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Leaders' Personality Traits and Teachers' Organizational Citizenship Behavior: Towards a Leadership Excellence Initiative

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Abstract

This research assessed the impact of leaders' personality traits on teachers' Organizational Citizenship Behavior (OCB). Over the years, OCB has captivated the interest of numerous researchers, leading to extensive studies on the concept, its antecedents, correlations, and outcomes. However, the bulk of empirical research on OCB is rooted in studies conducted in the United States, predominantly with American samples. The core objective was to assess the leaders' personality traits and the level of organizational citizenship behavior among teachers at Shandong Electronic Vocational and Technical College in China. The intention behind was to gather valuable information to elevate engagement among teachers. The study objectives were achieved using a descriptive–comparative–correlational research design. Random sampling was chosen as the preferred method to systematically select participants from the population. The population under investigation consisted of 380 full-time teachers from Shandong Electronic Vocational and Technical College, distributed across six diverse academic departments within the campus setting. Based on the study findings, the teacher respondents believe their leaders excel in all five personality traits: conscientiousness, agreeableness, neuroticism, openness, and extraversion, benefiting the educational environment with meticulousness, empathy, resilience, creativity, and openness. Teachers demonstrated strong organizational citizenship behavior, showing commitment to helping others, respecting rights, staying informed, motivated, and maintaining a solid work ethic. No significant differences were found in organizational citizenship behavior (OCB) across teachers' demographic profiles, indicating a shared understanding of OCB and a strong collective culture of positive behaviors. The results show a strong positive link between teachers' OCB in terms of generosity, civility, sportsmanship, and conscientiousness, and leaders' traits of conscientiousness, agreeableness, openness, and extraversion, highlighting the role of leadership in fostering a collaborative environment.

Keywords: personality traits, Organizational Citizenship Behavior, leadership excellence initiative, Shandong Electronic Vocational and Technical College

INTRODUCTION

Effective educational leadership is a complex blend of the personality traits that educational leaders bring to their positions, not only their administrative skills or their ability to make strategic decisions. The distinct combination of traits, actions, and social styles that make up an educational leader's personality has a big impact on the culture and organizational dynamics of a school. The unique combination of personality qualities that leaders bring to their positions profoundly shapes the landscape of educational leadership. Characteristics like conscientiousness, agreeableness, emotional intelligence, and openness are important

because they shape a leader's style, encourage teamwork, and have a significant impact on the success and welfare of teachers and students (Dong et al., 2022). By going beyond traditional administrative domains and examining the complex and significant facets of interpersonal relationships and organizational behavior within educational settings, this investigation into the field of educational leadership reveals the multidimensional significance of these personality traits.

Human factors play a major role in the efficacy of organizations, including educational institutions. To keep up with the changing needs and circumstances of society, leaders, teachers

and employees must pursue ongoing training, education, and professional development. Due to the dynamic nature of the organization, professionals often go above and beyond the requirements of their formal job descriptions. This is because those that are driven to improve their impact on the success of the organization are not limited by their job descriptions.

The term Organizational Citizenship Behavior (OCB) describes the extra-curricular, voluntary, and discretionary activities that staff members undertake to improve the productivity and well-being of the workplace. (Somec, 2016). Although not specifically mandated or rewarded, these actions go above and beyond the call of duty and advance the prosperity and general well-being of the company. Helping coworkers, offering to take on more responsibilities, and maintaining a cheerful attitude at work are a few instances of OCB.

For college educators, Organizational Citizenship Behavior (OCB) is crucial since it goes beyond their official duties and promotes a supportive and cooperative learning environment (Fan, 2023). Collegial connections are strengthened, and a healthy work environment is created when individuals participate in activities like supporting open communication, helping colleagues, and actively taking part in institutional projects.

Additionally, by adding to the overall quality of the learning environment and offering extra assistance, teachers who exhibit OCB have a beneficial impact on the experience of their students (Hsieh et al., 2022).

According to Hanson et al. (2022), OCB ensures the efficacy of the institution by enabling teachers to adjust to changing circumstances in the context of an ever-changing educational environment. All things considered, OCB not only provides a good example for peers and students, but it also offers professional development chances and rewards instructors for their proactive engagement in the larger parts of the school.

This research aims to explore the impact of leaders' personality traits on teachers' Organizational Citizenship Behavior (OCB). Over the years, OCB has captivated the interest of numerous researchers, leading to extensive studies on the concept, its antecedents, correlations, and outcomes. However, the bulk of empirical research on OCB is rooted in studies conducted in the United States, predominantly with American samples.

Statement of the Problem. The objective of this study was to assess the leaders' personality traits and the level of organizational citizenship behavior among teachers at Shandong Electronic Vocational and Technical College. The intention behind was to gather valuable information to elevate engagement among teachers. It specifically looked for ways to address the following problems:

1. What are the demographic attributes of the teachers based on the following:
   1.1 Age;
   1.2 Sex;
   1.3 Years of service in the organization; and,
   1.4 Department?

