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THE MODERATING EFFECT OF PRIOR PRINCIPAL ATHLETIC COACHING EXPERIENCE ON THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND TEACHER ORGANIZATIONAL CITIZENSHIP BEHAVIOR IN SECONDARY SCHOOLS IN MISSISSIPPI

by

Jeffery A. White

A Dissertation Submitted to the Graduate School, the College of Education and Psychology and the Department/ School of Educational Research and Administration at The University of Southern Mississippi in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy

Approved by:

Dr. James Fox, Committee Chair
Dr. Kyna Shelley
Dr. Richard Mohn
Dr. Stanley Benigno
Dr. Colby Jubenville

May 2018
ABSTRACT

The purpose of this study was to examine transformational leadership practices of principals and the relationship of these practices and teacher organizational citizenship behavior. A secondary purpose of this study was to determine if prior athletic coaching experience served as a moderator between school leadership practices and teacher organizational citizenship behavior. Twenty-seven secondary schools participated in the study, while the head principal of each school served as the administrative representative being nested within the respective school. Secondary school teachers (n=908) completed the Leadership Practices Inventory and the Organizational Citizenship Behavior Scale. Secondary school principals (n=27) responded to the Athletic Coaching Experience questionnaire, which gathered data on previous athletic coaching experience.

In order to report the outcomes of the three hypotheses hierarchical linear modeling was used to account for teachers being nested within schools. The model revealed there was a significant linear relationship between transformational leadership practices and teacher organizational citizenship behavior as a whole. The only single dimension of transformational leadership practices that reported a statistically significant linear relationship between the dimensions of model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart and teacher organizational citizenship behavior was challenge the process. There was no statistically significant linear relationship between the moderating effect of prior athletic coaching experience and transformational leadership practices and teacher organizational citizenship behavior.
ACKNOWLEDGMENTS

I would first like to thank my dissertation chair, Dr. Fox for his leadership, support, and guidance along this journey. His guidance and encouragement were paramount to the completion of this research. His professional approach to everything has taught me many lessons and was the foundation for completing this process. His investment in me has been instrumental. I would like to thank Dr. Benigno for all of the discussions of encouragement, his positive outlook, and making me believe in due time we would cross the finish line. I would like to thank Dr. Mohn for encouraging me to step outside of my comfort zone. His guidance along with his statistical expertise helped clear the path to the completion of this study. His approach in the classroom also made statistical content funny and relevant. I would like to thank Dr. Shelley for investing in me with her time, words of encouragement, and planting the seed of belief in me even when there were discouraging days. Her commitment and belief in me are appreciated beyond words. Last but not least, I would like to thank Dr. Jubenville for his sacrifice to serve as a committee member. His unique perspective and expert knowledge in the field of sport and coaching provided me insight by connecting the worlds of coaching, leadership, and the school principal. Thank you for always being there for me as a professor, coach, mentor, and friend. Your influence and encouragement moved me out of my comfort zone and inspired me to chase a dream. Thank you for planting this seed over 21 years ago. I am thankful for the time you have invested in me when you did not have to even look my way. I could not have done this without you. Thank you!

I would also like to acknowledge the Department of Educational Research and Administration. My experience in the classroom has helped me see the educational arena
with a unique perspective. The experiences gained from this process are valuable contributions that have added to my life narrative in the way I see who I am and where I am going. The impact made from this department will hold a special place as it has influenced and help sculpt me both personally and professionally.

In closing, I must give many thanks to Bill Broadhead, Kelley Gonzales, Beth Giddens, Jonathan Anderson, Teague Burchfield, Cedric Johnson, and David Herndon. This group has not only served as a group of friends, but a group who has served as a car pool transit, accountability partners, and most importantly special people who are selfless and care about making one another the best they can be. Thank you to each of you for being there for me. Our time and conversations together can never be measured but will always be an integral and influential piece of who I am.
DEDICATION

I would like to dedicate this work to my family. First, I would like to thank my parents for instilling the value of education at such an early age. Mom, thank you for all of the time you spent teaching me to read, write, and making learning fun years before my formal education began. Dad, thank you for teaching me to set goals and instilling the work ethic needed to obtain them. Both of you have pushed me to understand how impactful my education would be in reaching my goals and pursuing life opportunities. You mean the world to me and I am very grateful and fortunate to have always had both of you by my side. I would also like to include my brother and sister as a part of this dedication. Thank you for each of you for always checking on me during this journey and the positive encouragement given. Also, thank you for putting up with me over the years. I hope that I have made each of you proud. I would also like to thank Lydia and Gary Rhoads for their support, belief in me, and their help in getting the boys to all of their functions while I worked on this study.

This work is also dedicated to my wife, Amy, and our two children, Wes and Jett. Amy it is with an emotional expression beyond words to say thank you for all of your support during this process. The number of sacrifices you have made during this process are countless and amazing. As I watched you through this process, I wondered how this was fair and if it was worth the sacrifices you made. As I have completed this journey, I have realized that every minute of the journey was worth it. I have realized your sacrifices have given me the opportunity to make a difference in each of your lives. Your sacrifices and my commitment to this work have also allowed us to set an example for both Wes and Jett. We have been able to teach them nothing ever comes easy, the
importance of education, and most importantly to work hard and never give up when things become tough. I know this investment will pay dividends not only us but for Wes and Jett as we continue on this journey of life together.

I would like to say thank you to both Wes and Jett. Guys, I know this has been a long journey and I have had to miss out on a few things, but I have done all of this for both of you so that our futures will be enhanced. I am looking forward to throwing the ball and spending more time with each of you as you navigate through your own journeys. I hope someday you will reflect on this time as a form of motivation to set your goals high and to attack them with great attitude and effort. You mean the world to me. I love you guys.

To all of the educators who helped shape and mold me. In particular I would like to thank my fourth-grade teacher, Mrs. Mary Dene Wages. Your kind spirit and enthusiasm made learning fun. I will never forget that experience, while there was never a time I did not want to go to school. You made learning both fun and engaging. Most importantly you made me feel like I was the most important person in the world and that I could accomplish anything I wanted to. Thank you for investing in me at such a young age and leaving an impression I have never forgotten.

I would also like to thank all of the coaches who have been a part of my life which includes youth sports, middle school, high school, and college coaches. I have learned multiple lessons each step of the way. Your influence has been an integral part of who I am today. In particular, I would like to mention Don Hinton, Bart Madden, Bobby Ferrell, Gavin Lott, and Joe Hubal. Under your guidance I was able to witness true
leadership and experience a culture of winning. I cannot thank each of you enough for our time spent together.

Last but not least I would like to give all of the credit to Jesus Christ. I have been blessed beyond measure and without him none of this would be remotely possible. He has been my foundation and guiding light. Thank you, Lord.
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<td>ACE</td>
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<tr>
<td>ESSA</td>
<td>Every Student Succeeds Act</td>
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<td>Least Preferred Co-worker</td>
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CHAPTER I - INTRODUCTION

Public education in America is at a crossroads. With increased pressure on both student and teacher performance and decreasing budgets, principals find themselves on the front-lines having to make difficult decisions every day. The responsibilities of the school principal have shifted from overseeing the organizational management of the school to the leadership role of improving teachers and learning environments (Ediger, 2014). School principals are responsible for a range of roles and responsibilities that improve student learning (Sebastian & Allensworth, 2012). The school principal is charged to motivate, lead, manage, and evaluate the teaching and learning process (Terziu, Hasani, & Osmani, 2016).

Without question, the role of the principal continues to be a critical factor in the success of the school, teachers, and the students who attend them. For the principal to be successful, they should focus on creating motivation for the staff, so they work effectively (Terziu, et al., 2016). School principals are charged with the responsibility of leading and growing both students and teachers and a principal’s leadership style is central to driving the overall school climate and commitment of teachers and students to the organization. It is the leadership style that can have an impact on student achievement and can be a guide for those who want to become school principals (Marzano, Waters, & McNulty, 2005). A principal’s leadership practices are dependent upon experience, mentoring, and the environment around them.

Organizational structure in public education in America varies; however, it is common that the top level of leadership includes school boards and superintendents. School boards serve as a governing body to the school system including the hiring of
school superintendents. In turn school superintendents are responsible for overseeing the global educational environment, which includes hiring individuals who can lead, manage, and produce results that are aligned with expectations set forth by the school district. One of the most critical hires for superintendents is the building level principal. Principals are charged with leading all facets of the school and hold the most influential position in the educational structure.

The position of the principal is under observation from the school board, superintendent, the public, and carries the responsibility of teacher and student performance, which are based on federal and state-initiated accountability models. Because of increased accountability measures, present school leaders must be involved in the instructional process, interpreting data related to success, creating safe environments, and teacher development (Maulding, Peters, Roberts, Leonard, & Sparkman, 2012). Principals are obligated to motivate and connect teachers to the vision and goals of the school through their leadership practices.

Theoretical Framework

Leadership Practices

Leadership is an influential process that requires influence, meeting goals, and requires followers (Lunenburg & Ornstein, 2012, p. 100).

Leadership is a relationship between those who aspire to lead and those who choose to follow. Sometimes the relationship is one-to-one. Sometimes it is one-to-many. Regardless of the number, to emerge, grow, and thrive in these disquieting times, leaders must master the dynamics of the relationship. They must learn how to mobilize others to want to struggle for shared aspirations.
School leadership is a measurement of school effectiveness, and the school is only as good as its leader (Khumalo, 2015).

