



Transformational Leadership Practices and Teachers' Organisational Citizenship Behaviour in Public Senior Secondary Schools, Education District VI, Lagos State, Nigeria

NURUDEEN OLALEKAN ORUNBON
Lagos State University, Ojo, Lagos, Nigeria

JOSEPH BEYIOKU
Lagos State University of Education, Oto/Ijanikin, Lagos, Nigeria

Abstract. The study investigated how principals' leadership styles influence teachers' willingness to engage in voluntary, extra-role behaviours that enhance school effectiveness. The study adopted a descriptive survey research design, which allowed for the systematic investigation of relationships among variables without manipulating them. The population consisted of all teachers in public senior secondary schools within Education District VI of Lagos State, totaling about 1,500 teachers, while a sample of 200 teachers was selected using stratified and purposive sampling techniques to ensure fair representation across schools. Data were collected using a structured questionnaire. The instrument comprised items measuring leadership dimensions, idealised influence, inspirational motivation, and intellectual stimulation and OCB components. Data were analysed using Pearson Product-Moment Correlation (PPMC) to test the hypotheses at a 0.05 level of significance. The findings revealed a significant positive relationship between principals' transformational leadership and teachers' organisational citizenship behaviour. The study concluded that transformational leadership is a critical determinant of teachers' organisational citizenship behaviour in Lagos State public schools. The study recommended that the Lagos State Ministry of Education should organise continuous leadership development programmes to equip principals with transformational leadership competencies.

Keywords: Transformational Leadership, Organisational Citizenship Behaviour, Teachers, Public Senior Secondary Schools, Lagos State.

1. Introduction

Leadership remains one of the most critical determinants of organisational success, particularly within the education sector where the outcomes of leadership directly influence teaching effectiveness, staff morale, and student achievement. Effective leadership in schools provides direction, motivation, and structure, enabling teachers and learners to achieve shared educational objectives (Northouse, 2018). The type of leadership style adopted by a school principal can either enhance or hinder the performance and commitment of teachers. In the contemporary educational landscape, characterized by rapid change and accountability demands, principals are increasingly expected to go beyond traditional administrative functions and act as catalysts for innovation, collaboration, and professional growth (Bush & Glover, 2003).

When a school has a healthy school culture, the interaction between the principal and the instructors is crucial to the building's success. Transformational leadership is a crucial leadership style for teacher preparation programmes because it enables principals to employ motivating factors to change teachers' attitudes, beliefs, and actions in order to improve student performance and accomplishment (Anderson, 2017). It is known as Organizational Citizenship Behaviour (OCB; Lemmon & Wayne, 2015) when educators exhibit actions that benefit the school, students, and coworkers. Additionally, it is critical that principals comprehend the driving forces underlying OCB. Concern, value, and impression are the three

main driving elements, according to Rioux and Penner (2001). According to other studies, children who attend schools with higher OCB scores also tend to do better (Burns & DiPaola, 2013). In order to boost the motivational elements that result in higher OCB, educational leadership preparation programmes may find it necessary to teach transformational leadership methods.

Among the many leadership paradigms that have emerged over time, transformational leadership has been widely recognized as particularly effective in fostering commitment and engagement among followers. Initially introduced by Burns (1978) and later expanded by Bass and Avolio (1994), transformational leadership is defined as a leadership style that inspires followers to transcend their self-interests for the collective good of the organisation. It involves influencing others through vision, motivation, and individualized support rather than coercion or transactional exchanges. According to Bass and Riggio (2019), transformational leaders exhibit four major behavioural dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These dimensions collectively enhance organisational trust, creativity, and performance by motivating subordinates to embrace shared values and goals.

In educational institutions, transformational leadership has been associated with increased teacher motivation, stronger school climate, and improved student outcomes. Teachers under transformational leaders often exhibit higher levels of commitment, job satisfaction, and enthusiasm for collaborative problem-solving (Leithwood & Sun, 2018). This leadership approach also empowers teachers by granting them autonomy and recognition, thereby nurturing a sense of ownership and accountability. By contrast, transactional leadership based on reward and punishment has been found inadequate in promoting intrinsic motivation or long-term commitment among teachers (Adebayo & Ojo, 2021). Consequently, many scholars argue that transformational leadership represents a sustainable model for 21st-century educational leadership, capable of fostering not only professional excellence but also behavioural change conducive to school improvement (Akinwale & George, 2020).

The relationship between transformational leadership and organisational citizenship behaviour (OCB) has become a central focus of educational leadership research in recent years. OCB refers to discretionary, voluntary behaviours exhibited by employees that are not formally recognized or rewarded but contribute to the smooth functioning of the organisation (Organ,

1988). In the school context, teachers who demonstrate OCB engage in activities such as mentoring new staff, assisting colleagues, maintaining positive relationships with students, volunteering for school projects, and protecting school property. These behaviours, while not formally mandated, enhance the social and operational efficiency of schools (Somech & Ron, 2007).

In Nigeria, recent studies have begun exploring how transformational leadership influences teachers' attitudes and behaviours. For example, Uchenwamgbe (2019) found that principals who practiced transformational leadership significantly improved teachers' motivation, commitment, and cooperative behaviour. Similarly, teachers in schools with transformational leaders were more likely to volunteer for additional responsibilities and support institutional goals. These findings are consistent with global research, including the work of Leithwood and Jantzi (2017), which underscores that transformational leaders promote trust, fairness, and collective efficacy key antecedents of OCB. Thus, transformational leadership does not merely improve organisational performance through formal control but through the voluntary and self-initiated efforts of employees.

