

# The Role of Transformational and Transactional Leadership as Predictors of Organizational Citizenship Behavior in Education System

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**Abstract**—The purpose of this study is to investigate the impact of transformational and transactional leadership (TAL) on organizational citizenship behaviors (OCBs) among secondary school teachers. The survey conducted among teachers in eight secondary schools located in the Heet City of Iraq. The study utilized the questionnaire as a tool to collect the data. Likewise, the study employed a stratified technique sample due to the different number of teachers in each school. However, to ensure equal distribution, the stratified technique was more suitable for this study. A total of 174 valid questionnaires analyzed by analysis of moment structures (AMOS). The results indicated both leadership styles, transformational and transactional had a positive and significant impact on OCBs. However, the results showed that transformational leadership is more essential to enhance the OCBs among teachers than the TAL style.

**Keywords**—Transformational leadership, Transactional leadership, Organizational citizenship behavior, Schools.

## 1. INTRODUCTION

In today's challenging and changing environment, all institutions, including education institutions, are attempting to attract employees to work beyond their job requirements. Likewise, in a dynamic and highly competitive environment, an increase in staff contribution to value creation has led to a shift in leaders' perceptions of staff from a single production source to organizational citizens. Previous works have shown teachers' behaviors to include different actions such as the organizational citizenship behaviors (OCB); this word refers to their contribution to the environment of schools that go 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 human resources management and improving employee performance. Some related research has shown an increasing interest in the effect of transformational leadership (TFL) and/or transactional leadership (TAL) of management on the outcomes and efficiency of staff in schools environments

(Abu Nasra and Arar, 2019; Ahmad et al., 2021; Ali et al., 2014; Arar and Abu Nasra, 2019; Jameel and Ahmad, 2020; Massoudi, 2020; Massoudi et al., 2019; Nahum-Shani and Somech, 2011; Raewf and Thabit, 2015). Leaders following TFLs would inspire the confidence, loyalty, and respect of dependents and motivate them to participate in organization-friendly conduct that exceeds expectations (Bass, 1985); in contrast, TAL leaders are subject to pre-determined targets based on rewards and contingent incentive strategies and outstanding management (Bass and Avolio, 1990; 2004). Both leadership styles TFL and TAL have been confirmed significantly correlated and impact on OCBs (Dartey-Baah and Addo, 2019; Dartey-Baah et al., 2019). Several prior studies investigated and examined both styles of leadership, TFL and TAL, in the school context (Ali et al., 2014; Jameel et al., 2020; Nahum-Shani and Somech, 2011; Nguni et al., 2006). However, empirically, there are inconsistencies of results. For example, TFL has a positive impact on OCBs (Lee and Low, 2016; Nguni et al., 2006), while TFL had insignificant impact on OCBs (Dai et al., 2013). Further, TAL

has a positive impact on OCBs (Ali et al., 2014; Mekpor and Dartey-Baah, 2017; Nguni et al., 2006) and non-significant impact with Al-Duhaidahawi et al., 2020; Jameel et al., 2021; Lian and Tui, 2012; and Mahmood et al., 2019. OCBs are a dilemma which has received growing attention in the school sector (Abu Nasra and Arar, 2020; Dartey-Baah and Addo, 2019). The impact on OCBs has been examined in several studies in the Western environment. The findings of studies conducted in the west of the environment could not generalize the Iraqi environment due to differences in culture, infrastructure, and education system. Most of the former studies regarding leadership and OCBs have been conducted in the hospitality sector (Dartey-Baah and Addo, 2019; Dartey-Baah et al., 2019; Nguni et al., 2006) and manufacturing industry (Hassi, 2018; Lee and Low, 2016) while limited studies conducted among school teachers (Abu Nasra and Arar, 2020; Ali et al., 2014), particularly in Iraq context (Al Delawi, 2019).

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 ability to learn and join the schools. Nevertheless, over 3.2 million Iraqi children cannot enter the schools due to several security issues and displacement issues, particularly in the district West of Iraq (Ahmad and Jameel, 2021; Al-Dalawi, 2015). Meanwhile, academic staff in Iraq facing a low level of satisfaction and job security which is detrimental to the academic performance (Ahmad and Jameel, 2018).

