

TEACHER ORGANIZATIONAL CITIZENSHIP BEHAVIOR AND
PRINCIPAL EMOTIONAL INTELLIGENCE:
HOW THEY RELATE AND INTERACT

By

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Submitted to the Department of Educational Leadership and Policy Studies and the Faculty of
the Graduate School of the University of Kansas in partial fulfillment of the requirements for the
degree of Doctor in Education Administration.

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ABSTRACT

The purpose of this study is to examine the influence, if any, that a building principal's emotional intelligence has on the amount of organizational citizenship behavior exhibited by teachers. Organizational citizenship behaviors are economically irrational. OCB's cannot be required as part of the job and are discretionary. Performing such task requires motivation that is irrational. Traditional conventional leadership research fails to give plausible productive insights to how Principals can foster OCB. An emotional appeal or connection between the leader and follower has been found to foster. Selfless or altruistic acts require an emotional connection or appeal to provide the motivation to participate in them. Principal emotional intelligence may bridge the gap and assist in creating the necessary emotional connection or appeal. EI has been found to have a positive relationship with OCB directed at individuals as well as the organization (Turnipseed & Vandewaa, 2012). This study is significant because it provides insight into the question: *Does the emotional intelligence of a Principal foster teacher participation in organizational citizenship behaviors?*

Ten schools from the same school district in northwest Missouri participated in the study. Participation in the study was determined based on the successful completion of the EI assessment on each Principal. The EI assessment chosen for the study was the ability based 360° Emotional Competency Inventory created by Richard Boyatzis. The assessment consisted of 36 questions on a 5pt Likert scale that needed to be completed by at least 3 colleagues on the Principal to be included in the study. Upon successful completion of the ECI on a given Principal, all teachers from that building became eligible to complete the OCB survey. The OCB survey consists of 10 demographic and 22 OCB questions on a 5pt liker scale. The survey is from OCB research conducted by Kerrie Herren (2014), who adapted the scales created by Podsakoff, Ahearne, and Mackenzie (1997) to fit an educational setting. Teachers were asked to respond to the OCB questions based on their perception of the actions of the teachers in their building as a whole.

The results found that the overall measure of a principal's emotional intelligence was not significantly related to teacher organizational citizenship behavior. This is potentially due to individual competencies that are positively and negatively significant canceling to comprise the overall EI. Competencies found to be significantly negative were: emotional self-control, pattern recognition and networking. Whereas, teamwork, achievement orientation, empathy and initiative were all found to be significantly positive.

DEDICATION

To my wife, Diana, for the continued encouragement, dedication and support for me as I endured this journey. You have blessed my life each day since we have met. I love you!!!

To my parents, Debbie and Mike, for teaching me to never give up and perspective for what life gives you. Mom, you are my rock and have taught me strength, love and hard work.

To my children, James and Emily, let this be a symbol of what you can accomplish with hard work and dedication. I want you to value education and hard work above everything else. I love you and want nothing but the best for you both. You can do anything if you focus and work for it

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CHAPTER ONE: INTRODUCTION

Education is a service industry in which many of those who seek out the occupation do so because of a sense of “calling to the profession” (Hansen, 1995). This calling has become an important factor for school districts in retaining quality teachers, often times lesser for pay than other comparable professions in other industries. Many teachers are not in the profession for the money but rather for other hidden benefits; such as the sense of having an influence or impact on the life and/or success of their students (Oplatka, 2006). Creating an atmosphere or culture that fosters organizational citizenship behavior (OCB) is a benefit for these districts (DiPaola & Hoy, 2005).

Organizational citizenship behavior (OCB) “is employee behavior that is above and beyond the call of duty and is therefore discretionary and not rewarded in the context of an organization’s formal reward structure” (Konovsky & Pugh, 1994, p. 656). OCB has been studied extensively in business management but the research in the field of education is far less. In order to be considered OCB the act should not be part of the formal reward structure, but instead, for the good of the organization or because the individual feels it is the right thing to do (Organ, 1988). This study will examine if these behaviors are influenced by the emotional intelligence of the principal and if so, to what degree.

Emotional intelligence (EI) has a positive relationship with characteristics in an effective leader (Rubin, Munz, & Bommer, 2005). Xiaqi, Kun, Chongsen, and Sufang (2012) described that the level of a leader’s emotional intelligence has a positive association with the level of follower’s trust. In other words, the higher the level of emotional intelligence in the leader, the higher the level of trust from the follower. Wong and Law (2002), using their own measurement for EI, found that leaders with positive EI have a positive relationship with followers and job

satisfaction, as well as organizational citizenship behavior. Organizational citizenship behaviors are acts with a positive result for the organization, performed outside the specifications of the job description, with no intention for compensation, reward or promotion (Organ, 2006).

Research on the relationship between leadership characteristics and the amounts and types of OCB in an organization is limited. This study will explore the potential relationship between the emotional intelligence of a school principal and teacher engagement in organizational citizenship behaviors. Questions that will be addressed are:

1. To what extent does principal emotional intelligence impact teacher organizational citizenship behavior?
2. To what extent do the individual emotional intelligence competencies of a principal impact teacher organizational citizenship behavior?

A teacher who engages in OCB willingly assists students and colleagues, as well as performs tasks that not only benefit them but others in the organization. These acts may include voluntarily serving on committees, tutoring/helping struggling students, sponsoring extra-curricular activities and offering ideas to better the school (DiPaola & Neves, 2009). To engage in these behaviors requires motivation on the part of the teacher. The teacher must be willing to provide the behavior on his/her own time and at his/her own discretion. These behaviors benefit the school district by providing resources that would either not be available otherwise, or would be an added expense for the school district.

Current leadership research does not sufficiently distinguish between followership within the official expectations of the job and followership outside of the official expectations. This creates a gap in knowledge in showing how a leader can foster OCB in the followers because OCB is a selfless and altruistic act that benefits the organization more than the participating

individual. This type of behavior is economically irrational and requires an emotional connection or appeal to engage persons in them. Existing leadership theories do not directly nor explicitly address the emotional appeal, which is critical for altruistic acts to go above and beyond expectations. Emotional intelligence may provide the bridge in this gap by providing a means to identify how to foster OCB.

This study surveyed principals and teachers from a single semi-urban school district in Northwest Missouri. Principals were asked to have an emotional intelligence assessment completed on them by 3-5 colleagues. Once the EI assessment was successfully completed, all teachers in the principal's building were asked to complete an OCB survey. The survey was over their perception of the behavior of the teachers in their building as a whole. Ten buildings met the criteria to participate in the study, three high schools, three middle schools and four elementary schools. The results of the survey were analyzed for relationships while accounting for an array of controls. The study will utilize ordinary least-squares (OLS) models to estimate the relationships between principal emotional intelligence and teacher organizational citizenship behavior.

The results found that the overall measure of a principal's emotional intelligence was not significantly related to teacher organizational citizenship behavior. This is most likely due to having separate individual competencies that are positively and negatively significant that comprise the overall EI measure. Competencies found to be significantly negative were: emotional self-control, pattern recognition and networking. Whereas, teamwork, achievement orientation, empathy and initiative were all found to be significantly positive with teacher OCB.

Chapter 2 will provide a review of literature for the study. It will look at organizational citizenship behavior as a whole, how it relates to teachers and its relationship to leadership.

Literature concerning leadership theory will highlight the gap concerning followership above and beyond what is required. The chapter will then conclude by looking at literature on the emotional appeal of leadership and emotional intelligence as a leadership trait. The chapter will highlight what is currently known while also raising questions that will be addressed with this study.

CHAPTER TWO: REVIEW OF LITERATURE

Recently, education has experienced a rise in accountability leaving many school districts exploring ways of increasing their students' performance. Teacher organizational citizenship behavior (OCB) can provide an incentive to school districts, by providing resources that may not otherwise be available. The leader of a school building can influence the behavior of their teachers. The emotional intelligence (EI) of the principal may play a significant role in creating a culture that encourages or discourages teachers to go above and beyond the call of duty.

In this chapter, I will explore literature relative to the potential relationship between principal emotional intelligence and teacher organizational citizenship behaviors. It will first look at the nature of OCB, the benefits to organizations and means of fostering it. OCB cannot be created by money or rules and procedures, but because OCB is altruistic in nature and economically irrational it may be fostered by emotional appeal. The four primary categories of leadership theory will be discussed to show that these do not directly address emotional appeal nor do they explicitly distinguish between the follower's participation inside and follower's participation outside the formal job description. The final portion will shed light on how emotional intelligence can help overcome these gaps in research. I will discuss the benefits that a leader's EI brings to an organization and the potential bridge to fostering OCB in followers.

2.1 Organizational Citizenship Behaviors (OCB)

Organizational citizenship behavior (OCB) "is employee behavior that is above and beyond the call of duty and is therefore discretionary and not rewarded in the context of an organization's formal reward structure" (Konovsky & Pugh, 1994). OCB has been studied extensively in business, but the research in education has been far less thorough. By definition, to

be considered OCB, the behavior or act should be: outside the formal reward structure, not part of the defined job requirements and performed for the good of the organization or because the actor feels the OCB is the right thing to do (Organ, 1988).

Organizational citizenship behavior cannot be triggered by money or incentives. Behavior that is performed for economic compensation would not qualify for consideration of OCB, but as part of the prescribed job. The organization would not experience any added benefit if the behavior is reinforced or created at an economic expense. OCB's are economically irrational behaviors that must be motivated by something other than money or reward.

OCB is discretionary, it cannot be triggered by rules or procedures designed to foster them. Rules or procedures that cause the behavior create something that is required. When a behavior becomes a required task it no longer can be considered as OCB. To be considered OCB, the behavior must occur at the will of the employee and benefit to the organization.

Organ first used the term "organizational citizenship behavior" in 1983 referring to behaviors that were not prescribed, benefitted the organization and performed by workers to assist others. This type of behavior was previously categorized by Katz and Kahn (1960) as supra-role behavior, or behaviors for a specific job that cannot be prescribed or required in advance. An individual exhibits these behaviors for the good of the organization. Most often, supervisors accept these behaviors because of their value and supervisors typically cannot require such behaviors due to the behaviors not being part of the job description (Bateman & Organ, 1983).

The desire for employees to exert effort into behaviors not within their direct duties can be an essential part of an effective organization. These behaviors "lubricate the social machinery of the organization" (Bateman & Organ, 1983, p. 588). OCB allows for the organization to

operate smoothly and efficiently because the employees are willing to do tasks that need to be done, thus allowing supervisors to allocate resources to other places in need (Oplatka, 2006).

Organ (1988) later categorized behaviors by their contribution to the increased efficiency of the organization. Table 1 identifies the categories and provides a description of each.

