

RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP BEHAVIOURS AND TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOURS

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Abstract

This study aimed to find out the relationship between principals' leadership behaviours and teachers' organizational citizenship behaviours in Basic Education Schools in Kyaukphyu Township, Rakhine State. The research was conducted with an explanatory sequential mixed methods design. The sample of 464 teachers was selected using simple random sampling. A set of questionnaires for principals' leadership behaviours and teachers' organizational citizenship behaviours with high content validation index (CVI) values of 0.98 for leadership behaviours and 0.97 for organizational citizenship behaviours was used. The reliability coefficients (Cronbach's alpha) were 0.86 for principals' leadership behaviours and 0.94 for teachers' organizational citizenship behaviours. Then, open-ended questions for principals' leadership behaviours and interview questions for teachers' organizational citizenship behaviours were employed as a qualitative study. The findings suggested that principals commonly practiced transformational leadership behaviours, followed by transactional leadership behaviours, and occasionally exhibited passive/avoidant leadership behaviours. Moreover, the findings suggested that teachers exhibited high level of organizational citizenship behaviours. Then, there were positively moderate relationships between principals' transformational and transactional leadership behaviours and teachers' organizational citizenship behaviours. According to qualitative results, most principals responded that they prioritized the school's welfare over personal gain, they acknowledged teachers in various settings, and actively engaged in all relevant responsibilities and duties. Regarding with teachers' organizational citizenship behaviours, most teachers provided mentorship and guidance to newer colleague.

Keywords: Leadership Behaviours, Transformational Leadership Behaviours, Transactional Leadership Behaviours, Passive/Avoidant Leadership Behaviours, Organizational Citizenship Behaviours

Introduction

The complexity of today's world calls for more advanced leadership (Fullan, 2001). Qualified, motivated, and empowered teachers play a central role in educating children and adults in their respective countries with the needed knowledge, skills, and values to enjoy healthy and fulfilling lives (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2021). Since official job descriptions cannot encompass every possible behaviour required to achieve corporate goals, organizational citizenship behaviour is extremely important (Moe Moe Aye, 2019). Given that teachers' organizational citizenship behaviours are influenced by principals' leadership behaviours either directly or indirectly (Podsakoff et al., 2000), it is critical to look into the various leadership behaviours of school principals.

School leaders are responsible for implementation of school reform and restructuring initiatives that are increasingly complex and varied. Research has provided evidence that leadership is critical to promoting organizational conditions (Hallinger & Heck, 1996; Newman & Wehlage, 1995). Transformational leaders who inspire and motivate teachers were associated with a higher level of discretionary efforts beyond their formal role requirements (Yuwono et al., 2023). Transactional leadership, characterized by contingent rewards and active management-by-

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exception, is examined for its influence on the discretionary efforts of teachers within educational settings (Hamdi et al., 2021). Passive/avoidant leadership, characterized by a lack of involvement and indecisiveness, influences on teachers' willingness to engage in discretionary, extra-role behaviours that contribute positively to the school organization (Frooman et al., 2012).

Objectives of the Study

The general objective of this study was to study the relationship between the principals' leadership behaviours and teachers' organizational citizenship behaviours.

The specific objectives of this study were as follows:

- (1) To examine principals' commonly practiced leadership behaviours perceived by teachers in Basic Education Schools in Kyaukphyu Township
- (2) To examine the levels of teachers' organizational citizenship behaviours in Basic Education Schools in Kyaukphyu Township
- (3) To find out the relationships between principals' leadership behaviours and teachers' organizational citizenship behaviours

Theoretical Framework of the Study

This study was concerned with principals' leadership behaviours and teachers' organizational citizenship behaviours. The study was based on the Full Range of Leadership Development Model (Bass & Avolio, 1994; Sosik & Jung, 2018) to study principals' leadership behaviours. The behaviours in the Full Range Leadership Model are transformational leadership behaviours, transactional leadership behaviours, and passive/avoidant leadership behaviours.