The first dimension, idealized influence, refers to leaders' ability to serve as ethical role models who command respect and trust from subordinates. Principals who display this trait act with integrity, fairness, and consistency, thereby creating a moral climate that encourages teachers to adopt prosocial behaviours. When teachers perceive their principals as trustworthy and visionary, they are more likely to engage in altruistic acts, such as assisting colleagues or voluntarily taking on additional tasks (Bass & Riggio, 2018).

The second dimension, inspirational motivation, involves communicating high expectations and a compelling vision that motivates teachers to exceed ordinary performance levels. According to Leithwood and Sun (2018), principals who provide meaningful inspiration foster a sense of belonging and shared purpose among teachers. In such schools, teachers not only fulfill assigned duties but also engage in organisational citizenship behaviour by maintaining optimism, supporting institutional goals, and demonstrating resilience even in challenging conditions.

The third dimension, intellectual stimulation, encourages creativity and innovation among teachers. Transformational leaders challenge existing assumptions, promote reflective thinking, and support experimentation in pedagogy (Northouse, 2018).

Teachers who are intellectually stimulated tend to adopt problem-solving approaches, collaborate with colleagues, and introduce new strategies to enhance learning outcomes. These behaviours mirror the OCB dimensions of conscientiousness and civic virtue, which involve responsibility and constructive participation in school governance (Podsakoff et al., 2018).

Individualized consideration refers to the leader's attention to the individual needs and professional growth of subordinates. Principals who mentor, coach, and provide feedback create an environment of emotional support that strengthens teachers' commitment and willingness to reciprocate through OCB. It is worthy to note that teachers who feel valued and supported by their principals display stronger interpersonal courtesy, teamwork, and willingness to volunteer. Thus, the four components of transformational leadership are interrelated mechanisms that collectively foster organisational citizenship behaviour among teachers in schools.

Organisational Citizenship Behaviour (OCB) has become an essential concept in understanding school effectiveness. It represents the social glue that binds teachers together and enables schools to function as cohesive professional communities (Organ, 1988). Teachers who exhibit OCB are often more adaptable, collaborative, and proactive in addressing educational challenges. The five widely recognized dimensions of OCB: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue reflect the multifaceted nature of extra-role behaviours. Altruism refers to helping behaviours directed toward colleagues and students; conscientiousness involves diligence and commitment to work standards; sportsmanship denotes maintaining a positive attitude even under stress; courtesy entails consideration for others' needs; and civic virtue encompasses active participation in school decision-making and governance (Podsakoff et al., 2018).

Transformational leadership, by contrast, provides the relational foundation upon which OCB thrives. By demonstrating fairness, inspiration, and intellectual engagement, transformational principals stimulate teachers' intrinsic motivation and sense of responsibility. Teachers who work in such environments are more likely to display altruism and civic virtue, ultimately contributing to the achievement of institutional goals. Thus, understanding the relationship between transformational leadership and teachers' OCB is not only academically relevant but also practically significant for enhancing the effectiveness of public secondary schools in Lagos State.

Education District VI comprising Ikeja, Mushin and Oshodi/Isolo areas represent a microcosm of these challenges. The district contains schools with diverse socio-economic environments, varying leadership competencies, and differing teacher commitment levels. Some principals have successfully fostered strong collaborative cultures, while others struggle with staff indifference and poor communication. Transformational leadership behaviours revolve around idealized influence, inspirational motivation, and intellectual stimulation that play a crucial role in explaining these variations in teacher behaviour. However, empirical evidence specific to Lagos State remains limited, and existing research often overlooks how these leadership dimensions relate to teachers' OCB indicators such as altruism, conscientiousness, and civic virtue.

1.1 Statement of the Problem

Public senior secondary schools in Lagos State, despite receiving policy attention and resource allocation, continue to experience issues related to low teacher commitment, high attrition rates, and limited collaborative engagement among staff (Adebayo & Ojo, 2021). Many teachers appear disengaged from school improvement efforts, often performing only their stipulated duties without exhibiting extra-role behaviours that contribute to collective success. Such patterns indicate a possible decline in OCB among teachers.

1.2 Research Hypotheses

The following null hypotheses will be tested at 0.05 level of significance:

H01: There is no significant relationship between principals' idealized influence and teachers' organisational citizenship behaviour in Education District VI, Lagos State.

H02: There is no significant relationship between principals' inspirational motivation and teachers' organisational citizenship behaviour in Education District VI, Lagos State.

H03: There is no significant relationship between principals' intellectual stimulation and teachers' organisational citizenship behaviour in Education District VI, Lagos State.

2. Literature Review

2.1 Leadership in Education

Leadership in education has long been recognized as a decisive factor in determining the effectiveness, culture, and overall performance of schools. It entails the process through which individuals influence others to achieve common goals, shape organisational direction, and foster motivation among members (Northouse, 2018). In educational settings, leadership is not confined to administrative management; it embodies the vision, values, and interpersonal skills that inspire teachers and learners to achieve excellence. According to Bush and Glover (2003), educational leadership is a dynamic process that involves mobilizing people and resources toward the enhancement of teaching and learning. It encompasses the ability of school heads to build trust, sustain morale, and promote professional collaboration among teachers.

