers.

II. LITERATURE REVIEW

A. Organizational citizenship behaviours

OCB typically represents behaviours undertaken by workers through personal choices that do not automatically receive direct incentives and could contribute to the development of the company (Organ, 1997). and organizational effectiveness and efficiency (Aram H. Massoudi, Jameel, & Ahmad, 2020; Podsakoff, Mackenzie, Paine, & Bachrach, 2000).

OCBs applies to activities that are primarily non-discretionary and non-formal but which are shown by participants to lead to expected job results without seeking immediate personal benefits. OCBs among the Teachers can define as a teacher perform tasks with the school, the teaching staff and students above and beyond their formal duties to promote the school and achieve its objectives. According to Arar and Abu Nasra (2019) OCBs teachers' refers to three features; OCBs teachers' refers to three components; First, The activity should be voluntary and not part of the formal duties of employment. Second, the emphasis is on activities in an organization and are promoted or perceived as helpful to an organization. Third, By this interpretation, OCB is by its nature multidimensional.

OCBs have an individual discretionary behaviour, which is not explicitly acknowledged and clearly by the structured reward system but encourages the efficient operation in its entirety. (Ahmad & Jameel, 2021; Massoudi et al., 2020; Dennis W. Organ, 1988; Ravichandran & Gilmore, 2007). According to Organ (1998,1990) OCBs consists of five specific dimensions; Altruism, Conscientiousness, Sportsmanship, Civic virtue and Courtesy.

B. Leadership Styles; TFL and TAL

Systemic research on the nature and impact on transformation leadership appears to be firmly rooted in the workplace (Burns, 1978), who has distinguished two forms of leadership that are, TFL and TAL in different working

organisations (Massoudi & Hamdi, 2019; Massoudi, Fatah, & Ahmed, 2019; Nguni et al., 2006). According to Bass (1985) Transactional leadership motivates workers by using a reward system. Meanwhile, the TAL focuses on creating objectives, explaining the relationship between performance and reward and giving feedback to maintain the individual concentrate on their duties. The actions and behaviours of the individuals are tailored to the anticipated rewards. TAL motivates followers by appealing for self-interest and is based on an exchange arrangement, which trades followers ' compliance for anticipated rewards. This kind of leadership can create a productive and efficient workforce but is limited if we compared it with TFL. In comparison to TAL, the TFL means raising their followers ' levels of motivation beyond trade standards and thereby achieving more excellent performance and self-actualization (Ahmad & Jameel, 2020; Massoudi, 2020; Nguni et al., 2006).

According to Bass (1985) TFL consists of three elements: **Charismatic leadership**: Leaders serve as a role model to followers through activities designed to create appealing visions of the future states, boost supporters ' expectations, and promote excitement and optimism. According to Bass and Avolio (1990), Charismatic leadership consists of Two dimensions: idealised influence (II) and inspirational motivation (IM). **idealised influence** refers to how the subordinates view a leader in term of confidence, trust, strength and consistency (Al Duhaidahawi, Zhang, Abdulreza, Sebai, & Harjan, 2020; Zhang & Harjan, 2021).The leader has ethical standards and prioritises the interests of followers over his or her own. However, according to Avolio and Bass (2004) The idealised influence consists of two elements the behavioural and attributed. Behavioural refers to the leader behaves, while attributed refers to how his followers perceive the leader. **inspirational motivation**: The leader has a clear vision that is easily transferred to his \her supporters as tiny, easily achieved strategic objectives. He\ she encourages his\her supporters to pursue their institution's vision with the same enthusiasm they have to accomplish these goals. By effective communication, the followers become an essential element in the achievement of the vision of the business (Al_Duhaidahawi, Abdulreza, Sebai, & Harjan, 2020; Al Duhaidahawi, Zhang, Abdulreda, Sebai, & Harjan, 2020).