2. What is the teacher respondents' evaluation of their leaders' personality traits based on the following variables:
   2.1 Consciousness;
   2.2 Agreeableness;
   2.3 Neuroticism;
   2.4 Openness to Experience; and,
   2.5 Extraversion?

3. Do the assessments of the teacher respondents regarding their leaders' personality traits vary significantly when considering their profiles as testing factors?

4. What is the teacher respondents' evaluation of their organizational citizenship behavior based on the following variables?
   4.1 Altruism
   4.2 Courtesy
   4.3 Civic Virtue
   4.4 Sportsmanship
   4.5 Conscientiousness

5. Do the assessments of the teacher respondents regarding their organizational citizenship behavior vary significantly when considering their profiles as testing factors?

6. Is there a significant relationship between the personality traits of leaders and the organizational citizenship behavior of teachers?

METHODOLOGY

Research Design. Utilizing a descriptive comparative-correlation design, this study aimed to investigate the connection between leaders' personality traits and teachers' organizational citizenship behavior. This research design facilitated the depiction and comparison of variables, enabling a thorough examination of their interrelationships.

Population and Sampling. Random sampling was the preferred method to systematically select participants from the population. This technique mitigated the risk of selection bias, ensuring that the characteristics of the selected sample were representative of the overall population.

The population under investigation consisted of 380 full-time teachers from Shandong Electronic Vocational and Technical College, distributed across six diverse academic departments within the campus setting. These departments encompassed Electronic and Communication Engineering, Computer and Software Engineering, Finance and Economics, Business Management, Intelligent Manufacturing, and Digital Media System. Each department specialized in distinct areas of study, reflecting the diverse academic landscape within the institution.

From the total population of 380 full-time teachers, a sample size of 190 participants was randomly selected. This determination was based on statistical considerations, specifically employing the Qualtrics Calculator to achieve a 95% confidence level and a 5% margin of error. The rationale for this sample size was to strike a balance between statistical precision and the practical constraints of the study, ensuring that the findings were both reliable and manageable within the scope of the research.

Instrumentation. The initial segment of the questionnaire aimed to assess the personality traits of leaders as perceived by teacher respondents, utilizing the framework of the Big Five Model Theory. The researcher customized this section based on the NEO five-factor inventory (NEO-FFI), an instrument developed by McCrae and Costa in 1992. The NEO-FFI comprises five core personality traits: Conscientiousness, Agreeableness, Neuroticism, Openness, and Extroversion, with each trait represented by 12 items. To align with the specific objectives of this study, the researcher carefully selected five questions from each dimension, ensuring that they were in line with the study's norm.

To measure the Organizational Citizenship Behavior (OCB) of the teachers, the researcher adapted a 25-item instrument rooted in the OCB scale formulated by Podsakoff in 1990. This comprehensive tool encompassed various facets of OCB, including Altruism, Courtesy, Civic Virtue, Sportsmanship, and Conscientiousness. The questions within each facet were designed to capture the diverse dimensions of OCB, providing a nuanced understanding of teachers' behaviors that went beyond their formal job responsibilities.

The adaptation of the NEO-FFI and OCB scale involved a meticulous selection of questions that aligned with the specific focus and objectives of this study. This process ensured that the instruments were tailored to capture relevant aspects of leaders' personality traits and teachers' organizational citizenship behavior (OCB) within the context of the research.

Prior to implementation, the adapted instruments underwent thorough validation and reliability testing to ensure their effectiveness and accuracy in capturing the intended constructs. This included assessing the clarity, relevance, and appropriateness of each question, as well as conducting statistical

analyses to establish the instruments' reliability.

Statistical Treatment. In terms of data processing, the researcher made use of statistical tools such as frequency count and percentage, weighted mean, standard deviation, T-test, ANOVA, and Pearson's correlation.

RESULTS AND DISCUSSION

1. The Profile of the Teacher Respondents.

Based on the data, the majority of teacher responses are between 21 and 30 years old, mostly male, and have been with the organization for 5-10 years, representing the Digital Media System department. This age distribution balances youthful inventiveness with intermediate expertise, promoting information transfer and operational efficiency. The department's increasing digital media capabilities are further supported by a collaborative skill set, bolstered by gender balance, which encourages both the long-term viability of present digital efforts and new media technology innovation.

2. Teacher Respondents' Evaluation of their Leaders' Personality Traits based on their Conscientiousness, Agreeableness, Neuroticism, Openness to Experience and Extraversion.