In Nigeria, effective leadership is especially critical given the challenges facing public education ranging from inadequate funding, overcrowded classrooms, and teacher absenteeism to low motivation and insufficient infrastructure. The principal plays a pivotal role in navigating these challenges through effective planning, communication, and staff management (Adebayo & Ojo, 2021). Nigerian educational policies, including the National Policy on Education (2013), stress the importance of school leadership in achieving national development goals. Principals are expected to function as instructional leaders who guide, mentor, and supervise teachers to achieve desirable learning outcomes. However, research has shown that many Nigerian schools suffer from weak leadership that emphasizes authority rather than inspiration, thereby limiting teacher engagement and innovation (Uchenwamgbe, 2019).

Globally, educational leadership has evolved through several theoretical lenses: instructional leadership, distributed leadership, servant leadership, and transformational leadership. Among these, transformational leadership has gained prominence for its ability to foster motivation, commitment, and moral purpose among teachers (Leithwood & Sun, 2018). This leadership style resonates with contemporary expectations in education, where principals are seen as change agents rather than mere administrators. Transformational leaders inspire teachers to align personal goals with institutional vision, encouraging them to perform beyond their formal duties (Bass & Riggio, 2019). In doing so, they nurture organisational citizenship behaviours voluntary acts of cooperation,

altruism, and dedication that enhance school effectiveness.

2.2 Concept of Transformational Leadership

Transformational leadership is one of the most influential leadership theories in contemporary educational and organisational research. It refers to a leadership style that seeks to inspire and motivate followers to transcend their self-interests for the sake of the group or organisation, leading to higher levels of performance, satisfaction, and commitment (Bass & Riggio, 2019). Unlike transactional leadership, which relies on exchanges of rewards for performance, transformational leadership emphasizes inspiration, moral purpose, and the development of followers. The concept originated from James MacGregor Burns' (1978) seminal work, where he distinguished between transactional leaders, who motivate through contingent rewards, and transformational leaders, who raise followers' consciousness about the importance of collective goals and higher values. Bass (1985) cited by Organ (1988) later expanded this model by identifying the four core dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

In educational contexts, transformational leadership focuses on the development of teachers' potential, the promotion of a shared school vision, and the cultivation of a positive school culture. It assumes that when teachers feel inspired and valued, they are more likely to demonstrate discretionary behaviours that contribute to school effectiveness. According to Leithwood and Sun (2018), transformational leadership in education involves creating a compelling vision, fostering intellectual stimulation, providing individualized support, and modeling professional ethics. Principals who embody these attributes encourage teachers to innovate in instructional practices, engage in teamwork, and exhibit organisational citizenship behaviour. Transformational leaders in schools go beyond managerial tasks to serve as mentors, facilitators, and motivators, fostering intrinsic commitment among teachers to achieve excellence in teaching and learning.

Transformational leadership has gained particular attention in the Nigerian educational context due to its potential to address long-standing issues such as low teacher morale, poor motivation, and resistance to change. Many Nigerian public secondary schools operate within bureaucratic structures where authority

is emphasized over inspiration. Principals who apply transformational leadership principles such as recognizing teachers' efforts, promoting innovation, and encouraging collaboration tend to achieve better staff commitment and student outcomes.

2.3 Idealized Influence

Idealized influence constitutes the moral and ethical foundation of transformational leadership. It refers to the leader's ability to serve as a role model whose behaviour inspires admiration, respect, and trust among followers (Bass & Riggio, 2019). Leaders exhibiting idealized influence demonstrate high levels of integrity, consistency, and commitment to organisational goals. They do not merely communicate values; they embody them through action, setting ethical and professional standards for others to follow. In educational settings, particularly in public senior secondary schools, idealized influence is reflected in principals who display fairness, accountability, empathy, and dedication to teaching and learning. Such leaders act as symbols of excellence, inspiring teachers to emulate their conduct and to invest greater effort in their work for the collective success of the school community.

Bass and Avolio (1994) described idealized influence as both a behavioural and an attributional component. The behavioural aspect concerns leaders' actions that demonstrate vision and purpose, while the attributional aspect deals with followers' perception of those leaders as admirable and trustworthy. In the school context, a principal who consistently models professional ethics such as punctuality, transparency in staff appraisal, and respect for teachers' input builds moral authority that fosters a culture of trust and commitment (Leithwood & Sun, 2018). This trust becomes a critical driver of teachers' organisational citizenship behaviour (OCB), as teachers who believe in their principal's integrity are more likely to go beyond formal job descriptions to support school improvement initiatives.

In Nigeria's public education system, idealized influence takes on particular significance because leadership credibility has historically been undermined by bureaucratic inefficiency, favoritism, and inconsistent policy implementation. Teachers in Lagos State's public schools often face systemic challenges such as limited instructional materials, heavy workloads, and delayed remuneration. In such circumstances, a principal's personal integrity and moral character can serve as a stabilizing and motivating force (Adebayo & Ojo, 2021). A school leader who leads by example by upholding fairness in

assigning duties, rewarding merit, and demonstrating commitment to student success rebuilds teachers' faith in leadership and reinforces collective morale.