Intellectual Stimulation Refer to the behaviours of leaders, which enhance the follower's perception of the issues and challenges they face—usually, the intellectual stimulation used by the leaders to identify the problems in the current workplace. IS indicate how a leader inspires members to identify new and more efficient ways to complete work (Jameel & Ahmad, 2019). The leader inspires workers to investigate and find new methods to solve the problems and doesn't criticises them (Avolio & Bass, 2004). **Individualised consideration** (IC) Defines that the leader offers the followers encouragement and support by functioning as a guide, coach, tutor, and listener. The leader enables the followers to achieve their most enormous

potential and value. According to Bass (1985) then later Bass and Avolio (1995). TAL consists of Four elements: **Contingency reward (CR)**; The leader and the members decide on the incentives for successful work achievement and punishment for poor work performance (Bass & Avolio, 1995). Help leaders understand the institution's needs, identify clear objectives, track employees' performance, and report on the availability of incentives. **management by exception Passive and Active:** Active means the leader continually tracks employee performance before the job worsens and interferes if the performance decrease and take corrective action to enhance the performance. leaders closely watch the success and failures of followers (Nguni et al., 2006). While passive means the leader will not take action until a problem occurs and will not give subordinates advice on mission accomplishment. Leaders may not know about issues until they are notified by others and usually fail to interfere before serious problems arise (Al-Delawi & Ramo, 2020; Al-Delawia, 2019; Jasim, 2016; Jasim, Awqati, Hussien, & Lubis, 2020; Nguni et al., 2006).

C. TFL, TAL and OCBs

Several studies have indicated a direct and significant impact of transformational leadership on OCBs in several sectors (Dartey-Baah et al., 2019; Lian & Tui, 2012; Mekpor & Dartey-Baah, 2017). However, (Ali et al., 2014; Nguni et al., 2006) found a direct impact of TFL on the OCBs among teachers. on the other hand, studies conducted by (Abu Nasra & Arar, 2020; Arar & Abu Nasra, 2019) found transformational leadership insignificantly related to OCBs among teachers.

TAL appears to be focused on an interchange between leader and subordinate. Transactional leadership inspires subordinates by using a rewards system. The TAL focuses on scheduling, clarifying the link between success and incentives and providing feedback so that the individual is focused on achieving assignments.

There is an inconsistency in the results of previous studies between Transactional leadership and OCBs. For example, (Ali et al., (2014); Dartey-Baah & Addo, (2019); Dartey-Baah et al., (2019); Nguni et al., (2006); Jameel and Ahmad (2020) found TAL has a positive and significant impact on OCBs. On the other hand, studies conducted by (Abu Nasra & Arar, 2020; Arar & Abu Nasra, 2019) TAL has a non-significant effect on OCBs among teachers.

Lee and Low (2016) reported TRL has a positive relationship with OCBs but not with the transactional leader the relationship was too weak and non-significant. while Nguni et al., (2006) indicates both leadership style, transformational and transactional, negatively predict on OCBs among employees. According to Nahum-Shani and Somech (2011) Research tends to rely on the assumption that TFL affects OCBs more than TAL.

(MacKenzie, Podsakoff, & Rich, 2001) maintained that this leadership style is focused on transfers of performance incentives and that it is less likely to impact extra positions

such as OCBs. while, Employees often view OCBs as part of their requirements and therefore, these behaviours, which are focused on employee incentives, continue to be conditioned by the rewards of leaders (Nahum-Shani & Somech, 2011).

H1: Transformational Leadership has a positive and significant impact on OCBs among Teachers.

H2: Transactional Leadership has a positive and significant impact on OCBs among Teachers.

III. METHODOLOGY

The study conducted in 8 public schools in the Heet city, Iraq. The sample size consists of 210 teachers, and stratified random sampling deployed in this study due to the differences in the population of schools. The study collects data using a questionnaire.

The measurement was adopted from previous studies. However, the items were translated into the Arabic language to be more accurate and understandable for participants. All the items were adopted from earlier studies in the English language, "translation-back translation" process (Brislin, 1980).

