
Transformational Leadership and Organizational Citizenship Behavior Motives in Teachers

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In a school building, a relationship between a principal and the teachers is key to success when supported by a positive school culture. One important leadership style for preparation programs to teach is transformational leadership, as transformational leadership allows principals to use motivating factors to convert teachers' attitudes, beliefs, and behaviors to raise student achievement and performance levels (Anderson, 2017). If teachers display behaviors that benefit the school, students, and colleagues, it is referred to as Organizational Citizenship Behavior (OCB; Lemmon & Wayne, 2015). Furthermore, it is important for principals to understand the motivating factors behind OCB. According to Rioux and Penner (2001), there are three key motivating factors to include concern, value, and impression. Prior research supports that schools with higher OCB scores have higher achieving students (Burns & DiPaola, 2013). Thus, educational leadership preparation programs may see the need to teach transformational leadership practices to increase motivating factors that lead to increased OCB.

Transformational Leadership

Upon observations of varied leadership behaviors, Burns (1978) proposed two distinct leadership styles. The researcher defined the first style, transactional leadership, as the interaction process between leaders and followers where leaders reward employees based on achieving levels of effort and performance. Second, the goal for transformational leadership is to encourage followers to build stronger leader-member relationships where followers surpass their own self-interests for the good of the organization. In transformational leadership, followers "gain increased awareness for valued outcomes as well as their own higher-level needs" to go beyond traditional expectations (Connell, 2005, p. 13). Bass (1985) examined transformational

leadership and expanded beyond Burns (1978) basic transactional leader-member exchange by focusing on the positive change associated with elevating goals; however, Burns (1978) did not distinguish between positive or negative change. Of note, the two researchers have different views between the relationship of transformational and transactional leadership, specifically Burns (1978) viewed the two leadership styles as opposites, as Bass (1985) viewed the relationship as complimentary. Thus, for this study, transformational leadership is referred to as a complimentary relationship between transformational leadership and transactional leadership.

School Climate

Transformational leadership holds a significant positive relationship with school climate as leadership seeks to “establish new norms, change employee attitudes, create a new vision of reality, and make fundamental changes to the culture of the organization” by using teamwork to accomplish a common goal (Anderson, 2017, p. 5). Additionally, the researchers noted that providing individualized support is when the school leader displays respect for individual team members and displays concern for their personal feelings and needs. Transformational school leaders engage teachers individually and collectively to increase morale, improve work-related attitudes, and encourage motivation (Berkovich & Eyal, 2017).

A positive environment is sought by employees as well as employing organizations. Specific leadership styles and organizational practices make a positive impact on businesses and organizations (Weller et al., 2019). These positive cultures create a buy-in from employees, which allow them to increase production and performance (Ogbonnaya & Nielson, 2016). However, leadership characteristics, through leader-member exchange, have the greatest impact

on individual and performance outcomes (Russell et al., 2018). Furthermore, this same leadership is necessary in creating a positive climate for employees (teachers) and clients (students).

Principals as school leaders have a goal to improve the school's climate and culture by providing effective leadership skills and practices that lead to increasing student performance (Ross & Cozzens, 2016). An effective school leader uses practices, similar to those in business to connect teacher instruction to the individual needs by including strengths and weakness of students. By creating these practices, school leaders can address a positive school climate and teacher effectiveness (Ross & Cozzens, 2016). To build a positive school climate, the transformational leader must provide individual support while adhering to the school vision (Anderson, 2017).

Teacher Motivation

It is important for school leaders to understand not only what effective practices motivate student learning but to also understand how to motivate the teachers in the classroom as employees (Amtu et al., 2020). A teacher's first five years in the teaching profession are crucial and the most sensitive because they endure higher job stress, which may lead to teacher burnout and desire to leave the profession (Ponnack et al., 2018). Since leadership styles vary, school leaders can use transformational leadership practices to improve teacher motivation and attain a positive school environment (Carnahan, 2014). The transformational school leader's ability to meet individualized teacher needs is highly impactful to teacher motivation, attitude, and morale (Berkovich & Eyal, 2017). In turn, the increase in these practices to improve teacher motivation

may lead to an overall increase in OCB (Bogler & Somech, 2004).