The purpose of this study is to examine the impact of TFL and TAL on CBs among secondary school teachers and finds which style is more important to teachers.

## II. LITERATURE REVIEW

### A. OCB

OCBs apply to activities that are primarily non-discretionary and non-formal but which are shown by participants to lead to common job results without seeking immediate personal benefits. OCBs among the teachers can define as a teacher performs tasks with the school, the teaching staff, and students above and beyond their formal duties to promote the school and achieve its objectives. OCB typically represents behaviors undertaken by employees through personal choices that do not receive direct incentives and could contribute to the development of the workplace (Organ, 1997) and organizational effectiveness and efficiency (Massoudi et al., 2020). According to Arar and Abu Nasra (2019), OCBs teachers' refer to three features; first, the activity should be voluntary and not part of the formal duties of employment. Second, the emphasis is on an organization's actions but is promoted or perceived as helpful to an organization. Third, by this interpretation, OCB is by its nature multidimensional. OCBs have a discretionary individual behavior, which is not explicitly acknowledged and clearly by the structured reward system but encourages the efficient operation of an institution in its entirety (Jasim and Raewf, 2020; Massoudi et al., 2020; Massoudi and Hamdi, 2019; Organ, 1988; Salam, 2020).

According to Organ (1998; 1990), OCBs consist of five specific dimensions:

Altruism: Behaviors aimed, for example, at helping an overload colleague to complete a task or to solve a work-related problem. Conscientiousness: Altruism targets the individuals while conscientiousness targets the organization, devotion, and allegiance to the institution. Sportsmanship represents cases in which an individual agrees on awkward circumstances without complaint or criticism. Civic virtue: The duty and successful working of the employee for the organization. Courtesy: Individual actions are requiring cooperation and communication with coworkers on organizational tasks. The majority of individuals who display OCB do so to express their loyalty to their organization or to fulfill higher-order needs or to align their actions with their beliefs (Al-Delawi and Ramo, 2020; Al-Delawia, 2019; Piccolo and Colquitt, 2006).

### B. Leadership Styles; TAL and TFL

The concept of TAL is based on the premise that people are driven by rewards and punishments. TAL is ideally suited for social networks that operate best with a simple command chain. The subordinate's primary duty is to do what superiors order them to do. TAL is autocratic in nature since the chief wants the members to comply with the orders and laws (Bass, 1985). TAL promotes enthusiasm among members through the use of a scheme of incentives (Bass, 1985).

TFL and TAL are based on the core distinctions and critical features by which leaders inspire followers and how leaders respond to the beliefs and emotions of their followers (Burns, 1978).

According to Bass (1985), TAL motivates workers using a reward system. Meanwhile, the transactional leader 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 behaviors of the individuals are, therefore, tailored to the anticipated rewards. TAL motivates followers by an appeal for self-interest and is based on an exchange arrangement, which trades followers' compliance for anticipated rewards.

TAL required the sharing value of things that did not pursue mutually higher standards or that were sufficient to produce minimum organizational performance. This kind of leadership can create a productive and efficient workforce but is limited if we compared with TFL. In comparison to TAL the TFL, means raising their followers' levels of motivation beyond trade standards and thereby achieving greater performance and self-actualization (Jameel and Ahmad, 2019a; 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: Idealized influence (II) and inspirational motivation (IM). II refers to how the subordinates view