To balance the volume of responsibilities while leading school change, the school leader must consider effective leadership practices. Bogotch (2011) stated, “Every generation of school leaders must confront the dominant forces of tradition to move schools and school systems in new directions” (p. 5). School principals may also consider a leadership approach that is appropriate for school and student performance as well as meeting the needs of his or her personality. School principals may also implore leadership practices that reward teachers for their behavior as a means for motivation and teacher satisfaction. Teachers with high levels of job satisfaction can perform their responsibilities at high levels (Kumcagiz, Ersanli, & Alakus, 2014).

Transformational Leadership

Transformational leadership literature provides insight into the school principal and the context of school change (Finnigan, 2010). Transformational leadership has demonstrated to be a method that uses a variety of skill sets to direct and guide teachers to meet the goals of the school. The practice of transformational leadership by the school leader attracts high levels of commitment and allows for an opportunity to share an organizational vision (Leech & Fulton, 2008).

Transformational leadership theorists, Kouzes and Posner (2012) have studied leader and follower relationships for over two decades and their research indicate that successful leaders have a common set of leadership practices. Through their research,
they have established the five practices of exemplary leadership (model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart).

- **Model the Way**: clarify values and set the example
- **Inspire a shared vision**: envision exciting possibilities and share with others for a collective following
- **Challenge the process**: look in all directions for ways to improve and take risks
- **Enable others to act**: build trust and relationships
- **Encourage the heart**: show appreciation and celebrate


Kouzes and Posner (2012) indicate a large amount of leader success relies heavily upon the ability to understand the underlying details of leader and follower relationships. The implementation of the five practices of exemplary leadership provides leaders with a guide to cultivating and understanding the dynamics of the leader-follower relationship.

**Organizational Citizenship Behavior**

Organizational citizenship behavior happens when an individual performs organizational tasks above the required expectations of a job description. Organ (1988) defined organizational leadership and used the idea of organizational citizenship behavior to measure organizational effectiveness. Organ (1988) categorized organizational citizenship behavior into five key areas: altruism, civic virtue, courtesy, sportsmanship, and conscientiousness and reported these dimensions led to organizational effectiveness. Altruism can be described when individuals go above the call of duty to help a co-worker complete an organizational task. Conscientiousness can be described as an employee
being aligned with committing to the norms of the organization. Sportsmanship describes how an employee positively responds to matters. Courtesy exhibits how an employee moves away from conflict with other employees. Civic virtues displays a desire to be involved in organizational meetings on a voluntary basis (Organ, 1988 as cited in Zehir, Mümçudil, Altindağ, Şehitoğlu, & Zehir, 2014). Organizational citizenship behavior dimensions may vary between employees; however, employers may find a variety of ways for both employees and the organization to benefit (Lavelle, 2010).

**Coaching**

In comparison to school leadership, coaching requires creating an environment inclusive of teaching, learning, and player development. The National Federation of State High School Associations places focuses on four key areas of coaching development (Treasure, 2013). The four areas include (technical) knowledge of sport, (tactical) decision-making, (managerial) an approach to preparation, time management, and administration, and (interpersonal) communication social skills, and motivation (Treasure, 2013). In comparison, the Wallace Foundation (2013) reported school principals who have a vision for academic success, create an environment that welcomes education, the ability to grow leadership capacity in others, improve instruction, and can manage, people, processes, and data are effective (Wallace Foundation, 2013).

Even though the number of winning district, regional, and state championships is the evaluation metric for the success of a coach, coaches must have the versatility and knowledge to create practices that guide player growth and have the ability to adjust to pressure during practice and athletic contests. The coach must develop a set of leadership skills that proves that he or she can balance the demands of the job while also creating a
culture where players buy into the team’s vision. Like school principals, athletic coaches are held to high levels of expectations and are visible to the public. Ultimately, a principal without prior athletic coaching experience and the principal with prior athletic coaching experience must implore a developmental leadership plan that is committed to the building of relationships and growth.

*Public Education in the State of Mississippi*

Public education in Mississippi presents an even greater challenge in school leadership due to its history, funding structure, economy, and social and cultural makeup. The state of Mississippi’s educational system is composed of 144 school districts, 406 elementary schools, 110 secondary schools, and 386 schools that combine both elementary and secondary (Mississippi Department of Education, 2016). Within the state, there are 911 lead principals in both the primary and secondary schools. The path to obtaining a school leadership position has variability depending upon the individual’s career path. The foundational years of an educator include becoming a classroom teacher with an opportunity to serve through extracurricular responsibilities such as coaching. One trend that occurs on the path to leadership is when teachers and the teacher-coach obtain a master’s degree and are granted an opportunity to serve in a leadership role such as the school principal. Regardless of an individual’s path to becoming a school principal, the ability to lead comes from experience within the foundational years as a teacher and teacher-coach. Both the teacher and teacher-coach who serve as a school principal must lead and grow followers through a desired leadership style and the implementation of daily practices. The execution of a leadership practice presents opportunities to create
paradigm shifts, ways of thinking, and establishing organizational behaviors that create a desirable working environment.

Statement of the Problem

The productivity of student and teacher performance is influenced by school leaders and is a reflection of both the local school and state commitment to public education. Over the last fifteen years, schools have undergone many reform efforts beginning with No Child Left Behind in 2002, while holding educators to high accountability standards connected with little rewards and serious consequences. As a result of the abundance of changes, school environments have illustrated inconsistencies with school leadership practices as well as teacher and student performance. As educational reform efforts and accountability standards increase, gaining an understanding of how to make gains in school improvement is imperative to the school leader. Having a sound understanding of how school leaders can connect and motivate teachers and employees is critical to school performance efforts.

Purpose of the Study

The purpose of this study was to examine the relationship between principal transformational leadership and teacher organizational citizenship behavior and to determine if principals with prior athletic coaching experience have any such influence upon this process.

Research Questions

The following research questions were proposed to study the potential relationships between school leadership practices, teacher organizational citizenship behavior, and the prior athletic coaching experience of the principal.
1. Is principal transformational leadership related to teacher organizational citizenship behavior in a secondary school setting?

2. To what extent is each dimension of transformational leadership related to teacher organizational citizenship behavior?

3. Does a principal having prior athletic coaching experience moderate the relationship between transformational leadership practices and teacher organizational citizenship behavior?

The following hypotheses were tested:

H_1. There is a statistically significant linear relationship between transformational leadership and teacher organizational citizenship behavior.

H_2. There is a statistically significant linear relationship between each dimension sub-scale of transformational leadership and teacher organizational citizenship behavior.

H_2a. There is a statistically significant linear relationship between the dimension sub-scale *model the way* and teacher organizational citizenship behavior.

H_2b. There is a statistically significant linear relationship between the dimension sub-scale *inspire a shared vision* and teacher organizational citizenship behavior.

H_2c. There is a statistically significant linear relationship between the dimension sub-scale *challenge the process* and teacher organizational citizenship behavior.
H₂d. There is a statistically significant linear relationship between the dimension sub-scale enable others to act and teacher organizational citizenship behavior.

H₂e. There is a statistically significant linear relationship between the dimension sub-scale encourage the heart and teacher organizational citizenship behavior.

H₃. There is a statistically significant moderation effect of prior principal athletic coaching experience on the relationship between transformational leadership and teacher organizational citizenship behavior.

Definition of Terms

Principal Coaching: a secondary school principal who has had athletic coaching experience.

Leadership: Northouse (2016) defines leadership as a “process whereby an individual influences a group of individuals to achieve a common goal” (p. 6).

LPI: Leadership Practices Inventory; a 30-item assessment tool designed to measure the level of leadership behaviors (Kouzes & Posner, 2003).

Organizational Citizenship Behavior: “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functions of the organization, by discretionary, we mean that behavior is not an enforceable requirement of the role or the job description, that is,
the clearly specifiable terms of the person’s employment contract with the organization; the behavior is rather a matter of personal choice, such that its omission is not generally understood as punishable” (Organ, 1988, p 4).

**OCB Scale:** Organizational Citizenship Behavior Scale; a 12-item assessment tool that measures the degree of teaching faculty engagement in organizational citizenship behaviors (DiPaola, Tarter, & Hoy, 2005).

**Teacher-coach:** An individual who serves as a classroom teacher and has the additional responsibility as an athletic coach

### Delimitations and Limitations

The study was delimited to the following:

1. The sample frame in this study was limited to secondary school principals and teachers only from the state of Mississippi.

### Assumptions

Assumptions made for the study were that:

1. All teachers who completed the Leadership Practices Inventory and Organizational Citizenship Behavior Scale did so honestly.

2. All secondary school principals who completed the Athletic Coaching questionnaire did so honestly.

### Methodology

The purpose of this study was to investigate the relationship between principal transformational leadership and teacher organizational citizenship behaviors and to
determine if prior athletic coaching experience has a moderating effect on this association. The following research questions are included in the study: Is principal transformational leadership related to teacher organizational citizenship behavior? To what extent is each dimension of transformational leadership related to teacher organizational citizenship behavior? Does a principal having prior athletic coaching experience moderate the relationship between transformational leadership practices and teacher organizational citizenship behavior? The study incorporated a cross-sectional quantitative design. The study required three instruments to support the research questions. The required instruments included Kouzes and Posner’s (2017) Leadership Practices Inventory, the Organizational Citizenship Behavior Scale (DiPaola, et al., 2005), and the Athletic Coaching Experience questionnaire.

Principals and teachers currently working in secondary schools in select Mississippi school districts were invited to participate in the study. School district demographics varied in size and the locations of the districts were geographically diverse. Before communicating to potential participants, a letter of permission was obtained from each school district superintendent and building level principal. Once permission was granted an invitation to voluntarily participate was sent to school principals and teachers.