Teachers enter the profession for both intrinsic and extrinsic motivational reasons. While extrinsic motivating factors such as job stability, pay, and extended breaks are benefits, long-tenured teachers shared that most of their extrinsic motivation comes through the direction of the school leader (Choing et al., 2017). Longer-serving teachers show a greater gain from intrinsic, altruistic motivation (Choing et al., 2017). While there seems to be a clear distinction between the two types of motivation, it is possible for them to coexist with one being dominant based on the situation (Deci & Ryan, 2000). It is important for the management style of the school leader to build positive intrinsic motivating factors to impact the teacher's perception of the teaching profession (Finkelstein, 2011).

Organizational Citizenship Behavior (OCB)

Organ (1988) described OCB behavior as discretionary and not directly or explicitly rewarded or recognized, specifically beyond the role of the job description or specified terms of a person's contract with an organization. OCB is an important attribute to the P-12 education system and includes the time teachers spend outside the classroom preparing, tutoring, and providing detailed feedback for the improvement of their students. The complexity of teaching requires judgements that are not adequately written through specific job descriptions, as teachers often do whatever it takes to assist student learning (DiPaola et al., 2005). OCB carries multiple organizational outcomes, to include productivity, efficiency, and turnover reduction (Podsakoff et al., 2009). These outcomes paired with connections to high student achievement (Burns & DiPaola, 2013) and positive school climate (DiPaola & Tschannen-Moran, 2001) present a

reasonable cause to study the need for school leaders to lead with a focus on OCB. While positive school climate can lead to positive OCB, the reverse is not necessarily true (Wingate et al., 2019).

A strong relationship exists between transformational leadership and teacher OCB, so it is suggested that “a school leader who implements transformational leadership practices can positively influence the educational environment” (White, 2018, p. 62). When a school leader sets high but achievable goals for students and teachers, both teachers and students create a new behavior to meet these goals. This goal setting technique is called achievement press (Smith, 2015) and is positively correlated with OCB. In addition, teachers and students fostering an achievable goal is a factor of transformational leadership, so teachers increase their production by displaying more OCBs to meet the goal set by the school leader. Since it is the school leader’s primary responsibility to improve teaching and learning, the school leader should pay close attention to transformational leadership because it may hold a predictive relationship with OCB (Yeager, 2016). School leaders who are motivating, encouraging, and promoting leadership skills among their teachers foster teachers that are motivated and hold positive work-related attitudes (Anderson, 2017).

Organizational Citizenship Behavior Citizenship Motives

It is important to not only understand the usefulness of OCB but also the motivating causes of OCB (Rioux & Penner, 2001). Additionally, it is important for leaders to comprehend the patterns of citizenship behavior within their organization, even positive OCB motives can prevent workplace fatigue (Qiu et al., 2020). One would assume the OCB is driven by extrinsic

motivation, but Finkelstein's (2011) study shared that participants displayed more individual differences in motivations and favored intrinsic motives over extrinsic motives. Additionally, Grube and Piliavin's (2000) stated that organizational social structure is what produces sustained volunteerism, which begins with organizational commitment, so they sought to create a positive organizational experience such that it increased the volunteer's organizational commitment. However, Penner et al. (1997) disagreed and argued the connection to an organization and drive is solely based on the role you play within the organization. Rioux and Penner (2001) noted there are differences and similarities between volunteerism and OCB. Similarities that are both prosocial behaviors and occur within an organization, and the differences are how they arrive at the prosocial behaviors.

Employees that display a higher Leader-Member Exchange also display more positive OCB motivating behaviors (Bowler et al., 2019). Leader-Member Exchange describes the overall taxonomy of leadership approaches (Gerstner & Day, 1997). Where most leadership theories focus on the characteristics of either the leader or the follower, Leader-Member Exchange concentrates on the dyadic relationship at the level of the analysis (Gerstner & Day, 1997). This supports prior research that noted an increase in motivation by teachers when they received individualized support (Yeager, 2016). Leithwood and Sun (2012) encouraged teacher commitment, satisfaction, and teacher efficacy. These teacher characteristics have indirectly impacted student achievement (Leithwood & Sun, 2012). Boberg and Bourgeois' (2016) indicated that principals who display transformational leadership characteristics foster teacher optimism regarding the teacher's role in a student's life. This form of teaching is a selfless act,

which supervisors prefer, to distinguish between selfless OCB and self-serving OCBs (Donia et al., 2016).

