Primary School leadership Practice towards organizational Citizenship Behaviour in Malaysia Primary School

Abdullah Ibrahim
Yahya Don
Universiti Utara Malaysia (UUM)
06010 Uum Sintok
Kedah, Malaysia
Tel: +60199657060
Emel: toksetiu@yahoo.com

ABSTRACT

This study aimed to determine the level of transformational leadership practices by primary school leaders towards Organizational Citizenship Behavior (OCB). This study is a quantitative survey in which questionnaires are used. The general objective of the study that will be conducted is to determine the level of primary school leaders' transformational leadership toward teachers who are under their administration by using OCB. The questionnaire used in this study is divided into three parts. The first part of the questionnaire is questions about the demographics of the respondents. The second part of the questionnaires is the dimensions of 20 Organization Citizenship items by Podsakoff (1990). While the third part of the research question contains 20 items that describe the transformational leadership style based on instruments built by Bass and Avolio (1995). A total of 102 respondents had cooperated in the success of this study and two types of statistics that were used are descriptive statistics and statistical inference. The study descriptively indicate a majority of respondents tend to dimension of stimulate the intellectual (6:09 min) compared to dimension of trigger motivation (5.98 min), the dimensions of individual consideration (5.88 min) and the dimension of charismatic (mean 5.40). Stimulate intellectual is the fourth dimension contained in transformational leadership. T Tests that conducted found no significant difference between organizational citizenship behavior with respondent genders' (t (97) = 1.561, p > 0.05). One of the study objectives was to examine the relationship between Transformational Leadership and Organizational Citizenship Behavior. Therefore, the correlation test was used and the results showed a significant relationship between transformational leadership and organizational citizenship behavior (r = 0.431). In this regard, the role and responsibilities of primary school leaders also need to be changed from time to time. They also have to try to change according to

time and situation. The mission and the vision to make an excellent school will be achieved if a primary school leader has the characteristics of effective leadership. Conversely, it will bring bad effects on school achievement if a primary school leader has poor characteristics in leadership.

Keywords: transformational leadership, organizational citizenship behavior, primary school leader, primary school

1.   Introduction

Behavioral Citizenship Organization, better known as OCB was first introduced by Bateman and Organ (1983). Since then, it has been discussed thoroughly and was significantly associated with a positive performance in an organization. However, not many researches have been done in Malaysia although OCB seems important to the organization, and it is very rarely spoken of by the organization management in public sector. According to the Organ (1988), OCB is defined as the behavior of individuals within an organization. OCB has identified as important to the effectiveness of the organization and teamwork (Bateman and Organ, 1983; Organ, 1988 and Podsakof, 1997). In previous studies, researchers have noted that OCB has contributed to organizational commitment (Podsakoff, MacKenzie and Boomer, 1996) and a good service in organizations (Bienstock, DeMoranville and Smith, 2003).

Transformational leadership is a leadership style that has relationships with various elements of management. This leadership style is a leader who able to motivate the subordinates to do work beyond what they think before (Bass, 1995). A study done by Parry (2003) has found that there are positive effect in public organization transformational leadership style on innovation and organizational effectiveness. Gadot (2007) explained that the transformation manager will perform with the ability and able to educate and support the subordinates. Leadership is a very complex process that involves a person's ability to influence the subordinates to achieve the organization's mission and vision, tasks or objectives to make the organization more efficient and effective. Someone who experiences this process will apply its leadership attributes (beliefs, values, ethics, character, knowledge, and skills). In this context, the position as a manager, supervisor, or chief and so, empower a person to complete a task or achieve certain objectives in the organization that leaded.

Thus, educational leadership principles are intended to provide guidance and help school leader about what they need to know and do. There are several related principles of educational leadership.

Among them are:

i.   Know yourself and try to improve the capabilities**.** In order to know the capabilities and self abilities, primary school leader need to understand what should be known and done (attribution).

ii. Mastering technical skills**.** To be a successful primary school leader in school and respected, you have to know your job and task list and have in-depth knowledge about teachers and their work.

iii. Responsible for the action**.** Researching the methods to drive the organization toward or higher levels.

iv. Assess the situation and time in decision making**.** Use the troubleshooting methods that are best for planning and decision making.

2.   Issues

Teacher's behavior in the implementation of KBSR was investigated by the Federal Inspectorate (1982) and has stated that most of the primary school leaders were not able to appreciate and carry out the curriculum syllabus that has been designed by the Ministry of Education. Nor Azmi (1987) stated that, one of the reasons is because of the teacher's competence level still at the old stage. Study explains that nearly half of the teachers who have met stated that their primary school leader unable or incapable of providing guidance to them. Instead, assistance and guidance only obtained from their friends only. The Ministry of Education has used various strategies to ensure the successful implementation of KBSR. However, the involvement of primary school leaders themselves is a key pillar, because they determine the success or failure of KBSR.