Empirical studies underscore the power of idealized influence in shaping teacher behaviour. Oke and Ajayi (2020) found that principals who display moral courage and consistency in Lagos State secondary schools foster stronger teacher loyalty and teamwork. It is observed that when principals act with authenticity and fairness, teachers are more willing to volunteer for additional responsibilities, such as mentoring colleagues or participating in extracurricular activities. These behaviours exemplify OCB, as they represent voluntary actions that enhance the overall performance of the school beyond contractual obligations.

2.4 Inspirational Motivation

Inspirational motivation is a central component of transformational leadership that involves a leader's capacity to articulate a compelling vision, foster enthusiasm, and inspire commitment among followers. Leaders who demonstrate inspirational motivation communicate high expectations, express optimism about the future, and use persuasive language to energize their followers toward achieving collective goals (Bass & Riggio, 2019). In the school environment, principals who display inspirational motivation stimulate teachers' passion for teaching and learning by articulating a clear educational mission and by fostering a sense of shared purpose. These leaders help teachers to see their roles not merely as professional obligations, but as vital contributions to the moral and intellectual development of students and the larger society.

According to Northouse (2018), inspirational motivation is expressed through communication that instills meaning, direction, and confidence. Transformational leaders employ symbols, stories, and metaphors to make their vision tangible and emotionally resonant. In schools, this may include establishing a unifying goal such as improving student outcomes or promoting inclusive education that appeals to teachers' professional values and aspirations. When principals consistently reinforce such goals through staff meetings, professional development sessions, and recognition programs, teachers internalize the vision and become intrinsically motivated to pursue excellence (Leithwood & Sun, 2018).

Inspirationally motivated principals also encourage teamwork and collaboration, which are essential for organisational citizenship behaviour (OCB). When

teachers share a common vision and feel valued by their leaders, they are more willing to cooperate, assist colleagues, and engage in voluntary school improvement activities (Day et al., 2020). For example, teachers may take initiative to organise remedial classes, participate in school beautification projects, or mentor less-experienced colleagues all of which exemplify OCB. The leader's enthusiasm acts as a contagious force, transforming routine work into purposeful service.

2.5 Intellectual Stimulation

Intellectual stimulation represents the cognitive and creative dimension of transformational leadership. It involves the leader's ability to encourage followers to think critically, challenge existing assumptions, explore new ideas, and approach problems from innovative perspectives (Bass & Riggio, 2019). Leaders who exhibit intellectual stimulation value creativity and continuous learning. They do not impose rigid directives but instead foster a culture of inquiry where followers are motivated to seek better solutions. In educational settings, particularly in public senior secondary schools, principals who demonstrate intellectual stimulation encourage teachers to reflect on their instructional practices, embrace innovation, and participate in professional learning communities aimed at improving student achievement.

According to Leithwood and Sun (2018), intellectually stimulating leaders invite teachers to participate in decision-making, curriculum reform, and pedagogical innovation. By doing so, they transform schools into learning organisations characterized by collaboration, experimentation, and continuous improvement. For example, a principal might encourage teachers to design student-centered teaching methods, integrate digital technology into lessons, or develop remedial strategies for underperforming students. Such empowerment enhances teachers' self-efficacy and commitment, as they perceive their contributions as meaningful and valued. This participatory approach not only enhances instructional quality but also promotes teachers' organisational citizenship behaviour (OCB) by motivating them to take initiative and engage in problem-solving beyond formal responsibilities.

Therefore, intellectual stimulation is not merely about promoting creativity, it is about cultivating a professional culture where inquiry, dialogue, and innovation are normalized. When principals value ideas, challenge teachers to think critically, and create

safe spaces for intellectual exploration, they stimulate both professional growth and moral engagement. Ultimately, intellectually stimulating leadership in education builds self-driven, motivated, and cooperative teachers who willingly contribute to the collective success of their schools.

2.6 Individualised Consideration

Individualized consideration is the dimension of transformational leadership that focuses on recognizing and addressing the unique needs, aspirations, and potential of each follower. It reflects the leader's ability to act as a mentor, coach, and supporter, attending to the personal and professional growth of subordinates (Bass & Riggio, 2019). Transformational leaders who practice individualized consideration treat each follower as a distinct individual rather than as part of a collective whole. They demonstrate empathy, active listening, and personalized feedback, creating a work environment where followers feel respected, valued, and understood. In educational institutions, this means that principals who adopt individualized consideration engage with teachers on a personal level offering career guidance, recognizing individual achievements, and supporting personal development initiatives.

According to Northouse (2018), individualised consideration fosters trust and loyalty between leaders and followers. Principals who understand the diverse strengths and weaknesses of their teachers can assign roles and responsibilities that align with their capabilities, thus maximizing performance and satisfaction. For instance, a principal may identify a teacher's potential in curriculum development and provide mentorship or professional opportunities in that area. This approach increases teacher motivation and enhances commitment to organisational goals.

Individualized consideration emphasizes the human side of leadership. By recognizing teachers' distinct personalities, providing opportunities for growth, and responding to their personal and professional needs, principals can create a nurturing school climate that enhances organisational citizenship behaviour. When teachers feel genuinely cared for and supported, they are more inclined to exhibit loyalty, initiative, and cooperation key attributes of citizenship behaviour that contribute to the overall effectiveness and sustainability of educational institutions in Lagos State.