The principals delegated the administering of the questionnaires to a faculty or staff member to minimize the risk to the participants of the principal inadvertently viewing their responses. The questionnaires were administered during a regularly scheduled faculty meeting. Administration of the instruments were hard copy questionnaires being mailed to principals of secondary schools in Mississippi. Teachers completed the Leadership Practices Inventory (Kouzes & Posner, 2017) and the
Organizational Citizenship Behavior Scale (DiPaola, et al., 2005) questionnaires. Principals completed the Athletic Coaching Experience questionnaire.

The Leadership Practices Inventory (Kouzes & Posner, 2017) was comprised of thirty questions that have been used to measure the five practices of exemplary leadership. The five practices that were measured in the study were *model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart* (Kouzes & Posner, 2012). The Organizational Citizenship Behavior Scale (DiPaola, et al., 2005) included twelve items on a six-point scale. The included items describe the levels of teacher behavior and involvement in the school setting. The Athletic Coaching Experience questionnaire included a series of questions related to previous athletic coaching experience. The tool included years of athletic coaching experience, levels of athletic coaching experience, and the degree of influence athletic coaching experience had on principal leadership practices. No identifying information was collected from the teacher participants to reduce the breach of anonymity.

Included in the packet of questionnaires was information that explained the purpose of the study, the risks, and the confidentiality of potential participants. Data was obtained through the voluntary participation of principals and teachers and the completion of the questionnaires. During the study, the researcher was the only individual to have access to the collected data. Upon completion of the study, the researcher used the data to interpret and report the findings.

**Justification**

The purpose of this study was to examine the relationship between principal transformational leadership and teacher organizational citizenship behavior and to
determine if principals with prior athletic coaching experience have any such influence upon this process. School leaders who can implement leadership practices that demonstrate high levels of organizational citizenship behavior potentially can create a school environment that is desirable and exhibits high levels of employee performance. High levels of organizational citizenship behavior positively impact on student achievement (DiPaola & Hoy, 2005).

The school principal is observed as the leader of the school building and is responsible for all educational outcomes including meeting daily expectations as well as meeting district, state, and federal accountability measures. In response to meeting the challenge of being a school principal, the researcher used the perspectives of teachers who worked with the school principal to further understand the impact transformational leadership practices may have on closing the gap of meeting district, state, and federal accountability models. To further the study, the researcher examined the coaching variable to compare implored leadership practices. The outcomes of understanding effective leadership practices that promote teacher organizational citizenship behavior in the school setting also have the potential for school leaders, institutions of higher learning, and educational leadership programs to create programs that may train administrators on the effective strategies of building strong organizational climates. The reported outcomes may also help school leaders gain a better understanding of leadership practices and their impact on school climate, employee motivation, and employee commitment.
Summary

School leadership roles have experienced an abundance of change over the last fifteen years. The first measure of change came with the passing of The No Child Left Behind Act of 2001. The focus of No Child Left Behind was accountability, researched based programs, rigorous instruction, and more time devoted to core subject areas (Casbergue & Bedford, 2010). Following NCLB, legislation of the Every Student Succeeds Act was passed in 2015. The ESSA was a revision of NCLB which still measures accountability but allows for states to have more control under the federal law (Klein, 2016).

These changes have elevated the roles and responsibilities of principals in order to respond to the demand of federal and state accountability measures. The leadership practices of school principals become a vital tool in meeting the demands of accountability as well as providing sound and fundamental educational opportunities for students. There are many leadership styles and practices; however, this study explored the relationship between transformational leadership and teacher organizational citizenship behavior. Secondly, the principal’s prior athletic coaching experience will be examined to conclude if the construct of coaching makes a difference in leadership practices.
CHAPTER II – REVIEW OF LITERATURE

The purpose of this study was to investigate the moderating effect of prior principal coaching experience on the relationship between transformational leadership and teacher organizational citizenship behavior in secondary schools within the state of Mississippi. This chapter presents a review of the literature on leadership theory, transformational leadership, organizational citizenship behavior, and the construct of coaching.

To examine the relationship between secondary school principals’ leadership practices and teacher organizational citizenship behavior, Kouzes and Posner’s (2012) five practices of exemplary leadership and DiPaola, Tarter, and Hoy’s (2005) Organizational Citizenship Behavior Scale was used to compare transformational leadership practices and teacher organizational citizenship behavior. The following research questions will be used to examine the relationship between the leadership practices used by secondary school principals in Mississippi and teachers in secondary school teachers in Mississippi.

1. Is principal transformational leadership related to teacher organizational citizenship behavior in a secondary school setting?
2. To what extent is each dimension of transformational leadership related to teacher organizational citizenship behavior?
3. Does a principal having prior athletic coaching experience moderate the relationship between transformational leadership practices and teacher organizational citizenship behavior?
Chapter two presents an overview of leadership and its evolution. The review of literature will contain current knowledge regarding the impact leadership practices have on followers and the significance it may have for secondary school principals. In conjunction with the leadership discussion, school principals do not follow a singular path to becoming a school principal. Some school leaders in Mississippi will transition to from the classroom while others will transition from both the classroom and the athletic field. No matter the path taken, school principals can make a difference in school outcomes by making critical decisions, advocating teamwork, providing monitoring and feedback programs for teachers, and providing professional development (Schleicher, 2012).

Context of the Study

The state of Mississippi’s educational system is composed of 144 school districts. Within the state, there are 911 lead principals in both the primary and secondary schools. The path to obtaining a school leadership position has variability depending upon the individual’s career path. The foundational years of an educator include becoming a classroom teacher with an opportunity to serve in multiple extracurricular activities such as coaching. One trend that occurs on the path to leadership is when teachers and the teacher-coach obtain a master’s degree and are granted an opportunity to serve in a leadership role such as the school principal. Regardless of an individual’s path to becoming a school principal, the ability to lead comes from experience within the foundational years as a teacher and teacher-coach. Both the teacher and teacher-coach who serve as a school principal must lead and grow followers through a desired leadership style and the implementation of daily practices. The execution of a leadership
practice presents opportunities to create paradigm shifts, ways of thinking, and establishing organizational behaviors that create a desirable working environment.

Introduction to Leadership Theory

Leadership

Leadership has been the subject of years of research and evaluation. Leadership exists in many different forms, organizations, and has been defined in numerous ways. Northouse (2016) defined leadership as “a process whereby an individual influences a group of individuals to achieve a common goal” (p. 6). Ralph Stogdill and Bernard Bass coauthored a 4th edition leadership handbook that consisted of 1,200 pages of studies and references (Day & Antonakis, 2012). The volume of this leadership handbook put emphasis on leadership research and highlights the complexity of the leadership topic. One potential reason that leadership is difficult to comprehend is that the foundation of leadership involves both leaders and followers. Regardless of leadership style, followers are impacted and influenced by leaders (Day & Antonakis, 2012). The following sections will discuss the evolution of some of the foundational leadership theories.

Great Man Theory (Trait Theory)

The Great Man theory became popular in the early 19th century and was introduced by Thomas Carlyle (1841). Carlyle discussed how men made history by using their intellectual abilities, leadership, and decision-making. Carlyle (1841) stated, “The history of the world is but the biography of great men” (p. 127). The position of trait theory explains selected individuals are born with a set of characteristics that are related to being natural leaders. During the 1900’s trait theorist suggested leaders were born with effective leadership traits (Day & Antonakis, 2012). It was thought that individuals
with particular traits could be selected and placed into leadership positions (Bolden, Gosling, Maturano, & Dennison, 2003). Individuals of high societal status held many leadership positions. The indication was people of high social class would hold prestigious positions and others would naturally follow.

Continued trait research illustrated inconsistencies between which particular traits led to leadership effectiveness (Amanchukwu, Stanley, & Ololube, 2015). Stogdill (1948), (1974), and Mann (1959) found conflict to traits alone being responsible for effective leadership. Stogdill’s first study placed emphasis on trait leadership, but findings indicated leadership was a result of how leaders interacted and built relationships with followers. Stogdill (1948) concluded that there was no differentiation between personality traits of leaders and non-leaders. Stogdill (1948) discussed that a person does not become a leader because of traits but rather how that individual applies his or her traits in situations. His conclusion demonstrated that leadership occurs in situational factors.

Stogdill (1974) placed emphasis on how trait characteristics could serve as a single variable that contributed to leadership. Stogdill (1974) discovered there were singular traits that contributed to effective leadership. However, not all of the studied traits were related to effective leadership. Stogdill (1974) also discovered that personality and environmental situations were related to effective leadership. As a result, the focus of leadership research shifted to leadership behavior rather than trait studies.

Mann’s (1959) trait study focused on individual personalities within groups. However, he did not examine the situational factors that may have an impact on the leader. Mann (1959) found that personality traits were evident to separate leaders and
non-leaders. The most influential traits found in Mann’s study included intelligence, masculinity, adjustment, dominance, extraversion, and conservatism.

**Behavior Theory**

Because of the works of Stogdill (1948), Mann (1959), and Stogdill (1974) leadership research shifted its focus to the actions of the leader and the relationship with the follower. McGregor’s 1960 book, *The Human Side of Enterprise* examined leadership practices by how leaders behave and how they treat followers. McGregor (1960) wrote that all leaders are a “Theory Y” or “Theory X” leader. A leader who is called Theory X believes that people need to be controlled and directed to meet organizational objectives. A Theory Y leader believes that people are energetic, creative, and want to help. Naylor (1999) describes Theory X leaders as being autocratic and Theory Y leaders as leading democratically. This type of leadership research would become known as behavior theory. The shift to behavior theory is the opposite of trait theory and proposes that leaders can be made and are not born. Behavior theory discusses how leader actions are observed rather than dependent upon intellect (Amanchukwu, et al., 2015). Stogdill (1948) influenced three groups of leadership behavioral theory studies. The Ohio State University, Michigan, and Blake and Mouton studies.

