

**Research Article****Impact of Transformational Leadership Style of School Heads on Altruism Organizational Citizenship Behavior of Teachers****Authors' Name**

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**Abstract**

The purpose of this study was to identify the effects of principals' transformational headship style on teachers' Altruism organizational citizenship behavior (AOCB). This specific research fills the existing gap in the relationship between these variables. The study included entire Heads and Teachers of Public Sector Secondary Schools in 4 Southern districts of Khyber Pakhtunkhwa as the population. By using L.R Gay's (2003) sample size ratio formula, 8% of the population was selected as samples for the study. For data collection, the first instrument was the Short Form Multifactor Leadership Questionnaire (MLQ) 1995 developed by Bass and Avolio to test the transformational leadership behavior of Heads and the second instrument was the organizational-citizenship-behavior scale (OCBS), produced by Podsakoff & colleagues (1990) to assess the rank of the Altruism citizenship behavior of teachers in Southern districts of Khyber Pakhtunkhwa (KP). The data were organized and the responses to each item were analyzed using relevant statistics. The findings of the study exposed that there is a significant relationship between the Transformational Leadership behavior of Heads and the Altruism Organizational-Citizenship Behavior (AOCB) of Teachers of Secondary Schools in the southern districts of Khyber Pakhtunkhwa (KP) province.

**Keywords:** Transformational-leadership, Altruism organizational citizenship behavior

## **I. Introduction**

Education is one of the most necessary and constructive factors in one's life and also everyone's right to get education. It is the most important factor which originates the personality of a person (Koster, 2017). In order to have a clear picture of education and its precise concept, there is an extreme need for keen observation to observe the ways of well-educated citizens and then compare them with an uneducated one. Today we see that the countries who had given priority to their education and had never neglected this constructive factor are those nations that have shown substantial development. In this regard, the most effective element is leadership. Leadership history is as likely long as much human history. It has proven itself to be classic according to mankind. Since the start of society earlier than the rise of civilization, leadership has been an absolutely essential aspect. Leadership can be considered the lighthouse for a ship (Sadique 2016, pp. 69-79). Schools and other agencies need powerful, creative, and compassionate leaders. So, Head teachers need to preserve their presidency role.

### **Research Objectives**

- 1) To study the transformational leadership behavior of school Heads as perceived by Heads of the secondary schools of southern districts of Khyber Pakhtunkhwa (KP).
- 2) To study the transformational leadership behavior of school Heads as perceived by Teachers of the secondary school of southern districts of Khyber Pakhtunkhwa (KP).
- 3) To compare the perceptions of school Heads and Teachers regarding transformational leadership behavior .
- 4) To study the altruism organizational citizenship behavior of secondary school Teachers of the southern districts of Khyber Pakhtunkhwa (KP) province.
- 5) To analyze the impact of transformational leadership behavior of school Heads on the altruism organizational citizenship behavior of secondary school Teachers.

### **Hypothesis of the Study**

- H<sub>01</sub>** There is no significant difference between Heads of the Secondary Schools of southern districts of Khyber Pakhtunkhwa (KP) province in their perception of Transformational Leadership-Behavior .
- H<sub>02</sub>** There is no significant difference between Teachers of Secondary Schools of the southern districts of Khyber Pakhtunkhwa (KP) province in their perception of Transformational Leadership-Behavior .
- H<sub>03</sub>** There is no significant difference between Heads and Teachers of Secondary Schools of the southern districts of Khyber Pakhtunkhwa (KP) province in their perception of Transformational Leadership-Behavior .
- H<sub>04</sub>** There is no significant difference between Teachers of Secondary Schools of the southern districts of Khyber Pakhtunkhwa (KP) province in their altruism organizational citizenship.
- H<sub>05</sub>** There is no significant relationship between the Transformational Leadership behavior of secondary school Heads and the Altruism Organizational-Citizenship Behavior (AOCB) of Secondary School Teachers in the southern districts of Khyber Pakhtunkhwa (KP) province.

## **Educational Leadership**

Leadership is required in every school at every level of management; the triumph or defeat of a school relies upon which type of leadership approach is being practiced at the level of top management. As the world becomes a global village, schools are seen by their teacher's skills as competitive. According to Albion and Gagliardi, the management of teachers and other staff mostly depends on the quality of leadership that schools are practicing (pp. 1-5).

### **Transformational leadership Behavior**

Transformational leadership is a means of empowering teachers with a mission that inspires them to work together towards a greater well (Robinson, Hohepa & Lloyd, 2009). Leaders take into account the value of others rather than their own interests in this strategy. They encourage their fans to express their vision (Sadique, 2016). They foster the ingenuity and invention of workers (Coleman & Earley, 2005). The way, teachers work in their classrooms is influenced by this practice.