Table 1: OCB Categories and description of benefit to the organization.	
<u>OCB Category</u>	<u>Description of behavior</u>
Altruism	Behaviors directed toward helping others
Conscientiousness	Focuses on the time spent on efficiency of themselves and the group.
Sportsmanship	Decrease negative behavior (whining/complaining) and increase productivity
Courtesy	Prevents problems and facilitates constructive use of time
Civic Virtue	Places organizational interest first

Depending on the organization, research has found that OCB categories may vary. Moorman and Blakely (1995) concluded the presence of four categories but their analyses led them to a two dimensional structure based on who benefited from the behavior. Williams (1988) also determined two dimensions, defining them as 1) behaviors that benefit the organization (OCBO) and 2) behaviors that benefit individuals in the organization (OCBI). In studying OCB in schools, DiPaola & Tschannen-Moran (2001) concluded that only one dimension may exist. The organizational and individual dimensions act together as a “single, bipolar construct” (DiPaola & Tschannen-Moran, 2001; DiPaola & Hoy, 2005, p. 37). This construct is the result of the nature of education as a profession. Any action that is performed that benefits the organization will also have an impact or benefit to individuals as well. In education, the two (organizations and the individuals) are too closely related for them to be separated.

2.2 Teacher OCB

Teaching is a service profession, in which the teacher has considerable autonomy in his or her work. Teachers have the power to choose how they manage their work in a variety of ways, such as: design of lessons, order of lessons, management of their classroom and others. Research has found that the more autonomy employees have in their jobs, the more they exhibit OCB. The autonomy influences the psychological state of the employee, making them take more responsibility in their work outcomes as well as increasing job satisfaction (Hackman, 1980; Podsakoff, MacKenzie, Paine, & Bachrach, 2000).

However, the autonomy afforded teachers in many of their duties may blur the lines when distinguishing what qualifies as OCB. Teaching is a contracted position to teach a certain number of students a set number of objectives in the time span of the school day for a set number of days in a school year. By definition, to be considered OCB the person exhibiting the behavior cannot do so because of any known or foreseen compensation or reward and the act must be outside of the prescribed job description (Organ, 1988).

Teachers that unknowingly exhibit OCB may categorize their behavior as part of their contractual obligation or job duty and not as going above and beyond the call of duty. The professional teacher by nature has the calling to go beyond the call of duty, doing more than what is specifically required of the position (DiPaola & Hoy, 2007). Some examples may be staying late to help struggling students, making calls to parents on their personal time and volunteering to assist with activities for students. Teachers may view these as ways to help further “teach” and not as organizational citizenship behavior.

For this study, teacher OCB will be defined as behaviors that exceed their contractual obligations and extend beyond the call of duty. Teachers who carry out these types of behaviors

take the duty on themselves to identify the need and then follow through with the act. These tasks are not required nor are any rewards expected; however the acts do provide a benefit to the school or an individual(s).

OCB in education centers primarily in the area of altruism. Altruistic behavior is the most commonly observed behavior in education because of the clientele of the profession. DiPaola and Costa Neves (2009) state that “teachers routinely perform behaviors directed toward helping individuals, both students and colleagues, as part of their professional identity” (p. 493). In schools, students are the main focus for the goals of the organization. Therefore, any behavior exhibited to help students also will improve or help the organization. This behavior leads to an overlap between the professional goals of the teacher and the goals of the school; DiPaola and Hoy (2005) stated “the distinction between helping individuals and furthering the organizational mission is blurred because, in schools, the mission is synonymous with helping people” (p. 37).

Academically and economically struggling schools benefit greatly from teacher organizational citizenship behaviors by providing resources that are a benefit at no additional expense to the schools. The OCB of teachers alleviates some of the pressure on the schools when allocating scarce resources. Repeated OCB will, overtime, improve the organization’s effectiveness (DiPaola & Neves, 2009). The OCB exhibited by teachers allow the school to be more effective by allowing the school to be flexible, adaptable, innovative and efficient.

2.3 EI as an Antecedent for OCB

Past research has looked at the relationship between OCB and its antecedents to ascertain information as to why employees exhibit the behaviors. Much of the research has focused on employee characteristics, role and organizational characteristics, as well as leadership

characteristics as possible antecedents (DiPaola & Tschannen-Moran, 2001; Organ, 1988; Organ & Ryan, 1995; Podsakoff et al., 2000). The focus of this study is to look at the relationship of the leadership characteristic of emotional intelligence as a possible antecedent to OCB.

In studying teacher OCB, Oplatka (2006) reported three determinants of teacher OCB: Personal Characteristics, School Climate and Atmosphere, and Leadership Characteristics. The personal characteristics are closely related to the reason that teachers enter the profession. Teachers feel that they have a “sense of calling” or simply have an “other-oriented personality” which causes them to feel the need to do OCB. The aspects of school climate and atmosphere center on aspects of the organization that teachers feel encourage them to engage in OCB. In describing the findings in this area, Oplatka states “teachers emphasized the emotional aspects of their workplace, using phrases such as: *our staff room is like family, family atmosphere and warmth*” (2006, p. 409). Aspects of leadership strongly related to OCB are: change initiation, positive feedback, democratic leadership and emotional leadership. Even though these leadership traits were found to have a strong relationship with OCB; the results also were clear that leadership cannot force or make someone engage in OCB. In each of these areas it was clear that some individuals perform OCB’s despite the presence of the leadership characteristics; however, the “principal can create an atmosphere that encourages” (p.411) such behavior because the “whole school looks up to the principal” (p. 413).

The study did not specifically mention emotional intelligence but both personal and leadership characteristics fit into aspects of EI’s definition. Teachers engage in behaviors that qualify as OCB if they receive some type of emotionally positive feedback from their principal. Oplatka concluded that “emotion-based leadership” (p. 410) of the principal is strongly related to teacher OCB, participants in the study stated that a principal that shows positive emotion and

attention towards the needs of the teacher are likely to motivate teacher OCB. Principals that exhibit these characteristics develop an emotional connection with the teachers that creates combined commitment to the school and increases teacher OCB (Oplatka, 2006).

2.4 OCB Benefits

In a study by DiPaola and Hoy (2005), teacher OCB was found to have a significant and positive correlation to student achievement. To further determine their correlation, DiPaola and Hoy controlled their sample for socio-economic status and revealed a significant positive correlation. In other words, the greater the organizational citizenship behavior exhibited by the faculty of the school, the higher the achievement of the students. The principal, as the leader of the building, also has a significant correlation to student achievement (Marzano, 2003). Emotional intelligence may be the key to creating a culture that optimizes the opportunity for students to be successful. The emotional intelligence of an individual has a positive relationship with engaging in organizational citizenship behaviors directed at both individuals and an organization (Turnipseed & Vandewaa, 2012). Teachers and principals with high EI have a greater tendency to engage in OCB. Student achievement will increase in building with teachers that engage in OCBs and effective principals.

Although organizational citizenship behavior is intended to be done without regard to any compensation or reward, studies have shown that leadership and/or management have considered OCB when evaluating employees (Turnipseed & Vandewaa, 2012). The benefits of these types of behaviors make an employee who engages in them an asset to the organization; therefore the leader innately considers these behaviors when evaluating the overall performance of the

employee. The leader is getting more out of the employee than what is required for the expense of what is minimally required.

2.5 Relationship between Leadership and OCB

To examine an effective OCB to leadership connection, a requirement is a concept of leadership that places significant emphasis on the emotional connection or appeal between the leader and follower. This connection must come from the heart. Emotional intelligence addresses emotional drive, a skill to which OCB is attuned. What follows demonstrates that other leadership theories are inadequate in establishing a foundation for the emotional appeal necessary to foster OCB.

OCB must exist outside of the official job expectations. Existing leadership theories fail to explicitly distinguish between followership within the official expectations of the job and followership outside the official expectations. Existing leadership theories focus on getting followers to accomplish the tasks required to fulfill their job description but lack ideas in instructing and influencing followers to perform tasks outside that realm. If an organization needs to increase OCB, no existing leadership theory explicitly explains how this can be achieved. Current leadership theories fall into four different categories: Trait, Behavioral, Situational/Contingency and New Leadership theories. The new leadership theories come closest to addressing the behavior of followers outside the official expectation, as well as providing the foundation for emotional appeal necessary to foster OCB. A discussion of each category of leadership research in regards to these two components follows.

2.5.1 Trait Theory.

Most of the early leadership theories focus around the central question: What specific traits do leaders possess that make them successful? Trait theories of leadership do not predict behaviors outside of the job description, and thus are insufficient for examining the leadership effects on organizational citizenship behaviors. I will discuss these theories and why they fail to predict behaviors outside of the job description.

One of the trait theories is Thomas Carlyle's "Great Man" theory. Theories, such as the great man, concluded that leadership is the result of the traits or a characteristic a person possesses (Bass & Stogdill, 1990; Green, 2009). Through this approach, critical leadership traits could be isolated, so that people with such traits could then be recruited, selected, and installed in leadership positions (Bass & Stogdill, 1990; Bolden, 2003, p. 6). Since leadership may vary based on the organization, identifying a set number of traits for effective leadership is very difficult.

Trait theories focus more on the leader and less on the actions of the followers. The theories fail to explain how a leader can foster behavior that functions outside of the formal expectations of the job. Merely possessing a characteristic or attribute does not go far enough to define what is required to create OCB in a follower. Characteristics and attributes may also not be perceived the same by each follower and in turn may cause a resistance to engage in behaviors that are above and beyond what is required.

Developing an emotional appeal also requires more than simply possessing a specific set of characteristics or attributes. Trait theories fall short of explaining the interactions which are vital to establishing an emotional connection between the leader and follower. However, these theories are among the oldest known and serve as the basis for more recent theories. As research

into leadership has progressed, a connection between leader attributes and behaviors has been established (Yukl, 2002). Trait theories have helped identify characteristics or attributes that many effective leaders possess but failed to establish if they were the reason they were effective leaders.

2.5.2 Behavioral or leadership style.

The second category of leadership theories are the behavioral or leadership styles exhibited by the leader. These theories describe the means by which a leader makes decisions that affect the whole organization. Many of the behavioral or leadership styles directly address the quantity of follower participation incorporated into decision making, however the theories do not predict behaviors outside the job description and are insufficient in examining leadership effects on organizational citizenship behavior.