As discussed in Northouse (2016), the scope of the Ohio State University studies observed how particular individuals were leading organizations. The study required subordinates to report behaviors their leaders were active in. The levels of leader behavior were measured through the Leader Behavior Description Questionnaire. The outcome of the studies indicated leaders provide a nurturing environment and structure for their employees.
The University of Michigan Studies focused on how leaders behaved through employee orientations and production orientation within small groups (Cartwright & Zander, 1960; Katz & Kahn, 1951; Likert, 1961, 1967). As discussed in Northouse (2016), employee orientation and production orientation were identified. Employee orientation leadership behaviors explain how leaders value and interact with followers. Behaviors of production orientation leaders focus on results. Leaders who favored one behavior over the other were not as effective in both; however, leaders had the ability to identify with both behaviors when they were viewed independently.

Blake and Mouton’s (1964) study was a model designed to demonstrate how to lead organizations for leaders. This illustration demonstrated a leader’s concern for production and people. The model was a series of patterns that were classified into a five-quadrant grid. The five quadrants included impoverished management, a style that displays a low concern for both production and people; authoritative management, a style the displays low levels of concern for people and high levels of concern for production; middle of the road management, displays a balance between a concern for production and people; country club management, displays high levels of concern for people but a low level of concern for production; and team management, displays high levels of concern for both people and production (Blake & Mouton, 1964).

Contingency Theory

The foundation of contingency theory was formed by studies conducted by Fiedler (1967) and House (1971). Fiedler (1967) studied leadership styles and observed the environment and context in which they worked. Fiedler (1967) found that leadership styles are determined by situations. This observation illustrated how different styles of
leadership were both effective and non-effective within the organization. In Fiedler’s (1967) study he questioned leaders about the individuals they did not want to work with the most. Fiedler used a tool known as the Least Preferred Coworker (LPC) scale, which measured employees, as being favorable or least favorable to work with. According to the results of the 16-item questionnaire, Fiedler reported that leaders are either task oriented or relationship oriented. Leaders who score high on the LPC are motivated by relationships, and those who score low on the LPC are task motivated.

Fiedler’s (1967) contingency theory categorized situations into the categories of leader-member relations, task structure, and position of power. These factors describe that certain styles of leadership are effective depending on where the leader falls within the situations. A leader-member relation describes the climate and atmosphere between the leader and followers. Leader-member relations are good when followers are attracted, trust, and are loyal to the leader (Bolden, et al., 2003). In comparison when these variables are absent member relations are bad. Task structure occurs when the expectations of a task are clearly stated for followers; however, the task could be either highly structured, fairly unstructured, or a combination of the two. Leaders perform well when the task is highly structured for subordinates but may not be as effective when the task is unstructured and not clearly defined (Bolden, et al., 2003). Position of power is related to the level of authority a leader possesses. Higher levels of leader positioning allow for the leader to be more powerful in making decisions. The high levels of power allow for the leader to make decisions for followers to be either favorable or unfavorable (Bolden, et al., 2003).
In comparison, House (1971) viewed the effectiveness of a leader by understanding the goals of followers (Day & Antonakis, 2012). House’s 1971 behavior path-goal-theory was a series of studies that examined the behavioral categories of initiating structure, considerations, authoritative, influence, and closeness of supervision. Upon completion of the study House (1971) discussed that motivation, satisfaction, and performance are affected by the leadership style selected by the leader.

*Leader-Member Exchange Theory*

Leader-Member Exchange Theory suggests leaders and group members develop a relationship that is formed by the actions of giving and taking between leaders and followers (Dansereau, Graen, & Haga, 1975). The relationship outcomes of the leader and follower are determined by the quality of interactions between the groups. Dansereau, et al. (1975) discussed how leader-member exchange categorized follower responsibilities into in-group and out-group categories. Followers who negotiate and bring value to the leader become associated with the in-group. As a result of in-group exchanges, leaders gain additional effort and task completion from followers while in return followers gain value for their efforts (Dansereau, et al., 1975). Followers who do not commit to the same level of followership of the in-group do not receive as much attention (Dansereau, et al., 1975).

**Transformational Leadership**

*History of Transformational Leadership*

Contrary to previous leadership studies, transformational leadership focused on the relationship between the leader and follower. Downton (1973) was the first to use the term transformational leadership in *Rebel Leadership: Commitment and Charisma* (as
The foundational years of transformational leadership studies began in the 1980’s; however, James MacGregor Burns is known as the founder of transformational leadership. Burns (1978) posed a common theory of leadership as a function of complex biological, social, cognitive, and affective processes, that it is closely influenced by the structures of opportunity and closure around it, that it may emerge at different stages in different peoples’ lives, that it manifests itself in a variety of processes and arenas. (pp. 427-428)

Burns’ (1978) book *Leadership*, discussed leadership as a relationship between the leader and the follower. Burns (1978) believed the leader-follower relationship had the ability to influence the beliefs of followers so they would mirror the beliefs and motives of the leader. Burns (1978) established that transformational leaders are leaders who communicate their vision and impact individuals who are in organizations.

According to Burns (1978), the leadership process was divided into the categories of transformational and transactional leadership. Burns (1978) defined transformational leadership behaviors as a set of practices where “leaders and followers raise one another to higher levels of motivation and morality” (p. 20). Transformational leaders inspire followers to reach lofty goals while also developing leadership capacity. The transformational leader motivates others by introducing challenging tasks (Wang & Huang, 2009). Transformational leadership practices allow the leader to evaluate, monitor, and subscribe to the needs and wants of organizational followers. Transformational leaders have an ability to understand followers’ feelings and thoughts (Barbuto & Burbach, 2006).

In comparison to transformational leaders, transactional leaders are those who
focus on the exchange of resources. Burns (1978) defined transactional leadership as “when one person takes the initiative in making contact with others for the purpose of an exchange of valued things” (p. 19). Burns (1978) believed that transactional leaders bargain with followers in return gaining personally and politically. Burns (1978) maintained that transactional leadership practices were temporary because leaders and followers could not replicate the exchange. Burns (1978) also argued that the leader-follower relationship was dominated by the exchange of cost-benefits.

Bass (1985) added to the work of Burns (1978) by investigating the psychological component of transformational leadership. The scope of Bass’ (1985) research focused more on the needs of the follower rather than those of the leader. Bass (1985) believed that transformational and transactional leadership are opposites, but they are complimentary due to being on the same continuum and leadership behaviors contribute to the practices of transformational or transactional leadership practices. Bass (1985) stated, “transformational leadership moves followers to do more than expected by raising levels of consciousness of goals, getting followers to consider more than their interest for the sake of the organization, and to move followers to address high-level needs” (p.20). There are four dimensions of transformational leadership which include: individualized consideration where the leader pays attention to the individual needs of the follower; intellectual stimulation where the leader challenges the thinking process of the follower; inspirational motivation where the leader motivates follower by giving followers challenging and meaningful tasks; and idealized influence where leaders model behavior that demonstrate the expectations of follower behavior (Bass 1999).

Lunenburg and Ornstein (2012) state, “transformational leadership has been
supported in various occupations (for example, school superintendents, school principals, college presidents, naval commanders, military cadets, ministers, shop stewards, sales personnel, and school teachers) and at various job levels” (p.130). Transformational leadership requires traits, which include self-management, interpersonal influence, and relationship skills (Sunindijo, 2012). Transformational leadership observes the leader and follower relationship, while placing the needs of the follower at the forefront, followers learn to self-actualize and grow to become leaders (Chin, 2007). Transformational leaders inspire followers to achieve great outcomes and focus on turning followers into leaders (Bass & Riggio, 2006).

*Five Practices of Exemplary Leadership Principles*

Kouzes and Posner (2012) who have conducted leadership studies for over three decades contributed to another conceptualization of transformational leadership. The scope of the studies focused on which successful leadership behaviors were used within organizations and evaluated leaders regarding their best leadership experiences. Kouzes and Posner (2003) developed the Leadership Practices Inventory to measure leadership behavior. The LPI instrument consists of 30 questions that inventory individual leadership abilities (Northouse, 2013). Within these studies, Kouzes and Posner (2012) revealed five practices along with six specific behaviors for each leadership practice. When individuals put the five practices into practice, leaders were at their best (Kouzes & Posner, 2012). Kouzes and Posner, 2012 state “It is really not about the leader’s personality; it is all about how that individual behaves as a leader” (p. 26).

The five practices of exemplary leadership (Kouzes & Posner, 2012) include *model the way, inspire a shared vision, challenge the process, enable others to act, and*
encourage the heart. Model the way occurs when a leader clarifies his or her values through his or her actions. Inspire a shared vision means that a leader can envision, communicate, and show enthusiasm for the vision of an organization. The leader must create an environment that is contagious and inspires followers to commit to the organizational vision. Challenge the process is the leader’s ability to make improvements and show growth within an organization. The leaders are willing to seek ways to break through traditional methods and practices. They are not afraid to take risks and to learn from mistakes while finding innovative ways to improve the overall organization. Enable others to act is a leader’s understanding that collaborating with others strengthens teams and organizations. Leaders put trust in others to complete tasks that highlight individuals’ strengths. Encourage the heart is the ability of a leader to celebrate successes and to motivate and encourage when success has not yet occurred. These leaders display caring acts and create high expectations of followers while showing appreciation. These practices allow for followers to remain focused and sustain consistency within the organization (Kouzes & Posner, 2012).

