

The Impact of Principal's Leadership and Social Support on Teachers' Organizational Citizenship Behavior

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ABSTRACT

The purposes of this study were as follows: 1) To determine how demographic variables they receive interact to influence the level of faculty involvement in organizing civic behavior. 2) To explore the various leadership styles that are demonstrated by school administrators and the impact that these styles have on the organizational citizenship behavior of individual teachers. 3) To investigate the extent to which social support, which includes both the support of colleagues and the school administration, has a role in shaping teachers' organizational citizenship behavior. The sample size was determined by random sampling in this study; 380 samples will be drawn from school A. Research instruments were questionnaires concerning demographics, principal leadership, social support, and teacher organization civic behavior. Descriptive Statistics: Frequency, Percentage, T-test, F-test, Multiple Regression Analysis. The study revealed that demographic variables such as age, education level, and years of experience significantly influence teachers' organizational and civic behavior, whereas gender and teaching positions do not. Transactional and laissez-faire leadership styles positively impact these behaviors, while transformational leadership does not show a significant linear relationship. Additionally, social support significantly impacts teachers' organizational and civic behavior, indicating that increased social support leads to enhanced behaviors.

Keywords: *Demographic variables, Principal Leadership Style, Social Support, Organizational Citizenship Behavior*

INTRODUCTION

The principal's leadership style has a profound influence on the overall atmosphere of the school and the working attitude of teachers. In academia, research on educational leadership has been conducted for many years, and some of these important studies have focused on the relationship between leadership style and faculty performance. For example, Hoy and Tarter (2003) noted that the transformational nature of the principal's leadership style can promote innovation and improvement in schools to improve teacher performance. Moreover, social support as an essential organizational cultural factor has also attracted much attention in education. The degree of social support teachers feel in their work is closely related to their job satisfaction and input (Chiu et al., 2015). Therefore, it is important to understand how principal leadership style and social support influence teachers to organize civic behavior. Although there have been some studies on teacher organization of civic behavior, the mechanisms of principal leadership style and social support on this behavior are unclear. However, few studies have shown how principal leadership style and social support jointly influence civic behavior in a teacher organization. Therefore, this study aims to fill this gap and explore how principal leadership style and social support collectively influence teacher organizational civic behavior. Thus, based on the views and research results, the researcher is interested in studying the impact of a principal's leadership and social support on teachers' organizational citizenship behavior. Thus, based on the views and research results, the researcher is interested in studying the impact of a principal's leadership and social support on teachers' organizational citizenship behavior. The results of this study will contribute to a deeper understanding of the mechanisms of principal leadership style

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and social support on teacher behavior, guiding school administrators to promote positive teacher behavior and improve overall school performance.

LITERATURE REVIEW

1) Transformational leadership theory emphasizes that leaders transcend their interests by stimulating higher needs of subordinates, such as self-actualization and growth. These leaders can strengthen the staff's understanding and justice and improve the quality of work life in the organization, which improves employees' satisfaction and human dignity and causes their development and growth in the organization. On the other hand, the perception of discrimination and justice demoralizes and demotivates employees and decreases the productivity of their performances (Miller & Miller, 2001). These leaders act as mentors and advisors and pay attention to personal development, learning, and supplying the needs of the employees. They provide challenges, a sense of mission, broader perspectives, respect, and trust for the employees, and they act as role models for their employees. They create an atmosphere of trust and motivate employees to work for the organization beyond their self-interests (Khorshid & Pashazadeh, 2014, p7) evidence suggests that transformational leadership effectively improves student outcomes.