OCBs consisted of 8 items which are adapted from (Dai et al., 2013; Hassi, 2018) to measure this variable among teachers. Likewise, TFL carried 7 items adapted from (Dai et al., 2013; Torlak & Kuzey, 2019), and TAL has consisted of 8 items adapted from (Dai et al., 2013; Torlak & Kuzey, 2019) to measure the leadership styles among teachers. five-point Likert scale was deployed from Strongly disagree; to Strongly agree.

A total of 210 questionnaires were distributed to the 8 schools. After follow-ups, a total of 183 questionnaires were collected, making the response rate 87.14 %. However, after checking the missing values and outliers, the valid 174 analysed. These responses are sufficient for the use of AMOS (Alaaraj, Mohamed, & Ahmad Bustamam, 2018; Alaarj, Mohamed, & Bustamam, 2017a, 2017b, 2016; Jameel, Ahmad, & Mousa, 2020). The data is normally distributed, and no multicollinearity issues among the variables. Besides, no response bias was reported. The early responses are not different from the late responses. Two Statistical software SPSS analysed the data to find the Data Descriptive and Cronbach Alpha. However, AMOS was used to find the model fit and the path analyses.

IV. FINDINGS

A. Measurement Model

according to Hair, Black, Babin, and Anderson (1998) the validity and Reliability should be assessed by three criteria factor loadings, CR, and AVE. several items were deleted to improve the indices. Table 1 illustrate the factor loadings for all the items exceed the recommended level by (Hair, Black, Babin, & Anderson, 2010) 0.6 the lowest loadings were (OCBs1) 0.61 and the highest (OCBs3) 0.89. However, all

the CR and Cronbach alpha higher than the cut-off level 0.7 which is recommended by (Hair et al., 1998) . Nonetheless, according to Hair et al., (1998) the AVE minimum level should be 0.5. Therefore, all the AVE exceed the recommended level see Table 1. according to what mentioned above, the validity and reliability of this study have been achieved. However, based on Table 2 all the model fit indices achieved.

TABLE 1
RELIABILITY AND VALIDITY

Factors	Items	Factor loading	Cronbach's Alpha	Composite Reliability	AVE
OCBS	OCBs1	0.61	0.872	0.886	0.748
	OCBs2	0.80			
	OCBs3	0.89			
	OCBs4	0.67			
	OCBs5	0.82			
	OCBs6	0.73			
	OCBs7	0.66			
	OCBs8	0.812			
TFL	TFL1	0.88	.918	0.933	0.814
	TFL2	0.81			
	TFL3	0.86			
	TFL4	0.83			
	TFL5	0.76			
	TFL6	0.71			
	TFL7	0.85			
TAL	TAL1	0.77	.896	0.916	0.793
	TAL2	0.85			
	TAL3	0.85			
	TAL4	0.84			
	TAL5	0.71			
	TAL6	0.69			
	TAL7	0.83			
	TAL8	0.87			

TABLE 2
GOODNESS OF FIT RESULT

Fit Index	Recommended Criteria	Sources	Results
x2/df	≤5	(Hair, Babin, & Anderson, 2009)	1.431
RMSEA	< .08	(Byrne, 2001)	.054
NNFI (TLI)	≥.90	(Hair et al., 2009)	.933
AGFI	≥.80	(Hair et al., 2009)	.830
CFI	≥.90	(Chau, 1997)	.989

GFI	≥.90	(Hu & Bentler, 1999)	.956
NFI	≥.90	(Chau, 1997)	.905

B. Structural Model

The purpose of this study is to examine the proposed hypotheses.

The first Hypothesis indicated the TFL has a positive and significant effect on OCBs among teachers with the level of (β= 0.454, P=0.000 < 0.001). Thus, H1 is Supported. The second Hypothesis predicated the TAL has a positive effect on OCBs with (β= 0.176, P=0.0138 < 0.05) Thus, H2 is Supported. TFL estimation .454 greater than TAL estimation .176. Hence the TFL more impact on OCBs than TAL among Teachers (see Table 3).