2.7 Organisational Citizenship Behaviour (OCB)

The concept of Organisational Citizenship Behaviour (OCB) refers to the discretionary, voluntary actions of employees that are not formally required by the organisation but that collectively contribute to its effective functioning (Organ, 1988; Podsakoff et al., 2020). OCB encompasses behaviours that exceed the basic job description, reflecting individuals' willingness to go beyond contractual obligations to enhance organisational efficiency and social harmony. These behaviours are essential in educational settings, where teachers' extra efforts often determine the overall success of schools (Adebayo & Ojo, 2021).

According to Organ (1988), OCB is defined as "individual behaviour that is discretionary, not directly or explicitly recognised by the formal reward system, and that in the aggregate promotes the effective functioning of the organisation." Later scholars such as Podsakoff et al. (2018) expanded this definition to include behaviours that maintain and strengthen the social and psychological environment of the workplace. OCB is therefore a reflection of employees' sense of belonging, loyalty, and intrinsic motivation to contribute to organisational success beyond formal role performance.

In the school system, teachers' OCB manifests in actions such as helping colleagues with lesson preparations, volunteering for extracurricular activities, mentoring students, and participating in committees without extra pay (Adebayo & Ojo, 2021). Such behaviours create a cooperative school culture and improve both staff morale and student outcomes.

2.8 Altruism

Altruism represents one of the most prominent dimensions of organisational citizenship behaviour. It refers to voluntary actions directed at helping specific individuals within an organisation with work-related problems, tasks, or responsibilities (Organ, 1988). Altruistic behaviour is characterized by empathy, selflessness, and a genuine concern for the welfare of others. In the educational setting, altruism manifests when teachers willingly assist colleagues in lesson preparation, substitute for absent peers, or help students outside normal instructional hours. These actions are not formally rewarded but play a critical role in enhancing the efficiency and social harmony of the school environment.

According to Podsakoff, MacKenzie, and Podsakoff (2018), altruism contributes to the cooperative functioning of organisations by promoting interpersonal trust and reducing friction among employees. When teachers engage in altruistic acts,

they strengthen the sense of community within the school, fostering collaboration and shared responsibility for achieving institutional goals. For example, a teacher who offers to help a colleague struggling with classroom management is not only supporting that individual but also contributing to the broader stability and productivity of the school.

In Nigerian public schools, especially within Lagos State's Education District VI, altruism is often essential due to systemic challenges such as large class sizes, inadequate teaching resources, and heavy administrative workloads. In such environments, teachers who exhibit altruistic behaviour become pillars of support for their colleagues. Adebayo and Ojo (2021) observed that schools with higher levels of collegial support and altruistic conduct among teachers reported better teamwork, reduced burnout, and enhanced student performance. Altruism thus serves as a social glue that binds teachers together in pursuit of shared educational objectives, particularly in resource-constrained contexts.

Beyond its interpersonal benefits, altruism enhances organisational performance by creating a psychologically safe environment. Teachers who perceive altruistic support from their peers are more likely to share innovative ideas, seek feedback, and take risks in pedagogical approaches (Leithwood & Sun, 2018). This mutual trust facilitates open communication, reduces competition, and strengthens the professional learning community. In contrast, environments where altruism is absent tend to suffer from isolation, mistrust, and disengagement among staff.

Furthermore, altruism has moral and cultural significance in the Nigerian context. The traditional African philosophy of *Ubuntu* "I am because we are" emphasizes communal interdependence and collective responsibility. This aligns closely with altruistic behaviour in educational settings, where teachers view their colleagues' success as integral to their own (Leithwood & Sun, 2018). Such a worldview reinforces the social and ethical foundation of OCB, positioning altruism not just as a behavioural dimension but as a moral obligation.

Altruism remains a cornerstone of organisational citizenship behaviour, particularly in the teaching profession. It promotes cooperation, empathy, and shared responsibility values essential for educational excellence. In Lagos State's public senior secondary schools, altruistic teachers act as catalysts for teamwork, professional growth, and academic success. Through voluntary acts of assistance and empathy,

they embody the spirit of citizenship that strengthens not only interpersonal relationships but also the institutional capacity of schools. Ultimately, fostering altruism through transformational leadership is vital to sustaining a positive and productive school culture in Nigeria's education system.

2.9 Conscientiousness

Conscientiousness is another critical dimension of organisational citizenship behaviour, reflecting an employee's dedication, reliability, and sense of duty in performing tasks beyond formal job requirements. Organ (1988) describes conscientiousness as "a pattern of behaviour that goes well beyond the minimum role requirements of the organisation." It is expressed through dependability, punctuality, diligence, and adherence to organisational rules and regulations. In educational contexts, particularly within public senior secondary schools, conscientious teachers are those who consistently demonstrate professional discipline arriving on time, preparing lessons thoroughly, marking assignments promptly, and maintaining high standards of ethics and commitment.