Since there are not many studies have been conducted to measure the teachers' OCB and relationship of transformational leadership with teachers' OCB especially in Terengganu, a study should be conducted to see the level of relationship between primary school leader transformational leadership's behavior with school organization citizenship behavior (OCB).

The general objective of the study that will be conducted is to determine the level of primary school leaders' transformational leadership toward teachers who are under their administration by using OCB.

3.   Methodology

This study was conducted in primary schools in the Kuala Terengganu district involving 150 teachers including 35 schools. There are several previous studies related to transformational leadership has been conducted by researchers before, such as Brown (2008) who have studied about transformational relationship with employee performance. Gerome (2008) has also made studies on transformational leadership and fair relationship between leaders and followers in the organization. All the studies involved four dimensions which are the idea influences, inspiration motivation, intellectual stimulation, and individual consideration.

Teachers who were involved consist of teachers from grade DGA 29, 32, 34, 38, and Grade DG 41 to 44, based on their respective areas that representing 80 teachers representing South Kuala Terengganu and 70 teachers representing the North. The questionnaire is the main instrument of study. It is a set of questions that are divided to three main sections, which are sections A, B, and C. Section A: Teacher's information, Section B: Teacher's Knowledge, Section C: Primary school leader's Leadership Practices in organization. The questionnaire that used by teachers are related to transformational leadership and organizational citizenship behavior (OCB).

The question of analysis used in this study is divided into three parts. The first part of the questionnaire is questions about the demographics of the respondents such as age, gender, grade, and their workplace. The second part of the questionnaire asked the respondents to rank their organizational citizenship behavior (OCB) based on Podsakoff's (1990) 20 items of organizational citizenship behavior (OCB). Likert scale is used as the stage 1 (strongly disagree) to 7 (strongly

agree). The third part of questionnaire also contains 20 items, which are describing the superior transformational leadership style, as subordinates felt. The research questions are based on Bass and Avolio (1995). This includes all four dimensions of transformational leadership. Likert scale which ranked from 0 (not at all) to 4 (frequently) was used in part three.

4.   Findings

One of the objectives of the study was to examine the relationship between Transformational Leadership and Organizational Citizenship Behavior. Therefore, the correlation test was used and the results showed a significant relationship between transformational leadership and organizational citizenship behavior. This situation supports the findings of Podsakoff et al (2000), Li Pine et al (2002) and Twigg, Fuller and Hester (2007) which stated that transformational leadership affect citizenship behavior.

The development and progress in educational system's developments and progress is a key pillar to develop the country. The education system in Malaysia is at the stage of development that is constantly changing according to the needs and demands of the challenging time. Therefore, the effectiveness of the education system should be focused to ensure the country's progress. Besides, success in the education system is depending on the governance of the educational organization system itself.

One of important organization that aims to ensure the progress in education field is school organization which is leaded by the principal for secondary school and primary school leader for primary school level. The factor that influences the effectiveness of the educational organization is an atmosphere or climate of the school. This organizational climate established by the organization employee's perception and became the basis for the establishment of an employee attitude towards the organization. Therefore, organizational climate can influence the behavior of employees to the organization itself. In addition, there are qualities in employees in an organization also affect school achievement and school improvement.

Principals or primary school leaders at school must practice open-minded policy, which is emphasize the idea of teachers, students and non-academic staff. Principals or primary school

leaders need to involve all the employees in decision making process and should always give support to teachers on their teaching practices and promote them to being innovative in delivering information and learning process. Let the teachers blend with the innovation to strengthen the performance of pupils in order to achieve the requirements of the national education philosophy.

The study descriptively indicate a majority of respondents tend to the dimension of intellectual stimulate (6:09 min) compared to trigger motivation dimension (5.98 min), the dimensions of individual consideration (5.88 min) and the charismatic dimension (mean 5.40). Intellectual stimulate is the fourth dimension contained in transformational leadership. In this dimension, transformational leadership try to push the subordinate to think critically, be a creative and innovative subordinate to solve the organization problem (Bass, 1985). This leadership style is more helpful, supportive, and creative thinking to subordinates (Bass, 1985).

However, the result showed that the level of organizational citizenship behavior among teachers in Kuala Terengganu is in the low category. This situation may occur because of work pressure and increase of workload as a teacher nowadays. At the same time, the position of primary school leader is a trust and great responsibility in ensuring the governance of the organization running smoothly. The next objective is to identify transformational leadership and organizational citizenship behavior based on gender and the results showed that there are no significant differences. This finding do not support the findings of a study by Piercy et al. (2002), Teh Siew Hong (2000) and Hazman Fitr (2001) which states that there is a difference of demography aspects with the Organization Citizenship Behavior.