In summary, there is a need for school leaders to be trained as transformational leaders so they can have a positive impact on the school climate, teacher OCB, and teacher motivation. A school leader's transformational leadership should be focused on the organization as well as be tailored for individual support. When school leaders display that individualized consideration through a cooperative and trusting relationship, teachers are more positive about the school environment. A simple characteristic, such as a leadership style, can have an effective impact on an entire school community. Thus, further research is warranted to identify any relationship between teacher perceptions of principal's transformational leadership to teacher OCB and Citizenship Motives. Therefore, the overarching research question for this study was: Which of the seven dimensions of transformational leadership (i.e., vision, model, goals, expectations, support, stimulation, and reward) relate to teacher OCB and Citizenship Motives (i.e., concern, values, impression)? To better understand the relationships, three sub-questions were also evaluated: To what degree do teachers' OCB and Citizenship Motives differ across school levels?; To what degree do teachers' OCB and Citizenship Motives differ between teacher-principal hiring status?; and To what degree do teachers' OCB and Citizenship Motive scores correlate with teacher's years of experience?

Methodology

Research Design

To best determine the relationships among transformational leadership, OCB, and

Citizenship Motives, a quantitative, non-experimental design was used to provide generalized information of administrative practices for all district administrators. This survey method allowed for a quick response of data collection (a convenience sample was utilized) and data analysis (Creswell & Creswell, 2018). The setting for this study was one Georgia suburban school district in the southeastern United States comprised of 18 elementary schools, eight middle schools, and five high schools with approximately 1,700 teachers within this school district.

Instrumentation

All participants used an online platform to complete a modified questionnaire, with four sections titled Educational Leadership and Organizational Citizenship Behavior Motive Questionnaire (OCBMQ). The first section of the questionnaire took the Transformational Leadership Inventory (TLI; Podsakoff et al. 1990) and reworded the questions to have the teachers rate their perception of the principal's transformational leadership characteristics. The second section changed the statements from the teachers rating the school as a whole to the teachers rating of their own practices utilizing the Organizational Citizenship in Schools Scale (OCBSS; DiPaola et al., 2005). A third section assessed the citizenship motives by using the Citizenship Motive Scale (CMS; Rioux and Penner, 2001). Lastly, the fourth section consisted of demographic questions collecting individualized information on gender, school level, if the principal hired them, years with the current principal, and total years of experience. When combined, this survey contained 53 items for the participants to complete. Each item, except the demographic questions were measured on a seven-point Likert scale from strongly agree to

strongly disagree.

Data Collection

The researcher did not have direct contact with the participants, so all communication with participants was distributed by the school principal. Creswell and Creswell's (2018) suggested a four-part invitation procedure as a recommendation in seeking a higher response rate. First, each school principal received an email to distribute informing participants of the upcoming questionnaire. In this email, a copy of the letter of cooperation from the superintendent's office was included. Secondly, a week after the initial email, an email requesting participation in the questionnaire was sent to school principals for distribution to their teaching faculty. This invitation included the purpose and significance of the research, anonymity assurance, requisite approval, implied consent, a link to the questionnaire in Qualtrics, and notification that the link was active for four weeks. Additionally, this invitation addressed the concern that all participation is voluntary and not required by the school principal or district, and in turn all responses remained anonymous. Next, a third email was sent one week after the initial email and a fourth email was sent at the conclusion of week three, as follow-ups to the invitation and reminder of the questionnaire.

Data Analysis

Before analyzing any data, all data were downloaded from Qualtrics into Microsoft Excel. All variables were calculated using the corresponding questionnaire items, including the reverse coding items. Any incomplete results were removed from the data sets. Once composite variables were calculated, using the mean of relevant items, all variables and demographic data

were moved into SPSS. To answer the overarching research question, four multiple regressions were performed. Both a correlation and regression were employed to find correlation and create a prediction model for each of the four dependent variables (Creswell & Creswell, 2018). Each regression was run with a different variable from the OCBSS and CMS serving as the dependent variable, and the seven TLI variables as the independent variables or the predictors. Correlations among OCBSS, CMS, and TLI dimensions were calculated and reported. Additionally, regression was used to determine the direction and strength of each TLI dimension in predicting OCBSS and CMS scores.