On Conscientiousness. Teacher respondents agree that their leaders are meticulous and thorough in accomplishing work assignments with the highest assessment. The result shows that the personality traits based on conscientiousness was exhibited among the school leaders as perceived by the teacher respondents. Overall, the results point to the advantages of conscientiousness for the school environment and the encouragement of good leadership practices among school leaders.

On Agreeableness. Teacher respondents agree that their leaders demonstrate empathy towards others with the highest assessment. The result indicates that the personality trait based on agreeableness was exhibited by the school leaders as perceived by the teacher respondents. The assessment indicates that school leaders are seen as extremely agreeable individuals, distinguished by their capacity to display empathy and their persistent attempts to give priority and support the well-being of others.

On Neuroticism. Teacher respondents agree that their leaders respond quickly to stressors in their environment with the highest assessment. This goes to show that the personality trait based on neuroticism was exhibited by the school leaders as perceived by the teacher respondents. The findings show that neuroticism is a prominent personality trait among school leaders, as seen by their tendency to lead ordered and orderly lives and their quick reactions to environmental stressors.

On Openness to Experience. Teacher respondents agree that their leaders demonstrate an expansive vocabulary, reflecting a broad and open approach to language with the highest assessment. The acknowledgment of leaders' creative and innovative mindsets suggests that people find them flexible and accommodating to various viewpoints, which fosters an atmosphere that values creativity and adaptability.

On Extraversion. Teacher respondents agree that their leaders interact with a diverse range of individuals at social gatherings with the highest assessment. It suggests that educators are drawn to the extraverted qualities displayed by their leaders. Their views on the efficacy of leadership may be greatly influenced by this perspective, which in turn may enhance their general contentment with the leadership style and the educational setting.

3. Differences in the Assessments of Teacher Respondents of their Leaders' Personality Traits in terms of Age, Sex, Years of Service and Department.

On Age. The overall result shows that there were no significant differences in the assessment of teacher respondents on their

leaders' personality traits when age is taken as test factor. This indicates that teacher respondents have relatively the same assessment on the personality traits of their leaders in terms of conscientiousness, agreeableness, neuroticism, openness, and extraversion regardless of their age.

On Sex. The overall result shows that there were no significant differences in the assessment of teacher respondents on their leaders' personality traits when sex is taken as test factor. The result shows that male and female teachers have relatively the same assessment on the personality traits of their leaders in terms of conscientiousness, agreeableness, neuroticism, openness, and extraversion.

On Years of Service. The overall result shows that there were no significant differences in the assessment of teacher respondents on their leaders' personality traits when their years of service in the organization is taken as test factor. This goes to show that teacher respondents have relatively the same assessment on the personality traits of their leaders in terms of conscientiousness, agreeableness, neuroticism, openness, and extraversion regardless of how long they have been serving the organization.

On Department. The overall result shows that there were no significant differences in the assessment of teacher respondents on their leaders' personality traits when their department is taken as test factor. This goes to show that teacher respondents have relatively the same assessment on the personality traits of their leaders in terms of conscientiousness, agreeableness, neuroticism, openness, and extraversion regardless of the department they belong.

4. Teacher Respondents' Assessment of their Organizational Citizenship Behavior based on altruism, courtesy, civic virtue, sportsmanship and conscientiousness

On altruism. Teacher respondents agree that they willingly help fellow professionals when they have work related problems with the highest assessment. The result indicates that the organizational citizenship behavior in terms of altruism was exhibited by the teachers based on their own assessment. The teachers' eagerness to help one another suggests that there is a strong sense of camaraderie and teamwork inside the company.

On Courtesy. Teacher respondents agree that they are mindful of the rights of others with the highest assessment. The result indicates that the organizational citizenship behavior in terms of courtesy was exhibited by the teachers based on their own assessment. When it comes to their interactions with students and colleagues, teachers could possess a great sense of self-awareness. Contrary to their self-evaluation, they think of themselves as polite, which demonstrates their awareness of professionalism and respect in the workplace.

On Civic Virtue. Teacher respondents agree that they always keep themselves abreast of changes in the organization with the highest assessment. This goes to show that the organizational citizenship behavior in terms of civic virtue was exhibited by the teachers based on their own assessment. Establishing a culture that prioritizes civic virtue has the potential to improve an organization's efficacy and have a positive impact on the broader pedagogical environment.

On Sportsmanship. Teacher respondents agree that they always have doses of motivation to get the work done with the highest assessment. This could mean that the organizational citizenship behavior in terms of sportsmanship was exhibited by the teachers based on their own assessment.

On Conscientiousness. Teacher respondents agree that they believe in giving an honest day's work for an honest day's pay with the highest assessment. This could mean that the organizational citizenship behavior in terms of conscientiousness was exhibited by the teachers based on their own assessment. It demonstrates a dedication to professional development and a desire to improve their

performance as instructors, demonstrating the resilience that is commonly associated with conscientious individuals.