Den Hartog and Koopman explained the transition in leadership research as a shift from “who leaders are (traits) to what leaders do (behavior style)” (Deanne & Hartog, 2001). These theories explain the behavior or style of leadership exhibited to achieve a desired outcome from the follower. The basis of each theory reveals a different means of categorizing and describing the leader’s behavior. For instance, Lewin, Lippitt and White (1939) described three styles of leader behavior: autocratic, democratic and laissez-faire. The distinguishing characteristic between each style is the location or means by which decisions are made. Whereas, Stogdill & Coons (1957) described four quadrants of leadership based off of high and low levels of task-oriented vs people-oriented behaviors.

Later, Likert (1967) found three aspects that contribute to effective leadership. His three behaviors for effective leadership are: task-oriented behavior, relationship-oriented behavior and

participative leadership. Blake & Mouton (1985) described their five leadership styles using their managerial grid consisting of two dimensions: concern for production (task) and concern for people (relationships). These two theories show the need for a balance of focus by the leader on both outcomes and relationships (Green, 2009).

This group of theories explains how a specific behavior or style of leadership influences the task completion of the follower, but does not explain how the leader can influence or motivate the follower to go above the required tasks. Behavioral or leadership style theories treat each individual employee the same; therefore, a specific leadership style or behavior will have the same degree of effectiveness for each employee (in every context and situation). Followers are unique and will respond differently to each leadership style or behavior. An employee that responds well to an authoritarian or autocratic leader may not respond as effectively to a laissez-faire style. The style may be effective for the follower to do what is required but not enough to perform behaviors outside of the job description. OCBs cannot be fostered merely by using a set of parameters defined by a particular leadership style.

The importance of focusing on the follower as a component of the effectiveness of the leader was a major advancement with this grouping of theories. However, none of these theories come close enough to explain how a leader can develop an emotional appeal with each of the followers. The theories focus on a group of followers but do not go far enough to explain how, on an individual level, a leader can develop an emotional connection.

2.5.3 Situational/contingency theory.

The study of leadership styles or behaviors contributed a lot to the understanding of leadership, but the next grouping of theories is founded on the basis that leader behavior or style

needs to fluctuate based on a given situation (Bass & Stogdill, 1990; Deanne & Hartog, 2001; Green, 2009). These theories provide the foundation for treating followers individually when leading them, but do not predictor motivate behavior outside the job description, and thus are insufficient for examining leadership effects on organizational citizenship behaviors. The contingency or situational leadership theories function on the proposition that the “effectiveness of a given leadership style is contingent on the situation, implying that certain leader behaviors will be effective in some situations but not in others” (Yukl, 2002, p. 98). This grouping of theories incorporates many of the criteria involved in the leadership style or behaviors theories but provides a context to determine when to use a particular behavior or leadership style.

Hersey and Blanchard’s theory of situational leadership stresses the importance of the development level of the follower in determining the most appropriate leadership style or behavior (Bass & Stogdill, 1990). They looked at the development level of an employee as their ability to perform a task (job maturity) and willingness to accept responsibility for its completion (motivational level) (Bass & Stogdill, 1990; Gorton, Alston, & Snowden, 2006; Green, 2009; Yukl, 1999). Their theory is based on existing empirical research, much of which has been previously mentioned. They state that new or inexperienced employees need more task oriented leadership. As the subordinate gains experience the leadership shifts from task oriented to relations oriented to increase motivation levels and job performance. Hersey & Blanchard devised four quadrants based on the degree of task oriented versus relations oriented leadership that was exhibited:

High Task/High Relationship =	Selling/Coaching
High Task/Low Relationship =	Telling/Directing
Low Task/High Relationship =	Participating/Supporting
Low Task/Low Relationship =	Delegating

(Bass & Stogdill, 1990; Green, 2009)

The Hersey-Blanchard theory attempts to explain the type of leadership required to get an employee to perform a desired outcome, but does not address getting an employee to go above and beyond what is required. The aspect of employee motivation is a step in that direction, but does not explicitly address getting more out of the employee than what the job entails. However, the motivation in the theory only involves the employee. Aspects related to the leader in regards to motivation are not addressed. The focus of the theory is the type of behavior that the leader needs to use to produce the desired result, but not the ability of the leader to perform those particular behaviors.

The Path-Goal theory focuses on “ways for the leader to influence subordinates’ perceptions of the clarity of the paths to goals and the desirability of the goals themselves” (Bass & Stogdill, 1990, p. 627). The theory fits into the situational/contingency category because the Path-Goal theory states that leaders must adjust their behaviors to what best fits to motivate and to meet the satisfaction of their specific followers. House (1971) stated that leader behavior affects their followers’ performance and satisfaction. He, along with Mitchell, (1974) added to the understanding of the extent to which, and under what, conditions leader behavior functions to motivate or encourage follower behavior. The path-goal theory helps provide an outline to determine the necessary leader behavior to achieve a desired outcome, but remains within the outline of the follower’s job. The addition of follower satisfaction to the discussion of leadership theory is a benefit, but comes up short of explicitly connecting leader behavior to OCB.

Situational and Contingency theories provide a means of accounting for some of the deficiencies of the previous theory groups, but still do not fulfill all that is needed to foster OCB in an organization. Situational and Contingency theories add to the research by providing a framework for leaders to use the best leader style or behavior for a specific follower or situation.

Until now, leaders were not adaptive to unique situations or variations of followers. Leadership is not “one size fits all”, especially if the desired result is for followers to engage in OCB.

This group of theories still fails to explicitly differentiate between followership inside and outside the formal job expectations, however, they do establish that followership is unique; therefore leadership needs to vary by situation and by follower. It does not define what is required to influence followership above and beyond the call of duty. Motivating followers to participate in behaviors that are not required of them must be different from motivating followers to engage in required tasks. If there were no differences, then all employees would engage in OCB.

These theories, much like the previous ones discussed, make little if any connection to the leader establishing or using an emotional connection or appeal with the follower. The closest the theories have come is to establish that the leader – follower relationship needs to be considered in establishing the type of behavior or style to use in any given situation. The emotional connection necessary for the engagement in OCB is much greater than the relationships that are hinted at in these theories.

2.5.4 New leadership theories.

Up to this point, leadership theory has evolved from traits a leader must possess to behaviors they must exhibit, utilizing a variety contingent upon the situation and attributes of the follower. The final group of theories helps to further the understanding of leadership, but continue to utilize key components previously stated. These theories combine aspects of all previous theories discussed up to this point, but still do not predict behavior outside the job

description, and thus are insufficient for examining leadership effects on organizational citizenship behavior.

The “New” leadership theories (Yukl, 1999, p. 173) have many similarities, despite a wide range of titles. Some of the theories included in this category are: transformational, charismatic, resonant, inspirational. A key theme in these theories is the ability of the leader to get the followers to accomplish great feats and/or achieve high levels of motivation, commitment, dedication, loyalty and/or performance (Yukl, 1999). Probably the most popular theory in this group is transformational leadership. Transformational leadership is most often studied as a comparison to transactional leadership theories, such as the path-goal theory. Transactional leadership theory is based on an exchange between the leader and follower much like a cost-benefit exchange.

Hater and Bass explain that “transformational leadership involves strong personal identification with the leader, joining in a shared vision of the future, or going beyond the self-interest exchange of rewards for compliance” (1988, p. 695). Transformational leadership differs from the other theories in the group because it does not explicitly state what the leader has or does that causes the desired results. Charismatic leaders possess charisma, inspirational leaders inspire; transformational leaders may do several things described previously. Bass (1990) even includes charisma and inspiration as two of the four dimensions for transformational leadership.

The new leadership theories provide a framework for leadership aimed to motivate followers to engage in behaviors altruistic in nature; however, none establish a means to which an emotional connection or appeal is created. The characteristics or terms used to distinguish leaders that use these forms of leadership are often broad in nature and difficult to pin point. Actually and explicitly identifying the attributes or characteristics that make an individual

“charismatic” or “inspirational” varies by leader and situation (Yukl, 2002). This variation makes it difficult to explicitly state that this type of leadership enhances the emotional appeal necessary to foster OCB in an organization.

These theories begin to bring to light the impact emotional intelligence of a leader has on the follower. Each theory highlights characteristics that fall under the overall umbrella of emotional intelligence or enhances the emotional appeal or connection that a leader can have with their followers. These theories make apparent the impact that emotional intelligence has on the leadership ability of an individual. The theories, however, fail to explicitly distinguish between followership within the official expectations of the job and the followership outside the official expectations. Many of the components of these theories do, however, provide insight into the influence that emotional intelligence may have on fostering organizational citizenship behaviors. New leadership theories come close to establishing the importance of EI in leadership but falls short of fully bridging the gap.

2.6 Emotional Appeal of Leadership

Fostering organizational citizenship behaviors in employees requires a means of influencing them to engage in selfless acts. The individuals performing these types of behaviors are doing so, not for themselves, but for the benefit of another person or the organization. This type of behavior requires an emotional connection or appeal to motivate the individual to engage. When leadership looks to current theory to assist in fostering the emotional appeal required to stimulate OCB, the current theories fall short. Existing leadership theories do not directly nor explicitly address emotional appeal critical for altruistic acts and to go above and beyond expectations. The new leadership theories are the closest to providing a foundation for emotional

appeal of the follower. The names of many of the theories (charismatic, inspirational, relational) even speak to the emotional type of characteristic at the root of the theories. However, they do not explicitly nor directly state that an emotional appeal or connection exists, and therefore are not completely sufficient in examining leadership effects on OCB.

Research on the relationship between leadership theory and OCB in an organization is limited. Transformational leadership has been a popular leadership theory for research in relation to OCB and even emotional intelligence. Other studies have been conducted using either Leader-Member exchange (LMX) theory or the social exchange theory as a context to explore the potential relationship. LMX is also used as a theory in the many studies involving leader EI. The pro-social aspect of OCB is strongly consistent with the LMX theory, which draws on concepts of Emotional Competency Inventory (ECI) by helping show these ideas in a new light. It is also consistent with the social exchange theory, in that followers are likely to commit to demanding tasks when a considerable respect and trust exists. EI leaders are skilled at fostering these qualities.

Research conducted looking at the relationship between leadership theory, EI and OCB is sparse. Researchers have had trouble establishing a connection between current leadership theory and OCB (Modassir & Singh, 2008; Yunus, Hassan, Ishak, & Othman, 2010; Yunus, Ishak, Mustapha, & Othman, 2010). However, a positive connection has been found between EI components of the leaders and the OCB's conducted by their followers. (Modassir & Singh, 2008; Yunus, Hassan, et al., 2010; Yunus, Ishak, et al., 2010)

2.7 Emotional Intelligence (EI) as a Leadership Trait

Typically, it is a benefit to get the most out of each employee in any organization. Over the course of history the business world has researched for ways to achieve the most production from employees. Education has not been absent from this research, but research in these areas has very much lagged behind other industries. Emotional Intelligence may provide the context to establish the emotional connection or appeal necessary to foster OCB in an organization. As previously cited, current research on leadership, including theory, does not provide a solid foundation as to how a leader can motivate followers to engage in these types of behaviors.