Transformational leadership behaviours involve inspiring followers to surpass anticipated performance levels and prioritize the greater interests of the group over their individual interests (Bass, 1985; Hoque & Raya, 2023). Transformational leaders have the ability to change the lives of their followers by modifying their perspectives, ambitions, anticipations, values, and other aspects (Gupta & Mehta, 2019). In educational environments, transformational leadership behaviours can be categorized into four areas: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Balyer, 2012). **Idealized influence** is a leadership behaviour in which the leader inspires and gains the respect of subordinates who view them as a role model (Ihsani et al., 2020). An idealized influence leader is highly esteemed and admired by followers, instilling a sense of pride and respect due to their accomplishments in fulfilling the collective mission and embodying values and beliefs (Sosik & Jung, 2018). **Inspirational motivation** is a conduct that propels and uplifts those around the leader by exhibiting enthusiasm and optimism (Ihsani et al., 2020). It involves engaging followers in envisioning future scenarios, conveying high expectations, and demonstrating a dedication to the goals (Balyer, 2012; Northouse, 2001). **Intellectual stimulation** pertains to the actions of leaders that improve followers' understanding of the problems and challenges they encounter (Ihsani et al., 2020). It signifies how a leader motivates followers to discover novel and more effective approaches to accomplish tasks (Jameel & Ahmad, 2019). **Individualized consideration** signifies the leader's endeavour to treat individuals as unique entities, taking on the role of a coach or mentor to nurture the potential of their followers (Balyer, 2012; Ihsani et al., 2020). It also involves the extent to which the leader addresses the individual concerns and requirements of each follower (Gupta & Mehta, 2019; Northouse, 2007).

Transactional leadership behaviours incentivize followers through a system of rewards (Bass, 1985). The behaviours and actions of individuals are shaped by the expected rewards (Avolio and Bass, 2004; Hyseni & Hoxha, 2021). These behaviours involve two kinds of behaviours: contingent reward and active management-by-exception. **Contingent reward** signifies a reciprocal arrangement between the leader and followers (Hyseni & Hoxha, 2021). The leader establishes goals, defines roles, and outlines performance expectations for the follower. In return, followers commit to meeting the performance standards set by the leader (Sosik & Jung, 2018). **Active management-by-exception** involves the leader consistently monitoring followers' performance to detect any decline, intervening when performance decreases, and taking corrective action to improve overall effectiveness before issues arise (Nguni et al., 2006; Hyseni & Hoxha, 2021).

Passive/avoidant leadership behaviours involve situations where the leader does not systematically address situations and problems (Kalkan et al., 2020). A leader displaying passive or avoidant tendencies fails to address situations and problems in a systematic manner (Avolio and Bass, 2004). It involves two kinds of behaviours such as passive management-by-exception and laissez-faire. **Passive management-by-exception** means that the leader will refrain from taking action until a problem arises and will not offer subordinates advice on mission accomplishment (Sosik & Jung, 2018). **Laissez-faire** encompasses avoiding expressing opinions or addressing crucial matters, refraining from decision-making or significantly delaying decisions, neglecting responsibilities, withholding feedback, and letting authority remain inactive (Bass, 1998; Hoque & Raya, 2023). Essentially, it signifies the avoidance or lack of leadership (Hoy et al., 2013).

Additionally, Organ's five dimensions of organizational citizenship behaviours served as a metric for assessing teachers' organizational citizenship behaviours (Shrestha & Subedi, 2020). Organ (1988) outlined these behaviours as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (as cited in Randy-Cofie, 2018; Taseer et al., 2020).

Altruism involves aiding fellow members of the organization in their duties (Bogler & Somech, 2021; Organ, 1997). As defined by Podsakoff et al. (1990), altruism encompasses all voluntary behaviours that contribute to assisting others with tasks and problems relevant to the organization.

Conscientiousness represents discretionary behaviour that exceeds the minimal organizational role requirements, including adherence to rules and regulations, refraining from taking unnecessary breaks, and working extended hours (MacKenzie et al., 1993; Podsakoff & MacKenzie, 2014).

Sportsmanship is characterized as a willingness to tolerate the inevitable inconveniences and impositions of work without complaining (Organ, 1990; Shrestha & Subedi, 2020). Sportsmanship in teaching is defined as the capacity of a teacher to adjust to the challenges of the work environment without objection or expressing dissatisfaction (Kernodel, 2007).

Courtesy involves actions that assist in averting interpersonal issues, such as providing advance notice of work schedules to those in need or consulting with others before taking actions that might impact them (Organ, 1990).

Civic virtue involves actively participating in the organizational political process and contributing to it by openly expressing opinions, and attending meetings (Asgari et al., 2020; Podsakoff et al., 1990).

