

The Relationship between Transformational Leadership among Principal with Organizational Citizenship Behavior in Secondary School in the East Coast Malaysia

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Abstract— The purpose of this research is to identify the level of Transformational Leadership of Principal towards Organizational Citizenship Behavior (OCB). This research is a survey using questionnaire distributions. The questionnaire utilized in this research is divided into three parts. The first part of the questionnaire involves the questioning of the respondent demographics. The second part is the 20 items of the dimension of Organizational Citizenship Behavior based on Podsakoff (1990). While the third part of the study questions contains 20 items describing the style of Transformational Leadership based on instruments built by Bass and Avolio (1995). A total of 102 respondents have collaborated in the success of this research, and two types of statistics were used, which named descriptive statistics and inference statistics. The results of the study showed that the majority of the respondents were tending to the intellectual stimulating dimensions (mean 6.09) compared to the motivational dimensions (min 5.98), individual consideration dimensions (min 5.88) and charismatic dimensions (min 5.40). The intellectuals' stimulation is the fourth dimension embodied in transformational leadership. The T-test was found to have no significant relationship between the organization's citizenship behavior and the gender of the respondent. One of the objectives of the study is to investigate the relationship between Transformational Leadership and Organization Citizenship Behavior. Hence, the correlation test has been used and the findings show a significant relationship between transformational leadership and the organization's citizenship behavior ($r = 0.431$). As such, the role and responsibility of the Principals also need to change from time to time and they also need to alter them based on time and situation. If a principal has effective leadership qualities, then the mission and vision of making an outstanding school can be achieved. On the other hand, if a principal lacks character in his or her leadership, then it will give an unfavorable effect on the achievement of a school.

Keywords— Transformational Leadership, Organisational Citizenship Behavior, Principal

I. INTRODUCTION

Bateman & Organ (1983) and Gill, Flaschner & Shacher (2006), first introduced organizational Citizenship Behavior (OCB) [1]. Since then, it has been thoroughly discussed and has been significantly associated with positive

performance in an organization. However, in Malaysia, although OCB is important to the organization, few studies have been conducted and are rarely addressed by organizational management in the public sector. According to Gill, Flaschner & Shacher (2006), OCB is defined as individual behavior within an organization. OCB has been identified as essential for organizational effectiveness and team spirit [2]. In previous studies, the researchers have noted that OCB has contributed to organizational commitment [3] and good service in the organization [4].

Transformational leadership is a leadership style that has connection with various elements of management. This leadership style determines that a leader is able to motivate his subordinates to do something beyond what they think before [5]. A study conducted by Parry (2003) and Gadot (2007) has stated that in a public organization, the transformational leadership style has a positive impact on the organization's innovation and effectiveness [6]. Gadot (2007) and Bass (1995) explain that a transformation manager will come up with the ability to educate and support his subordinates [7]. Parry (2003) and Brown (2008) point out that leadership is a very complex process involving one's ability to influence the convergence of achieving the organization's mission and vision, the task or the objectives of the organization to make it more efficient and effective [8]. Someone who goes through this process will apply beliefs, values, ethics, knowledge and skills [9] [10]. In this context, the position of a manager, supervisor or chairman empowers the person to accomplish an assignment or achieve a specific objective within the governing organization [11]. Therefore, the principle of leadership education is to guide and assist a school leader about what they need to know and do [12] [13] [14]. There are several principles related to education leadership, which are [15] [16] [17] [18]:

1. Knowing and trying to improve yourself. In order to know the ability and capability of a person, a school leader needs to understand what it is supposed to know and do.

2. Master the skills technically. To be a successful and respected leader in the school, you need to know the tasks and have a deep knowledge of the teachers and their work.
3. Responsible for actions. Examine the methods in order to guide the organization towards their higher levels.
4. Assess the situation and time to make a decision. Use the best problem solving method to make planning and decision making.

II. LITERATURE REVIEW

The behavior of teachers in the implementation of the Secondary School Integrated Curriculum (KBSM) was reviewed by the Federal Nazir Congregation (1982) and Ali, Aminah, & Bahaman (2008) cited that most teachers were unable to appreciate and carry out the curriculum syllabus planned by the Ministry of Education [19]. One of the reasons is that teachers' level of competency is still considered as long as stated by [20] [21] [22]. His study explains that almost half of the teachers who have been interviewed stated that the principal was unable to provide guidance to them. Help and guidance are only available from friends. The Ministry of Education has used various strategies to determine the success of KBSM implementation. However, the key is the involvement of the principal as the schools own manager, as they determine the success or failure of KBSM.

Due to the lack of studies designed to measure OCB relationship between transformational leadership principals and teachers' OCB, especially on the East Coast, then a study should be conducted to see to what extent the relationship between transformational leadership behaviors of school leaders with OCB in school organization. The general objective of the study that is going to be carried out is to determine the level of transformational leadership principals of the schools under their administration by using OCB [23].