TABLE 3
STRUCTURAL MODEL RESULTS

H	DV	IV	Estimate	S.E.	C.R.	P	Label
H1	OCBs	<---	TFL	.454	.084	5.366	*** Supported
H2	OCBs	<---	TAL	.176	.071	2.461	.0138 Supported

Note: OCBs: organizational citizenship behaviour. TFL: transformational leadership. TFL: transactional leadership. ρ*** Significant at level 0.001.

V. DISCUSSION

This study aims to find the impact of leadership style TFL and TAL on OCBs among secondary school Teachers; this purpose has been achieved. The results showed the TFL and TAL positively and significantly impact OCBs mean both leadership styles increase teachers OCBs. However, TFL more impact on OCBs than TAL among teachers.

TFL has a positive impact on OCBs among teachers This result is aligned with the existing literature e.g. Ali et al., (2014) ; Nguni et al., (2006) they reported TFL has a significant impact on OCBs among teachers . on the other hands our results contrary to the studies by (Abu Nasra & Arar, 2020; Arar & Abu Nasra, 2019) which reported the TFL has non-significant impact on OCBs among teachers. This finding indicates when the school administrator / Leaders display behaviours towards empowering and encourage their teachers beyond subordinates self-interests, teachers may have more extra-role behaviours that support the schools or organizations, where schools manager or leader is looking for their teachers' interests and support them to look beyond their self-interest. The results also indicate that school administrator should involve their teachers in OCBs, for example, by encouraging, empowering and questioning their intellectual potential and seeking inventive ways to perform their employment in their spare time. If leadership instils confidence in their staff, they are more willing to work without worrying, although they may encounter other obstacles and anxiety.

TAL has a Positive impact on OCBs among teachers, this result is aligned with the existing literature e.g. (Ali et al., 2014; Nguni et al., 2006) they reported TFL has a significant impact on OCBs among teachers. on the other hands our results contrary to the studies by Abu Nasra and Arar (2019); Arar and Abu Nasra, (2019) which reported the TFL has non-significant impact on OCBs among teachers.

When school administrator assign incentives in return for teachers performance, certain teachers are likely to influence extra-role behaviours. However, the school administrator should Offer incentives and bonuses to motivate and increase the ability to engage in OCBs. Leaders in Arab countries and Iraq, with their various leadership styles, will have distinct effects on employees' understanding and efficiency.

CONCLUSION

The results of this study showed TFL highly predicted on OCBs than TAL. Our finding could explain the impact of leadership styles on OCBs among teachers in the context of Iraq. Thus this study could encourage other researchers to examine the effect of leadership styles on OCBs among teachers in the Iraqi setting and elsewhere.

Like any other study, this study has some limitations. First, the research conducted only in one city and eight schools which cannot generalize the finding to all Iraqi context. Second, this study examined only the direct impact and did not discuss the causal effect. Future studies could consider the enormous sample size in more than one city and explore the mediation role to find the causal effect.