Transformational Leadership in Education

Transformational leadership studies demonstrate the importance of a school leader’s role regarding change for his or her understanding (Finnigan, 2010). A school leader who implements transformational leadership practices can positively influence the educational environment. The implementation of transformational leadership has a positive effect on teacher job satisfaction, effectiveness by teachers, and student achievement (Chin, 2007). The school leader can gain high levels of follower commitment and to share and promote the vision of the organization with the execution
of transformational leadership practices (Leech & Fulton, 2008). Principals who wish to have an influence on school outcomes should set goals to exercise transformational leadership characteristics (Chin, 2007). Transformational leadership requires a variety of skills needed to direct and guide teachers to meet the goals of the school. Didin, Basri, Rusdi, & Samad, (2014) noted that a principal should be active in teacher development while being considerate of individual feelings. Transformational leaders empower followers and renew their commitment to the organization’s vision. Transformational leadership can shape teacher performance and support student success. Didin, et al. (2014) concluded that teacher performance improves when school leaders are committed to teachers and by also providing resources for performing his or her job. Transformational leadership approaches have not only been used to distribute responsibilities and to build trust but to also explore the power of intrapersonal relationships.

Balyer (2012) studied the impact transformational leadership traits had on teachers. Balyer (2012) interviewed 32 teachers in a qualitative study. Balyer (2012) concluded principals from this sample had high levels of transformational leadership practices, which impacted teacher satisfaction and organizational climate. Balyer (2012) concluded that within the transformational leadership practices levels of influence, motivation, individual consideration, and intellectual stimulation were present. Teachers indicated that the practices of their principals were generally positive.

Chin (2007) conducted a meta-analysis study on school leadership and school outcomes. The meta-analysis examined the correlations of transformational leadership and teacher job satisfaction, transformational leadership and school effectiveness,
transformational leadership, and student achievement. The results of the study indicate the effect size from teacher job satisfaction ($r = .707$), school effectiveness ($r = .695$), and student achievement ($r = .695$) has an overall positive and significant effect and relationship with transformational leadership practices.

Organizational Citizenship Behavior

The term Organizational Citizenship Behavior (OCB) was first used by Bateman and Organ (1983) and is used to describe how workers engage and complete organizational tasks that go above and beyond their normal job expectations. Workers acknowledge that extra effort behaviors are not associated with organizational recognition or an organizational reward system such as compensation or promotion. The sole purpose of a worker’s extra efforts contributes to the overall performance and organizational effectiveness. Organizational citizenship behavior is a relatively new construct and organizational citizenship behavior research did not begin until the early 1980’s; however, OCB research has grown substantially (Podsakoff, MacKenzie, Paine, & Bachrach, 2000). OCB research has been used to study organizational behavior and began within the business community; although, few studies utilizing the OCB construct have been conducted in educational settings.

*Origin and Development of Organizational Citizenship Behavior*

The origin of organizational citizenship behavior can be traced to the concepts of Barnard (1938). In his 1938 writing, *The Functions of the Executive*, he was responsible for the discussion of the first modern theory of organization. Barnard (1938) defined an organization as a “system of cooperative activities of two or more persons” (p. 75). Barnard (1938) stated,
However, as we have urged that it is not persons, but the services or acts or action or influences of persons, which should be treated as constituting organizations, it is clear that willingness of persons to contribute efforts to the cooperative system is indispensable. (p. 83)

Barnard (1938) described the range of employee’s willingness to comply with the organizational mission through what he called the zone of indifference. Based on the ideas of employee attention; Barnard (1938) believed that an organization evolved into existence when the elements of communication were present, having a willingness to serve, and when a common set of purposes were present.

Katz (1964) highlighted the ideas of social exchange. Katz (1964) explained that the success of an organization depended on three employee behaviors: dependability in task accomplishment, commitment to the company, and spontaneous actions that were a result of workers going above job expectations. Katz (1964) discussed how organizations were at a high-risk level of failure if employees only performed required duties of their jobs. Katz and Kahn (1966) discussed how employee behaviors could be in-role or extra role behaviors. Each of the behaviors contributes to the success of an organization; however, extra-role behaviors can carry organizations to higher levels. Extra-role behaviors occur when an employee goes above the formal job description.

Bateman and Organ (1983) attempted to see if a relationship between organizational behavior and job satisfaction was present. This research was re-visited by Smith, Organ, and Near (1983). The study revealed that OCB was composed of the dimension of altruism and generalized compliance (Smith, et al., 1983). Altruism is defined as a helping behavior directed toward others (DiPaola & Tschannen-Moran,
Generalized compliance is defined as being right and proper while being conscientiousness while completing tasks (DiPaola & Tschannen-Moran, 2001). The study revealed that levels of leader support and job satisfaction influenced altruism.

Organ (1988), who built upon the idea of Katz was the first to define organizational citizenship and used this idea to measure the effectiveness of organizations. Organ (1988) defined organizational citizenship behavior as individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization. By discretionary, we mean that behavior is not an enforceable requirement of the role or the job description, that is, the clearly specifiable terms of the person’s employment contract with the organization; the behavior is rather a matter of personal choice, such that its omission is not generally understood as punishable. (p. 4)

Organ (1988) concluded that the dimensions of altruism, courtesy, sportsmanship, and conscientiousness led to organizational effectiveness. Altruism is behavior that is geared toward helping individuals with a specific task (Organ, 1988). Conscientiousness is the pattern of behavior from organizational members that go beyond the minimal requirements (Organ, 1988). Sportsmanship is described as behaviors from organizational members that tolerate inconveniences without complaining while completing tasks (Organ, 1988). Courtesy is the act of organizational members being considerate of decisions that may affect other organizational members negatively (Organ, 1988). Civic Virtue is the involvement of organizational members who promote organizational interests and policies (Organ, 1988).
**Organizational Citizenship Behavior Research**

There has been an increase in organizational citizenship behavior research and a number of OCB studies conducted since Batman and Organ (1983) within the business community. Over the last three decades, OCB and its relationship to leadership style have been studied in several contexts and settings. Once constant theme seen in each of these studies is that leadership style did have an impact whether OCB was achieved.

Bateman and Organ (1983) conducted a study of 82 non-academic university employees, which included data programmers, loan collectors, student counselors, fundraisers, accountants, and other technical positions. Their study found that job satisfaction is related to organizational citizenship behaviors when supervision is present and promotional opportunities are given from supervisors. Promotional opportunities were more important that pay, coworkers, and the defined work (Bateman & Organ, 1983.)

MacKenzie, Podsakoff, and Fetter (1991) surveyed 372 insurance agents and found positive relationships between OCB and managerial evaluations. These findings suggest workers who displayed organizational citizenship behaviors were viewed as more favorable by their supervisors compared to those who did not display organizational citizenship behaviors (MacKenzie, et al., 1991).

Ozer (2011) conducted a study that included three sources of co-workers; jewelry designers and their supervisors. 983 questionnaires were distributed to the jewelry firms and were matched with an employee, a co-worker, and a supervisor to determine the potential relationship between team member exchange, organizational citizenship behavior, and job performance. The two forms of organizational citizenship behavior that were examined were OCBI’s and OCBO’s. OCBI’s are explained as employees
helping co-workers by providing advice, encouragement, and help prevent conflict. OCBO’s are explained as complying with company norms, help the function of the organization, and tolerate less than ideal work circumstances. The study indicated that an employee’s team member exchange with co-workers mediated an OCBI performance relationship but did not mediate OCBO performance.

McNeely and Meglino (1994) conducted a study to measure performance ratings by subordinates to determine the relationship between desirable behavior, concern for others, empathy, pro-social behavior, and organizational citizenship behavior. The study consisted of one hundred five female departmental and administrative secretaries at a southeastern university. The supervisor for each secretary and one additional individual familiar with each secretary rated each of the secretaries’ behavior. The findings of the study indicated that job satisfaction is related to how pro-social behavior is related to the organization while pro-social behavior is also directed at individuals.

Moorman and Blakely (1995) conducted a study to determine the relationship between individualism-collectivism and organizational citizenship behavior. Their findings from a sample of two hundred seventy-four union members from an experimental group and three hundred union members from a control group indicate leaders who apply procedural justice increase the organizational citizenship behaviors of the union members.

Organizational citizenship behaviors have the ability to (a) enhance co-worker and manager productivity, (b) free up resources so they can be dedicated for more efficiency, (c) reduce the need to devote scarce resources to solely maintenance functions; (d) aid in the coordination of activities within and across work groups; (e)
strengthens the organizational ability to gain and retain the best employees; (f) make
gains in organizational stability; (g) enable the organization the ability to adapt to change
(Podsakoff, et al., 2000).

*Organizational Citizenship Behavior Research in Education*

DiPaola and Tschannen-Moran (2001) first applied the construct of OCB to the
educational environment by adapting Smith, Organ, and Near’s (1983) organizational
citizenship behavior instrument into the Organizational Citizenship Behavior in Schools
Scale. The adapted scale included a 15-item questionnaire measuring organizational
citizenship behavior in schools. The perceptions of teachers and organizational
citizenship behavior were measured with a four-point likert scale with the responses of
rarely occurs, sometimes occurs, often occurs, and very frequently occurs. Two separate
studies were conducted. The first study included 664 teachers of 42 public schools in
Ohio and Virginia. The results of the study indicated that there is a significant
relationship between OCB and collegial principal leadership, OCB and teacher
professionalism, OCB and academic press, and OCB and community engagement.
Results from the second study indicated that there is also a relationship between school
climate and OCB. There was a relationship between OCB and teacher professionalism,
and OCB and academic press. These studies indicated that OCB in schools were one
dimensional with a bipolar construct. The study explains that OCB behaviors helped
both the individuals and the schools.