In order to answer the first sub-research question a one-way ANOVA was used as the statistical test for the three distinct school level groups (Creswell & Creswell, 2018). Furthermore, a Bonferroni Multiple Comparison assisted in determining where the differences occurred between the school levels (Cohen et al., 2003). To answer the second sub-research question, a t-test was used to identify the differences in group means of the variables of the OCBSS and CMS on the principal hiring the participant (Creswell & Creswell, 2018). Lastly, to answer the third sub-research question, a Pearson Correlation was used to identify any correlation between teacher's years of experience (independent variable) and the group mean variables of the OCBSS and the CMS (dependent variable; Creswell & Creswell, 2018).

Findings

A total of 216 teachers completed the survey, and 89 (41%) teachers identified as elementary school (grades P – 5) teachers, 63 (29%) teachers identified as middle school (grades 6-8) teachers, 56 (26%) teachers identified as high school (grades 9-12) teachers, and 8 (4%)

teachers chose not to identify. In addition, 157 participants (73%) identified as female, 24 (11%) participants identified as male, and 35 (16%) participants chose not to identify their gender. The average age of the identifying participants was 41.9 years-old ($n = 209$) with an average teaching career of 15.3 years. Of these, 46% (99 participants) stated that their principal hired them and the average length of tenure with the participant's principal was 3.6 years.

Correlations among variables are presented in Table 1 and were analyzed before answering the research questions. OCBSS correlates significantly with small positive correlations (Lovakov & Agadullina, 2021) to all TLI variables except Contingent Reward, which demonstrates a connection between OCB in teachers and transformational leadership and not transactional leadership. The strongest correlations of the CMS came from the Organizational Concern, which was a large positive correlation with all TLI variables. Two significant, small negative correlations (Lovakov & Agadullina, 2021) existed between the number of years a teacher works with a principal and the teacher's OCBSS ($-.136, p = .050$) and organizational concern ($-.153, p = .027$). In addition, another significant, small negative correlation existed between the teacher's age and CMS Impression Management ($-.195, p = .005$). These three negative correlations support the argument that the longer the teacher works with a principal, their OCB declines to include Organizational Concern. In addition, their desire to impress their colleagues and supervisors declines.

To answer the overarching research question, a multiple regression was used, where variables from the OCBSS and the CMS were the dependent variables. The seven variables of the TLI were used as the predictors. Two significant negative correlations existed between the

number of years a teacher works with a principal and the teacher's OCBSS (-.136, $p = .050$) and organizational concern (-.153, $p = .027$). These two negative correlations supported the argument that the longer the teacher worked with a principal, their OCB declined to include Organizational Concern. In addition, another significant negative correlation existed between the teacher's age and CMS Impression Management (-.195, $p = .005$), so teachers that were older had less of a desire to press their colleagues and supervisors.

The regression model for OCBSS was significant at the .05 level, which means the TLI variables predict more variance in OCBSS than would be expected by chance. For the dependent variable of OCBSS, the only significant independent variable was the TLI variable pertaining to High-Performance Expectations ($p = .024$), but OCBSS showed correlations with each of the six TLI transformational leadership variables. The variables Articulating Vision, Appropriate Model, and Acceptance of Group Goals all demonstrate a strong correlation with other independent variables. However, the other four independent variables were only moderately correlated. In the regression model, it appears that a relationship existed between the principal's high-performance expectations and teacher OCB, which would mean the higher the teacher's perceptions of the principal's high-performance expectations the more citizenship behaviors the teacher would likely demonstrate. However, the lack of significance for the other predictors, given many had similar sized correlations with OCB, could be due to collinearity issues in the regression equation.