Emotional intelligence has emerged as a possible indicator of the leadership potential for individuals. The term emotional intelligence, as first coined by Salovey and Mayer, is the “ability to monitor one’s own and other’s feelings, to discriminate among them, and to use this information to guide one’s thinking and actions” (Salovey & Mayer, 1989, p. 189). Later they defined three sets of mental processes associated with EI:

1. Appraising and expressing emotions
2. Regulating emotion
3. Using emotion (Salovey & Mayer, 1989, pp. 190-191)

Goleman, Boyatzis and McKee (2013) grouped 18 competencies of EI into 4 main clusters: self-awareness, self-management, social awareness and relationship management. Boyatzis (2004) defined emotional intelligence competencies as the “ability to recognize, understand, and use emotional information about oneself or others that leads to or causes effective or superior performance” (p. 5). The clusters of competencies provide areas in which an individual may apply the ability. Emotional intelligence requires an exchange between two people as to the state of their emotions, each telling the hidden story of their current emotional

state. An individual low in emotional intelligence, may be deficient in recognizing the emotional state of another person or unable to control their own emotional state.

Emotional intelligence goes hand in hand with positive leadership. The ability to use and understand the emotions of not only oneself, but the emotions of others to guide the actions and behaviors of individuals are powerful tools for any leader to possess. EI has been shown to have a positive impact on leadership. Studies have found a positive relationship between emotional intelligence and characteristics in an effective leader (Rubin et al., 2005). EI can assist leader to establish the emotional appeal necessary to motivate followers to go above and beyond.

By definition, EI focuses around the way an individual uses emotion. A leader has the responsibility of ensuring that the individual or group they are leading successfully accomplishes the assigned tasks. The ability to use and understand emotions to motivate or achieve desired behaviors or actions from followers could be an asset for any leader. Goleman found that “EI competencies are not innate talents, but learned abilities, each with a unique contribution to making leaders more resonant, therefore more effective” (2013, p. 38). EI can be a learned or developed construct. Emotional intelligence coaching is used not only in business, but also in education where it has been found to improve the effectiveness of school administrators (Moore, 2009).

Research has found the emotional maturity of a leader is associated with his/her effectiveness (Bass & Stogdill, 1990; Wong & Law, 2002). Leaders with high EI and emotional maturity possess the ability to foster the psychological and emotional support for their followers, because they are more in tune with their own emotions as well as those of their followers. Wong and Law (2002) found the EI of a leader to be positively related to organizational citizenship behaviors as well as to job satisfaction, but not with job performance.

These attributes help to explain why EI has become popular with leadership in the business world, but also how EI can benefit educational leadership. Studies have determined a relationship between EI and leadership style. Transformational leadership has been found to have a much closer relationship to high level EI than to that of transactional leadership (Barbuto & Burbach, 2006; Hackett & Hortman, 2008; Rubin et al., 2005). However, other studies have found inconclusive evidence for predicting leadership style based on EI (Grunes, Gudmundsson, & Irmer, 2014; Palmer, 2000). The difference in findings makes understanding the connection between leadership and EI difficult. The extent to which a relationship between EI and leadership exists is still inconclusive. The lack of a direct connection between the existing leadership theories and emotional connection or appeal is evident in this research.

The discrepancies in the research show a need to determine the potential association that may exist between EI and OCB. Current theories of leadership do not predict behaviors outside the job description; and therefore are not sufficient for examining the leadership effects on organizational citizenship behavior. Emotional intelligence may bridge the gap in the research to provide the context for examining leadership's effect on OCB. The emotional intelligence of an individual has been found to have a positive relationship with engaging in organizational citizenship behaviors directed at both individuals and organizations (Turnipseed & Vandewaa, 2012).

CHAPTER THREE: METHODOLOGY AND DATA

The purpose of this study is to explore the potential correlation between principal emotional intelligence and teacher organizational citizenship behavior. The independent variable for the study is the emotional intelligence of the principal, while the dependent variable is teacher organizational citizenship behavior. The study utilized survey data gathered by both variable groups with participation by the principal variable group determining participation of the teacher variable group. The research questions for the study were:

1. To what extent does the overall emotional intelligence of principals impact teacher organizational citizenship behavior?
2. To what extent do the individual emotional intelligence competencies of a principal impact teacher organizational citizenship behavior?

3.1 The Method

The sample consists of two participation groups, principals and teachers, from ten buildings in the same school district in Northwest Missouri. Participation of the first group (principals) determined the participation of the second group (teachers). Permission was granted from the school district, through their IRB application process, for the researcher to have access to both principals and teachers for participation in the study. The district was chosen based on the size (number of buildings or attendance centers), proximity to the researcher and a mixture of academically struggling schools. The district also provided a good balance of schools that could provide insight from all levels of education; high school, middle school and elementary school.

The principal of each school was asked to electronically send to 3 - 4 individuals in their professional network an online emotional intelligence assessment. Once at least three EI

assessments were completed for a given principal, all teachers in their building became eligible for participation in the study. The teachers were then electronically sent and asked to voluntarily complete an online organizational citizenship behavior survey along with general demographic information. The survey questions regarding OCB were directed toward the behavior of the building as a whole and not the individual completing the survey. The decision to participate was at the discretion of each individual and completely voluntary.

3.2 The Sample

The school district is a semi-urban district with a K-12 enrollment of 11,493 students. The district enrollment is 78.4% White, 8.8 Black and 7.1% Hispanic. The total number of buildings or attendance centers in the school district is 23: three high schools, four middle schools and 16 elementary schools. The district, through their IRB application process, allowed access to fourteen buildings for this study; only ten buildings qualified for participation.

Three of the buildings are high schools, three middle schools and four elementary schools. Table 2 shows the general demographics for each of the ten buildings involved in the study. Building nine had been recently opened and therefore did not have any historical assessment data. Listed in the table are variables that were used as controls to better determine the potential relationship between principal emotional intelligence and teacher organizational citizenship behavior. The ten buildings overall were quite diverse even though they all reside in the same school district. Free and reduced lunch percentage ranged from 29% to 94% as well as number of teachers in the building ranged from 17.5 to 83.

School	Type	# Teachers	Avg yrs Exp.	% Masters	Enrollment	% Free/Reduced	% white	% Gifted	% Prof & Adv. ELA			% Prof & Adv. Math		
									2012	2013	2014	2012	2013	2014
1	ES	17.5	15	61.5	352	29	84.9	3.9	72	72.7	63	76	78.7	73.5
2	HS	44	9.6	47.1	828	61.4	85	3	69.8	66.5	69.4	20.9	41.5	36.2
3	HS	83	12.7	51.3	1669	44.1	79.9	2.9	82.3	76.8	78.7	47.9	43.4	52.6
4	HS	38	13.9	66.5	832	64.1	79.1	1.9	79	62.8	80.2	38.8	34.8	37.7
5	MS	32	10.1	46.2	544	40.9	72.8	8.7	65.8	63.4	57.3	68.2	64.6	61.2
6	ES	23	11.5	48.4	411	94	65	0.4	46.5	51.2	36	66.9	60.2	58
7	MS	27.5	13	45.7	470	65.4	78.7	2.4	53.4	50.7	48.2	54.5	50.5	47.1
8	MS	22.5	13.3	59.1	362	74.8	78.7	1.9	54	48.2	39	58	46.6	44.4
9	ES	37	13.6	48.9	660	85.3	71.5							
10	ES	17.5	12.8	60.7	334	55.2	85.9		77.5	73.3	37.8	77.5	67.2	44.5

3.3 Assessments/Surveys

The following section will discuss the two assessments or surveys that were used for data collection. The first section will discuss the assessment or survey for principal emotional intelligence. This assessment must be successfully completed on a specific building principal prior to teachers in their building being asked to complete the organizational citizenship behavior survey. The second section will discuss the organizational citizenship behavior survey.

3.3.1 Principal emotional intelligence.

Instruments designed to assess the emotional intelligence of an individual fit into one of two categories based primarily on what the assessment measures. Ability based assessments measure if the individual possesses and/or exhibits the competences of emotional intelligence. This type of measurement requires multiple frames for reference, in other words it is completed by multiple people. The individual being assessed often does not complete an assessment on themselves. The assessment is completed by individuals of equal, higher and lower ranking of employment to get a multi-dimensional view of what competencies the individual is actually exhibiting.

The other type of assessment used to measure emotional intelligence is categorized as a trait based assessment. Trait based assessments measure if a person perceives they exhibit and/or

possess emotional intelligence competencies. This type of assessment is only completed by the individual being assessed. Trait based measures are more commonly used in research primarily due to their ease of gathering data using an EI self-assessment. Other studies conducted on EI have reported that multiple measure or ability based assessments are a better predictor of leadership characteristics than self-report or trait based assessments (Grunes et al., 2014; Palmer, 2000; Reynolds & O'Dwyer, 2008; Rubin et al., 2005).

For this study, it was determined that the ability based emotional intelligence assessment would be a better measure for data collection. This study utilized the 360° emotional competency inventory developed by Richard Boyatzis. The assessment consists of 36 statements which were measured on a 5pt Likert scale from (1) strongly disagree to (3) not applicable to (5) strongly agree. The principal emotional competency inventory (ECI) survey is shown in Table 3. Principals were electronically sent a link to the survey and asked to disperse it to 3-4 colleagues to complete about them. The researcher also asked to be carbon copied to the email dispersed by the principal. This allowed the researcher to track whom had completed the survey for each principal.