High levels of organizational citizenship behavior have a positive impact on
student achievement (DiPaola & Hoy, 2005). DiPaola and Hoy (2005) conducted a study
to determine the following research questions: does the organizational citizenship
behavior facilitate student achievement, if so how does such behavior work to improve student achievement, how can the school improve the organizational citizenship behavior of faculty? The sample for the study consisted of 97 high schools in Ohio. The results of the study indicated that there was a positive relationship between organizational citizenship behavior of the faculty and student achievement scores for reading and math.

Parallels of School Leadership to Athletic Coaching

*Characteristics of the School Principal*

The school principal is the administrative leader and has a direct report to the superintendent for the successful day-to-day operations. The principal is charged with building a culture focused on constant improvement of teaching and learning. They direct, program, hire, supervise, staff, manage budgets, solve problems, and make decisions that impact the entire school. Where the principal goes, the school goes. The challenge for the school principal is to balance all responsibilities while maintaining the focus of school performance. The focus of the principal may depend on the principal’s area of expertise, which areas need more attention, and other factors such as grade level (Sebastian & Allensworth, 2012). This balance comes from implored leadership practices that potentially will allow for teachers and staff to perform at high levels.

*The Role of the Coach*

The role of the coach may vary depending upon the level of coaching and responsibility within the coaching level. However, the foundational role of the coach is to develop player performance along with developing additional characteristics of the athlete. The discipline shift in coaching has advanced the role of the coach outside of the sporting experience and player performance alone. Coaching development may be
enhanced by focusing on the four areas of being technical (knowledge of sport), decision-making ability (tactical ability to make analytical decision that aid in winning contests, the management process (an organizational approach to planning and preparation for both practices and games), and interpersonal skills (sense of communication, social skills and motivation.) (Treasure, 2013).

A coach who can transfer his or her knowledge to players is likely to experience high levels of success. Prior to the transfer of coaching knowledge, the coach must have a foundational and detailed understanding of the sport he or she coaches. Effective coaches realize player engagement and performance is contributed to their knowledge of the sport and the relationships they build with their players (Côté & Gilbert, 2009). This foundation of knowledge will enable the coach to transfer his or her knowledge to players, so they will be prepared to make execute game plans with critical decision-making when the time arises. Part of the responsibility of the coach is growing professionally by participating in instructional courses, clinics, and mentoring opportunities. Reade, Rodgers, and Spriggs (2008) highlight the idea that coaches believe new knowledge of the game equips them with how to solve a problem, thus providing a competitive edge. However, professional development sessions are not the only means of capturing knowledge. Coaches in most cases develop knowledge from playing experience, learning as an assistant coach, and gradually gaining responsibilities. Regardless of the nature of gaining knowledge, coaches can become more prepared to teach the game and develop relationships with their players to gain the most out of them.

Decision-making surrounds the coach in many contexts. The coach is charged with deciding on the times of practice, what uniform color will be worn, which players
will be named as starters, when to call particular plays, when to maximize timeouts, how players should be disciplined and multiple other decisions. Simply stated, the role of the coach is judged on how they make decisions. Successful coaches realize a need for a hierarchal approach to identify problems and to provide solutions to solving problems (Abraham, Collins, & Martindale, 2006). The decision-making process of coaches is influenced by the ability to understand the outcomes of decisions (Gilbert, 2017). The coach has the ability to anticipate and recognize potential outcomes prior to making the decisions and how the outcomes will affect his or her team. The decision-making process for coaches does not begin with the game day experience. Much of a coach’s decision-making process begins with the development of daily practice plans resembling the methods to be used in upcoming contests. Although, the coach will be faced with making decisions in games, practice preparation allows for game day execution rather than game day reaction. Bloom, Crumpton, and Anderson, (1999) highlight the need for tactical decision making while examining the coach’s role in the practice environment. The simulation of the game day environment allows for the coach to evaluate personnel and strategy options for game day-decision making. Whether the decision-making process is related to practice or game day situations, the coach is challenged to become a sound decision-maker so that players and the program benefit.

The coach is also responsible for balancing daily administrative responsibilities along with the implementation of his or her coaching philosophy. The coach must prepare daily practice plans, manage time effectively, and manage budgets while maintaining a focus on player development and winning contests. Connecting
management to coaching may allow for a management approach that will enhance the coaching experience (Evered & Selman, 1989).

One of the most important traits of coaching is the possession of interpersonal skills. The actions of the coach are pivotal and more meaningful than wins and loses regarding the role of the coach. In a qualitative study by Becker (2009), athletes discussed the lasting impressions their coach left upon them based on who they were, what they did, how they did it, and how they influenced them. To further support Becker (2009), Vella, Oades, and Crowe (2011), highlight that coaches feel they are responsible for the development of not only sport related tasks but also characteristics outside of sport. The ideas of making connections with players indicates participation on teams has more meaning to their development outside of winning and losing. Even though knowledge of the game is critical it does not fully contribute to player development. According to Mike Krzyzewski (2006), “A common mistake among those who work in sport is spending a disproportional amount of time on X’s and O’s as compared to time spent learning about people” (p. 52). Rushall (1979) explained,

The coach should be an engineer who designs and builds system components which teach sport and social skills, develop coping and adjustment capacities, stimulate a philosophy of sporting participation, and provide the opportunity for individuals to maximize the development of their endowed capacities and needs. (p. 164)

The success of a team is not related to the overall team development process, but it is rather influenced by high quality of the coach-athlete relationship (Vella, Oades, & Crowe, 2013). The discussed ideas highlight the strong demand for the coach to have
interpersonal skills in order to help the athlete reach their full potential while also enhancing player development from both the performance and social aspect of coaching.

Similar to school leadership, athletic coaches are charged to build a culture that focuses on the improvement of player performance. Coaches plan and organize daily practices, hire staff, manage budgets, solve problems, and make decisions that impact the welfare of their teams. The role a coach plays in sports is critical to players reaching their highest potential (Kim & Cruz, 2016). To most people, a coach is successful depending upon how many wins and losses obtained during a seasonal schedule. However, the principles of coaching require an individual to have the traits of leadership, dedication, and character. To commit to these characteristics, coaches should understand the needs of the team, understand what tactics motivate players, and use a coaching style that creates an open and honest environment (Kim & Cruz, 2016).

The success of a coach depends on these characteristics as well as having a strong foundational knowledge of game strategies, techniques, and situational decision-making skills (Grace, 1988). Coaches should carry the responsibility as serving as a demonstrator, mentor, advisor, motivator, organizer, leader, planner, and decision maker (Szabo, 2012).
CHAPTER III - METHODOLOGY

The purpose of this study was to examine the relationship between principal transformational leadership and teacher organizational citizenship behavior and to determine if principals with prior athletic coaching experience have any such influence upon this process. The only requirement for a person to be a participant in this study was being a practicing secondary school teacher and a secondary school lead principal. This chapter explains the process used to complete the research. The study involved the use of three questionnaires that utilized regression and moderation analysis.

Participants consisted of secondary school teachers and secondary lead principals within selected school districts in Mississippi. Participants were asked to complete a variety of instruments which included the LPI (Kouzes & Posner, 2017), OCB scale (DiPaola, et al., 2005), and the Athletic Coaching Experience questionnaires. The Leadership Practices Inventory (LPI) measured levels of leadership behavior (Kouzes & Posner, 2012). The use of the instrument in this study illustrated the teachers’ perspective of which transformational leadership practices reflect the school principal. The Organizational Citizenship Behavior Scale questionnaire; measured the degree of the teaching faculty’s engagement in organizational citizenship behaviors (DiPaola, et al., 2005). This instrument indicates the level at which teachers complete tasks within the school that they are neither required nor rewarernd to perform. The Athletic Coaching Experience (ACE) questionnaire is an assessment tool that was taken by lead principals. This instrument identified the number of years of prior athletic coaching experience of the lead principal. It provided a weighted measure based on the years of experience along with the level of coaching responsibility.
Research Questions

The following research questions were proposed to study the potential relationships that may explain if there are factors related to the concepts of school leadership practices, teacher organizational citizenship behavior, and prior athletic coaching experience of the principal.

1. Is principal transformational leadership related to teacher organizational citizenship behavior in a secondary school setting?
2. To what extent is each dimension of transformational leadership related to teacher organizational citizenship behavior?
3. Does a principal having prior athletic coaching experience moderate the relationship between transformational leadership practices and teacher organizational citizenship behavior?

Hypotheses

The following hypotheses were tested:

H₁. There is a statistically significant linear relationship between transformational leadership and teacher organizational citizenship behavior.
H₂. There is a statistically significant linear relationship between each dimension sub-scale of transformational leadership and relationship of teacher organizational citizenship behavior.
H₂ₐ. There is a statistically significant linear relationship between the dimension sub-scale model the way and teacher organizational citizenship behavior.
H2b. There is a statistically significant linear relationship between the dimension sub-scale *inspire a shared vision* and teacher organizational citizenship behavior.

H2c. There is a statistically significant linear relationship between the dimension sub-scale *challenge the process* and teacher organizational citizenship behavior.

H2d. There is a statistically significant linear relationship between the dimension sub-scale *enable others to act* and teacher organizational citizenship behavior.

H2e. There is a statistically significant linear relationship between the dimension sub-scale *encourage the heart* and teacher organizational citizenship behavior.

H3. There is a statistically significant moderation effect of prior principal athletic coaching experience on the relationship between transformational leadership and teacher organizational citizenship behavior.