2) The transactional leadership theory is an exchange relationship between the leader and the followers. The leader provides some resource or reward, and the followers provide service or loyalty. The theory emphasizes the interaction and interdependence between the leaders and their followers. Key features include: leaders set clear goals and provide rewards and incentives to achieve them; followers receive guidance and work hard to get rewards; and transactional leaders often use incentives and penalties to manage teams with a results-oriented approach. The transactional leader often assigns tasks to subordinates by the law of "the correct way leads to success", emphasizing performing tasks as they have been performed in the past and using methods that are routine and predictable, thereby reducing the potential for creative performance (R. J. House, P. J. Hanges, M. Javidan, et al., 2004). Research could explore how principal leadership style influences teachers' organizational civic behavior and further examine the impact of such behavior on school performance.

3) In the laissez-faire leadership theory, leaders do not interfere in the decisions and behavior of team members but allow them to decide and deal with problems; team members enjoy high autonomy and freedom. (Yukl, G. 2013 Research can explore the influence of principals' leadership style on teachers' organizational civic behavior and understand whether leaders adopting laissez-faire leadership has any influence on teachers' organizational behavior. Laissez-faire leadership theory emphasizes the autonomy and freedom of team members, while social support can be used as resource support to promote individual autonomy (Avolio, B. J., & Bass, B. M. 2001) . Research can explore the impact of social support provided by principals on teacher autonomy and organizing civic behavior,

4) Social support theory emphasizes that social connections and support have essential roles in their psychological and emotional well-being. Social support has a positive impact on individuals' mental health, adaptability, and ability to cope with stress and can reduce the incidence of destructive emotions such as anxiety and depression (Cohen, S., & Wills, T. A. 1985). By analyzing the degree of social support teachers feel in their work, we can better understand their job satisfaction, work engagement, and organized civic behavior. In addition, social support theory can help school administrators and leaders understand how to build and promote social support networks within schools to improve teachers' work motivation and organizational effectiveness.

5) Organizational support theory to support and help from members of the organization, theoretical basis for exploring the influence of school principals' leadership style and social support on teacher organizational civic behavior. By analyzing the degree of support teachers feel in the school organization, teachers' work attitude, work behavior, and organizational civic behavior can be better understood. Furthermore, organizational support theory can help school administrators and leaders

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understand how to build and maintain a supportive work environment that improves teacher job satisfaction and job performance (Shore, L. M., & Tetrick, L. E., 2014)

6) Teacher organization civic behavior (OCB) refers to teacher organization of civic behavior that helps improve the organization's cooperative atmosphere, promote teamwork, and improve organizational efficiency. Teachers' organizing civic behavior is of great significance to the organization's long-term development and can enhance the organization's competitiveness and sustainable development ability (Das, 2021). This study's theory of teacher organization civic behavior provides an essential theoretical basis for exploring the influence of school principal leadership style and social support on teacher organization civic behavior (Rockstuhl, 2020). Moreover, the teacher-organization citizen behavior theory can also help school administrators and leaders recognize the importance of their voluntary participation in organizational activities and make suggestions, thus better motivating their active participation and contribution (Wang, Z., Zhang, Z., & Cheng, Y. 2021).

Research Objectives

1. To determine which demographic variables they had interacted with to influence the level of faculty involvement in organizational citizenship behavior.
2. To explore the various leadership styles that are demonstrated by school administrators and the impact that these styles have on the organizational citizenship behavior of individual teachers.
3. To investigate the extent to which social support, which includes both the support of colleagues and the administration of the school, has impacted teachers' organizational citizenship behavior