In the second regression, the CMS variable of Organizational Concern was used as the dependent variable, and the regression results showed that both High-Performance Expectations

Table 1

Descriptive Statistics and Correlations for All Variables

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13
1. TLI-Vision	---												
2. TLI-Model	.809*	---											
3. TLI-Goals	.861*	.849*	---										
4. TLI-Performance	.693*	.616*	.627*	---									
5. TLI-Support	.691*	.805*	.790*	.383*	---								
6. TLI-Stimulate	.824*	.790*	.804*	.578*	.667*	---							
7. TLI-Reward	.779*	.826*	.831*	.595*	.748*	.770*	---						
8. OCBSS	.202*	.166*	.207*	.259*	.139*	.142*	.135	---					
9. CMS-Concern	.521*	.553*	.545*	.439*	.538*	.501*	.525*	.376*	---				
10. CMS-Values	.286*	.261*	.302*	.361*	.270	.245*	.276*	.428*	.541*	---			
11. CMS-Manage	-.008	-.079	-.022	.047	-.102	.052	-.048	-.131	.072	-.122	---		
12. Teaching Exp	.023	.033	.001	-.047	.030	-.009	-.030	.070	.053	.054	-.128	---	
13. Years w/Princip.	-.092	-.105	-.079	-.106	-.073	-.063	-.042	-.136*	-.153*	-.069	.039	.145*	---
Mean	5.56	5.53	5.62	5.84	5.19	5.07	5.42	5.43	5.75	6.19	3.06	15.33	3.63
SD	1.34	1.49	1.48	1.14	1.55	1.52	1.61	.51	1.02	.72	1.31	7.62	2.4
Scale Min/Max Values	1 to 7	1 to 7	1 to 7	1 to 7	1 to 7	1 to 7	1 to 7	1 to 7	1 to 7	1 to 7	1 to 7	0 to 50	0 to 50

Note. N = 208.

*p < .05.

□

($p = .026$) and Individualized Support ($p = .007$) were significant predictors. Additionally, in the third regression, the regression results showed that both High-Performance Expectations ($p < .001$) and Individualized Support ($p = .025$) variables were also found to be significant when the CMS variable of Prosocial Values identified as the dependent variable. These two regression results suggested that the teacher who perceived that the principal had high-performance expectations and was willing to provide the teacher with individualized support likely had a greater concern for the betterment of the school rather than themselves, the need to be helpful, and the desire to build positive relationships. Like in the first regression, these significances could exist due to the high correlations among the TLI independent variables. The teacher who perceived that the principal had high-performance expectations and was willing to provide the teacher with individualized support likely had a greater concern for the betterment of the school rather than themselves, need to be helpful, and desire to build positive relationships.

In the last regression model, the TLI variables once again served as the independent variables and the dependent variable was the CMS variable of Impression Management. The regression results showed there does seem to be a significant relationship between a principal's intellectual stimulation ($p = .020$) and a teacher's impression management, so a teacher who perceived more intellectual stimulation from the principal felt a greater desire to avoid looking bad to coworkers and supervisors.

The first sub question aimed to locate differences in teacher's OCB and Citizenship Motives across the school levels. An ANOVA respectively compared the means of each dependent variable (OCB and CMS) across the three school levels to determine whether mean

differences exist. First, the OCBSS composite variable was used as the dependent variable and compared across all three school levels, and no differences were identified. Since no differences were identified, this suggested that OCB was similar across all school levels. The next ANOVA used the CMS variable of Organizational Concern. Results did not identify any differences across the school levels, so this suggested that Organizational Concern was the same across school levels. Another ANOVA was performed using the CMS variable Prosocial Values, and results did not identify any differences, which suggested that all school levels demonstrated similar Prosocial Values. Lastly, the CMS variable of Impression Management was used as the dependent variable of the ANOVA. Once again, no differences were identified, so this suggested that Impression Management was similar across all school levels.

However, additional ANOVAs over TLI's seven scales reported that a significant difference existed in the Intellectual Stimulation ($p = .028$) and Individualized Support ($p = .025$). This suggests that the only differences in school levels are related to the variables Intellectual Stimulation and Individualized Support. To identify these differences, a Bonferroni Comparison was used. According to the Bonferroni Comparison, the difference in means of the Individualized Support results showed that high school teachers tended to have lower mean scores when compared to middle and elementary school teachers and there was not a significant difference between middle school and elementary schools. See Table 2. The difference of means for Intellectual Stimulation only occurred between the middle school and high school teachers ($p = .023$). See Table 3.