Participants

Subjects selected for the study included secondary teachers and lead principals of secondary schools in the state of Mississippi during the 2017-2018 academic school year. The selected participants were teachers and principals of the Rankin County, Madison County, Clinton, Laurel, Jackson Public Schools, Pearl, Pascagoula-Gautier, Ocean Springs, and Jackson County school districts. These school districts were chosen in order for the sample to closely resemble the socio-economic and geographical diversity of the state of Mississippi.
Procedures

Permission to conduct the study was obtained from the University of Southern Mississippi Institutional Review Board from the Office of Integrity and Research. Superintendents from each respective school district granted additional permission to conduct the study within schools of each district. Informed consent was obtained from each participant before the administration of the following instruments: Leadership Practices Inventory (Kouzes & Posner, 2017), Organizational Citizenship Behavior Scale (DiPaola, et al., 2005), and the Athletic Coaching Experience questionnaire.

Participants were presented a cover letter outlining the general purpose of the research and a description of the research procedures. The letter also included the details of participant anonymity, confidentiality, and voluntary participation. The study included the final disposition of data and completed questionnaires, a statement of minimal risk and contact information of the researchers to which any questions and concerns of the study may be directed. Hard copy questionnaires were provided at the end of the solicitation for individuals who choose to participate.

Data Collection

The data collected at each secondary school in Mississippi represented the targeted sample. Data collected by the researcher was analyzed and reported the findings as part of the dissertation research. All data received was for the use of the researcher’s study and possible publication. Prior to the administration of the survey, each school principal granted permission to participate in the study. Data collection took place during a regularly scheduled faculty meeting at each school location that participated. Each participant was read the letter that was included in the packet of questionnaires. The
letter explained the general purpose of the research and included statements of participant anonymity, confidentiality, and voluntary participation. The letter also discussed the final disposition of data, the research questionnaires, a statement of minimal risk, and contact information of the researchers to which any questions and concerns of the study may be directed.

A school designee distributed materials including the LPI (Kouzes & Posner, 2017), OCB Scale (DiPaola, et al., 2005), and the Athletic Coaching Experience questionnaire. The distribution of the ACE took place in a separate data collection session and was completed by each head principal prior to the participation and data collection of the LPI and OCB Scale session. The voluntary session took approximately 15 minutes to complete. No talking or discussion was allowed until all materials were submitted to the school designee.

Instrumentation

Participants were asked to complete three instruments. Secondary school teachers completed the LPI (Kouzes & Posner, 2017) and OCB scale (DiPaola, et al., 2005). School principals completed the Athletic Coaching Experience questionnaire. The Leadership Practices Inventory (LPI) developed by Kouzes and Posner is a 30-item questionnaire composed of statements that measure six behaviors related to the five practices of exemplary leadership (*model the way, inspire a shared vision, challenging the process, enabling others to act, and encourage the heart*). The response categories for the scale parts are labeled on a 10-point verbal frequency-type scale as 10 = almost always, 9 = very frequently, 8 = usually, 7 = fairly often, 6 = sometimes, 5 = occasionally, 4 = once in a while, 3 = seldom, 2 = rarely, 1 = almost never. The LPI was designed through
a series of qualitative and quantitative studies (Posner, 2015). Through the triangulation process of the studies, the framework of the five leadership practices was developed, and the LPI has been administered to over five million individuals (Posner, 2015). The original LPI was measured on a five-point verbal frequency scale. However, the instrument was retooled in 1999 to provide a ten-point verbal frequency measurement (Posner, 2015). The reliability of the LPI by the observer has displayed high levels of reliability. The internal reliability using Cronbach’s alpha for each of the five leadership practices include model the way=.855, inspire a shared vision=.921, challenge the process=.876, enable others to act=.873, and encourage the heart = .921 (Posner, 2015).

The original OCB scale is a 15-item assessment tool that measures the degree of the teaching faculty engagement in organizational citizenship behaviors (DiPaola & Tschannen-Moran, 2001). The OCB scale was adapted from a 16-item questionnaire to measure OCB within schools versus private organizations (DiPaola & Tschannen-Moran, 2001). The adaptation went through a process that included public school educators interpreting the items into fitting into the school setting. The original items were paired with the new educational items and went to a panel consisting of 12 educators. The OCBSS was finalized and then tested in 18 public schools (DiPaola & Tschannen-Moran, 2001). The new instrument contained 15-items and the response categories for the scale parts were labeled on a 4-point Likert-type scale. The revised version of the OCB Scale continues to measure the level at which a school faculty participates in organizational citizenship behavior (DiPaola, et al., 2005). The revised instrument consists of twelve statements on a six-point Likert scale. The scale of the instrument ranges from strongly agree, agree, somewhat agree, somewhat disagree, disagree, and strongly disagree. The
reliability of the instrument is high with a range of .86 to .93 and has been supported from the results of three factor analyses (DiPaola, et al., 2005).

The Athletic Coaching Experience questionnaire is a three-question instrument designed by the researcher for the specific use of this study. Question one will determine if the participant has prior athletic coaching experience. Question two rates the years of experience paired with the level of coaching responsibility. This measurement weighed the number of years in coaching and the level of coaching experience. A comparison was made between coaching experience and leadership practices used by the principal. A comparison of prior coaching experience and principal leadership and the levels of teacher organizational citizenship behaviors was also made. The levels of experience are categorized into recreational, middle school, high school junior varsity, high school varsity, collegiate, and professional. Each category is in the ranges of 1-3, 4-6, 7-9, and 10 plus years. The levels of coaching responsibility are rated on the scale of 1, 2, 3, and 4. The third question states: To what degree do you believe that your prior athletic coaching experience influences your current profession? The degrees of influence responses were no influence, minimal influence, moderate influence, and much influence.

Data Analysis

Regression was used to test H₁. There is a statistically significant linear relationship between transformational leadership and teacher organizational citizenship behavior. Multiple regression was used to test H₂. There is a statistically significant linear relationship between each dimension sub-scale of transformational leadership and teacher organizational citizenship behavior, H₂a. There is a statistically significant linear relationship between the dimension sub-scale *model the way* and teacher organizational
citizenship behavior, $H_{2b}$. There is a statistically significant linear relationship between the dimension sub-scale *inspire a shared vision* and teacher organizational citizenship behavior, $H_{2c}$. There is a statistically significant linear relationship between the dimension sub-scale *challenge the process* and teacher organizational citizenship behavior, $H_{2d}$. There is a statistically significant linear relationship between the dimension sub-scale *enable others to act* and teacher organizational citizenship behavior, $H_{2e}$. There is a statistically significant linear relationship between the dimension sub-scale *encourage the heart* and teacher organizational citizenship behavior. A moderation analysis was used to test $H_3$. There is a statistically significant moderation effect of prior principal athletic coaching experience on the relationship between transformational leadership and teacher organizational citizenship behavior. To show support for the hypotheses an alpha level of .05 was used to determine the level of significance.
CHAPTER IV – FINDINGS

The purpose of this study was to examine transformational leadership practices of principals and the relationship of these practices and teacher organizational citizenship behavior. A secondary purpose of this study was to determine if prior athletic coaching experience served as a moderator between school leadership practices and teacher organizational citizenship behavior. In order to report the outcomes of the three hypotheses, hierarchical linear modeling was used to account for teachers being nested within schools. Twenty-seven secondary schools participated in the study, with each school’s head principal as the administrative representative.

Demographic Information

The participating schools were from nine school districts within Mississippi. The participating school districts were chosen in order for the sample to closely resemble the socio-economic and geographical diversity of the state of Mississippi. The Leadership Practices Inventory (Kouzes & Posner, 2017) and the Organizational Citizenship Behavior Scale (DiPaola, et al., 2005) was administered to twenty-seven secondary schools in Mississippi. At the conclusion of the study, 973 questionnaires were returned to the researcher. Teachers from these schools who completed questionnaires represented the valid sample size at 908 subjects (n=908). Sixty-five participants were not included in the study due to missing values. To account for the nesting of school and principal data, each head principal completed the Athletic Coaching Experience questionnaire. There were a total of twenty-seven principals who completed the athletic coaching experience questionnaire. Eighteen of those participants had some previous level of athletic coaching experience while nine principals did not.
Prior to reporting outcomes associated with the hypotheses of the study, a simple means comparison between coaches and non-coaches was conducted and is illustrated in Table 1. The comparisons included both means and standard deviations related to the Leadership Practices Inventory, teacher organizational citizenship behavior, and the five dimensions of the Leadership Practices Inventory (*model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart*). The Leadership Practices Inventory was measured on a scale from one to ten while the Organizational Citizenship Behavior Scale was on a scale of one to six. The overall mean for leadership practices and coaches was 8.34 compared to non-coaches at 7.99. The overall reporting of means and standard deviations in comparison was that the means of coaches were slightly higher compared to non-coaches. The standard deviations for coaches were smaller than non-coaches. These comparisons remained the same for the dimension sub-scales of *model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart*. See Table 1.