Research Framework

Independent Variable

Dependent Variable

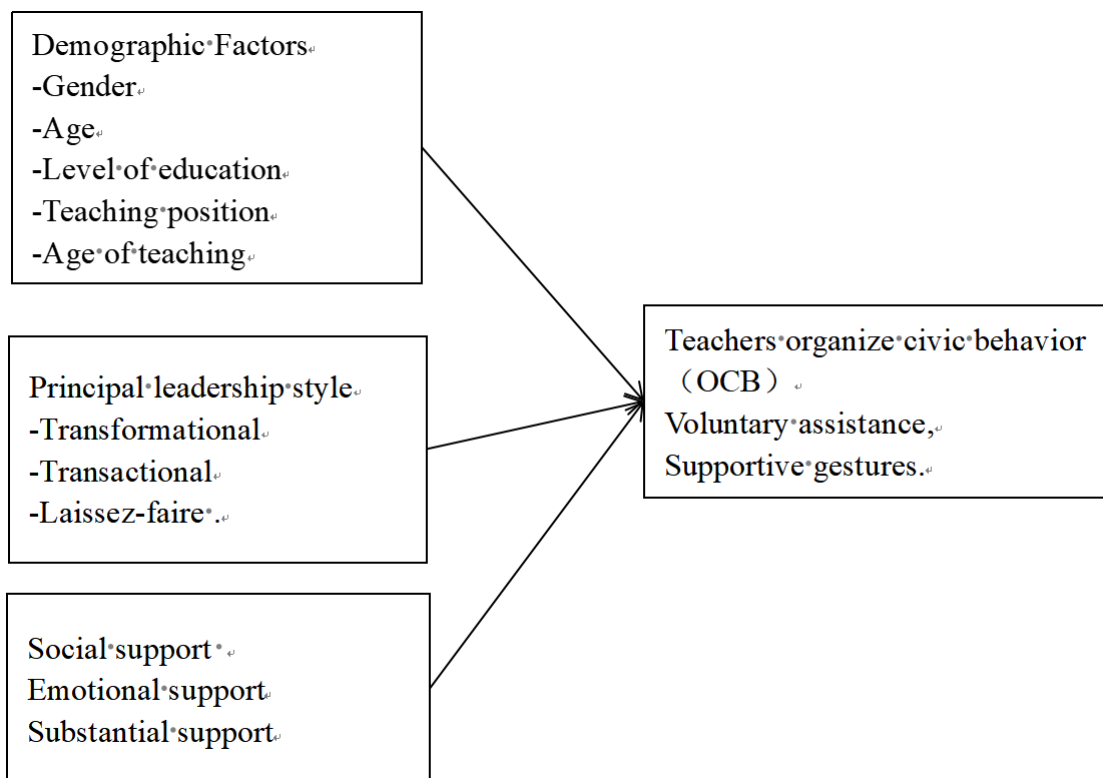


Figure 1. Research Framework

METHODS

Population and Samples

The study object was the staff performance of school A, with a population total of 760 full-time staff members, and the sample size was determined by random sampling method. A stratified sampling ratio of 50% was applied, resulting in a stratified sample size of 380 samples drawn from school A.

Data Collection

The data collection process for this study was designed to collect information on various aspects of demographic variables, such as principal leadership style, social support, teacher organizing, civic behavior, and more. The survey instrument was carefully developed to fit with the factors and variables identified in the framework of the study.

Research Instrument

The questionnaire will include asking for demographic information (e. g., age, gender, education, teaching position, teaching age)—moreover, issues related to principal leadership, social support, and teacher organization of civic behavior.

Data Analysis

This software, SPSS (Statistical Package for the Social Sciences), will analyze the questionnaire survey data, including descriptive statistics and regression analysis, frequency distribution, percentage, average (arithmetic mean), standard deviation, and correlation analysis.

FINDINGS AND DISCUSSION

Analysis of demographic factors that influence teachers' organization and civic behavior:

1) The results of the statistical analysis of the impact of gender age, education level, teaching positions, age of working on teacher organization, and civic behavior. The results of the statistical analysis of the impact of gender on teacher organization and civic behavior. The data showed that the F value of gender on teacher organization and civic behavior was 0.959, corresponding to a significance level of 0.328, indicating that the gender difference was not statistically significant. A t-value of 0.6, degrees of freedom of 378, and Sig value of 0.549 further confirmed no significant correlation between gender, teacher organization, and civic behavior.