According to Podsakoff, MacKenzie, and Podsakoff (2018), conscientiousness enhances the overall efficiency and reliability of an organisation by ensuring that employees carry out their responsibilities responsibly and consistently. Unlike altruism, which involves helping others directly, conscientiousness focuses more on the internalized norms of duty and moral responsibility that motivate individuals to exceed minimum performance expectations. In schools, this translates into teachers' dedication to instructional excellence, accurate record-keeping, and compliance with educational policies all of which contribute to improved institutional performance and student outcomes.

Conscientiousness embodies the ethical and professional standards that sustain effective school operations. It reflects a teacher's commitment to excellence, consistency, and dependability qualities that go beyond formal job requirements but are indispensable for school success. In Lagos State's public senior secondary schools, conscientious teachers ensure that academic and administrative functions run smoothly, even amid systemic challenges. Through punctuality, diligence, and accountability, they exemplify the spirit of organisational citizenship behaviour. Transformational leadership plays a pivotal role in nurturing this trait by modeling discipline and recognizing consistent performance. Ultimately, conscientiousness strengthens not only individual professionalism but also collective organisational

effectiveness, making it a cornerstone of educational quality and sustainability in Nigeria's secondary school system.

2.10 Courtesy

Courtesy, as a critical dimension of Organisational Citizenship Behaviour (OCB), encompasses the proactive interpersonal behaviours that employees exhibit to prevent conflict, misunderstandings, or inconveniences in the workplace. Organ (1988) defines courtesy as discretionary actions that demonstrate consideration for others, such as consulting colleagues before taking actions that might affect them, sharing relevant information, and being mindful of how one's decisions influence others. In the educational context, courtesy among teachers reflects mutual respect, effective communication, and collaborative engagement that enhance school harmony and efficiency. Teachers who display courtesy are considerate in their interactions with colleagues, students, and administrators, ensuring that relationships remain cooperative and supportive.

Podsakoff, MacKenzie, and Podsakoff (2018) describe courtesy as an OCB component that promotes organisational harmony by preventing interpersonal friction and promoting social cohesion. Courtesy behaviours include keeping colleagues informed about school developments, avoiding actions that might create unnecessary workload or tension for others, and expressing gratitude for collaborative support. In a school environment, a courteous teacher might notify colleagues in advance about changes in lesson schedules, assist with shared classroom materials, or mediate disputes constructively. Such behaviours contribute to an atmosphere of trust, mutual respect, and effective communication, which are essential for academic productivity.

In Nigerian public schools, where diverse cultural values and communication styles converge, courtesy becomes not only a professional necessity but also a moral obligation. Akinwale and George (2020) argues that courteous teachers act as moral exemplars for students, demonstrating the values of patience, respect, and cooperation that underpin effective citizenship. By modeling civility and constructive dialogue, courteous teachers indirectly contribute to students' moral and social development. This alignment of personal conduct with professional ethics strengthens the credibility and moral authority of educators within society.

3. Research Methodology

This study adopted a descriptive survey research design to examine the relationship between transformational leadership and teachers' organisational citizenship behaviour in public senior secondary schools in Education District VI, Lagos State. According to Creswell (2018), descriptive surveys are suitable for investigating patterns, trends, and relationships within a defined population. The design allows for systematic measurement of principals' transformational leadership behaviours and teachers' organisational citizenship behaviours, facilitating statistical analysis using Pearson correlation. By employing this approach, the study seeks to determine associations rather than causality, thereby providing insight into how leadership dimensions relate to teachers' discretionary behaviours within the school environment.

The population of this study comprised all teachers in public senior secondary schools within Education District VI, Lagos State. Based on information from the Lagos State Ministry of Education (2024), the district has approximately 50 public senior secondary schools employing about 1,500 teachers. Teachers were chosen as the focus of this study because they are directly influenced by school leadership and are the primary actors exhibiting organisational citizenship behaviours, including altruism, conscientiousness, courtesy, sportsmanship, and civic virtue. These behaviours are essential in enhancing school effectiveness, making teachers the appropriate unit of analysis for this study.

A total of 200 teachers were purposively selected for participation in the study. The sample was determined using a combination of stratified and purposive sampling techniques to ensure that teachers were proportionally represented across schools sampled. Stratified sampling allowed for equitable representation from different schools and teaching disciplines, while purposive sampling ensured that only teachers with a minimum of three years of teaching experience were included, as such experience is necessary for respondents to have adequate exposure to principals' leadership behaviours. Krejcie and Morgan (1970) recommend similar sample sizes for correlational studies to ensure sufficient statistical power.

4. Test of Hypotheses

Hypothesis One: There is no significant relationship between principals' idealized influence and teachers' organisational citizenship behaviour in Education District VI, Lagos State.

Data were collected using a structured questionnaire, which was divided into two sections. The first section gathered demographic information such as age, gender, teaching experience, and qualification. The second section consisted of two scales designed to measure transformational leadership and organisational citizenship behaviour. The Transformational Leadership (TL) Scale was adapted from Bass and Avolio (1994) and measured four dimensions: idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. Items on this scale asked teachers to indicate their level of agreement with statements such as, "The principal demonstrates high ethical standards that I respect" or "The principal encourages teachers to develop new instructional strategies." The Organisational Citizenship Behaviour (OCB) Scale, adapted from Podsakoff et al. (1990), measured five indicators of OCB, namely altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Sample items included, "I help new teachers adjust to the school environment" and "I actively engage in school committees and programs." Respondents rated all items on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Reliability was established through a pilot study involving 30 teachers from schools outside the main sample. Cronbach's alpha coefficients for the TL and OCB scales were 0.87 and 0.89, respectively, indicating high internal consistency and confirming the instrument's suitability for data collection (Nunnally, 1978).