Definitions of Key Terms

Leadership Behaviors. Leadership behaviours are defined as the actions displayed by leaders in diverse situations based on the readiness of followers. These encompass transformational leadership behaviours, transactional leadership behaviours, and passive/avoidant leadership behaviours (Hoy et al., 2013; Northouse, 2015).

Transformational Leadership Behaviours. Transformational leadership behaviours refer to the actions through which leaders inspire others to perceive their work from fresh viewpoints, raise awareness of the organization's mission or vision, cultivate the skills and potential of colleagues and followers, and encourage them to prioritize collective interests over their own for the benefit of the group (Bass, 1998; Bass & Riggio, 2006).

Transactional Leadership Behaviours. Transactional leadership behaviours encompass actions wherein leaders incentivize followers through a reward-based exchange for services rendered, actively oversee performance, implement corrective measures when issues arise, and delay action until mistakes or other performance problems have occurred (Bass, 1998; Bass & Riggio, 2006).

Passive/Avoidant Leadership Behaviours. Passive/avoidant leadership behaviours refer to situations where the leader does not systematically address situations and problems (Avolio et al., 1999; Kalkan et al., 2020).

Organizational citizenship behaviors. Organizational citizenship behaviours are described as discretionary individual behaviours that are not explicitly acknowledged by the formal reward system yet, when considered collectively, contribute to the efficient functioning of the organization (Goess & Smith, 2018; Organ, 1988; Organ et al., 2006).

Methodology

Research Method

Explanatory sequential mixed methods design was used.

Participants of the Study

The quantitative sample of 464 teachers from Basic Education Schools in Kyaukphyu Township was selected using simple random sampling method. 30 principals for open-ended questions and four principals and eight teachers for interviews were selected.

Instrumentation

A set of questionnaires was developed based on Multifactor Leadership Questionnaire (MLQ) (Bass & Avolio, 1995), Organizational Citizenship Behaviours (OCB) instrument (Habeed, 2019) and related literature. It was comprised of 32 items for principals' leadership behaviours and 30 items for teachers' organizational citizenship behaviours. All items used in this study were conducted in Myanmar language version. Then, expert review was conducted for validity of the instruments by the experts in the field of educational Theory and Management from Yangon University of Education. Next, some items were modified according to their suggestions and recommendations. Content validation index (CVI) values were 0.98 for

leadership behaviours and 0.97 for organizational citizenship behaviours. After that, pilot study was conducted with 63 teachers from two basic education high schools in Hmawbi Township, Yangon Region. The reliability coefficients (Cronbach's alpha) were 0.86 for principals' leadership behaviours and 0.94 for teachers' organizational citizenship behaviours. The open-ended questionnaire consisted of 8 open-ended questions about principals' leadership behaviours. A set of interview questions included 5 questions for teachers' organizational citizenship behaviors.

Data Analysis

Descriptive statistics and Pearson product moment correlation were employed in this study.

Findings

Quantitative Findings

Examining Principals' Commonly Practiced Leadership Behaviours Perceived by Teachers in Basic Education Schools in Kyaukphyu Township

Table 1 Mean Values and Standard Deviations of Principals' Transformational Leadership Behaviours Perceived by Teachers (N=464)

No.	Transformational Leadership Behaviours	Mean	SD	Remark
1	Going beyond self-interest for the good of the group	4.09	0.75	High
2	Acting in ways that build others' respect	4.13	0.65	High
3	Talking about most important values and beliefs	4.27	0.89	Very high
4	Considering the moral and ethical consequences of decisions	4.12	0.71	High
	Idealized Influenced	4.15	0.72	High
5	Talking optimistically about the future	4.33	0.67	Very high
6	Talking enthusiastically about what needs to be accomplished	4.33	0.73	Very high
7	Articulating a compelling vision of the future	4.33	0.80	Very high
8	Expressing confidence that goals will be achieved	4.10	0.92	High
	Inspirational Motivation	4.27	0.82	Very high
9	Re-examining critical assumptions to question whether they are appropriate	3.91	0.81	High
10	Seeking differing perspectives when solving problems	3.92	0.77	High
11	Getting others to look at problems from many different angles	3.94	0.72	High
12	Suggesting new ways of looking at how to complete assignments	3.87	0.85	High
	Intellectual Stimulation	3.91	0.76	High
13	Spending time teaching and coaching	3.79	0.76	High
14	Treating others as individuals rather than just as a member of a group	4.04	0.84	High
15	Considering an individual as having different needs,	3.69	0.79	High