The results of the effect of age on teacher organization and civic behavior. The data show that the sum of squares between age groups is 9.253, the degrees of freedom is 3, and the calculated mean square is 3.084. The F value was 3.397, corresponding to a significance level of 0.018, indicating a statistically significant effect of age differences on teacher organization and civic behavior. The within-group sum of squares was 341.368, degrees of freedom 376, and mean square was 0.908, indicating that individual differences had less influence on organizational and civic behavior. The overall sum of squares is 350.621, and the freedom is 379.

The results of the impact of education level on teacher organization and civic behavior. The data showed that the sum of squares between the education level groups was 12.63, the degree of freedom was 3, and the calculated mean square was 4.21. The F value was 4.683, corresponding to a significance level of 0.003, indicating a statistically significant effect on teacher organization and civic behavior. The within-group sum of squares was 337.991, with degrees of freedom of 376 and a mean square of 0.899, indicating that the differences within individuals are relatively small. The sum of squares was 350.621, and the degrees of freedom were 379.

The results show the impact of teaching positions on teacher organization and civic behavior. The data show that the sum of squares between the teaching positions is 4.642, the degrees of freedom are 3, and the calculated mean square is 1.547. The F value of 1.681 corresponds to a significance level of 0.171. The within-group sum of squares was 345.979, degrees of freedom 376, and mean square of 0.92, indicating that the differences within individuals were relatively small. The

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sum of squares was 350.621 and degrees of freedom 379, indicating that teaching positions are unnecessary in explaining the variation in teacher organization and civic behavior.

The results of the impact age of working on teacher organization and civic behavior show that years of work significantly impacted teacher organization and civic behavior. The sum of squares between working years was 27.648, degrees of freedom was 3, the mean square was 9.216, F was 10.729, and the significance level was 0, indicating significant differences in their organization and civic behavior. This finding suggests that teachers may exhibit different patterns of organizational citizenship behavior with increasing working years.

2) The results of the influence of the principal's leadership style on teacher organization and civic behavior.

The multiple linear regression coefficients of the influence of principal leadership style on teacher organization and civic behavior. The unstandardized coefficient (B) for Model 1 was 1.940, with a standard error of 0.188, a t-value of 10.322, and a significance level of 0.000. These results indicated that Model 1 was statistically significant, and the explanatory variable significantly affected the dependent variable. Specifically for the three sub-dimensions of the principal's leadership style, the unstandardized coefficient of transformational leadership was -0.108, the standard error was 0.086, the standardized coefficient (Beta) was -0.115, the t-value was -1.248, and the significance level was 0.213. So, the influence of transformational leadership on teacher organization and civic behavior is insignificant; there is no significant linear relationship between the dimension of transformational leadership and teacher organization and civic behavior. The unstandardized coefficient for transactional leaders was 0.251 with a standard error of 0.083, a standardized coefficient (Beta) of 0.274, a t-value of 3.012, and a significance level of 0.003. This shows that transactional leadership has a significant positive impact on teacher organization and civic behavior. That is, there is a significant positive linear relationship between the dimension of transactional leadership and teacher organization and citizen behavior.

Furthermore, the laissez-faire leader had an unstandardized coefficient of 0.282, a standard error of 0.081, a standardized coefficient (Beta) of 0.266, a t-value of 3.498, and a significance level of 0.001. This shows that laissez-faire leadership has a significant positive impact on teacher organization and civic behavior. That is, there is a significant positive linear relationship between the dimension of laissez-faire leadership and teacher organization and civic behavior in the model.

3) The results of the influence of social support on teachers' organization and civic behavior.

The multiple linear regression coefficients for the impact of social support on teacher organization and civic behavior. The unstandardized coefficient (B) for Model 1 was 1.638, with a standard error of 0.144, a t-value of 11.371, and a significance level of 0. These results indicated that Model 1 was statistically significant, with explanatory variables having a significant effect on dependent variables, specifically the independent variable with an unstandardized coefficient of 0.741, standard error of 0.056, standardized coefficient (Beta) of 0.563, t-value of 13.253 and significance level of 0. This indicates that social support has a significant positive impact on teacher organization and civic behavior. That is, there is a significant positive linear relationship between this dimension of social support and teacher organization and civic behavior in the model.