Table 2

Multiple Comparisons and Mean Differences in Individualized Support by School Level

Comparison	Mean Difference	s.e.	Bonferroni Adjusted 95% CI
Elem. vs. Middle	-.046	.252	-.653, .561
Elem. vs. High	.636*	.261	.007, 1.265
Middle vs. High	.682*	.281	.005, 1.359

* $p < .05$, where p-values are adjusted using the Bonferroni method.

Table 3

Multiple Comparisons and Mean Differences in Intellectual Stimulation by School Level

Comparison	Mean Difference	s.e.	Bonferroni Adjusted 95% CI
Elem. vs. Middle	-.296	.247	-.893, .301
Elem. vs. High	.446	.256	-.172, 1.065
Middle vs. High	.742*	.276	.076, 1.408

* $p < .05$, where p-values are adjusted using the Bonferroni method

An independent samples t-test was used to determine whether differences occurred in the four dependent variables (OCB, CMS-Concern, CMS-Value, and CMS-Manage) and the seven dimensions of TLI between those teachers hired by their current principal and those hired by a former principal (i.e., hiring status). In total, 11 t-tests were performed, and the only significant difference in the group means with an $\alpha = .05$ was the CMS variable of Impression Management ($p = .005$). Thus, there is a suggested significant difference between the means of teachers who were hired by their principal and teachers who were not hired by their current principal, and the teachers who were hired by their principal had a greater desire to avoid looking bad to other teachers and the principal. However, noted that each t-test had a Type 1 error rate of .05 (i.e., 5% chance of falsely claiming there is a difference when none exists). Over the 11 tests, the Type 1 familywise error rate is .43, or there is a 43% chance of falsely claiming a difference occurred when in fact there is no difference. Given that only one t-test was significant out of 11 tests, it is

important to understand this difference could be a statistical artifact rather than a real difference within the population studied.

Table 4

Results of t-tests and Descriptive Statistics in TLI, OCBSS, and CMS by Hiring Status

Outcome	Group						95% CI for		
	Hired			Not Hired			Mean		
	M	SD	n	M	SD	n	Difference	t	df
Articulating Vision	5.57	1.39	99	5.54	1.30	109	-.338, .397	.159	206
Appropriate Model	5.40	1.68	99	5.64	1.30	109	-.652, .176	-1.136	184.6
Acceptance of Group Goals	5.57	1.60	99	5.66	1.36	109	-.488, .321	-.406	206
High Performance Expectations	5.73	1.33	99	5.95	.93	109	-.538, .097	-1.374	172.8
Individualized Support	5.23	1.60	99	5.17	1.51	109	-.373, .476	.238	206
Intellectual Stimulation	5.01	1.64	99	5.13	1.41	109	-.539, .295	-.575	206
Contingent Reward	5.49	1.67	99	5.35	1.56	109	-.311, .572	.581	206
OCBSS	5.40	.50	99	5.46	.513	109	-.193, .085	-.768	206
Organizational Concern	5.78	1.09	99	5.71	.96	109	-.210, .351	.496	206
Prosocial Values	6.21	.77	99	6.18	.67	109	-.170, .226	.279	206
Impression Management	3.34	1.40	99	2.81	1.18	109	.171, .878	2.928*	206

The last research question examined if a correlation existed between a teacher's years of experience and the CMS and OCBSS variables. Results are presented in Table 4 above. None of the Pearson correlations for years of teacher experience were significant at the .05 level. These results suggested that OCB does not significantly relate to experience. Likewise, the motivation to participate in OCB, represented by CMS variables, was not significantly related to the teachers' years of experience. Thus, a teacher with few years of experience had the same chance to participate in and be motivated to perform OCBs as a teacher who had been teaching for 20 plus years.