Statements on the assessment are divided into the 12 competencies with three statements pertaining to each. The statements are in random order with a key to determine a rating for each of the competencies. The purpose of this study is to address how the overall ECI score relates to OCB. The study also explored the relationship of each competency as well as the three clusters. The emotional intelligence cluster contains the following competencies: self-confidence, emotional self-control, achievement orientation, initiative and adaptability. The social intelligence cluster contains the following competencies: empathy, negotiation, networking,

Table 3: Emotional Competency Inventory Survey

Name of the individual you are completing the survey on:

Your name:

How would you describe your level of authority compared to the person you are completing the survey on:

I have more authority They have more authority We have equal authority

ECI Questions: The following questions are on a 5pt Likert scale of:

1) Strongly Disagree, 2) Disagree, 3)NA, 4)Agree, 5)Strongly Agree

Complete each of the following statements about the individual that sent you the survey

1. Presents self in an assured and unhesitating manner.
2. Displays impulse control and restraint.
3. Sets measurable goals.
4. Acts rather than waits.
5. Smoothly juggles multiple demands.
6. Accurately reads people's moods or non-verbal cues.
7. Brings disagreements into the open.
8. Makes close personal friends among acquaintances or classmates.
9. Builds consensus and support for decisions.
10. Maintains cooperative working relationships.
11. Explains multiple events as a series of causes and effects.
12. Identifies patterns in events or information.
13. Uses metaphors or analogies to explain events or information.
14. Establishes priorities among a list of at least three alternatives.
15. Builds team identity and spirit.
16. Convinces others by appealing to their self-interest.
17. Has a wide informal network of colleagues.
18. Helps de-escalate conflict.
19. Listens attentively.
20. Easily handles shifting priorities.
21. Cuts through red tape and bends the rules when necessary.
22. Takes calculated risks.
23. Deals calmly with stress.
24. Has "presence" (e.g., stand out in a group).
25. Believes they are among the most capable for a job.
26. Stays composed and positive, even in trying moments
27. Anticipates obstacles to a goal.
28. Seeks information in unusual ways.
29. Adapts plan, behavior, or approach to fit major changes in situation.
30. Understands the reasons for another's behavior.
31. Communicates the positions of those involved in a conflict to all concerned.
32. Nurtures relationships related to activities or projects.
33. Anticipates how people will respond to an argument & adapts accordingly.
34. Promotes a friendly, cooperative climate in groups or organizations.
35. Explains complex events through a system or flow diagram.
36. Explains a new situation by analyzing a different type of past situation.

influence and teamwork. The final cluster, cognitive intelligence, includes the systems thinking and pattern recognition competencies.

3.3.2 Teacher organizational citizenship behavior survey.

The organizational citizenship behavior survey utilized in this study was obtained with permission from previous OCB research conducted by Kerrie Herren (2014). Herren adapted the survey from OCB scales created by Podsakoff et al. (1997), modifying the questions to reflect an educational setting as opposed to business. It includes questions within each of the five categories of discretionary citizenship: altruism, conscientiousness, sportsmanship, civic virtue, and courtesy. The survey consists of twenty-two OCB questions measured on a five-point Likert scale from Never (1) to Sometimes (3) to Always (5). The questions were designed to analyze how teachers perceive their colleagues' actions that go above the normal call of duty such as making home visits and/or volunteering for subcommittees.

The teachers were asked to complete the survey based off of their perception of the buildings actions when it comes to organizational citizenship behaviors. This method was chosen because, much like emotional intelligence, an individual is more likely to exaggerate their perception of their own actions. However, when assessing the actions of a group, even when they are a member; their responses are closer to the true representation of what is occurring, therefore minimizing the bias.

Upon the successful completion of the building principal's emotional intelligence assessment, a link to the OCB survey was electronically dispersed to all teachers assigned to that building. The teachers were asked to voluntarily complete the survey and were assured that all responses would be anonymous. The survey also contained ten general demographic questions

that provided information that was used as controls during data analysis; as well as, providing deeper context to the results. The teacher OCB survey is found in Table 4.

Table 4: Teacher OCB Survey

General Information:

1. What is your name:
2. What is Ethnicity:
3. What is your Gender
4. Current building you teach in:
5. What Grade Level and/or subject do you currently teach?
6. What is the highest degree you have received?
7. How many years have you been in your current teaching position?
8. How many total years of experience do you have?
9. How many years have you worked with your current principal?
10. What is your annual income for your current teaching position?

(OCB –Questions): The following questions are on a five-point Likert scale of Never (1), Sometimes (3), to Always (5).

11. Please respond to each of the following statements to the best of your knowledge.

Each statement begins with: **THE TEACHERS IN MY SCHOOL:**

- a. Volunteer free assistance to students on their own time.
- b. Offer innovative solutions to identify problems.
- c. Volunteer to mentor new teachers
- d. Arrive and depart to work and meeting on time.
- e. View committees in this school as effective.
- f. Volunteer to help colleagues in their absence or when they fall behind.
- g. Volunteer assistance to substitutes and guests regularly.
- h. Volunteer for ad hoc committees (subcommittees)
- i. Use their entire instructional time throughout each day.
- j. Remain current on instructional and curriculum practices.
- k. Make phone calls home about positive behaviors.
- l. Make home visits.
- m. Use all of their allotted vacation/personal days.
- n. Differentiate instruction regularly to meet individual student needs
- o. Seek professional development above the basic requirements
- p. Communicate foreseeable absences in a timely manner.
- q. Use all of their allotted sick days.
- r. Complete work at home.
- s. Greet students at the door each class period or day.
- t. Attend student activities outside the school setting.
- u. Enjoy coming to work on a daily basis.
- v. Have time provided to them for teacher collaboration.

3.4 Data Analysis

The study assesses the level, if any, that emotional intelligence of a principal provides teacher motivation to go above and beyond the call of duty. The independent variable for the study is principal emotional intelligence and the dependent variable is teacher organizational citizenship behavior. Descriptive statistics were run on the teachers that participated in the study, there was not sufficient data collected to report descriptive statistics on the principals. These were used to draw a deeper understanding as to whom the respondents were for the study; as well as, for controls while running different models. Table 5 shows the variables that were analyzed.

TABLE 5: Variables for analysis

<u>VARIABLES</u>	<u>DESCRIPTION</u>	<u>MEASURE</u>	<u>MEAN</u>	<u>ST.DEV.</u>
<i>Emotional Competencies</i>				
<i>Emotional Intelligence</i>				
Self-Confidence	ability to recognize, understand, and use emotional information about oneself Presents self in an assured and understanding manner, has "presence" & believes they are among the most capable	1-5 Likert Scale		
Emotional Self-Control	displays impulse control, calm during stress & composed and positive in trying moments	1-5 Likert Scale		
Achievement Orientation	Sets measureable goals, takes calculated risks & anticipates obstacles to a goal.	1-5 Likert Scale		
Initiative	Acts rather than waits, cuts through red tape, bends rules when necessary & seeks information in unusual ways.	1-5 Likert Scale		
Adaptability	Smoothly judges multiple demands, easily handles shifting priorities and rapid change, adapts plan, behavior or approach to fit changes	1-5 Likert Scale		

TABLE 5: Variables for analysis (Continued)

<u>VARIABLES</u>	<u>DESCRIPTION</u>	<u>MEASURE</u>	<u>MEAN</u>	<u>ST. DEV.</u>
<i>Social Intelligence</i>				
Empathy	ability to recognize, understand and use emotional information about others Accurately read people's moods or non-verbal cues, listens attentively & understands the reasons for another's behavior.	1-5 Likert Scale		
Negotiation	Brings disagreements into the open, helps de-escalate conflict & communicates the positions of everyone	1-5 Likert Scale		
Networking	Makes close friends among acquaintances or classmates, has a wide informal network of colleagues & nurtures relationships related to activities or projects	1-5 Likert Scale		
Influence	Builds consensus/support for decisions, convinces others by appealing to their self-interest & anticipates how people will respond to an argument and adapts accordingly	1-5 Likert Scale		
Teamwork	Maintains cooperative working relationships, builds team identity and spirit & promotes a friendly, cooperative climate in the organization	1-5 Likert Scale		
<i>Cognitive Intelligence</i>				
Systems Thinking	ability to think or analyze information and situations Explains multiple events as a series of cause and effects, establishes priorities & explains complex events through a system or flow chart.	1-5 Likert Scale		
Pattern Recognition	Identifies patterns, Uses metaphors or analogies to explain events & explains new situations by analyzing a different or past situation	1-5 Likert Scale		
<i>Organizational Citizenship Behavior</i>				
Altruism	Behaviors directed toward helping others	1-5 Likert Scale		
Conscientiousness	Focusing on the time spent on efficiency of themselves and the group.	1-5 Likert Scale		
Sportsmanship	Decrease negative behavior and increase productivity	1-5 Likert Scale		
Courtesy	Prevents problems and facilitates constructive use of time	1-5 Likert Scale		
Civic Virtue	Places organizational interest first	1-5 Likert Scale		

TABLE 5: Variables for analysis (Continued)

<u>VARIABLES</u>	<u>DESCRIPTION</u>	<u>MEASURE</u>	<u>MEAN</u>	<u>ST.DEV.</u>
<i>Teacher Characteristics</i>				
Gender	Reported Gender of participant	0-Female, 1-Male		
Ethnicity	Reported Ethnicity of participant	0-white 1-Non-white		
Grade Level	Grade level the participant teaches	0-Elem. 1-MS, 2-HS		
Highest Degree	Highest degree that participant has obtained	0-BS, 1-MS, 2-Spec, 3-Doc		
Yrs Current Position	Number of years the participant has been in their current teaching position	0- 1-5yrs, 1-6-10yrs, 2- 11-15yrs, 3- 16 or more yrs		
Yrs Experience	Total years that the participant has taught school	0- 1-5yrs, 1-6-10yrs, 2- 11-15yrs, 3- 16 or more yrs		
Yrs with Principal	Number of years the participant has work with their current principal.	0- 1-5yrs, 1-6-10yrs, 2- 11-15yrs, 3- 16 or more yrs		
Income	Reported annual income of the participant			
<i>School Characteristics</i>				
Number of teachers	Number of teachers who work in the school.	Raw Count		
Teacher Experience	Average number of years of experience of the teachers in the school	Avg Yrs		
Teachers Education	Amount of teachers in the school that have earned a Masters degree	Percentage		
Enrollment	Total number of students enrolled in the school.	Raw Count		
Free/Reduced	Amount of students that qualify for free/reduced lunch due to socio-economic level.	Percentage		
Minority	Amount of student whom are minority	Percentage		
Gifted	Amount of students whom have been identified as being Gifted.	Percentage		
ELA Proficiency	Amount of students scoring at or above profecient on the state ELA assessment.	Percentage		
	2012			
	2013			
	2014			
Math Proficiency	Amount of students scoring at or above profeicent on the stat Math assessment.	Percentage		
	2012			
	2013			
	2014			

3.5 Analytical Approach

This study utilized ordinary least-squares (OLS) models to estimate the relationship between teacher organizational citizenship behavior and principal emotional intelligence, controlling for an array of teacher, principal and school characteristics. The basic form of the multivariate model will be specified as below:

$$OCB_{ij} = \beta_0 + \beta_1 EI_j + \lambda \mathbf{T}_{ij} + \gamma \mathbf{P}_j + \delta \mathbf{S}_j + U_{ij}$$

where i = teacher ID and j = school ID. OCB and EI denote organizational citizenship behavior and emotional intelligence respectively. \mathbf{T} , \mathbf{P} and \mathbf{S} are vectors for observed teacher, principal and school characteristics. (See Table 5)

3.5.1 Control variables.

The control variables included in the study were the demographics of the teachers completing the OCB survey. Ethnicity was grouped by those responding as white or Caucasian and those reporting all other ethnicities. Level of education was recorded by the highest degree that had been obtained; bachelors, master, specialist or doctorate. Three variables (years in current position, total years of experience and years with current principal) were included to get account for the influence these may have on OCB.