Discussion

The discussion of the research results is divided into three main sections: Part 1 explores the impact of demographic factors on teachers' organizational and civic behavior. Part 2 examines how the principal's leadership style influences these behaviors among teachers. Part 3 analyzes the role of social support in shaping teachers' organizational and civic behavior.

The influence of demographic factors influences teachers' organization and civic behavior. H1: Demographic variables have a significant positive/negative impact on teacher organization civic behavior. The **gender** has a limited impact on teacher behavior. Cohen and Wills (1985) suggested that gender differences in workplace behaviors tend to diminish when other more significant factors are considered. In contrast, **age** as an explanatory variable has significant explanatory power for teacher organizational and civic behavior variations. Indicating that age within demographic factors

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has a significant impact on teacher behavior. Therefore, age as an important variable should be considered when exploring the influence of principal leadership. The **education level** among demographic factors significantly impacts teacher organization and civic behavior. The results showed that the demographic variables education level have a significant influence on the principal leadership style, social support, and teacher's organization of civic behavior, and Chen and Zhang (2020) found that higher education levels are associated with greater emotional intelligence, which in turn enhances teachers' engagement in OCB. The study found that **teaching positions** are not a significant factor in explaining teacher organizational and civic behavior variation. This suggests that the role or position held by a teacher within the school does not strongly influence their engagement in OCB. Supporting this, research by Grant (2006) indicated that while leadership roles might enhance a sense of responsibility, they do not necessarily correlate with increased OCB. The study shows that **years of work** significantly impact teacher organizational and civic behavior. Moreover, laissez-faire leadership also significantly impacts teacher organizational and civic behavior, with a significant positive linear relationship between this leadership style and these behaviors. This result might seem counterintuitive, as laissez-faire leadership is often characterized by a lack of direct supervision and a hands-off approach.

The proposed hypothesis H2: The principal's leadership style has a significant positive/negative impact on teacher organization civic behavior. The study findings indicate that transformational leadership does not significantly influence teacher organizational and civic behavior, as there is no significant linear relationship between the dimension of transformational leadership and these behaviors at a significance level of 0.003. Haslam, Reicher, and Platow (2020) argue that the effectiveness of transformational leadership often depends on aligning leaders' values with those of their followers. In cases where such alignment is weak, the impact on behaviors like OCB may be minimal. On the other hand, transactional leadership has a significant positive impact on teacher organizational and civic behavior, indicating a significant positive linear relationship between the dimension of transactional leadership and these behaviors. This finding is consistent with previous research by Bass and Avolio (1994), who found that transactional leadership, based on a system of rewards and punishments, can effectively motivate employees to engage in behaviors that benefit the organization. Research by Bass and Stogdill (1990) suggests that while laissez-faire leadership is generally considered less effective, it can lead to positive outcomes when teachers are highly motivated and capable of self-management.

The proposed hypothesis H3: Social support has a significant positive/negative impact on teacher organization civic behavior. The study findings indicate that social support significantly impacts teacher organizational and civic behavior, establishing a significant positive linear relationship between this dimension and these behaviors in the model. The results of the data analysis support the research hypothesis H3, confirming that social support has a significant positive effect on the civic behavior of faculty organizations. This finding is consistent with existing research that highlights the critical role of social support in fostering organizational citizenship behavior (OCB) among teachers. For example, Bogler and Somech (2004) found that when teachers perceive high levels of social support from colleagues and administrators, they are more likely to engage in behaviors that go beyond their formal duties, such as helping colleagues, volunteering for extra tasks, and showing a greater commitment to the school's objectives. Furthermore, Eisenberger et al. (2001) emphasize that social support, particularly perceived organizational support (POS), can significantly enhance employees' motivation to contribute positively.

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