5. Differences in the Assessments of Teacher Respondents of their Organizational Citizenship Behavior when their profiles are taken as test factors.

On Age. The overall result shows that there were no significant differences in the assessment of teacher respondents on their organizational citizenship behavior when age is taken as test factor. This indicates that teacher respondents have relatively the same assessment of their organizational citizenship behavior in terms of altruism, courtesy, civic virtue, sportsmanship, and conscientiousness regardless of their age.

On Sex. The overall result shows that there were no significant differences in the assessment of teacher respondents on their organizational citizenship behavior when sex is taken as test factor. The result further shows that male and female teacher respondents have relatively the same assessment of their organizational citizenship behavior in terms of altruism, courtesy, civic virtue, sportsmanship, and conscientiousness.

On Years of Service. The overall result shows that there were no significant differences in the assessment of teacher respondents of their organizational citizenship behavior when their years of service in the organization is taken as test factor. This goes to show that teacher respondents have relatively the same assessment of their organizational citizenship behavior in terms of altruism, courtesy, civic virtue, sportsmanship, and conscientiousness regardless of how long they have been serving the organization.

On Department. The overall result shows that there were no significant differences in the assessment of teacher respondents of their organizational citizenship behavior when their department is taken as test factor. This goes to show that teacher respondents have relatively the same assessment their organizational

citizenship behavior in terms of altruism, courtesy, civic virtue, sportsmanship, and conscientiousness regardless of the department they belong.

6. The Relationship Between the Personality Traits of Leaders and the Organizational Citizenship Behavior of Teachers.

Based on the result, leaders' personality traits in terms of conscientiousness, agreeableness, openness to experience, and extraversion were positively correlated to a very high degree with the teachers' organizational citizenship behavior in terms of altruism, courtesy, civic virtue, sportsmanship, and conscientiousness. It suggests that teachers' OCB is significantly shaped by the personality attributes of school administrators.

Conclusion. Based on the findings of this study, the researcher came up with the following conclusions:

1. The teachers' profiles in the Digital Media System department show a dynamic balance of youth and experience. The mix of 21-30-year-olds, and those with 5-10 years of tenure, enhances innovation and long-term stability, positioning the department for future advancements in media technology.

2. Teacher respondents believe their leaders excel in all five personality traits: conscientiousness, agreeableness, neuroticism, openness, and extraversion, benefiting the educational environment with meticulousness, empathy, resilience, creativity, and openness.

3. Teachers' assessments of their leaders' personality traits – conscientiousness, agreeableness, neuroticism, openness, and extraversion – are consistent across age, gender, tenure, and department, indicating these traits are universally recognized and valued.

4. Teachers demonstrate strong organizational citizenship behavior,

showing commitment to helping others, respecting rights, staying informed, motivated, and maintaining a solid work ethic. This fosters teamwork and enhances the institution's effectiveness.

5. No significant differences in organizational citizenship behavior (OCB) were found across teachers' demographic profiles, indicating a shared understanding of OCB and a strong collective culture of positive behaviors.

6. The results show a strong positive link between teachers' OCB in terms of generosity, civility, sportsmanship, and conscientiousness, and leaders' traits of conscientiousness, agreeableness, openness, and extraversion, highlighting the role of leadership in fostering a collaborative environment.

Recommendations. Based on the study's findings on the impact of leaders' personality traits on teachers' organizational citizenship behavior (OCB), the following recommendations are proposed. These aim to strengthen leadership effectiveness, foster a positive school culture, and promote sustained organizational success.

1. Encourage continued collaboration between younger teachers and more experienced staff. Implement mentorship programs to harness the innovation of younger teachers and the experience of seasoned staff, ensuring that the department remains adaptable to new media technologies.

2. Build on the strong personality traits exhibited by leaders by offering leadership development programs focused on maintaining and enhancing these qualities. Regular workshops on emotional intelligence, creativity, and stress management can further support leaders in creating a positive educational environment.

3. Since teachers across various demographics recognize and value the same personality traits in leaders, create

institutional standards that define and promote these key traits. Regular evaluations and feedback systems should be implemented to ensure that leaders consistently embody these qualities.

4. Foster a culture of organizational citizenship by formalizing recognition systems that reward altruism, sportsmanship, and conscientiousness among teachers. Provide opportunities for professional development focused on teamwork, collaboration, and maintaining high ethical standards.

5. Strengthen the existing collective culture of good citizenship behavior by encouraging cross-departmental initiatives where teachers from different backgrounds can share and promote best practices. This will reinforce the shared understanding of OCB across all demographics.

6. Invest in leadership training that emphasizes traits linked to positive teacher OCB, such as conscientiousness, openness, and extraversion. This will help leaders continue to shape an environment that promotes teamwork, generosity, and a positive school culture.

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