The correlations were grouped by building to better isolate the effect that the principals emotional intelligence has on the teacher responses for organizational citizenship behavior.

There was a lack of sufficient responses by the principals to incorporate their demographic control variables into the models. Models were run accounting for building level control variables such as: free/reduce lunch and historical academic test data (the percent of student scoring proficient and above in ELA and math on State assessments).

CHAPTER FOUR: RESULTS

4.1 Review of Hypothesis

The purpose of this study is to examine the influence, if any, that a building principal's emotional intelligence has on the amount of organizational citizenship behavior exhibited by teachers. Organizational citizenship behavior "is employee behavior that is above and beyond the call of duty and is therefore discretionary and not rewarded in the context of an organization's formal reward structure" (Konovsky & Pugh, 1994, p. 656). This type of behavior can be a benefit to schools, especially those that are academically struggling. When a behavior becomes a required task it can no longer be considered OCB. OCB is a selfless and altruistic act the benefits the organization more than the individual participating in it.

Current leadership research does not sufficiently distinguish between followership within the official expectations of the job and followership outside of the official expectations. This provides a gap in knowledge as to how a leader can foster OCB in their followers. This type of behavior is economically irrational and requires an emotional connection or appeal to engage in them. Existing leadership theories do not directly and explicitly address emotional appeal, which is critical for altruistic acts that go above and beyond expectations. This chapter presents the statistical analyses for this study to answer the research questions. Data was gathered through online surveys using Qualtrics and imported into a Stata package. The descriptive statistics and regression analysis are found in following sections.

4.2 Survey and Descriptive Statistics

There were a total of ten out of a possible 14 buildings that qualified for the study. These buildings qualified based off of meeting the minimum requirements for inclusion. The minimum requirement was successful completion of at least two emotional intelligence assessments completed on the building principal. Once the minimum building requirement was met, all of the teachers from that building were electronically sent an email requesting them to voluntarily complete an organizational citizenship survey about the building. Three of the qualifying buildings are high schools, three are middle schools and four are elementary schools. Table 6 shows the descriptive statistics for the teachers for each of the buildings involved in the study.

Overall participation by teachers on the OCB survey was considered successful with 60% of the total teachers in the ten buildings successfully completing the survey. The range for participation for the individual buildings was from 16% to 80% of the teachers. Teachers worked with their current Principal for an average of 3.5yrs with a range from 1.19 to 9.63 yrs. 73% of the teachers responding to the survey were female. A majority of the teachers reported to have a Master's degree or higher (63%) with 56% reporting that being their highest education level. The average length of time that respondents had worked with their current principals was a statistic to note. Five of the ten buildings' respondents averaged working with their current principal for less than three years. Only two buildings (four and five) had an average of respondents that had worked with their current principal for over five year, with building four have the largest average at 9.63 yrs.

TABLE 6: Descriptive statistics for teachers completing OCB survey

Building	# Teachers	% of total teachers	Yrs in Current Position	Total Yrs Experience	Yrs w/ Principal
1	14	80	10.21	13.43	1.29
2	31	70	5.58	8.84	1.87
3	44	53	9.3	14.16	2.39
4	30	79	9.7	15.97	9.63
5	25	78	8.64	12	5.4
6	16	70	3.56	8.44	1.19
7	14	51	8.69	17.64	1.64
8	13	58	11.07	16.77	3.23
9	6	16	5.83	14.3	3.17
10	8	48	4.38	14.63	4.75
Total			7.696	13.618	3.456

Teachers were asked to report their perception of the behavior of the teachers as a whole for their building. Survey questions were asked pertaining to each of the five subgroups of organization citizenship behaviors and were randomly ordered. Table 7 shows the mean ratings for each building for overall OCB as well as the mean ratings for each subgroup. Building 1 has the highest mean for overall OCB but only tied for the highest mean for two of the subgroups. Building 7 recorded the lowest overall mean and also had the lowest mean for two of the subgroups.

Building	OCB	Altruism	Courtesy	Sportmanship	Civic Virtue	Conscientiousness
1	4.06	4.01	4.17	3.64	4.30	4.19
2	3.7	3.76	3.77	3.45	3.93	3.62
3	3.79	3.86	3.91	3.42	4.09	3.71
4	3.9	3.84	3.98	3.73	4.03	3.91
5	3.79	3.95	3.98	3.37	4.01	3.65
6	4.1	4.01	4.27	3.75	4.30	4.19
7	3.61	3.57	3.82	3.14	4	3.5
8	3.68	3.83	3.9	3.46	3.87	3.36
9	4.02	3.87	4.21	3.5	4.33	4.17
10	4.05	3.95	4.16	3.83	4.25	4.04

The study utilized a 360° survey on the perceived Emotional Intelligence of the building principals. Principals were asked to have the survey completed by 3-5 individuals if they were willing to participate in the study. The minimum requirement for inclusion in the study was two completed surveys. A total of 12 Principals had enough surveys completed to qualify for study. Two of the principals were not included because they were assistants to Principals that already had qualified for participation and no other assistants qualified. Demographic information was not sufficiently reported by Principals to be used for analysis.

The mean rating for each of the buildings are found in Table 8. The table shows the mean for each of the competencies as well as the mean of them all together, shown under ECI in the table. The rating was a 5pt Likert scale; 1 being never, 3 being sometimes and 5 being always. The Principal from building 1 recorded the highest rating overall ECI rating at 4.67, as well as in 7 of the 9 sub-groups. The lowest overall ECI rating was recorded for the Principal of building 6; however they only were lowest in 4 of the 9 subgroups and had the highest rating for Teamwork.

TABLE 8: Mean ratings by Building for Overall Principal ECI and Individual Competencies

Building	ECI	Emotional					Social					Cognitive	
		Self Confid.	Emot. Self Control	Achiev. Orient.	Init,	Adapt.	Empathy	Negot.	Net.	Infl.	Tmwrk	Syst. Think	Pat. Recog.
1	4.67	4.75	4.75	4.67	4.58	4.75	4.67	4.75	4.67	4.75	4.75	4.33	4.58
2	3.87	4.01	4.66	3.84	3.33	3.85	4.00	3.85	4.01	3.85	4.34	3.35	3.35
3	3.44	3.35	3.68	2.85	2.68	3.19	4.00	3.51	3.51	3.51	3.68	3.35	4.01
4	4.25	4.5	4.83	4.33	3.5	4.5	4.5	3.5	4.83	4.5	4.83	3.5	3.67
5	4.38	4.5	4.66	4.5	3.67	4.5	4.67	4.167	4.33	4.5	4.5	4.17	4.33
6	3.76	2.67	4.5	4	3.17	3.83	4	3.5	3.83	4	4.83	3.33	3.5
7	4.51	4.5	4.83	4.17	4.5	4.83	4.5	4.67	5	3.67	4.83	4.33	4.33
8	4.25	4.67	5	4.33	3.17	4.33	4.33	4.17	4	4.5	4.83	3.83	3.83
9	4.24	4.41	4.5	4.25	3.75	4.33	4.42	4.42	4.25	3.92	4.42	4.08	4.17
10	4.44	4.5	4.5	4.5	4	4.5	4.5	4.33	4.5	4.5	4.5	4.67	4.33

4.3 Control Variables Effect on Teacher OCB

Several models were run to explore the effect, if any, that Principal EI has on teacher OCB. The data was clustered by building in each model. Table 9 shows these variables and their effect on OCB. Table 9: Model 1 represents the effect that the control variables alone had on teacher OCB. The only variable that was found to be significant was the total years of experience of the teacher completing the OCB survey. For each year of experience that a teacher has, the reported increase in the buildings teachers’ organizational citizenship behavior increases by .006. This variable was found to be significant in each of the models. Research conduct by Turnipseed and Vandewaa (2012) found a similar connection stating that “individuals with more organizational experience may be more attuned to acting beyond the minimum and engaging in discretionary citizenship behaviors” (p. 910). All other control variables were found to not be significant.

This information tells us that in the buildings examined in the study the demographics of those completing the survey do not have a significant effect on the reported organizational citizenship behavior of the school. This finding is somewhat consistent with what research has

found; despite some studies reporting significance with variables such as gender (Davis, 1983; Kidder & Parks, 1993). In their meta-analysis on OCB, Podsakoff et al. (2000) found that “demographic variables (e.g., organizational tenure and employee gender) have not been found to be related to OCBs” (p. 530).

Organizational citizenship behaviors are irrational. They cannot be predicted based off of any set of demographics. The individuals completing the survey are all teachers who by nature are altruistic and were rating their buildings as a whole. A culture that encourages OCB for an individual person may or may not influence the same participation in the behavior by another individual in the same organization.

4.4 Principal’s EI Effect on Teacher OCB

In Table 9: Model 2, shows the influence that the overall rating for a principal ECI has on reported teacher OCB. The model did not produce a significant result for overall ECI rating. The significance of the control variables remained consistent with the previous model looking at their impact. All additional models that were run that included the competencies individually, omitted overall ECI rating due to collinearity. The lack of significance that was found in the results most likely is due to some of the individual competencies having a negative influence that minimizes the positive influence of other competencies.

TABLE 9: Correlations of Controls and Overall ECI

<u>Variables</u>	<u>Model 1</u>	<u>Model 2</u>
Non-white	.030 (.056)	.029(.057)
Master	.005 (.081)	.005(.080)
Specialist	- .017 (.083)	-.015(.077)
Doctorate	- .133 (.264)	-.128(.259)
Female	.017 (.090)	.015(.090)
Yrs in Curr.Pos.	.001 (.006)	.001(.006)
Total Yrs Exper.	.006 (.003)**	.006(.002)**
Yrs with Principal	.004 (.007)	.003(.009)
Income(\$10K)	- .000 (.002)	-.000(.002)
ECI		.021(.105)
r^2 :	0.0321	0.0325
**:	P < .050	

The individual ECI competencies found to be significant had both positive and negative effects. The positive and negative influences when combined minimize the effect of the overall ECI causing it to be not significant. When all of the individual competencies are included, as in Table 10: Model 3, overall ECI is omitted due to this same effect. The individual competences were combined to produce the overall ECI adding to the collinearity. A total of seven of the

twelve competencies were significant. Three competencies (emotional self-control, pattern recognition and networking) have a significant negative effect, while four competencies (teamwork, empathy, achievement orientation and initiative) have a significant positive effect. The following sections will discuss each of the competencies that are significant, beginning with the competencies that had a negative effect followed by those that had a positive effect on teacher OCB.