Discussion

Through leadership, a principal has the opportunity to inspire and motivate teachers to improve achievement and performance. The goal of this study was to improve upon principal leadership practices, which are often learned during preparation programs as aspiring principals and assistant principals move into leadership positions. With the growing number of schools, there is a need for improved leadership training. Leadership has been researched and taught through many organizations, and there is a need to teach transformational leadership to leaders in all organizations (Rodrigues and Ferreira, 2015). In P-12 education the need for transformational leadership exists because it directly influences school culture. For example, principals that display more transformational leadership behavior are better at recognizing teacher emotions (Berkovich & Eyal, 2017). Interpersonal relationships are important factors in leadership theories (Jiang & Lu, 2020). A positive correlation exists between leader effectiveness and employee engagement (Singh & Townsley, 2020), so there is a need for leadership training among school

leaders. One characteristic that stands out is individualized support, which is when the school leader displays respect for individual team members and displays concern for their personal feelings and needs (Anderson, 2017). This individualized support increases the communication between teachers and principals (Alqarni, 2020) and teacher motivation (Yeager, 2016). Individualized support is an important determinant in employee's attitudes, role perceptions, and behaviors (Podsakoff et al., 1990).

Through this increased communication, a school leader can assist teachers to find their altruistic and intrinsic motivation because these specific motivators are highly important in keeping teachers in the profession longer (Choing et al, 2017). The findings from this study denote that positive correlation shows that the more individualized support a teacher receives from the principal, the greater the teacher's motivation to demonstrate OCB through their concern for the school itself (Organizational Concern). Individualized Support appeared as a possible predictor in both of the regression models for Organizational Concern and Prosocial Values, which by definition is the motivation to participate in OCB in order to build positive relationships. This implies that there is a possibility for school leaders to increase OCB behaviors within the building by increasing their individualized support for teachers.

The findings of this study are intended to add to the existing research. In addition, this study seeks to fill gaps within the transformational leadership, OCB, and Citizenship Motives related research. Results of this study confirm previous studies and add to the discussion of transformational leadership, OCB, and Citizenship Motives with additional findings.

Individualized support displays a significant role in the relationship between principals and

teachers. It increases teacher motivation (Yeager, 2016) and communication (Alqarni, 2020).

This study examined the teachers' perceptions of principal transformational leadership characteristics, which according to the findings of this study are higher among elementary and middle school teachers. The goal for this study was to use teacher perceptions as predictors for teacher OCB and Citizenship Motives. The findings of this study displayed individualized support as a possible predictor for organizational commitment and prosocial values.

Organizational Commitment is a moderate, positive correlation with Individualized Support, which is the strongest correlation outside of the TLI variables.

Through the characteristics of transformational leadership, the supervisor-subordinate relationship is important, and the higher the supervisor-subordinate relationship is regarded, the greater the impact on that employee's extra-role behavior (Lemmon & Wayne, 2015). As the baby boomers begin to retire, there is a need to attract a younger generation to fill positions, so it is important to understand the difference in motivating factors. It was not an original intention for this research to relate to Huang et al.'s (2015) findings, but the negative correlations between years with a principal and teacher OCB and organizational concern share reasonings with Huang et al. (2015). Their claim suggested that younger professionals sought the need to impress more of their supervisors and colleagues. This study's findings further describe the supervisor-subordinate relationship, for the data suggests that when a teacher moves to work with a new principal the teacher's OCB and Organizational Concern are greatest that first year.

Therefore, this research study was designed to identify relationships between transformational leadership practices, teacher OCB, and teacher motives leading to OCB and to

gain a better understanding of principal's transformational leadership practices as perceived by teachers and its relation to the motivation to perform and complete additional duties beyond teachers' formal responsibilities. Based on the data with support from the literature, the teacher's perception of principal's individualized support and desire for professional relationships has a positive impact on teacher OCB and Organizational Concern. In addition, non-planned data analysis brought to light the motivation for younger teachers to show OCB to impress others, which is useful in building principal-teacher and inter-teacher relationships. It is the intention of this study to improve training for school leaders, such that school leaders have a greater impact on teacher OCB and Citizenship Motives.

Implications for Practice

Through this study, valuable information may be added to transformational leadership practices. Educational leadership preparation program coordinators, school district leaders, and school building leaders may view this information useful as professional learning in leadership practices for all school leaders, especially building level principals and assistant principals. Results of the study confirmed the need for leaders to provide teachers individualized support, support a connection to the need to maintain high expectations, increase teacher Impression Management if hired by their current principal, and make connections between the longer a teacher works with a principal and the teacher's decline in OCB and organizational concern. These results add to the discussion of school building principal's practices in working with teachers throughout a school year.