Burns (1978) argued that the “concept of transformational leadership has generated considerable interest among practitioners and academics.” The leader is concerned with encouraging the follower to support the school and team organization over the immediate self-interest, which is a principle of transformational leadership that created tremendous interest among practitioners and academicians (Burns, 1978).

### **Altruism or altruistic organizational citizenship behavior**

Altruism is a type of behavior that helps individuals. The prompts are situational; somebody has a dilemma, wants support, or asks for service. In a nutshell, altruism or altruistic behaviors are activities that benefit a specific individual or address a workplace issue. Often managers' mentorships are altruistic acts, for instance, to help new managers think about the job (Sadique, 2016).

### **Significance of the Study**

The central pillar of social and economic growth was widely called education. Nations agree that quality education is important for reaching and surviving a prosperous world economy. In addition, the competence and the skill of the teacher is the achievement of every educational method. Currently, the School leadership is heading towards new change management for school growth. This has dramatically altered the function and duties of the teacher. School Heads should also have the expertise and skills they need to help foster progress in education and provide teachers and students with a desirable school atmosphere for work and learning. School heads play an important part in the growth of teachers as well as students' learning communities.

The findings of this unique research are essential for the expansion and execution of management policies focused on schools. This research encourages shared understanding between school administrators and students. The recommendations of this particular study play a key role in increasing the standard of school leaders' curriculum and success in terms of the preparation and growth of their institutions.

## **Research Design**

In this particular research study, the researcher employed a survey method/approach for school administrators and educators that encompass the collecting of quantitative data. The importance of the link between transformational leadership behavior and altruism organizational citizenship behavior was investigated using a quantitative approach.

## **Population**

All 333 administrators and 4908 instructors of institutions of southern districts in Khyber Pakhtunkhwa (KP) province served as research populations for this study.

## **Sample and Sampling Technique**

By using L.R Gay (2003) sample-size ratio formula, 390 Educators and 30 administrators of institutions (8% of whole population) were selected as sample by applying multi-staged stratified sampling technique.

## **Research Instruments**

The adapted form of the Multi-factor Leadership Behavior Questionnaire (MLQ) 1995 prepared by Bass and Avolio, was used to compute the Transformational Headship-Behavior of institutions Heads in Southern Districts of Khyber Pakhtunkhwa.

Similarly, in order to assess the level of altruism organizational citizenship behavior of teachers in southern districts, the adapted form of the OCB scale, developed by Podsakoff and colleagues in 1990 and based on Organ's (1988) five-dimensional-taxonomy was used.

## **Pilot Testing and Administration of Questionnaire**

For the sake of reliability testing of the instruments, at the end of Jan 2020, six Heads and 60 Teachers from the secondary schools of district D.I. Khan was selected for the pilot study. Feedback and comments from the Heads and Teachers were accommodated in the local context accordingly. A Letter was carefully drafted in which Heads of schools were addressed to grant permission to use faculty members as participants of the study. Key themes and the importance of study for the education sector were highlighted in the permission letter.

For this particular research study, the internal consistency procedure was followed for measuring the reliability of the instrument. The scale has high content validity since all elements of the scale are related to the variable under consideration. The dependability of both questionnaires was found by using Cronbach's alpha. The Reliability value of MLQ is 0.764 and that of OCB scale is 0.778.

## **Statistical Techniques Employed For Analysis of the Data**

The details of the statistical techniques employed for analyzing the data collected in this particular research study are given below in Table 1.

**Table 3.14: Description of the Statistical Techniques employed**

Statistical Employed	Techniques	Hypotheses Tested	Numbers
ANOVA		1, 2, 4	
Independent sample t-test		3	
Regression		5	

### Data Analysis

**Table 2 Detail of One-Way ANOVA for difference between Heads of Southern districts in their Transformational Headship Behavior in Khyber Pakhtunkhwa (N=30).**

Component Behavior	of Leadership Districts	N.	MEAN.	S.D	F- values	Sig. Level
Transformational Leadership	D.I.Khan	09	3	1.414	2.789	0.098 (NS)
	Tank	07	2.5	1		
	Lakki	08	4	1.095		
	Marwat					
	Bannu	06	4.33	0.577		

On comparing the mean of responses by the Heads of Secondary Schools of southern districts, It is apparent that the F-values of transformative leadership style is insignificant (i.e.>0.05) so that a void hypothesis is be acknowledged. Thus, we can infer that the responses of Heads of Schools in southern districts are not substantially different.

**Table 3: Detailed Information of ANOVA test evaluating variations in teachers' perceptions of the Transformational leadership style of southern district heads**

Component Behavior	of Leadership District	N	MEAN	S.D.	F- value	Sig. Level
Transformational Leadership	D.I.Khan	117	1.49	0.502	32.809	0.00 (S)
	Tank	91	2	0.00		
	Lakki	104	1.36	0.482		
	Marwat					
	Bannu	78	1.63	0.541		

In the table 3 one-way ANOVA was used to compare Teacher's perception of transformational leadership behavior of school Headteachers in southern districts. F-value for transformative style is considerable; thus, the void assumption is declined. There is substantial dissimilarity in perceptions of teachers in schools of southern districts about leadership behavior of Heads.