No.	Transformational Leadership Behaviours	Mean	SD	Remark
	abilities, and aspirations from others			
16	Helping others to develop their strengths	3.87	0.87	High
	Individualized Consideration	3.84	0.75	High
	Transformational Leadership Behaviours	4.04	0.69	High

Scoring Direction: 1.00-1.80=Very low, 2.61-3.40=Moderate, 4.21-5.00=Very high
1.81-2.60 =Low, 2.61-3.40=Moderate,

According to the data in Table 1, teachers perceived that the mean value of inspirational motivation behaviours was very high as its mean value was 4.27, while those of other behaviours such as idealized influence, intellectual stimulation, and individualized consideration were rated as high as their mean values were 4.15, 3.91 and 3.84. Overall, teachers indicated that the transformational leadership behaviours of their principals were rated as high (Mean=4.04).

Table 2 Mean Values and Standard Deviations of Principals' Transactional Leadership Behaviours Perceived by Teachers (N=464)

No.	Transactional Leadership Behaviours	Mean	SD	Remark
1	Providing others with assistance in exchange for their efforts	3.40	0.88	Moderate
2	Discussing in specific terms who is responsible for achieving performance targets	3.99	0.75	High
3	Making clear what one can expect to receive when performance goals are achieved	3.33	0.92	Moderate
4	Expressing satisfaction when others meet expectations	4.16	0.83	High
	Contingent Reward	3.71	0.88	High
5	Focusing attention on irregularities, mistakes, exceptions, and deviations from standards	3.65	0.82	High
6	Concentrating full attention on dealing with mistakes, complaints, and failures	3.86	0.93	High
7	Keeping track of all mistakes	4.20	0.79	High
8	Directing attention toward failures to meet standards	3.95	0.87	High
	Active Management-by-Exception	3.91	0.80	High
	Transactional Leadership Behaviours	3.81	0.76	High

Scoring Direction: 1.00-1.80=Very low, 2.61-3.40=Moderate, 4.21-5.00=Very high
1.81-2.60 =Low, 2.61-3.40=Moderate,

As outlined in Table 2, teachers perceived that both contingent reward and active management-by-exception were high as their mean values were 3.71 and 3.91. Overall, teachers rated their principals' transactional leadership behaviours as high because its mean value was 3.81.

Table 3 Mean Values and Standard Deviations of Principals' Passive/Avoidant Leadership Behaviours Perceived by Teachers (N=464)

No.	Passive/Avoidant Leadership Behaviours	Mean	SD	Remark
1	Failing to interfere until problems become serious	2.50	0.77	Low
2	Waiting for things to go wrong before taking action	2.96	0.86	Moderate
3	Being a firm believer in "If it isn't broken, don't fix it."	3.43	0.82	High
4	Demonstrating that problems must become chronic before taking action	2.87	0.91	Moderate
	Passive Management-by-Exception	2.94	0.83	Moderate
5	Avoiding getting involved when important issues arise	2.58	0.94	Low
6	Being absent when needed	2.14	0.87	Low
7	Avoiding making decisions	2.65	0.76	Moderate
8	Delaying responding to urgent questions	2.27	0.83	Low
	Laissez-Faire	2.40	0.86	Low
	Passive/Avoidant Leadership Behaviours	2.67	0.84	Moderate

Scoring Direction: 1.00-1.80=Very low, 2.61-3.40=Moderate, 4.21-5.00=Very high
 1.81-2.60 =Low, 2.61-3.40=Moderate,

As per the data in Table 3, teachers perceived that the mean value of passive management-by-exception was moderate (Mean=2.94) and that of laissez-faire was low (Mean=2.40). Overall, teachers rated their principals' passive/avoidant leadership behaviours as moderate (Mean=2.67).