a leader in terms of confidence, trust, strength, and consistency (Ahmad et al., 2021). The leader has ethical standards and prioritizes the interests of followers over his or her own. However, according to Avolio and Bass (2004), the II consists of two elements the behavioral and attributed. Behavioral refers to the leader behaves, while attributed refers to how his followers perceive the leader. IM: The leader has a clear vision that is easily transferred to his supporters as tiny, easily achieved strategic objectives. He encourages his supporters to pursue their vision of the institution with the same enthusiasm to accomplish these goals. By effective communication, the followers become an essential element in the achievement of the idea of the business (Torlak and Kuzey, 2019). Intellectual stimulation (IS) refers to leaders' behaviors, which enhance the follower's perception of the issues and challenges they face. Usually, IS used by the leaders to identify the problems in the current workplace. IS indicates how a leader inspires members to identify new and more efficient ways to complete work (Jameel and Ahmad, 2019b). The leader inspires workers to investigate and find new methods to solve the problems and does not criticizes them (Avolio and Bass, 2004). Individualized 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) and 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 and 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 decreases and takes corrective action to enhance the performance. Leaders closely watch the success and failures of followers (Nguni et al., 2006). While the passive means the leader will not take action until a problem occurs and will not advise subordinates until the mission is accomplished. Leaders may not know about issues until they are notified by others and usually fail to interfere before serious problems arise (Nguni et al., 2006).

### C. TFL, TAL, and OCBs

Several studies have indicated a direct and significant impact of TFL on OCBs in several sectors (Dartey-Baah et al., 2019; Lian and Tui, 2012; Mekpor and Dartey-Baah, 2017). However, Ali et al., 2014 and Nguni et al., 2006, found a direct impact of TFL on the OCBs among teachers. On the other hand, studies conducted by Abu Nasra and Arar, 2020 and Arar and Abu Nasra, 2019, reported TFL insignificantly related to OCBs among teachers. TAL appears to be focused on an interchange between leader and subordinate. TAL inspires subordinates 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 the previous studies between TAL and OCBs. For example, Ali et al., 2014; Dartey-Baah and Addo, 2019; Dartey-Baah et al., 2019; and Nguni et al., 2006, reported that TAL has a positive and significant impact on OCBs. On the other hand, studies conducted by Abu Nasra and Arar (2020); Arar and Abu Nasra (2019); TAL has a non-significant effect on OCBs among teachers.

Lee and Low, 2016, reported that 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) indicated that both styles of leadership, transformational and transactional have negative OCBs effect among employees. According to Nahum-Shani and Somech (2011), research tends to rely on the assumption that TFL affects OCBs more than TAL. MacKenzie et al. (2001) maintained that this leadership style is focused on transfers of performance incentives and that it is less likely impact on extra positions such as OCBs. While employees often view OCBs as part of their requirements, these behaviors, which are focused on employee incentives, continue to be conditioned by the rewards of leaders (Nahum-Shani and Somech, 2011).

**H<sub>1</sub>:** TFL has a positive and significant impact on OCBs among teachers.

**H<sub>2</sub>:** TAL has a positive and significant impact on OCBs among teachers.

### III. METHODOLOGY

The study conducted in eight public schools in Heet city, Iraq. The sample size consists of 210 teachers, and stratified random sampling was deployed in this study due to the differences in the population of each school. The study collects data using a questionnaire tool. A total of 210 questionnaires distributed to the eight schools. After follow-ups, a total of 183 responses collected, making the response rate 87.14%. However, the data were examined for missing values and outliers. This has resulted in the reduction of 9 responses making the complete and usable responses 174. These responses are sufficient for the use of analysis of moment structures (AMOS) (Alaaraj et al., 2018; Alaarj et al., 2017a; 2017b; 2016). The data are normally distributed and no multicollinearity issues among the variables. In addition, no response bias was examined. The early responses are not different from the late responses. The data analyzed by two statistical software SPSS to data coding and to find the descriptive results. However, AMOS was used to find the model fit and the path analyses. The measurement was adopted from previous studies. However, the items were translated into the Arabic language to be more accurate and understandable for participants because all the items were adopted from the previous studies in the English

language, “translation-back translation” process (Brislin, 1980). Five-point Likert scale was deployed from strongly disagree to strongly agree. The number of items and the resource depicted in Table I.

IV. FINDINGS

A total of 174 respondents have participated in this study. A total of 70% of the respondents are male older than 30 years (2.5%) and holders of PhD degree (5%) while those holders of master degree and 92.5 holder bachelor. The majority of the respondents are teachers with 79.1% have experience of more than 5 years.