5.   Conclusion

In conclusion, this study has shown that only service period show the difference with organizational citizenship behavior, while other demographic aspects such as gender, age, grade, and academic qualifications did not show any difference. In addition, the analysis found that there is relationship between transformational leadership and organizational citizenship behavior.

Therefore, the role and responsibility of the primary school leader also need to be amended from time to time. They must try to change according to time and circumstances. The mission and vision

of the organization to make a school of excellence, glory and distinction will be achieved if a primary school leader has the effective leadership characteristics. Conversely, if a primary school leader has poor characteristics in leadership, bad effects on the achievement of the organization of the school will be happen.

REFERENCES

Aquino,K.&Bommer,W.H. (2003*).Preferential mistreatment: How victim statusModerates the relationship between organizational behavior and Workplacevictimization. Organizational Science,* 14(4), 374-385.

Bamberger, P. & Mashoulam, I. (2000). *Human resource strategy: Formulation,Implementation and impact.* Sage Publications, Thousand Oaks. CA

Bass, B.M. (1985). *Leadership and Performance beyond Expectations, Basic Books, NewYork.*

Bass, B.M. & Avolio, B. J (2004*). Multifactor Leadership Questionnaire, Mind Garden,Inc*

Aminudin Mohd Yusuf 1994. *Kepimpinan Motivasi dan Prestasi. Kuala Lumpur: Dewan Bahasa dan Pustaka*

Ahmad Sarji, A. H. (1994). *Wawasan pentadbiran awam Malaysia. INTAN. Kuala Lumpur*

Ali, A., Abu, D. S., Aminah, A., & Bahaman, A. S. (2008). The relationship between transformational leadership behaviors, organizational justice, leader-member exchange, perceived organizational support, trust in management and organizational citizenship behaviors. *European Journal of Scientific Research, 23(2), 227-242.*

Ali, A., Abu, D. S., Aminah, A., & Bahaman, A. S. (2008*).* The relationship between leader-member exchange, organizational inflexibility, perceived organizational support, interactional justice and organizational citizenship behavior. *African Journal of Business Management, 2(8), 138-145.*

Aquino, K. & Bommer, W. H. (2003). *Preferential mistreatment: How victim status moderates the relationship between organizational behavior and workplace victimization.* Organizational Science, 14(4), 374-385.

Bamberger, P. & Mashoulam, I. (2000*). Human resource strategy: Formulation, Implementation and impact.* Sage Publications, Thousand Oaks. CA

Bass, B. M. (1985). *Leadership and Performance beyond Expectations,* Basic Books, New York.

Bass, B. M. & Avolio, B. J. (2004). *Multifactor Leadership Questionnaire,* Mind Garden,Inc

Bateman, T. S. & Organ, D. W. (1983). Job satisfaction and the good soldier:the relationship between affect and employee citizenship. *Academy of Management Journal,* 26(4), 587 – 595.

Bienstock, C. C., DeMoranville, C. W., & Smith, R. K. (2003). Organizational citizenship behavior and service quality. *Journal of Services Marketing, 17(4), 357-378.*

Bolino, M.C. (1999). *Citizenship and impression management: Good soldiers or good actors.* Academy of Management Review, 24(1), 82-98.

Brown, E. A. (2008). *Dimensions of transformational leadership and relationship with employee performance in hotel front desk staff.* Retrieved from ProQuest LLC.

Burns, J. (1978). *Leadership. New York :* Harper & Row.

Casimir, G. (2001). *Combinative aspects of leadership style: The ordering and temporal spacing of leadership behaviors.* Leadership Quarterly, 12(3).

Chelladurai, P. (1999). *Human resource management in sport and recreation. Human Kinetics.* Champaign, IL.

Che Su, M., Maznah, A.H. & Faizah, A. (2007*). The relationship between work culture and organizational citizenship behavior among Malaysisan employees.* Paper presented at The International Conference, Singapore Management University,

Coakes, S. J., Steed, L. & Dzidic, P. (2006). SPSS version 13 for windows: analysis without anguish. Australia: John Wiley and Sons Australia Ltd.

De Jong, J. P. J., & Hartog, D. N. D. (2007). How leaders influence employees' innovative behavior. *European Journal of Innovation Management, 10(1), 41-64.*

Deluga, R. J..(1998*). Leader-member exchange quality and effectiveness ratings. Group & Organization Management, Vol. 23(2), 189-216.*

Ehrhart, M. G. (2004). Leadership and procedural justice climate as antecedents of unit-level organizational citizenship behavior. Personnel Psychology, 57(1), 61-95.