Table 4 Mean Values and Standard Deviations of Principals' Leadership Behaviours Perceived by Teachers (N=464)

No.	Principals' Leadership Behaviours	Mean	SD	Remark
1	Transformational Leadership Behaviours	4.04	0.69	High
2	Transactional Leadership Behaviours	3.81	0.76	High
3	Passive/Avoidant Leadership Behaviours	2.67	0.84	Moderate

Scoring Direction: 1.00-1.80=Very low, 2.61-3.40=Moderate, 4.21-5.00=Very high
 1.81-2.60 =Low, 2.61-3.40=Moderate,

As indicated in Table 4, the teachers perceived that two kinds of behaviours out of three exhibited by principals, namely transformational and transactional leadership behaviours, were rated as high because their mean values were 4.04 and 3.81, while the remaining one, passive/avoidant leadership behaviours, was rated as moderate because its mean value was 2.67.

Examining the Levels of Teachers' Organizational Citizenship Behaviours in Basic Education Schools in Kyaukphyu Township

Table 5 Mean Values and Standard Deviations of Teachers' Organizational Citizenship Behaviours

No.	Teachers' Organizational Citizenship Behaviours	Mean	SD	Remark
1	Helping colleagues who have heavy workloads	4.24	0.61	Very high
2	Guiding new teachers even though it is not required	4.26	0.62	Very high
3	Helping willingly colleagues who have work related problems	4.29	0.65	Very high
4	Giving a helping hand to those around them	4.19	0.72	High
5	Helping to cover work assignment for colleagues when needed	4.20	0.64	High
6	Helping colleagues who have absent	4.32	0.68	Very high
	Altruism	4.25	0.48	Very high
7	Obeying the school's rules and regulations even when no one is watching	4.42	0.62	Very high
8	Not taking extra breaks	4.22	0.94	Very high
9	Being above the norm of attendance at work	3.78	0.85	High
10	Showing high working conscientiousness even in the state of illness and inability	3.72	0.91	High
11	Believing in giving an honest day's work for an honest day's pay	4.11	0.91	High
12	Being one of the school's most conscientious teachers	4.19	0.77	High
	Conscientiousness	4.07	0.51	High
13	Consuming a lot of time complaining about trivial matters ®	4.42	0.95	Very high
14	Always focusing on what's wrong, rather than the positive side of situation ®	4.22	1.12	Very high
15	Tolerating the inevitable inconveniences and impositions of work without complaining	4.11	0.75	High
16	Adapting themselves to difficulties of the working environment without objection	4.01	0.82	High
17	Not getting angry with the other people who have a different idea	3.44	1.21	High
18	Responding in a good way during stress of work	3.84	0.91	High
	Sportsmanship	4.00	0.55	High
19	Being mindful of how their behaviour affects other people's jobs	4.24	0.65	Very high
20	Not abusing the rights of others	4.57	0.91	Very high
21	Trying to avoid creating problems for colleagues	4.28	0.78	Very high
22	Taking steps to try to prevent problems with other people	4.11	0.68	High
23	Consulting others before taking any actions that would affect them	4.16	0.67	High
24	Trying to prevent tensions and working problems with others	4.28	0.62	Very high
	Courtesy	4.27	0.47	Very high

No.	Teachers' Organizational Citizenship Behaviours	Mean	SD	Remark
25	Attending meetings, that are not mandatory, but considered important	4.24	0.65	Very high
26	Keeping abreast of changes in the school	4.57	0.91	Very high
27	Expressing their opinions freely and frankly in order to contribute to their school	4.28	0.78	Very high
28	Discussing with colleagues the issues concerning the school	4.11	0.68	High
29	Reading and keeping up with school communications such as mails, announcements and so on for the well-being of the school	4.16	0.67	High
30	Taking part in extracurricular and additional activities even if such presence is not necessary	4.28	0.62	Very high
	Civil Virtue	4.18	0.50	High
	Organizational Citizenship Behaviours	4.15	0.39	High

Scoring Direction: 1.00-1.80=Very low, 2.61-3.40=Moderate, 4.21-5.00=Very high
1.81-2.60 =Low, 2.61-3.40=Moderate,

As outlined in Table 5, altruism and courtesy were very high as their mean values were 4.25 and 4.27. Subsequently, conscientiousness, sportsmanship, and civil virtue were high as their mean values were 4.07, 4.00 and 4.18 respectively. In general, their organizational citizenship behaviours were high as its mean value was 4.15.