III. METHODOLOGY

Previous researchers such as Brown (2008) in relation to transformational relationships and employee performance also carried out studies conducted on the dimensions of Transformational Leadership [24]. Gerome (2008) have made studies on transformational leadership and fair relationship between leaders and followers in the organization [25]. All studies involved four dimensions which are influence of ideas, inspiration motivation, intellectual stimulation and individual consideration.

Teachers who were of Grade DG 32, DG 38 and grade 41 to 44 according to their respective areas represent the following breakdown of the total of 80 people in Pahang, Kelantan and 70 people represented Terengganu. The questionnaire was the main tool for the study. It is a set of questions broken down into three main sections, namely A, B and C. Part A: regarding the teacher information, Part B: The knowledge of teachers and Part C: Leadership practices for

Principals in an organization. The questionnaire used by teachers is related to transformational leadership and OCB.

Research questions used in this study are divided into three parts. The first part of the questionnaire are questions about the demographics of the respondents. Among the questions asked are age, gender, current class, year of their stay and work place. Two of the study questions, respondents rated their own OCB level based on 20 items of the dimensions of the OCB based on [26]. Likert scale is used as from 1st level (Strongly disagree) to 7 (Strongly agree). The third part of the study questions contains 20 items that illustrate the style of top-level leadership, as subordinates are perceived. The study question was based on Bass and Avolio [27]. This includes all four dimensions in transformational leadership. Likert Scale which ranks from 0 (not at all) to 4 (often) is used.

IV. RESULTS

4.1 Transformational Leadership Relationships with Organization Citizenship Behavior.

One of the objectives of the study is to examine the relationship between the Transformational Leadership and the Organization Citizenship Behavior. Hence, correlation test has been used and the findings show significant relationship between transformational leadership and organizational citizenship behavior. This situation supports the results of the study of Podsakoff et al (2000), Li Pine et al (2002) and Twigg, Fuller and Hester (2007) which have proven the Transformational Leadership affect the organizational citizenship behavior [28]. Developments and advancements in the education system are the main pillar for developing a country. The education system in Malaysia is at an ever-evolving stage of development in line with the current needs and demands of increasingly demanding era. Therefore, to ensure national progress, the effectiveness of the education system needs to be emphasized and the success of the education system depends on the governance of the education system organization [29]. Among the key organizations aimed at ensuring progress in the field of education is the school organization lead by principals in secondary school. Among the factors affecting the effectiveness of educational organizations are the atmosphere or climate of the school organization. The climate of this organization is formed through the perceptions of workers in the organization and it is the basis for the formation of a person's attitude toward the organization. Hence the organizational climate is seen to affect the behavior of workers against the organization itself. In addition, the quality of the employees in the school organization also affects the achievement and progress of the school [30].

The principal at the school must practice an open door policy, namely the idea of teachers, students and non-academic staff are also taken into account and are to put into practice. Principal or headmaster should involve all employees in the decision making process [31]. Principals or

headmasters should always provide teachers with strong support for their teaching practices and encourage them to use innovation in delivering daily teaching and learning information. Teachers, equipped with innovation can strengthen the students' achievement to meet the needs of the country's philosophy of education [32].

4.2 *The Stage of Transformational Leadership and Organization Citizenship Behavior*

The results of the study showed that the majority of the respondents were tending to the stimulation of intellectual dimensions (mean 6.09) compared to the motivational dimensions (min 5.98), individual consideration dimensions (min 5.88) and charismatic dimensions (min 5.40). Stimulating intellects is the fourth dimension embodied in Transformational Leadership. In this dimension, transformational leadership seeks subordinates to think critically, be creative and innovative in solving problems in the organization [33]. This kind of leadership is more helpful, supportive and has creative thinking of its subordinates [34].

While the level of organizational citizenship behavior among principals in the East Coast is in the low category. This situation may be due to the increasingly stressed workload and burden of duties as teachers in today's life [35]. At the same time, the post of headmasters is critical and requires responsibility in ensuring the governance of the organization runs smoothly.

4.3 *The difference Transformational Leadership and Organizational Citizenship Behavior by Gender.*

The next objective was to identify the Transformational Leadership, the organizational citizenship behavior based on gender, and the findings showed no significant difference. The findings contradicted to studies by Piercy et al. (2002), Teh Siew Hong (2000) and Hazman Fitri (2001) stating there are differences in demographic aspects with the Organization Citizenship Behavior [36].

V. CONCLUSION

In conclusion, the findings show that only the duration of service signifies the difference with OCB, while other demographic aspects such as gender, age, grade and academic qualification do not portray any difference. In addition, the analysis found that there is a relationship between transformational leadership and organizational citizenship behavior. As such, the role and responsibility of the principals also need to be changed from time to time and they have to try to change it based on time and circumstances. If a principal has effective leadership qualities, then the mission and vision of an organization to make a brilliant, glorious and distinguished school will be achieved. On the other hand, if a principal has weak demeanor in leadership, it will negatively affect the achievement of a school organization administered by him.

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