4.4.1 Emotional self-control.

In Table 10: Model 3, shows that in buildings where it is reported that principals exhibit emotional self-control, teachers reported to participate in less organizational citizenship behavior. This isn't just a small reduction but a 2pt decrease (-2.113) in reported OCB for each point increase in emotional self-control. This result appears to be a contrast to the rationale for this study. At first glance it appears that this characteristic may be cannibalizing for organizational citizenship behavior. However, it may be reflective of an extreme created from displaying too much emotional self-control

TABLE 10: Correlations of All Variables

<u>Variables</u>	<u>Model 3</u>
Non-white	.104 (.047)
Master	- .012 (.086)
Specialist	- .053 (.105)
Doctorate	.003 (.268)
Female	- .030 (.081)
Yrs in Curr.Pos.	.004 (.006)
Total Yrs Exper.	.007 (.003)**
Yrs with Principal	- .000 (.011)
Income(\$10K)	.000 (.002)
ECI	omitted
Emot. Self Cont.	-2.113 (.163)***
Pattern Recogn.	-1.032 (.336)***
Networking	- .527 (.199)**
Teamwork	1.032 (.146)***
Empathy	.750 (.342)**
Achiev. Orient.	.448 (.129)***
Initiative	.438 (.148)**
Self Confidence	.247 (.163)
Adaptability	omitted
Negotiation	.166 (.304)
Influence	.011 (.110)
Systems Thinking	- .069 (.083)
r^2	0.1826
***:	$P \leq 0.010$
**:	$P \leq 0.050$

Organization citizenship behaviors are irrational and motivation for performing them is often unexplainable. The development of an emotional bond between the principal and teacher, or leader and follower, has been found to be a positive factor in fostering organization citizenship behavior (Konovsky & Pugh, 1994; Oplatka, 2006; Organ, 1988; Yunus, Ishak, et al., 2010). A principal that has too much emotional self-control may not exhibit the necessary amount of emotion to develop the emotional bond that fosters OCB. Although, it is important for the principal to properly manage their emotions; too much may hinder the emotional connection with the teachers necessary for them to go above and beyond the call of duty (Ingram & Cangemi, 2012).

A principal that controls their emotions may not appear authentic or “real” to their teachers. Ingram and Cangemi (2012) state that “emotions motivate us to act instead of being lethargic” (p. 773). The principal may come across as cold or disengage due to their lack of exhibiting emotion. Creating a lethargic or lazy culture lacking the energy or motivation to go above and beyond what is required. A principal cannot control their emotions to the point that they are unable to develop an emotional appeal with their teachers.

4.4.2 Pattern recognition.

Teachers also reported engaging in less organizational citizenship behavior in schools where the principal was rated high in pattern recognition. For every point increase in principal pattern recognition the teachers reported a little over one point (-1.032) decrease in OCB, as shown in Table 10: Model 3. This result may be because schools that participate in less OCB tend to attract principals that are high in pattern recognition. These principals can dictate or influence what needs to be fixed or changed, diminishing the need for OCB.

Oplatka (2006) found that innovation initiated by the principal increases the tendency of teachers to engage in OCB. Initiating innovation requires taking chances or thinking outside of the box. These qualities may be difficult for principals that are highly analytical or rational. A leader that is rated high in pattern recognition may be perceived as too analytical or too rational by their followers. If the leader is very analytical or rational it may be detrimental to types of behaviors, like OCB, that are not rational. Organizational citizenship behaviors are irrational and cannot be mandated, but can be stimulated by leadership which may also be irrational and innovative.

Schools which have historically struggled academically and need to be turned around may also attract or be assigned a principal that is high in pattern recognition to fix the system. The principal comes in with a detailed plan to institute organizational change. The school has success and the principal moves on to another “project”. The problem is that the plan is very detailed and prescribed. It encompasses the entire system and there is little room for going above and beyond because it may or may not already be required. Organizational citizenship behaviors are not identified as going above and beyond, but instead just as part of the job.

4.4.3 Networking.

The third competency that was found to be significant, yet negative, is networking. In buildings where the principals are perceived to be good at networking, teachers report to participate in less organizational citizenship behavior. The negative effect is the least of all three negative factors causing a decrease of .527 in reported teacher OCB for each point increase in Principal rating on Networking. Networking may be a characteristic in a principal that can be detrimental to OCB.

If teachers believe that the principal has a stronger outward network than an inward (school) network; they may appear to have less of a commitment to cultivate a better workplace. Therefore, employees may be less likely to participate in behaviors outside of the job requirements and for the betterment of the organization. In contrast, if the teachers believe that the principal has developed a stronger inward (school) network, the teachers may feel a higher level of commitment and willingness to engage in OCB.

Mark Granovetter (1973) defined the strength of ties as being a “combination of the amount of time, the emotional intensity, the intimacy, and the reciprocal services which characterize the tie” (p. 1361). These ties comprise a network. If it is perceived that the time and emotional intensity is more often focused outside of the school; then the emotional bond between principal and the teachers that enhances OCB may not occur. Teaching is a very selfless and altruistic profession. If a principal has stronger ties (network) outside of the school and weak ties (network) inside the school, teachers may be less motivated to engage in OCB. The strong outward ties may be detrimental to teacher OCB.

Networking is not an uncommon occurrence in education. Principals seek out other principals to collaborate on ideas pertaining to educational leadership. This networking can provide a benefit by giving the principal insight into innovation or resources to trouble shoot initiatives prior to full implementation. However, networking can also be viewed as a means to increase an individual’s opportunity of obtaining professional advancement. If teachers view the principal’s outside network as a means for them to obtain a better job, the motivation to participate in organizational citizenship behavior may be diminished.

4.4.4 Teamwork.

The data shows teamwork as having the largest positive effect on teacher organizational citizenship behavior. Teachers reported participating in more organizational citizenship behavior in buildings where it was reported that principals exhibit teamwork. For every point increase in teamwork reported teacher OCB increases 1.032 points, as shown in Table 10: Model 3. Principals that exhibit high levels of teamwork foster OCB among their teachers.

Principals that exhibit attributes of teamwork, communicate, both verbally and non-verbally, their commitment to the school. This commitment may foster a culture among the teachers that accepts and ignites teacher OCB. Attributes of teamwork will allow for strong inner (school) ties to be formed and emotional bonds with the teachers to be formed; creating a culture that nurtures teacher OCB (Granovetter, 1973; Oplatka, 2006). Teacher OCB is fostered by the principal exhibiting the characteristics of teamwork.

Yaffe and Kark (2011) conducted a study focused on the impact of leader OCB on follower OCB. The study found that followers are more likely to engage in OCB if the leader engages in it as well. This idea they term “leading by example” explains how the impact of teamwork fosters teacher OCB. If teachers perceive that the principal is a part of the team they will more likely perform tasks above and beyond the job description. Oplatka (2006) reinforced this idea, quoting a female teacher saying: “To encourage, to direct, to provide an example. There is huge influence in how a principal acts with his staff” (p. 413).

A principal that performs organizational citizenship behaviors may foster a culture that cultivates others to engage in them as well. Instead of viewing the principal as the authoritarian or dictator, he/she is viewed as a productive member of the team, motivating teachers to go

above and beyond to help the team. This type of relationship can diminish fear and increase the emotional connection between the teachers and principal (Konovsky & Pugh, 1994; Oplatka, 2006; Yaffe & Kark, 2011).

4.4.5 Empathy.

Empathy was found to have a positive effect on reported teacher organization citizenship behavior. In buildings where principals exhibited characteristics for empathy, teachers were more likely to engage in OCB. Teachers reported an increase of .750 for each point increase in their Principals empathy rating. Empathy is a characteristic in a principal that fosters teacher OCB.

Many of the leadership characteristics that Oplatka (2006) found to influence teacher OCB fall under the category of empathy. The ability to create the emotional bond necessary to foster OCB, in part relies on possessing the characteristics of empathy. Oplatka (2006) found “that a sensitive, emotional, and empathic principal encourages teacher OCB” (p. 413). Having the ability to emotionally connect with teachers provides motivation for them to perform irrational tasks such as OCB.

The competency of empathy can be a counter to excessive emotional self-control. Focusing on reading others’ emotions, listening intently and understanding the reasons for behavior; empathy allows for the principal to communicate an interest in the teachers and in turn, foster the emotional connection necessary to increase OCB. Edge, Descours, and Frayman (2016) conducted research on the perceptions of teachers on the leadership of principals. They found that teachers want to know that the principal cares about them and their lives not only in

school but also outside of school. Empathy and understanding about their lives, inside and outside of schools, increases the emotional relationship they have with the principal (Konovsky & Pugh, 1994; Oplatka, 2006).

4.4.6 Achievement orientation.

Buildings with Principals that were rated high in achievement orientation, teachers are more likely to engage in organization citizenship behavior. For each point increase in achievement orientation that the principal was rated, the teacher organizational citizenship behavior increased just less than a half a point at .448. This is shown in Table 10: Model 3. The competency of achievement orientation focuses on setting goals, taking risk and sufficiently planning for obstacles to accomplishing that goal. These areas are a contrast to what is present in pattern recognition. Achievement orientation is the ability to set a goal then plan for obtaining that goal. The strongest piece is most likely taking risks. A principal high in pattern recognition may tend to focus on what has been done in the past and not taking a risk on something new, whereas achievement orientation is not what has been done but instead is what needs to be done.

Setting, planning and communicating a specific plan allows for all stakeholders in the building to know and understand the expectations. Creating a climate where everyone is working toward the same goal, makes going above and beyond the job description more acceptable and less of a burden. Oplatka (2006) quoted a teacher saying: “An atmosphere of action. When everyone acts, then even people who don’t do anything at first eventually act because they see it isn’t giving too much. They see it as the norm” (p. 409).

If teachers are allowed to contribute to the planning and accomplishing of the goal, then they are more willing to go above and beyond to make sure it is met. Organizational citizenship behaviors may be the means to which the teacher feels they can contribute to accomplishing the goal. The focus and communication of the goal, or achievement orientation, provide motivation for increases in OCB.

4.4.7 Initiative .

The final competency that showed a significant positive effect on teacher organizational citizenship behavior is initiative. In buildings where principals were rated high in initiative, teachers perceived more organizational citizenship behaviors to occur. This effect was an increase of .438 rating for OCB for each point increase in the Principals rating for initiative.