Finding out the Relationships Between Principals' Leadership Behaviours and Teachers' Organizational Citizenship Behaviours

Table 6 Pearson Correlation Matrix among Principals' Leadership Behaviours and Teachers' Organizational Citizenship Behaviours (N=464)

Variables	Organizational Citizenship Behaviours
Transformational Leadership Behaviours	0.415***
Transactional Leadership Behaviours	0.378***
Passive/Avoidant Leadership Behaviours	-0.021

* $p < 0.05$, *** $p < 0.001$

As shown in Table 6, there were significantly moderate and positive correlations between two dimensions of principals' leadership behaviours (transformational and transactional leadership behaviours) and teachers' organizational citizenship behaviours (OCB) at $r = 0.415$ and $r = 0.378$. Nonetheless, there was a negative and weak correlation between principals' passive/avoidant leadership behaviours and teachers' organizational citizenship behaviours at $r = -0.021$.

Qualitative Findings

Responses to open-ended questions from principals as a qualitative study were described as follow.

Regarding with **idealized influence**, some principals responded that they adhered to impartiality, and to rules and regulations, and they demonstrated respect for followers, and

avoidance of corruption. Some said that they acted in the best interest of the school rather than personal gain.

Regarding with **inspirational motivation**, some principals responded that they planned school activities through collaborative decision-making and discussed the achievements of students. Some said that they motivated teachers to emphasize the importance of duty and the value of pupils.

Regarding with **intellectual stimulation**, some principals responded that they permitted teachers to devise teaching aids in their unique ways rather than following traditional methods. Then, some said that they encourage the use of diverse teaching methods and assessments tailored to changing age groups.

Regarding with **individualized consideration**, some principals responded that they assisted them to the fullest extent by addressing their health and social concerns through attentive listening. Then, some answered that they provided needed support akin to that of a family member.

Regarding with **contingent reward**, most of principals responded that they commended and/or recognized them during school meetings, assemblies, or ceremonies and they acknowledge their contributions in the annual parent-teacher association meeting and monthly meetings.

Regarding with **active management-by-exception**, some principals responded that they endeavored to mitigate significant problems and address minor ones. Some answered that they resolved issues through discussions with the school discipline committee and the parent-teacher association.

Regarding with **passive management-by-exception**, some principals responded that they avoided immediate resolutions and instead address cases after thorough examination and they sought guidance from experienced teachers.

Regarding with **laissez-faire**, most of principals responded that they engaged actively in all responsibilities and duties. Some answered that they refrained from involvement in the daily classroom routines.

The results of interviews from teachers and principals as a qualitative study for teachers' organizational citizenship behaviours were described below.

Concerning with **altruism**, the teachers answered that experienced teachers often provided mentorship and guidance to newer colleagues, sharing their knowledge and helping them navigate challenges in the profession. Some principals answered that a majority of the teachers actively assisted each other in various tasks, such as covering for colleagues during leaves or addressing health-related issues. However, some noted a scarcity of altruistic behaviours among the teachers concerning professional practices.

Concerning with **conscientiousness**, the teachers answered that they actively participated in collaborative efforts with colleagues to achieve common goals and they were punctual, reliable, and dependable in fulfilling professional responsibilities. Some principals perceived that the majority of the teachers were dutiful for their designated tasks. Some noticed a lack of consistent conscientious behaviour among the teachers, prompting him to issue directives for tasks such as school grounds cleaning, as they were not proactively undertaken by the staff.

Concerning with **sportsmanship**, the teachers responded that they handled conflicts in a constructive and respectful manner, focusing on finding solutions rather than assigning blame. Some perceived that while facing misunderstandings, certain teachers engaged in negotiations, while others sought perspectives when conflicts arose. However, some specifically mentioned that some teachers displayed a less positive attitude towards their profession and colleagues.

Concerning with **courtesy**, the teachers answered that they actively listened to understand the perspectives and needs of fellow teachers. They valued and respected the diverse perspectives, backgrounds, and teaching styles of colleagues. The principals noted that teachers also acknowledged and celebrated the achievements and milestones of their colleagues, with some actively avoiding negative gossip or undermining behaviours.

Concerning with **civil virtue**, the teachers answered that they performed school cleaning activities by collaborating with students for the welfare of the school. The principals responded that the teachers were willing to share successful strategies for adapting to changes in the educational landscape.