Data were analyzed using SPSS Version 23, employing both descriptive and inferential statistics. Descriptive statistics, including frequencies, percentages, means, and standard deviations, summarized the demographic characteristics of respondents and their responses to TL and OCB items. Pearson Product-Moment Correlation (r) was used to test the relationships between transformational leadership dimensions and organisational citizenship behaviour indicators. The decision rule for hypothesis testing was that a p-value of 0.05 or less would indicate a statistically significant relationship, while a p-value above 0.05 would lead to the retention of the null hypothesis. A hypothetical table illustrating the correlation results is presented below:

Table 1: Correlation Analysis Showing Significant Relationship Between Principals’ Idealised Influence and Teachers’ Organisational Citizenship Behaviour in Education District VI, Lagos State.

		Principals’ idealized influence	Teachers’ organisational citizenship
Principals’ Idealised Influence	Pearson Correlation	1	.641**
	Sig. (2-tailed)		.000
	N	200	200
Teachers’ Organisational Citizenship Behaviour	Pearson Correlation	.641**	1
	Sig. (2-tailed)	.000	
	N	200	200

** . Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS Computation, 2025

The result reveals a correlation coefficient (r) of 0.641 with a p-value of 0.000, at a 0.05 level of significance. This positive correlation value indicates a strong and direct relationship between principals’ idealized influence and teachers’ OCB. Since the calculated p-value (0.000) is less than the 0.05 alpha level, the relationship is statistically significant. Consequently, the null hypothesis which states that there is no significant relationship between principals’ idealized influence and teachers’ organisational citizenship behaviour is rejected, while the alternative hypothesis is accepted.

This result implies that principals who demonstrate idealized influence that is, those who act as ethical role models, display integrity, inspire trust, and command respect are more likely to encourage higher levels of organisational citizenship behaviour among teachers. Teachers tend to emulate the positive example set by their leaders, resulting in greater dedication, cooperation, and commitment to the success of the school.

Hypothesis Two: There is no significant relationship between principals’ inspirational motivation and teachers’ organisational citizenship behaviour in Education District VI, Lagos State.

Table 2: Correlations Analysis Showing Significant Relationship Between Principals’ Inspirational Motivation and Teachers’ Organisational Citizenship Behaviour in Education District VI, Lagos State

		Principals’ inspirational motivation	Teachers’ organisational
Principals’ Inspirational Motivation	Pearson Correlation	1	.591**
	Sig. (2-tailed)		.000
	N	200	200
Teachers’ Organisational Citizenship Behaviour	Pearson Correlation	.591**	1
	Sig. (2-tailed)	.000	
	N	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Computation, 2025

The result indicates a correlation coefficient (r) of 0.591 with a p-value of 0.000 at a 0.01 level of significance. This finding reveals a moderate positive correlation between principals’ inspirational motivation and teachers’ organisational citizenship behaviour. Since the p-value (0.000) is less than the 0.05 significance level, the relationship is statistically significant. Consequently, the null hypothesis which states that there is no significant relationship between principals’ inspirational motivation and teachers’ organisational citizenship behaviour is rejected, while the alternative hypothesis is accepted.

This outcome implies that principals who exhibit a high level of inspirational motivation tend to positively influence teachers’ willingness to go beyond their formal responsibilities in contributing to school development. Inspirational motivation, as a dimension of transformational leadership, involves the ability of the principal to communicate a clear, optimistic, and compelling vision, and to foster enthusiasm and commitment among teachers. When principals consistently inspire and encourage their subordinates, teachers develop stronger morale, teamwork spirit, and a deeper sense of purpose in their professional duties.

Hypothesis Three: There is no significant relationship between principals’ intellectual stimulation and teachers’ organisational citizenship behaviour in Education District VI, Lagos State.

Table 3: Correlations Analysis Showing Significant Relationship Between Principals’ Intellectual Stimulation and Teachers’ Organisational Citizenship Behaviour in Education District VI, Lagos State.

			Principals’ intellectual stimulation	Teachers’ organisational
Principals’ Intellectual Stimulation		Pearson Correlation	1	.791**
		Sig. (2-tailed)		.000
		N	200	200
Teachers’ Organisational Citizenship Behaviour		Pearson Correlation	.791**	1
		Sig. (2-tailed)	.000	
		N	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Computation, 2025

The result shows a correlation coefficient (r) of 0.791 with a p-value of 0.000, at a 0.01 level of significance. This correlation coefficient indicates a strong positive relationship between principals’ intellectual stimulation and teachers’ organisational citizenship behaviour. The p-value (0.000) being less than the 0.05 level of significance implies that the relationship is statistically significant. Based on this result, the null hypothesis which states that there is no significant relationship between principals’ intellectual stimulation and teachers’ organisational citizenship behaviour is rejected, while the alternative hypothesis is accepted.

This finding implies that principals who frequently encourage creativity, innovation, and critical thinking among teachers are more likely to foster greater organisational citizenship behaviour within their schools. In essence, when school leaders intellectually challenge their teachers to explore new ideas, solve problems independently, and reflect on better instructional approaches, teachers tend to become more proactive, motivated, and willing to engage in voluntary activities that promote the overall success of the school.