REFERENCES

- Abu Nasra, M., & Arar, K. (2019). Leadership style and teacher performance: mediating role of occupational perception. *International Journal of Educational Management*, 34(1), 186–202. <https://doi.org/10.1108/IJEM-04-2019-0146>
- Abu Nasra, M., & Arar, K. (2020). Leadership style and teacher performance: mediating role of occupational perception. *International Journal of Educational Management*, 34(1), 186–202. <https://doi.org/10.1108/IJEM-04-2019-0146>
- Ahmad, A. R., & Jameel, A. S. (2020). Job Satisfaction as a Mediator between Transformational Leadership and Organizational Citizenship Behaviours. *International Journal of Advanced Science and Technology*, 29(5), 10163–10174. Retrieved from <http://sersec.org/journals/index.php/IJAST/article/view/19507>
- Ahmad, A. R., & Jameel, A. S. (2021). Effect of organizational justice dimensions on performance of academic staff in developing countries. *Annals of the Romanian Society for Cell Biology*, 25(3), 259–270.
- Ahmad, A. R., Jameel, A. S., & Raewf, M. (2021). Impact of Social Networking and Technology on Knowledge Sharing among Undergraduate Students. *International Business Education Journal*, 14(1), 1–16.
- Ahmad, M. A. A., & Jameel, A. S. (2018). Factors affecting on job satisfaction among academic staff. *Polytechnic Journal*, 8(2). <https://doi.org/https://doi.org/10.25156/pjt.2018.8.2.161>
- Al-Delawi, A. S., & Ramo, W. M. (2020). The impact of accounting information system on performance management. *Polish Journal of Management Studies*, 21.
- Al-Delawia, A. S. S. (2019). Determinants of Profitability in Commercial Banks: a Field Study in a Sample of the Iraqi Private Commercial Banks. *International Journal of Innovation, Creativity and Change*, 8(2).
- Ala-araj, S., Mohamed, Z. A., & Ahmad Bustamam, U. S. (2018). External growth strategies and organizational performance in emerging markets: The mediating role of inter-organizational trust. *Review of International Business and Strategy*, 28(2), 206–222. <https://doi.org/10.1108/RIBS-09-2017-0079>
- Ala-araj, S., Mohamed, Z. A., & Bustamam, U. S. A. (2017a). Do knowledge management capabilities reduce the negative effect of environment uncertainties on organizational performance? A study of public listed companies in Malaysia. *International Journal of Economic Research*, 14(15), 443–456.
- Ala-araj, S., Mohamed, Z. A., & Bustamam, U. S. A. (2017b). The effect knowledge management capabilities on performance of companies: A study of service sector. *International Journal of Economic Research*, 14(15), 457–470.
- Ala-araj, S., Mohamed, Z. A., & Bustamam, U. S. B. A. (2016). Mediating Role of Trust on the Effects of Knowledge Management Capabilities on Organizational Performance. *Procedia - Social and Behavioral Sciences*, 235(2016), 729–738. <https://doi.org/10.1016/j.sbspro.2016.11.074>
- Al_Duhaidahawi, H. M. K., Abdulreza, J. Z. S., Sebai, M., & Harjan, S. A. (2020). An Efficient Model for Financial Risks Assessment Based on Artificial Neural Networks. *Journal of Southwest Jiaotong University*, 55(3).
- Al Duhaidahawi, H. M. K., Zhang, J., Abdulreda, M. S., Sebai, M., & Harjan, S. (2020). The Financial Technology (Fintech) and cybersecurity: Evidence from Iraqi banks. *International Journal of Research in Business and Social Science* (2147-4478), 9(6), 123–133.
- Al Duhaidahawi, H. M. K., Zhang, J., Abdulreza, M. S., Sebai, M., & Harjan, S. A. (2020). Analysing the effects of FinTech variables on cybersecurity: Evidence form Iraqi Banks. *International Journal of Research in Business and Social Science*, 9(6), 123–133.
- Ali, N., Ali, S., Ahsan, A., Rahman, W., & Jan Kakakhel, S. (2014). Effects of leadership styles on job satisfaction, organizational citizenship behavior, commitment and turnover intention (empirical study of private sector schools' teachers). *Life Science Journal*, 11(SPEC. ISSUE 3), 175–183.
- Arar, K., & Abu Nasra, M. (2019). Leadership style, occupational perception and organizational citizenship behavior in the Arab education system in Israel. *Journal of Educational Administration*, 57(1), 101–116. <https://doi.org/10.1108/JEA-08-2017-0094>
- Avolio, B. J., & Bass, B. M. (2004). *Multifactor leadership questionnaire: manual and sampler set*. Mind Garden, Incorporated.
- Bass, B. M. (1985). Leadership: Good, better, best. *Organizational Dynamics*. [https://doi.org/10.1016/0090-2616\(85\)90028-2](https://doi.org/10.1016/0090-2616(85)90028-2)
- Bass, B. M., & Avolio, B. J. (1990). Developing Transformational Leadership: 1992 and Beyond. *Journal of European Industrial Training*, 14(5), 21–27. <https://doi.org/10.1108/03090599010135122>
- Bass, B. M., & Avolio, B. J. (1995). Multifactor leadership questionnaire: Manual leader form, rater, and scoring key for MLQ (Form 5x-Short). In *Mind Garden, Redwood City, CA*.
- Bass, B. M., & Avolio, B. J. (2004). Multifactor Leadership Questionnaire, Manual and Sample Set. In *Mind Garden*. <https://doi.org/10.1037/t03624-000>
- Burns, J. M. (1978). *Leadership*. https://doi.org/10.1007/978-4-431-09429-6_20
- Byrne, B. M. (2001). (2001). Structural Equation Modeling With AMOS, EQS, and LISREL: Comparative Approaches to Testing for the Factorial Validity of a Measuring Instrument. *INTERNATIONAL JOURNAL OF TESTING*, 1(1), 55–86. Retrieved from http://kharazmi-statistics.ir/Uploads/Public/MY_article/Structural Equation Modeling With.pdf
- Chau, P. Y. K. (1997). Reexamining a model for evaluating information center success using a structural equation modeling approach. *Decision Sciences*, 28(2), 309–334. <https://doi.org/10.1111/j.1540-5915.1997.tb01313.x>