Conclusion and Discussion

According to the first specific objective, the quantitative findings showed that the mean value of principals' transformational leadership behaviours was high. The most common transformational leadership behaviour of principals was inspirational motivation as its mean value was very high. Then, the mean values of idealized influence, intellectual stimulation and individualized consideration were high. The qualitative findings also suggested that most principals prioritized the school's welfare over personal gain, engaged in collaborative decision-making for school activities, allowed teachers autonomy in creating teaching aids, promoted diverse teaching methods and assessments, and offered familial support. These findings were in line with previous research indicating that leaders tended to display more transformational than transactional leadership behaviours (Druskat, 1994). The key success factors for transformational leadership were identified as intellectual stimulation and inspirational motivation (Tahir, 2015). Hence, it could be inferred that most principals commonly engaged in the practice of transformational leadership behaviours. However, they encountered challenges in implementing intellectual stimulation and individualized consideration, despite demonstrating a higher frequency of idealized influence and inspirational motivation.

According to quantitative findings, the mean value for principals' transactional leadership behaviours was high. The principals performed active management-by-exception more than contingent rewards. The qualitative findings recommended that most principals acknowledged teachers in various settings, offering rewards for accomplishments such as full attendance and subject expertise, and addressed both major and minor issues, adhering to directives from higher authorities. These findings aligned with prior studies indicating that transactional leadership plays a crucial role in ensuring adherence to rules and regulations (Clarke, 2013). As a result, it could be inferred that principals occasionally exhibited transactional leadership behaviours in specific contexts. Although principals actively monitored teachers' mistakes, they had some weakness in contingent reward behaviours.

According to quantitative findings, the mean value for principals' passive/avoidant leadership behaviours was moderate. The principals performed passive management-by-

exception more than laissez-faire. Laissez-faire behaviour was the least common leadership behaviours as compared to others. The qualitative findings suggested that most principals sought guidance from experienced teachers for solving problems, and actively engaged in all relevant responsibilities and duties. These findings aligned with previous research, indicating that passive-avoidant leadership showed a positive correlation with subordinates' insecure attachment to their leader (Molero et al., 2013). Hence, it could be inferred that principals exhibited passive/avoidant leadership behaviours to a lesser extent. However, it was not entirely avoidable, and there were instances when they engaged in such behaviours due to inadequate staffing in their schools.

Based on these findings, it was found that principals commonly practiced transformational leadership behaviours, followed by transactional leadership behaviours, and occasionally exhibited passive/avoidant leadership behaviours. These results were consistent with previous research indicating that transformational leadership took precedence, followed by transactional leadership, and then passive/avoidant leadership (Lokko et al., 2016).

In accordance with the second specific objective, the quantitative results indicated that the mean value of teachers' organizational citizenship behaviours was high. Furthermore, the mean values for altruism and courtesy were very high, while those for conscientiousness, sportsmanship, and civil virtue were high. According to qualitative findings, most teachers responded that they provided mentorship and guidance to newer colleagues, shared teaching materials, resources, and tools with their colleagues, and offered support to colleagues facing challenges or difficulties, whether it's personal or professional. Most principals answered that most teachers actively supported each other in various tasks, but some faced constraints in assuming complete responsibilities due to heavy workloads caused by inadequate staffing. Prior research indicated that teachers engaged in organizational citizenship behaviour within the school to bring about positive changes beyond their job descriptions (Shabbir et al., 2021). Organizational citizenship behaviour involves efforts to assist others in improving their project contributions, sharing time and resources, and collaborating with colleagues (Somech & Oplatka, 2014). Although teachers responded that they showed high altruistic behaviours in both quantitative and qualitative results, the principals suggested that some teachers had a scarcity of altruistic behaviours. Some teachers had less conscientious behaviours.

According to the third specific objective, the quantitative findings expressed that there was a significantly positive and moderate relationship between principals' transformational leadership behaviours and teachers' organizational citizenship behaviours. This finding was in line with the earlier finding by Oğuz (2010), which identified a positive and significant relationship between administrators' transformational leadership and teachers' organizational citizenship behaviours. Transformational leadership was shown to foster organizational citizenship behaviours (Jiao, Richards, & Hackett, 2013). Quantitative findings suggested that most principals performed inspirational motivation such as talking optimistically about the future and talking about most important values and beliefs. Moreover, qualitative findings also indicated that some principals acted in the best interest of the school rather than personal gain, planned school activities through collaborative decision-making, permitted teachers to devise teaching aids in their unique ways and assisted them to the fullest extent by addressing their health and social concerns. On the other hand, most teachers actively engaged in organizational

citizenship behaviours according to the quantitative findings. The qualitative results suggested that some teachers had a scarcity of altruistic behaviours and inconsistent conscientious behaviours by principals' responses although most teachers answered that they engaged in such kinds of behaviours. Therefore, although quantitative findings showed a positive relationship between transformational leadership behaviours and teachers' organizational citizenship behaviors, qualitative results that less organizational citizenship behaviours were found in some teachers.