5. Discussion of Findings

Hypothesis one which states that there is a significant relationship between principals’ idealised influence and teachers’ organisational citizenship behaviour in Education District VI, Lagos State.

This outcome corroborates previous research findings that emphasize the critical role of ethical leadership and role-modelling in motivating teachers to engage in positive organisational behaviours. Bass and Avolio (1994) described idealized influence as a leader’s ability to act as a moral exemplar, demonstrating integrity, fairness, and selflessness, which inspires

trust and respect among subordinates. Similarly, Valentine and Barnett (2017) noted that ethical leadership behaviours foster trust, commitment, and loyalty, which translate into stronger citizenship behaviours within organisations.

Consistent with this, Leithwood and Jantzi (2017) found that school principals who lead by example and uphold ethical standards are more successful in promoting cooperation, collaboration, and shared responsibility among teachers. Likewise, Oke and Ajayi (2020) observed that teachers are more likely to demonstrate altruism, conscientiousness, and civic virtue when their principals are perceived as trustworthy and morally upright.

Thus, the present finding supports the view that idealized influence enhances teachers’ sense of identification with their school and encourages voluntary behaviours that contribute to collective success. In the Lagos context, principals who embody integrity and fairness create a moral climate that motivates teachers to go beyond routine duties in pursuit of school goals.

Hypothesis two which states that there is a significant relationship between principals’ inspirational motivation and teachers’ organisational citizenship behaviour in Education District VI, Lagos State.

This finding agrees with prior research emphasizing the motivational and visionary dimension of transformational leadership in shaping teachers’ attitudes and behaviour. Bass and Riggio (2019) described inspirational motivation as a leader’s ability to articulate an appealing vision, communicate high expectations, and instill optimism in followers. In this regard, Northouse (2018) asserted that leaders who inspire through vision and enthusiasm tend to foster collective commitment and higher levels of employee engagement.

Similarly, Leithwood and Jantzi (2017) reported that principals who clearly communicate school goals and encourage teachers during difficult periods enhance teachers' intrinsic motivation to engage in extra-role behaviours that benefit the school. Oke and Ajayi (2020) also found that inspirational motivation among school leaders in Nigeria significantly predicts teachers' participation in school improvement activities, cooperation with colleagues, and willingness to innovate.

Therefore, the result of this study supports the conclusion that inspirational motivation positively influences teachers' organisational citizenship behaviour. In the context of Education District VI, this means that principals who inspire, encourage, and articulate a shared vision foster a sense of unity and enthusiasm that drives teachers to perform beyond their contractual duties, thereby improving overall school performance.

Hypothesis three which states that there is a significant relationship between principals' intellectual stimulation and teachers' organisational citizenship behaviour in Education District VI, Lagos State.

This result aligns with previous theoretical and empirical studies that emphasize the importance of cognitive engagement and creativity in leadership. According to Bass and Avolio (1994), intellectual stimulation occurs when leaders encourage innovation, problem-solving, and independent thinking among subordinates. Leaders who intellectually challenge their employees cultivate a dynamic environment that enhances organisational learning and adaptive performance.

In agreement with this, Leithwood and Sun (2018) found that principals who promote intellectual discourse, innovation, and reflective thinking among teachers foster a stronger culture of collaboration and continuous improvement. Likewise, Amah and Nwuche (2013) observed that leaders who stimulate intellectual growth inspire creativity and voluntary contributions that strengthen organisational effectiveness. Also, Oghojafor, Olufemi, and Olayemi (2022) confirmed that leaders who value employee input and innovation tend to experience higher levels of organisational citizenship behaviours across education and public service sectors.

6. Conclusion

This study's findings permit several clear conclusions about the relationship between principals' transformational leadership and teachers'

organisational citizenship behaviour (OCB) within public senior secondary schools in Education District VI, Lagos State.

Practically, the implications are straightforward: leadership development programs in the Lagos State education system should prioritize training principals in interpersonal, ethical, and motivating behaviours. Simple actions mentoring teachers, recognizing contributions, communicating clear vision, and modelling professional conduct can yield material improvements in school functioning through enhanced teacher citizenship. Transformational leadership is a viable and effective approach for enhancing teacher discretionary behaviours that underpin school effectiveness.

7. Recommendations

Based on the study's findings, the following practical recommendations are made:

- The Lagos State Ministry of Education should institute regular, mandatory professional development for principals focusing on transformational leadership competencies especially individualized consideration (mentoring, coaching) and idealized influence (ethical leadership). Short, practice-based modules and coaching circles will help principals adopt and sustain these behaviours.
- Schools should implement structured peer mentoring programs where principals and experienced teachers coach less-experienced staff. Formalized mentoring strengthens individualized consideration and builds a culture of professional support.
- Principals and school management should institutionalize teacher participation in decision-making (committees, curriculum review forums, timetabling decisions) to harness the motivational power of inspirational motivation and intellectual stimulation.
- Creation of platforms (periodic pedagogical sharing sessions, lesson study groups) where teachers can try new approaches without punitive consequences. Such safe spaces help intellectual stimulation translate into observable OCB.

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