- Dai, Y. D. Y., Dai, Y. D. Y., Chen, K. Y., & Wu, H. C. (2013). Transformational vs transactional leadership: Which is better?: A study on employees of international tourist hotels in Taipei City. *International Journal of Contemporary Hospitality Management*, 25(5), 760–778. <https://doi.org/10.1108/IJCHM-Dec-2011-0223>
- Dartey-Baah, K., & Addo, S. A. (2019). Psychological identification with job: a leadership-OCB mediator. *International Journal of Organizational Analysis*, 27(3), 548–565. <https://doi.org/10.1108/IJOA-10-2017-1262>
- Dartey-Baah, K., Anlesinya, A., & Lamptey, Y. (2019). Leadership behaviors and organizational citizenship behavior: The mediating role of job involvement. *International Journal of Business*, 24(1), 74–95.
- F.Hair, J., Black, W. C., J.Babin, B., & Anderson, R. E. (2010). Multivariate Data Analysis. In *Exploratory Data Analysis in Business and Economics* (7th ed.). https://doi.org/10.1007/978-3-319-01517-0_3
- Ghran, L. A. Z., Jameel, A. S., & Ahmad, A. R. (2019). The effect of organizational justice on job satisfaction among secondary school teachers. *International Review*, 3(3–4), 82–90. <https://doi.org/10.5937/intrev1903082L>
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (1998). Multivariate Data Analysis, 5 edition. In *Upper Saddle River, N.J. : Prentice Hall* (Vol. 5). Upper Saddle River, NJ: Prentice hall.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2009). Multivariate data analysis: A global perspective. In *Multivariate Data Analysis: A Global Perspective*. <https://doi.org/10.1016/j.ijpharm.2011.02.019>
- Hassi, A. (2018). “You get what you appreciate”: Effects of leadership on job satisfaction, affective commitment and organisational citizenship behaviour. *International Journal of Organizational Analysis*, 27(3), 786–811. <https://doi.org/10.1108/IJOA-08-2018-1506>
- Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling*. <https://doi.org/10.1080/10705519909540118>
- Jameel, A. S., & Ahmad, A. R. (2019). The effect of Transformational Leadership on Job Satisfaction among Academic Staff. In *The 34th International Business Information Management Association (IBIMA) Conference: 13-14 November 2019, Madrid, Spain*.
- Jameel, A. S., & Ahmad, A. R. (2020). The Mediating Role of Job Satisfaction between Leadership Style and Performance of Academic Staff. *International Journal of Psychosocial Rehabilitation*, 24(04), 2399–2414. <https://doi.org/10.37200/IJPR/V24I4/PR201349>
- Jameel, A. S., Ahmad, A. R., & Mousa, T. S. (2020). Organizational Justice and Job Performance of Academic Staff at Public Universities in Iraq. *Skyline Business Journal*, 16(1).
- Jameel, A. S., Hamdi, S. S., Kareem, M. A., & Ahmad, A. R. (2020). Organizational Justice and Job satisfaction among nurses. *UKH Journal of Social Sciences*, 4(2).
- Jameel, A. S., Hamdi, S. S., Kareem, M. A., Raewf, M. B., & Ahmad, A. R. (2021). E-Satisfaction based on E-service Quality among university students. *Journal of Physics: Conference Series*, 1804(1), 12039. <https://doi.org/10.1088/1742-6596/1804/1/012039>
- Jameel, A. S., Mahmood, Y. N., & Jwmaa, S. J. (2020). Organizational Justice and Organizational Commitment among Secondary School teachers. *Cihan University-Erbil Journal of Humanities and Social Sciences*, 4(1), 1–6. <https://doi.org/10.24086/cuejhss.vol4n1y2020.pp1-7>
- Jasim, Y. A. (2016). Data Modelling for SW-Commerce Concept. *Journal of Global Business and Social Entrepreneurship (GBSE), Malaysia*.
- Jasim, Y. A., Awqati, A. J., Hussien, R. A., & Lubis, N. I. (2020). Job Costing: Empirical Evidence of Bakery Production. *Accumulated Journal (Accounting and Management Research Edition)*, 2(2), 179–189.
- Jasim, Y. A., & Raewf, M. B. (2020). Information Technology’s Impact on the Accounting System. *Cihan University-Erbil Journal of Humanities and Social Sciences*, 4(1), 50–57.