A. Confirmatory Factor Analysis

The purpose of this step is to ensure the validity and reliability of model as well the model fit indices. There are several steps should conduct to achieve the validity and reliability. The factor loadings (FLs) should exceed 0.6 and the composite reliability (CR) 0.7 as well the average variance extracted (AVE) 0.5 (Hair et al., 2017). As Table II depicted, the FL of all items exceeded the cutoff level 0.6. All the items reflected high reliability and exceeded the cutoff level 0.7 and AVE indicted all the variables exceeded 0.5.

The discriminate validity according to Hair et al. (2017) to achieve the discriminate validity the factor should correlated with itself higher than other in other word the factor should be greater than their rows and columns as depicted Table II in bold font, thus, the discriminate validity achieved.

TABLE I: NUMBERS OF ITEMS AND RESOURCE

Variables	Number of items	Sources
TFL	5	(Dai et al., 2013; Torlak and Kuzey, 2019)
OCBs	5	(Dai et al., 2013; Hassi, 2018)
TAL	5	(Dai et al., 2013; Torlak and Kuzey, 2019)

TFL: Transformational leadership, OCB: Organizational citizenship behavior, TAL: Transactional leadership

TABLE II: VALIDITY, RELIABILITY, AND DISCRIMINATE VALIDITY

	Items	FL	CR	AVE	TFL	OCBs	TAL
TFL	TFL1	0.686	0.903	0.652	0.807		
	TFL2	0.814					
	TFL3	0.768					
	TFL4	0.733					
	TFL5	0.672					
OCBs	OCB1	0.694	0.893	0.627	0.458	0.792	
	OCB2	0.862					
	OCB3	0.857					
	OCB4	0.819					
	OCB5	0.709					
TAL	TAL1	0.794	0.855	0.543	0.222	0.275	0.737
	TAL2	0.887					
	TAL3	0.761					
	TAL4	0.775					
	TAL5	0.811					

TFL: Transformational leadership, OCB: Organizational citizenship behavior, TAL: Transactional leadership, FL: Factor loading, AVE: Average variance extracted

B. Model Fit

By assessing the model fit indices, the results have shown all the indices of the model acceptable RAMSE = 0.065 < 0.08, CFI= 0.958 >0.9, GFI =0.906 >0.9 and NFI = 0.913 which indicates that the model is fit (Fig. 1).

C. Path Analysis

The aim of this step is to examine the hypotheses. The first hypothesis proposed to examine the impact of TFL on OCBs among teachers and the results indicated that TFL had positive and significant impact on OCBs due to  $P = 0.000 < 0.05$ . Thus, H1 supported.

The second hypothesis proposed to examine the impact of TAL on OCBs among teachers and the results indicated that TAL had positive and significant impact on OCBs due to  $P = 0.017 < 0.05$ . Thus, H2 supported. As well, the results showed TFL highly impact on OCBs compered to TAL due to the estimate ( $\beta$ ) TFL 0.4546 and TAL 0.1853 (Table III and Fig. 2).