**Table 4: T-test for Equality of Mean Scores between school Heads and Teachers**

<b>Dimension</b>	<b>Sub dimensions of leadership behavior</b>	<b>T-test for equality of Mean.</b>	<b>T test</b>	<b>d. f</b>	<b>Sig</b>
Idealized-Influence. [Attributed]		Equal variances assumed	-7364	32	0.00
		Equal variances not assumed	-7364	31.565	0.00
Idealized-Influence. [Behavior ]		Equal variances assumed	-17.253	32	0.00
		Equal variances not assumed	-17.253	22.95	0.00
Intellectual-Stimulation.		Equal variances assumed	-0.847	32	0.403
		Equal variances not assumed	-0.847	29.375	0.404
Individual-Consideration.		Equal variances assumed	-29.626	32	0.00
		Equal variances not assumed	-29.626	16	0.00
Inspirational Motivation.		Equal variances assumed	1.514	32	0.140
		Equal variances not assumed	1.514	30.85	0.140
<b>Transformational Leadership</b>		Equal variances assumed	-1.691	32	0.101
		Equal variances not assumed	-1.691	17.394	0.109

In Table 4, a comparison of perceptions of leadership behavior of school Heads and Teachers followed by the school's Heads is done. For transformational-leadership-behavior, there is no large dissimilarity in judgment of Heads and Teachers of schools; therefore, null hypothesis is accepted.

**Table 5: Details of comparisons of Components of Organizational Citizenship Behavior of teachers of southern districts (N=390)**

<b>Components of OCB</b>	<b>District</b>	<b>N</b>	<b>MEAN</b>	<b>S.D.</b>	<b>F-Value</b>	<b>Sig. level</b>
Altruism	D.I.Khan	117	1.44	0.623	46.528	0.00 (S)
	Tank	91	2.6	0.574		
	Lakki Marwat	104	1.67	0.721		
	Bannu	78	1.96	0.817		

In Table 5 one-way ANOVA test was used to compare teachers' Altruism organizational citizenship behavior in southern districts. F-value for altruism behavior is considerable; hence, the void supposition is discarded. Here is significance dissimilarity among organizational citizenship behavior of southern districts schools.

**Table 6: Regression analysis to explore impact of leadership behavior of school Heads on organizational citizenship behavior of secondary school Teachers of southern districts of Khyber Pakhtunkhwa.**

Components of OCB	Transformational (b)	R-square	Adjusted R-square
Altruism	0.616	0.19	0.003

In Table 6 beta value represent the impact that an independent variable is making on a dependent variable. R-square values explain the fitting of data on regression lines. For altruism citizenship behavior of school teachers, transformational-leadership has highest positive value of coefficient i.e. 0.616, explaining that it has a high impact.

## Results

1. From Table 2, The F-value of transformational leadership style is not significant, therefore null hypothesis ( $H_{01}$ ) is accepted. There is no significant difference between Heads of the Secondary Schools of southern districts in their perception of Transformational Leadership-Behavior .
2. From Table 3, The F-value of transformational leadership style is considerable; thus, null hypothesis ( $H_{02}$ ) is declined. There is substantial dissimilarity in perceptions of teachers in schools of southern districts about leadership behavior of Heads.
3. From Table 4, there is no large dissimilarity in judgment of Heads and Teachers of schools about transformational-leadership-behavior therefore, null hypothesis ( $H_{03}$ ) is accepted.
4. From Table 5, The F-value for altruism behavior is considerable; hence, null hypothesis ( $H_{04}$ ) is declined. There is significant difference between Teachers of Secondary Schools of the southern districts in their altruism organizational citizenship.
5. From Table 6, for altruism citizenship behavior of school teachers, transformational-leadership has highest positive value of coefficient showing a high impact; hence, null hypothesis ( $H_{05}$ ) is declined. There is a significant relationship between the Transformational Leadership behavior of Heads and the Altruism Organizational-Citizenship Behavior (AOCB) of Teachers of Secondary Schools in the southern districts of Khyber Pakhtunkhwa (KP) province.

## Discussion

The leader of the institution is accountable for ensuring efficient learning in school. Successful schools need effective management of schools supported by the appropriate stakeholders. The Head of the School is the leading person in effective school management and administration. Therefore, it is not possible to neglect the value of the leadership of school heads to increase school effectiveness.

## Conclusion.

The findings of the study indicate that teachers are influenced by transformative leadership qualities. The study concluded that school teachers functioning underneath transformational leaders were found to exhibit upper levels of Altruism Organizational-Citizenship Behavior (AOCB).

Research results also found that most heads made good use of the individual skills and talent of teachers and invited junior teachers to engage in the decision-making process.



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