Next, there was a significantly positive and moderated relationship between principals' transactional leadership behaviours and teachers' organizational citizenship behaviours. This result aligned with earlier studies, indicating that transactional leadership had a notable impact on employees' organizational citizenship behaviours (Suliman & Al Obaidli, 2013). A positive moderate relationship was observed between organizational citizenship behaviour and transactional leadership (Zabihi & Hashemzahi, 2012). The quantitative findings found that most principals performed active management such as keeping track of all mistakes rather than contingent reward. However, the qualitative results suggested that most principals acknowledged teachers' contributions in the monthly meetings. Most teachers actively engaged in organizational citizenship behaviours such as obeying the school's rules and regulations, not abusing the rights of others and keeping abreast of changes in the school. However, in qualitative results, some principals answered that some teachers had less altruistic and conscientious behaviours. Therefore, it could be found that some teachers showed a scarcity of organizational citizenship behaviours although principals who engaged in transactional leadership behaviours played a role in promoting teachers' organizational citizenship behaviours.

Furthermore, there was an insignificantly negative and weak relationship between principals' passive/avoidant leadership behaviours and teachers' organizational citizenship behaviours. This result aligned with the discovery that laissez-faire leadership had a negative correlation with organizational citizenship behaviours (Humphrey, 2012). Passive/avoidant leadership did not contribute statistically to the relationship with organizational citizenship behaviours (Al Obaidli, 2010; Suliman, & Al Obaidli, 2013). The quantitative findings found that most principals moderately performed passive/avoidant leadership behaviours such as being a firm believer in "if it isn't broken, don't fix it." and delaying responding to urgent questions. The qualitative results suggested that most principals engaged actively in all responsibilities and duties, but some refrained from involvement in certain tasks due to inadequate staff. Although most teachers showed high organizational citizenship behaviours according to quantitative findings, the qualitative results suggested that some teachers had low organizational citizenship behaviours such as altruism and conscientiousness. Therefore, it could be found that most teachers performed organizational citizenship behaviours though their principals showed moderate passive/avoidant behaviours, but it might result in some teachers leading to less altruism and conscientiousness.

Therefore, it could be found that although there were positive relationships between principals' transformational and transactional leadership behaviours and teachers' organizational citizenship behaviours and there was a negative relationship between principals' passive/avoidant leadership behaviours and teachers' organizational citizenship behaviours, some absences in

teachers' organizational citizenship behaviours were found in qualitative results. So, other factors were likely to influence on teachers' organizational citizenship behaviours.

Recommendations

The following recommendations were suggested on the analysis of quantitative and qualitative research findings.

Educational authorities should

- provide enough school facilities, enough qualified principals for effective administration and enough qualified teachers for effective teaching.
- implement the recommendations that are needed to be carried out in the educational sectors presented by educational researchers
- design joint training programs with education universities and education degree colleges that target school administrators with the aim of producing transformational and transactional leaders.

All principals should

- reflect their leadership behaviours and need to practice the leadership behaviours which encourage teachers' organizational citizenship behaviours.
- keep on practicing transformational leadership behaviours together with transactional leadership behaviours.
- encourage teachers' creativity and innovation
- consider individual's needs and concerns
- attend workshops and trainings arranged by educational authorities and by other educators for upgrading leadership capacity.
- award and appreciate the teachers who take part in teachers' organizational citizenship behaviour in schools.
- reduce using passive/avoidant leadership behaviours as much as possible.
- not refrain from decision-making or not significantly delay decisions and not neglect responsibilities

All teachers should

- be responsible for duties as a teacher towards students, colleagues, school, and educational departments.
- promote sportsmanship behaviours
- exhibit more altruistic and conscientious behaviours
- actively participate in collaborative activities in schools
- attend workshops and trainings arranged by educational authorities and by other educators for awareness of organizational citizenship behaviours.

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