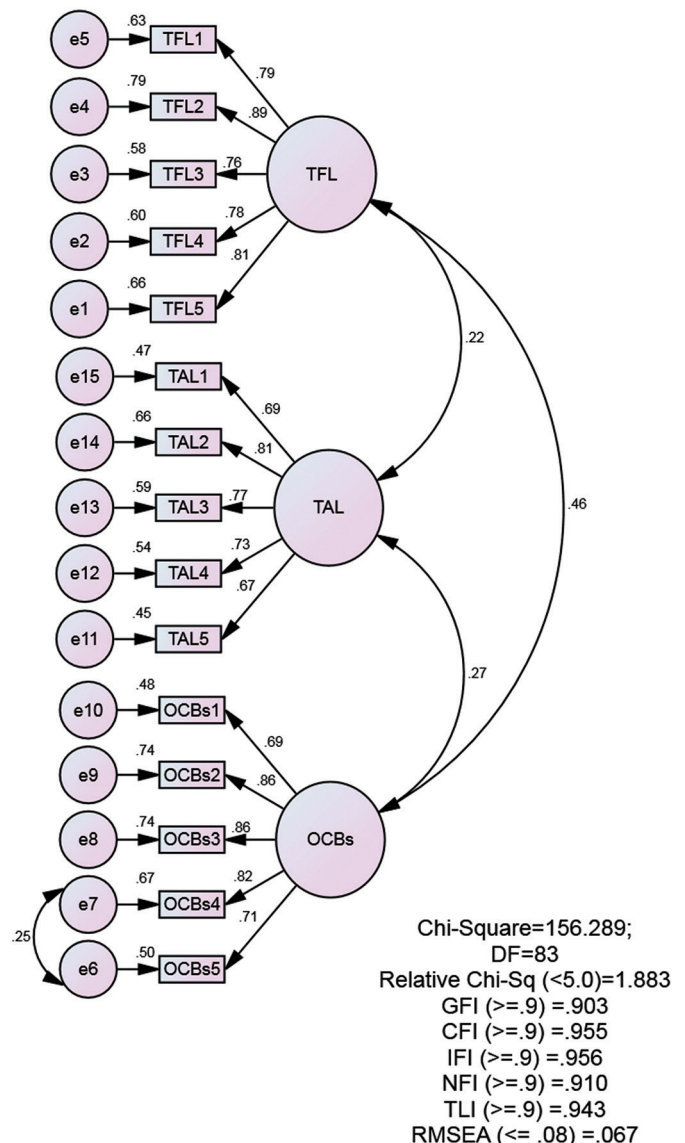


Fig. 1. Measurement model

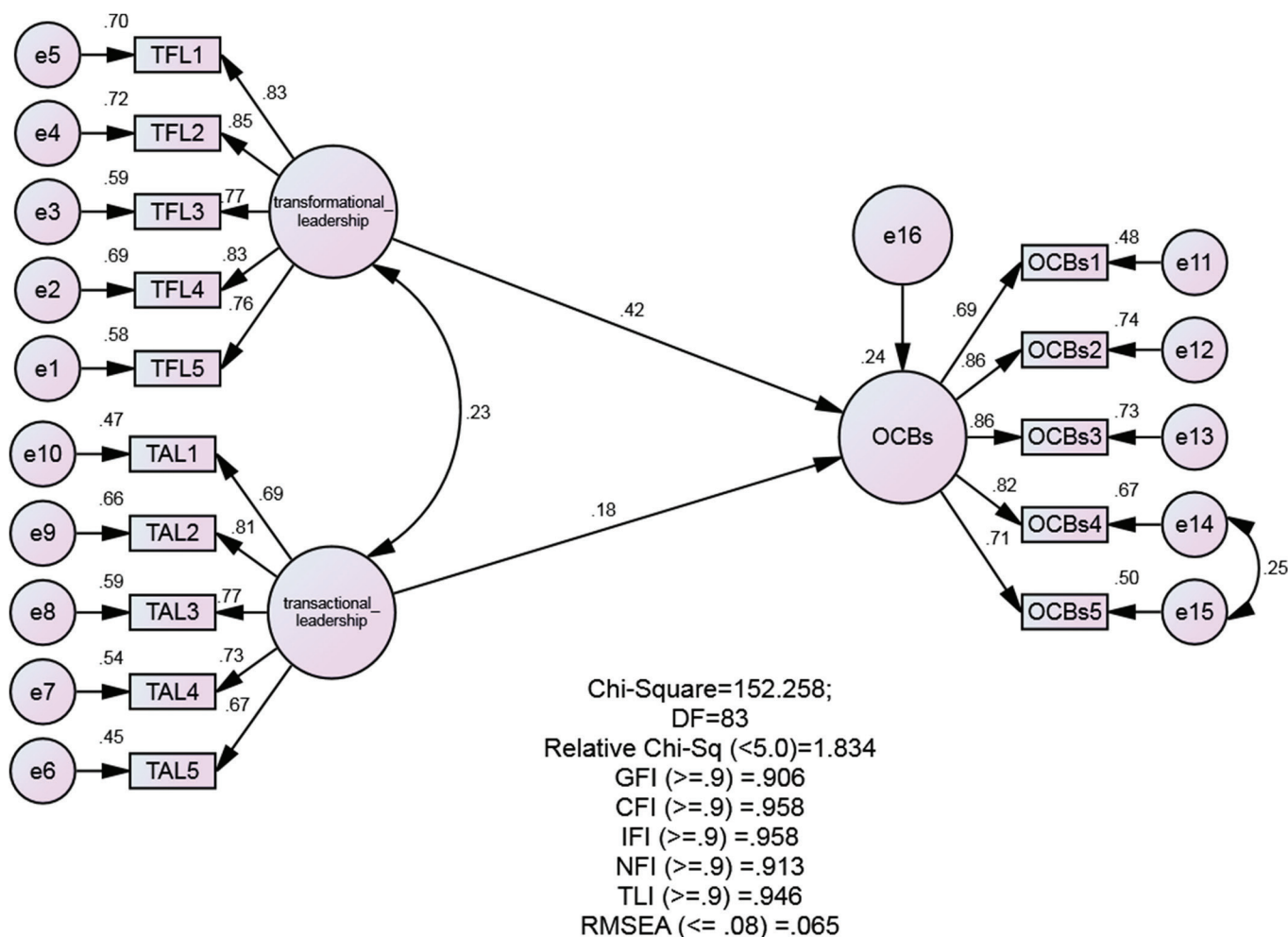


Fig. 2. Structural model

TABLE III: HYPOTHESES RESULTS

H	DV	IV	Estimate (β)	S.E.	C.R.	P	Label
H1	OCBs	<--- TFL	0.4546	0.0890	5.1073	0.000	Supported
H2	OCBs	<--- TAL	0.1853	0.0782	2.3692	0.017	Supported

OCBs: Organizational citizenship behaviors. TFL: transformational leadership. TAL: Transactional leadership

### V. DISCUSSION

The results showed that the TFL and TAL had a positive and significant impact on OCBs mean both leadership styles increase teachers OCBs. However, TFL has a higher impact on OCBs than TAL among teacher. TFL has a positive impact on OCBs among teachers. This result is aligned with the existing literature, for example, Ali et al., 2014 and Nguni et al., 2006, they reported that TFL has a significant impact on OCBs among teachers. This finding indicates when the school principals as a leader displays behaviors toward empowering and encourage their teachers beyond subordinates' self-interests, teachers may have more extra role behaviors 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 principals 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. In addition, if leaders instill 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, for example, Ali et al., 2014 and Nguni et al., 2006, they reported that TFL has a significant impact on OCBs among teachers. This means that when school principals assign incentives in return for teachers' performance, certain teachers are likely to influence the exhibition extra role behaviors. However, school principals should offer incentives and bonuses to motivate and increase the ability of teachers to engage in OCBs. Leaders in Arab countries and Iraq, with their various leadership styles, will lead to having distinct effects on understanding and efficiency of employees.

#### A. Limitations and Future Research

The current study conducted among secondary schools' teachers, and the current results could not generalize to other sectors. future research may extend these findings to the business sector to enhance the generalizability. The current

study only examined the direct impact of leadership style on OCBs. Future research could extend this study by finding the causal effect by examining the mediating role to understand the factors that may enhance the impact of leadership style on OCBs

## VI. CONCLUSION

The results indicated TFL more important compared to TAL among schools' teachers as well our results imply that leadership might address transformational leader behavior by providing supervisors with the information and skills they need, particularly high-stakes changes. School principals must be more conscious of how their job and actions impact teachers' opinions of their profession – and their performance – to enhance the overall sentiment of all teachers. Principals can use TFL to generate and encourage good thoughts and attitudes among teachers about their profession. As a result, principle training programs might be designed to equip principals with skills and tactics to help imbue meaning to occupations that would otherwise appear less vital or meaningful.

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