A potential predictor of Intellectual Stimulation also exists for Impression Management.

The findings showed a difference in engaging in OCBs depending on whether the principal hired the teacher or not. Teachers who were hired by the principle displayed an increase in citizenship behavior for the sole purpose to impress supervisors and colleagues and this information may assist the principal in understanding the teachers they have hired versus those that are veterans to the building.

Important to note is a relationship exists between the number of years a teacher works with a principal and the teacher's OCB and Organizational Concern, which is the desire to demonstrate citizenship behaviors due to pride and commitment to the school. While the negative correlations are weak, they are significant. The implications of these findings lead the principal to seek leadership practices that keep more tenured teachers engaged in OCB.

Recommendations for Future Research

Results from this research have contributed to the literature of transformational leadership practices, OCB, and citizenship motives. However, some data sparks interest and recommends that future research of transformational leadership practices be warranted. Since this study used a single suburban school district, it would be useful to expand the study across multiple districts to include rural and urban districts to see if there are similar results. In a larger and more diverse sample, the results may provide more participants per demographic subgroup.

Of the literature reviewed regarding transformational leadership, the characteristic of High Expectations was not mentioned regarding principals nor teacher behavior. However, High Expectations appears as a predictor in the regression models for OCB, Organizational Concern, and Prosocial Values. While collinearity is likely in this study due to the correlations among the

TLI variables in this model, it would be suggested for further research to be completed before deciding on the relationship between a principal's high-expectations and teacher behavior.

High school teachers were the lowest demographic (26%) of school level to complete the questionnaire. In the examination of the first sub question, an ANOVA shared that a significant difference in school levels existed in the TLI variables of Individualized Support and Intellectual Stimulation. After the Bonferroni Comparison, it was determined that the perception of principal's Individualized Support for high school teachers was significantly lower than middle and elementary teacher perceptions. With so much data support for the importance of Individualized Support, further research is suggested to examine the difference in Individualized Support among high school teachers. Lastly, there was a significant difference in the means of teacher perceptions of principal's Intellectual Stimulation between high school and middle school teachers. While high school teacher perceptions of Intellectual Stimulation are lower than elementary and middle school teachers, it is only significantly different from middle school. While the lack of Intellectual Stimulation could be due to the departmentalization and content experts of high schools, a researcher may find value in examining the differences as pertaining to transformational leadership characteristics.

Limitations, Delimitations, and Assumptions

While different populations exist in the surrounding districts, this district was chosen based on the convenience of the study. Since there is no contact with participants, the response may be limited due to lack of motivation to complete the questionnaire. The delimitations of the study exist as the research was focused on one suburban school district in the southeastern

United States. The lack of accountability to complete the questionnaire allowed for potential participants to simply delete the email. The greatest assumption in the study was that teachers understood transformational leadership enough to give truthful perceptions regarding their principal's leadership. To assist with the participant understanding in the future, transformational leadership will be defined in the questionnaire based on the work of Anderson (2017).

Conclusion

Current media displays that districts around the nation are struggling to fill open teaching positions and retain current teachers. While combined TLI characteristics are still unclear as predictors and strength of relationships towards citizenship behaviors, each transformational leadership TLI characteristic held a significant, large, and positive correlation with teacher OCB. It is the goal in a leader-member exchange to continually build the other, but according to the research, teachers demonstrate less OCB and organizational concern motivation the longer the teacher works with a principal. This research adds to the body of literature that relate to transformational leadership practices in education and teacher behavior and identifies needs for additional research.

Therefore, as educational organizations battle the everchanging educational requirements, it is important for educational preparatory programs and organizations to teach the transformational leadership theory and practices. Principals that use transformational practices lead to an improved teacher OCB. Other research has linked teacher OCB to student achievement. It is the hope that these findings will assist incoming and current educational leaders in creating organizational change. While educational leaders do not often have the first

line of impact on student achievement, their decisions and behavior still impact student achievement through teacher behavior.

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