- Lee, K. L., & Low, G. T. (2016). Leadership styles and organisational citizenship behaviour: Role ambiguity as a mediating construct. *Pertanika Journal of Social Sciences and Humanities*, 24(4), 1557–1577.
- Lian, L. K., & Tui, L. G. (2012). The mediating effect of downward influence tactics on the relationship between leadership style and organizational citizenship behavior. *Jurnal Pengurusan*, 36(2), 3–16. <https://doi.org/10.17576/pengurusan-2013-36-01>
- MacKenzie, S. B., Podsakoff, P. M., & Rich, G. A. (2001). Transformational and transactional leadership and salesperson performance. *Journal of the Academy of Marketing Science*, 29(2), 115–134. <https://doi.org/10.1177/03079459994506>
- Mahmood, Y. N., Raewf, M. B., & AL-Hamadany, Z. S. (2019). A Study on the Perceptual Relationship between Overtime and Output. *Cihan University-Erbil Journal of Humanities and Social Sciences*, 3(1), 27–31.
- Massoudi, A. H., Jameel, A. S., & Ahmad, A. R. (2020). Stimulating organizational citizenship behavior by applying organizational commitment and satisfaction. *International Journal of Social Sciences and Economic Review*, 2(2), 20–27.
- Massoudi, A. H., & Hamdi, S. S. (2019). Reciprocal Leadership Influence on Organizational Change. *Cihan University-Erbil Journal of Humanities and Social Sciences*, 3(1), 20–26.
- Massoudi, A. H. (2020a). Consumers Loyalty Indicator as a Drivers for Satisfaction. *Cihan University-Erbil Journal of Humanities and Social Sciences*, 4(1), 41–45. <https://doi.org/10.24086/cuejhss.vol4n1y2020.pp41-45>
- Massoudi, A. H. (2020b). The Vital Role of Pink Marketing in the Creation of Women Loyalty. *International Journal of Social Sciences and Economic Review*, 28–37.
- Massoudi, A. H., Fatah, S. J., & Ahmed, M. E. (2019). Incorporating Green Innovation to Enhance Environmental Sustainability. *WSEAS Transactions on Business and Economics*, 16, 477–486.
- Mekpor, B., & Dartey-Baah, K. (2017). Leadership styles and employees’ voluntary work behaviors in the Ghanaian banking sector. *Leadership and Organization Development Journal*, 38(1), 74–88. <https://doi.org/10.1108/LODJ-09-2015-0207>
- Nahum-Shani, I., & Somech, A. (2011). Leadership, OCB and individual differences: Idiocentrism and allocentrism as moderators of the relationship between transformational and transactional leadership and OCB. *Leadership Quarterly*, 22(2), 353–366. <https://doi.org/10.1016/j.leaqua.2011.02.010>
- Nguni, S., Slegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers’ job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School Effectiveness and School Improvement*, 17(2), 145–177. <https://doi.org/10.1080/09243450600565746>
- Omar, W. A. W., & Hussin, F. (2013). Transformational Leadership Style and Job Satisfaction Relationship : A Study of Structural Equation Modeling (SEM). *International Journal of Academic Research in Business and Social Sciences*, 3(2), 346–365.
- Organ, D. (1997). Organizational citizenship behavior_ It_s construct clean-up time. *Human Performance*, 10(2), 85–97.
- Organ, D. W. (1990). The motivational basis of organizational citizenship behavior. *Research In Organizational Behavior*, 12(1), 43–72.
- Organ, Dennis W. (1988). A Restatement of the Satisfaction-Performance Hypothesis. *Journal of Management*, 14(4), 547–557. <https://doi.org/10.1177/014920638801400405>
- Podsakoff, P. M., Mackenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational Citizenship Behaviors : A Critical Review of the Theoretical and Future Research. *Journal of Management*, 26(3), 513–563.
- Raewf, M. B., & Thabit, T. H. (2018). Influencing factors on customer satisfaction: Study on a sample of Arab restaurants in Malaysia. *LAP-Lambert Academic Publisher, Germany*.
- Raewf, M., & Thabit, T. (2015). The Student’s Satisfaction Influential