Findley, H. M., Giles, W. F., Mossholder, K. W..(2000). Performance appraisal process and system facets: Relationships with contextual performance. *Journal of Applied Psychology,* Aug2000, Vol. 85(4), p634-640

Gadot, E. V. (2007). Leadership style, organizational politics, and employees' performance. Personnel Review, 36(5), 661-683.

Gerome, S. C. (2008*). An examination of relationships between transformational leadership behavior and interactive justice perceptions amon membership of a local chapter of human resource professionals.* Retrieved from ProQuest LLC.

Gill, A.S., Flaschner, A.B., & Shacher, M. (2006). Mitigating stress and burnout by implementing transformational-leadership. *International Journal of Contemporary Hospitality Management, 18, 469-481.*

Hackett, R. D., Farh, J.L., Chen,Z., Wang, A. C. & Cheng, B. S. (2006). *Transformational leadership and OCB:* A test of a moderated mediated model. Academy of Management.

Jamaluddin, A.D. & Malek, M. Y. (2005). *Strengthening Public Service Delivery: Forging Ahead Together*. INTAN, Kuala Lumpur.

Kelloway, E. K., & Barling, J. (2000). What we have learned about developing transformational leader. *Leadership & Organization Development Journal*, 21(7), 355-362.

Kelly, M. L. (2003). Academic advisers as transformational leaders. *The Mentor: An Academic Advising Journal*

Kent, T. W., Crotts, J. C., & Azziz, A. (2001). Four factors of transformational leadership behavior. *Leadership & Organization Development Journal, 22(5), 221-229.*

LePine,J.A., Erez,A. & Johnson,D.E.(2002). The nature and dimensionality of organizational citizenship behavior: A critical review and meta-analysis. *Journal of Applied Psychology, 87(1), 52-65.*

Lo, M. C., Ramayah, T., & Kueh, J. S. H. (2006). An investigation of leader member exchange effects on organizational citizenship behavior in Malaysia. *Journal of Business and Management, 12(1), 5-23.*

Lo, M. C., & Ramayah, T. (2009). *Dimensionality of organizational citizenship behavior (OCB) in a multicultural society:* The case of Malaysia. International Business Research, 2(1), 48-55.

Organ, D. W. (1988). *Organizational citizenship behavior: the good soldier syndrome.* Lexington Books. Lexington, MA.

Organ, D. W., Podsakoff, P. M. & MacKenzie, S. B. (2005). *Organizational citizenship behavior: Its antecedents and consequences*. Business and Economics.

Piercy, N., Harris, L. and Lane, N. (2002), "Market orientation and retail operatives' expectations*", Journal of Business Research,* Vol. 55, pp. 261-73

Parry, K.W. & Proctor-Thomson, S. B. (2003). Leadership, culture and performance: The case of the New Zealand public sector. *Journal of Change Management,* 3(4),376-399.

Podsakoff, P. M., MacKenzie, S. B., & Bommer, W. H. (1996). Transformational leader behaviors and substitutes for leadership as determinants of employee satisfaction, commitment, trust, and organizational citizenship behaviors. *Journal of Management*

Rowold, J. & Schlotz, W. (2009). *Transformational and Transactional Leadership andFollowers' Chronic Stress,* Leadership Review, Vol. 9, 35- 48.

Sekaran, U. (2003*). Research method for business: a skill business approach, (4th ed.)* John Wiley and Sons Inc.

Slack, T. (1997). *Understanding sports organizations: The application of organization theory. Human Kinetics.* Champaign IL.

Twigg, N. W. (2004*). Transformational leadership, perceived union support, and union citizenship behavior: a social exchange and social identity perspective.* Retrievefrom ProQuest LLC.

Van Dyne Linn, Graham Jill W. and Dienesch Richard M. (1994), "Organizational Citizenship Behavior: Construct Redefinition, Measurement and Validation*", Academy of Management Journal, Vol. 37 (4),pp. 765-802*

Veiga, J.F. (1981). Plateaued versus nonplateaued managers: Career patterns, attitudes, and path potential. *Academy of Management Journal, Vol. 24(3), 566-57*

Walumba, F.O., Wange, P., Lawler, J.J., & Shi, K. (2004). The role of collective efficacy in the relations between transformational leadership and work outcomes. *Journal of Occupational and Organizational Psychology,* 77, 515-530.

Wang, H., Law,K.S., Hackett, R.D., Wang,D. & Zhen, X. C. (2005). Leadermember exchange as a mediator of the relationship between transformational leadership and followers' performance and organizational citizenship behavior. *Academy of Management Journal, Vol.* 48(3), 420-423.