Initiative is the willingness to do whatever is necessary to accomplish a given task. Like OCB, initiative may be irrational. If teachers view their Principal as having high initiative they are more likely to model that characteristic. Though initiative is not specifically addressed, Yaffe and Kark (2011) idea of “leading by example” can be used to support this claim. Teachers who view their Principal as being high in the competency of initiative may be more willing to engage in OCB to model that behavior.

Oplatka (2006) also found that characteristics of initiative are beneficial to fostering a culture that embraces and accepts OCB as a norm. He found that “a Principal who initiates changes and innovations in school and in teaching is perceived by teachers as implicitly encouraging teacher OCB, because this kind of Principal usually promotes an atmosphere of

changes in the staff room” (p. 410). Initiative fosters creativity and exploration by teachers and in turn, encourages OCB.

CHAPTER 5: DISCUSSION

This chapter will provide insights about the research, methodology and findings from this study of principal emotional intelligence and teacher organizational citizenship behavior. Included will be the rationale of the study, the limitations and direction for future research that may contribute to the field.

5.1 Rationale for the Study

Recently, education has experienced a rise in accountability leaving many school districts exploring ways of increasing their students' performance. Teacher organizational citizenship behavior can provide an incentive to school districts, by providing resources that may not otherwise be available. OCB cannot be triggered by money or by rules. If the behavior is triggered from economic compensation it would not qualify for consideration of OCB, but as part of the prescribed job. The organization would not experience any added benefit due to the behavior being reinforced or triggered by an economic expense. OCB's are economically irrational behaviors that must be triggered or motivated by something other than money. OCB also cannot be triggered by rules or procedures designed to trigger them. Rules or procedures cause the behavior to become something that is required. When a behavior becomes a required task, it no longer can be considered as OCB. To be considered OCB, behaviors must occur at both the will of the employee and for the benefit of the organization.

OCB has been studied extensively in business management but the research in the field of education is far less. A teacher who engages in OCB willingly assists students and colleagues, as well as performs tasks that not only benefit them, but others in the organization. To engage in these behaviors requires motivation on the part of the teacher. The teacher must be willing to provide the behavior on his/her own time and at his/her own discretion. These behaviors benefit the school district by providing resources that would either not be available otherwise, or would be an added expense for the school district. This study will examine if these behaviors are influenced by the emotional intelligence of the principal and if so to what degree.

The leader of a school building has an influence on the behavior of the teachers. Research on the relationship between leadership characteristics and the amounts and types of OCB in an organization is limited. Current leadership research does not sufficiently distinguish between

followership within the official expectations of the job and followership outside of the official expectations. This creates a gap in knowledge in showing how a leader can foster OCB in followers because OCB is a selfless and altruistic act that benefits the organization more than the participating individual. This type of behavior is economically irrational and requires an emotional connection or appeal to engage persons in them. Existing leadership theories do not directly nor explicitly address the emotional appeal, which is critical for altruistic acts to go above and beyond expectations. The emotional intelligence of the principal may play a significant role in creating a culture that encourages or discourages teachers to go above and beyond the call of duty.

Emotional intelligence (EI) has been found to have a positive relationship with characteristics of an effective leader (Rubin et al., 2005). Xiaqi et al. (2012) described that the level of a leader's emotional intelligence has a positive association with the level of follower's trust. In other words, the higher the level of emotional intelligence in the leader, the higher the level of trust from the follower. Wong and Law (2002), using their own measurement for EI, found that leaders with positive EI had a positive relationship with followers, job satisfaction, as well as organizational citizenship behavior. Organizational citizenship behaviors are acts with a positive result for the organization, performed outside the specifications of the job description, with no intention for compensation, reward or promotion (Organ, 2006).

This study answered the research questions:

1. To what extent does principal EI impact teacher OCB?
2. To what extent do principal ECI competencies impact teacher OCB?

5.2 Summary of Key Insights

The results for question 1 found that principal emotional intelligence as an overall measure had no significant relationship to teacher organizational citizenship behavior. However, it can be concluded that this effect is due to the combination of the influence that the individual competencies of EI have on the overall measure. When the influence of the individual competencies was looked at, it was found that both positive and negative significant influences occurred. The combination of them in the overall EI measure creates a cancelling effect causing the measure to become non-significant.

The study found the results for questions 2 to be that competencies such as emotional self-control, networking and pattern recognition had a negative influence on teacher organizational citizenship behavior; whereas, achievement orientation, initiative, empathy and teamwork all were found to positive influence OCB. Models were run accounting for both socio-economic status and student achievement but did not add any further insight. However, the insight gained by looking at the effect of the individual competencies adds valuable insight.

Motivation to go above and beyond the call of duty can be increased from leadership. A leader that exhibits the right combination of competencies can potentially greatly increase OCB. A leader cannot be so emotionally removed (emotional self-control) from the followers that they feel like they cannot develop a relationship with them. The leader must be able to show compassion and understanding as well as joy and disappointment (empathy) so that the followers know they care about them not just as employees but as humans as well.

Teaching is a very emotional profession. Teachers grow attached to their students as well as their student learning. A principal who is emotionally engaged with the teacher will most likely motivate them to engage in OCB. Teachers need to know that the principal is there for

them and with them (teamwork). If the priorities (network) of the principal are perceived to be somewhere other than the school, teachers will not perceive the principal as being there for them and with them (teamwork). A principal that models OCB creates a culture that makes it a norm instead of something unusual.

Organizational citizenship behavior is irrational, because of this; it may be fostered by leadership that is somewhat irrational. A leader who has a focused goal (achievement orientation) and is willing to explore all options to accomplish that goal (initiative) provides this type of leadership. Leaders who look for and mimic what has previously been done (pattern recognition) produce a followership that does the very same thing; just what is required to complete the job.

5.3 Limitations as Guideposts for Future Research

Limitations of the study primarily contributed to the scope of the research design. The study is correlational, not causal. The study lacked longitudinal data to determine if Principal EI had a causal effect on teacher OCB. This study shows that at least some of the competencies of emotional intelligence have a significant relationship with organizational citizenship behaviors. However, research should be conducted to broaden the understanding of these relationships as well as the studies to determine if there is a direct causal relationship. A design for this study could be selecting two buildings in the same or very similar school district. In one of the buildings, the principal will be trained to increase their emotional intelligence while the other is not. Over a period of time, measure the change in organizational citizenship behavior to determine if the increase in emotional intelligence of the teacher that received training affects teacher OCB.

The study also lacks experimental data to determine if teacher OCB increases or decreases as a result of the Principal EI and vice versa. This information would further assist in determining if there is a causal relationship between the two variables. A design for this could be a case study involving two buildings, one scoring high in initial OCB and one scoring low. By assigning a Principal high in EI to the low OCB building and a Principal low in EI to the high OCB building and measuring the change in both measures over time. This would provide insight to how the variables truly interact to each other.

The study was limited to using buildings from one school district; several limitations arise from limiting the sample in this manner. The potential influence that district level leadership may have on teacher perceptions for building organizational citizenship behavior were not accounted for in the study. Many of the principals involved in the study were hired by the same district level administrator. They may have been selected and appointed to their buildings based on a need that was fulfilled by their emotional intelligence.

Future studies should include a larger sample size to account for these limitations. Buildings from multiple school districts should help account for the influences that district level leadership and policy may have on teacher perception of OCB. The sample should also encompass a wide range of settings (rural, urban, etc.). The geographic setting of the building may have an impact on teacher OCB.

Another possible future study could focus on the best means to cultivate emotional intelligence in leaders. Some individuals may be born with or possess an innately high emotional intelligence. Do these individuals foster more organizational citizenship behaviors than those that have increased their EI through training? Another study could focus on the best programs to train individuals in increase emotional intelligence and how they each translate into fostering OCB.

Studies should also be considered to explore an overall better understanding of what motivates teacher to engage in organizational citizenship behaviors. This study has opened the door by determine that a relationship does exist between teacher OCB and principal emotional intelligence but a closer look is still necessary. Consideration needs to be given to other factors that contribute to as well as hinder teacher engagement of organizational citizenship behaviors.

5.4 Practical Implications

The study has provided insight into the relationship that principal emotional intelligence has on teacher organizational citizenship behavior. Individual principals may have the most benefit from the study. A principal who is attempting to increase teacher OCB can work on increasing their capacity in the competencies that have shown a positive influence. Making a conscious effort to show empathy and teamwork along with exhibiting initiative with a focus on achievement may result in teachers more frequently engaging in organizational citizenship behaviors.

Principals should use the competencies purposefully to foster teacher OCB. Principals should know and understand not only how EI competencies affect teacher OCB, but also their personal scores in each area. Maximizing the potential for fostering OCB requires a balance of both the positive and negative competencies. A principal should work with teacher and make them feel like they are a member of the team (teamwork). If the principal feels like they need to network outside of the school, the reasons should be communicated and understood by all teachers. The Principal should establish a common building goal (achievement orientation) and a willingness to do whatever it takes to accomplish it (initiative). The goal should be communicated with the purpose and rationale to avoid it being viewed and just another program

that soon shall pass (pattern recognition). Probably the most significant, is the Principal must communicate that he/she truly cares about the teachers individually (empathy). They must avoid being to stand offish or cold by never showing emotion (emotional self-control). Maintaining a balance is the key to fostering OCB.

School districts should work to find a way to either recruit and retain principals with high emotional intelligence, or provide training for their existing principals to increase their EI. It is the opinion of the researcher that a combination of both would be the most effective plan. Recruiting and then hiring a sufficient number of principals with high EI may be difficult for districts. Establishing a means to constantly train individuals to higher emotional intelligence should improve available talent within the district. Overall, the study has added to research on the relationship of EI on OCB. The study has found that there is a relationship between principal emotional intelligence competencies and organizational citizenship behavior.

Organizational citizenship behaviors are most needed in struggling schools. These schools often times have the most teacher and principal turnover. The emotional relationship that fosters OCB may also assist in retention of teachers. Research has shown that teachers enjoy working in building and for principals that are high in emotional intelligence (Oplatka, 2006; Wong & Law, 2002). If school districts can increase the emotional intelligence of the principals in struggling schools, it should benefit both teacher OCB as well as retention. These combined should make for a better academic setting for the students in the building.

The results of the study can also be used by district level administration, however, many of the EI competencies are not easily observed. Understanding the influence that the competencies have on OCB; district level administration can appropriately select principals. EI assessments can be required for application and the data used as a screening tool for hiring,

however, selection should not be based solely on the assessment. This study utilized a 360° survey for ECI and results of a self-assessment may not produce the same result.

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