Factors at Cihan University. *International Journal of Advanced Research in Engineering & Management (IJAREM)*, 01(02), 63–72. Retrieved from <http://ssrn.com/abstract=2638744>

Ravichandran, S., & Gilmore, S. A. (2007). Formation of Organizational Citizenship Behaviors in Students Employed in University Dining Services: Impact of Manager and Co-Worker Behaviors. *Journal of Foodservice Business Research*, 10(2), 19–50. <https://doi.org/10.1300/J369v10n02>

Salam, A. (2020). Organizational justice as a predictor of organizational citizenship behaviour. *International Business Education Journal*, 13, 29–42.

Thabit, T. H., & Jasim, Y. A. (2016). The Role of Environmental Accounting Disclosure to Reduce Harmful Emissions of Oil Refining Companies. *The 3rd International Conference on Energy, Environment, and Applied Science, Ishik University, Erbil, Iraq*.

Torlak, N. G., & Kuzey, C. (2019). Leadership, job satisfaction and performance links in private education institutes of Pakistan. *International Journal of Productivity and Performance Management*, 68(2), 276–295. <https://doi.org/10.1108/IJPPM-05-2018-0182>

Yasen, K., Thabit, T., & Jasim, Y. (2015). Benefits of Relay Station to Enhance Network Signal. *International Journal of Education and Science Research Review*, 2.

Zhang, J., & Harjan, S. (2021). Investigating the effect of the social customer relationship management (CRM) on customers and financial performance: Evidence from Iraq. *International Journal of Research in Business and Social Science* (2147-4478), 10(1), 235–245.