Table 1

*Descriptive Statistics of Principals with and without Prior Athletic Coaching Experience*

<table>
<thead>
<tr>
<th>Principal Prior Athletic Coaching Experience</th>
<th>NO</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OCB, LPI, and LPI Dimensions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Organizational Citizenship Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>373</td>
<td>567</td>
</tr>
<tr>
<td>M</td>
<td>4.2</td>
<td>4.38</td>
</tr>
<tr>
<td>SD</td>
<td>0.567</td>
<td>0.499</td>
</tr>
<tr>
<td>Leadership Practices Inventory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>359</td>
<td>559</td>
</tr>
<tr>
<td>M</td>
<td>7.99</td>
<td>8.34</td>
</tr>
<tr>
<td>SD</td>
<td>1.64</td>
<td>1.38</td>
</tr>
</tbody>
</table>
Means and standard deviations of each of the secondary schools were calculated to display the overall means and standard deviations of how secondary school teachers reported their level of teacher organizational citizenship behavior levels and the levels of their school principals’ leadership practices. The Leadership Practices Inventory was measured on a scale from one to ten while the Organizational Citizenship Behavior Scale was on a scale of one to six. See Table 2.
Table 2

Descriptive Statistics of Schools

<table>
<thead>
<tr>
<th>School Code</th>
<th>Count</th>
<th>OCB M</th>
<th>LPI M</th>
<th>OCB SD</th>
<th>LPI SD</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26</td>
<td>4.05</td>
<td>9.14</td>
<td>.458</td>
<td>.957</td>
<td>2.9%</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>4.51</td>
<td>8.39</td>
<td>.568</td>
<td>1.34</td>
<td>1.4%</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>4.39</td>
<td>7.89</td>
<td>.399</td>
<td>1.04</td>
<td>.99%</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>4.38</td>
<td>7.79</td>
<td>.731</td>
<td>2.01</td>
<td>2.8%</td>
</tr>
<tr>
<td>5</td>
<td>35</td>
<td>4.40</td>
<td>8.47</td>
<td>.454</td>
<td>1.06</td>
<td>3.9%</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>4.33</td>
<td>8.88</td>
<td>.508</td>
<td>1.02</td>
<td>1.7%</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
<td>4.42</td>
<td>8.97</td>
<td>.471</td>
<td>.745</td>
<td>1.5%</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>4.16</td>
<td>7.59</td>
<td>.532</td>
<td>1.41</td>
<td>1.3%</td>
</tr>
<tr>
<td>9</td>
<td>26</td>
<td>4.29</td>
<td>8.12</td>
<td>.508</td>
<td>1.19</td>
<td>2.9%</td>
</tr>
<tr>
<td>10</td>
<td>32</td>
<td>4.37</td>
<td>7.05</td>
<td>.466</td>
<td>1.54</td>
<td>3.5%</td>
</tr>
<tr>
<td>11</td>
<td>30</td>
<td>3.98</td>
<td>7.78</td>
<td>.796</td>
<td>1.71</td>
<td>3.3%</td>
</tr>
<tr>
<td>12</td>
<td>37</td>
<td>3.96</td>
<td>7.21</td>
<td>.494</td>
<td>1.54</td>
<td>4.1%</td>
</tr>
<tr>
<td>13</td>
<td>38</td>
<td>4.48</td>
<td>7.74</td>
<td>.440</td>
<td>1.30</td>
<td>4.2%</td>
</tr>
<tr>
<td>14</td>
<td>53</td>
<td>4.51</td>
<td>8.40</td>
<td>.443</td>
<td>1.42</td>
<td>5.8%</td>
</tr>
<tr>
<td>15</td>
<td>61</td>
<td>4.10</td>
<td>7.99</td>
<td>.514</td>
<td>1.18</td>
<td>6.7%</td>
</tr>
<tr>
<td>16</td>
<td>56</td>
<td>4.22</td>
<td>8.84</td>
<td>.520</td>
<td>1.04</td>
<td>6.2%</td>
</tr>
<tr>
<td>17</td>
<td>58</td>
<td>4.21</td>
<td>7.87</td>
<td>.590</td>
<td>1.57</td>
<td>6.4%</td>
</tr>
<tr>
<td>18</td>
<td>4</td>
<td>4.02</td>
<td>7.50</td>
<td>.329</td>
<td>1.99</td>
<td>.44%</td>
</tr>
<tr>
<td>19</td>
<td>28</td>
<td>4.40</td>
<td>8.35</td>
<td>.471</td>
<td>1.30</td>
<td>3.1%</td>
</tr>
</tbody>
</table>
Table 2 (continued)

<table>
<thead>
<tr>
<th>School Code</th>
<th>Count</th>
<th>OCB M</th>
<th>LPI M</th>
<th>OCB SD</th>
<th>LPI SD</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>32</td>
<td>4.51</td>
<td>9.32</td>
<td>.409</td>
<td>.784</td>
<td>3.5%</td>
</tr>
<tr>
<td>21</td>
<td>41</td>
<td>4.20</td>
<td>8.62</td>
<td>.592</td>
<td>1.53</td>
<td>4.5%</td>
</tr>
<tr>
<td>22</td>
<td>25</td>
<td>4.53</td>
<td>8.67</td>
<td>.399</td>
<td>1.06</td>
<td>2.8%</td>
</tr>
<tr>
<td>23</td>
<td>101</td>
<td>4.39</td>
<td>8.23</td>
<td>.448</td>
<td>1.20</td>
<td>11.1%</td>
</tr>
<tr>
<td>24</td>
<td>86</td>
<td>4.47</td>
<td>8.80</td>
<td>.485</td>
<td>1.21</td>
<td>9.5%</td>
</tr>
<tr>
<td>25</td>
<td>21</td>
<td>4.12</td>
<td>7.71</td>
<td>.548</td>
<td>2.21</td>
<td>2.3%</td>
</tr>
<tr>
<td>26</td>
<td>23</td>
<td>4.31</td>
<td>5.98</td>
<td>.441</td>
<td>2.19</td>
<td>2.5%</td>
</tr>
<tr>
<td>27</td>
<td>7</td>
<td>3.83</td>
<td>8.42</td>
<td>.833</td>
<td>.960</td>
<td>.77%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>908</td>
<td>4.31</td>
<td>8.21</td>
<td>.535</td>
<td>1.49</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Note: LPI verbal frequency scale: 1=Almost Never, 2= Rarely, 3= Seldom, 4= Once in a While, 5= Occasionally, 6= Sometimes, 7= Fairly Often, 8= Usually, 9= Very Frequently, 10= Almost Always

*Note: OCB likert scale: 1=Strongly Disagree, 2= Disagree, 3= Somewhat Disagree, 4= Somewhat Agree, 5= Agree, 6= Strongly Agree

The lead principal for each individual school completed the Athletic Coaching Experience questionnaire (ACE). This tool measured whether principals had prior athletic coaching experience and to what degree of influence past coaching experience had on their principal practice. Eighteen principals had prior athletic coaching experience while nine did not. Those who represent the sample of prior athletic coaching experience were evaluated on whether or not prior athletic coaching experience served as a moderator between leadership practices and teacher organizational citizenship behavior. While not part of the formal analysis the influence of prior coaching experience on
principals was explored. Eighteen of the twenty-seven principals indicated their previous athletic coaching experience influenced their principal practice and is represented in the coaching influence upon principal practice table. See Table 3.

Table 3

*Coaching Influence Upon Principal Practice*

<table>
<thead>
<tr>
<th>Principals</th>
<th>No Influence</th>
<th>Minimal Influence</th>
<th>Moderate Influence</th>
<th>Much Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

Results of Hypotheses

There were three specific hypotheses that were analyzed as a part of the study. The first hypotheses explored the relationship of principal transformational leadership practices and teacher organizational citizenship behavior in a secondary school setting. The second hypotheses focused on the five dimensions (*model the way, inspire a shared vision, challenge the process, enable others to act, encourage the heart*) of the leadership practices inventory and the influence each dimension had on teacher organizational citizenship behavior. The third hypotheses examined the moderating effect of principals with prior athletic coaching experience upon transformational leadership practices and teacher organizational citizenship behavior.

$H_1$: There is a statistically significant linear relationship between transformational leadership and teacher organizational citizenship behavior.

The instruments used to test $H_1$ were the Leadership Practices Inventory (Kouzes & Posner, 2017) and the Organizational Citizenship Behavior Scale (DiPaola, et al., 2005). The scores from the Leadership Practices Inventory and Organizational
Citizenship Behavior Scale used for this hypothesis included both teachers and principals creating nested data across schools. To explain and account for the nested data, intercepts and slopes of the leadership practices inventory and teacher organizational citizenship behavior from individual schools were evaluated. The slopes in the model indicate there is a variation of slopes among individual schools and principals. Although variability was present among slopes, there was not a significant difference present. Wald $Z = 1.334, p = .182$. The reporting of intercepts for schools and principals was Wald $Z = 1.970, p = .049$ displaying that the intercepts are significantly different. The relationship of slopes and intercepts was approaching significance; Wald $Z = -1.654, p = .098$. As higher levels of teacher organizational citizenship behavior were present, the leadership practices inventory did not change as much among the secondary schools as a whole as indicated in the table of estimates of covariance parameters. See figure 1 and Table 4.
Figure 1. Random Slopes and Intercepts of LPI and Teacher OCB

*Note: Each regression line represents an individual school.

Table 4

Estimates of Covariance Parameters

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Estimate</th>
<th>Std. Error</th>
<th>Wald Z</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercepts</td>
<td>UN (1,1)</td>
<td>.284</td>
<td>.144</td>
<td>1.97</td>
</tr>
<tr>
<td>Random Slopes</td>
<td>UN (2,1)</td>
<td>-.025</td>
<td>.015</td>
<td>-1.65</td>
</tr>
<tr>
<td>Correlation of Intercepts &amp; Slopes</td>
<td>UN (2,2)</td>
<td>.002</td>
<td>.002</td>
<td>1.33</td>
</tr>
</tbody>
</table>

*Note: Dependent variable is Teacher Organizational Citizenship Behavior.
Hierarchical linear modeling was utilized through SPSS to predict if principal leadership practices predicted or influenced teacher organizational citizenship behavior. The Leadership Practices Inventory (Kouzes & Posner, 2017) is comprised of the dimensions of *model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart*; however, the Leadership Practices Inventory was administered to test the overall relationship between transformational leadership practices and teacher organizational citizenship behavior. A significant relationship between the Leadership Practices Inventory and teacher organizational citizenship behavior was found at $t(16.9) = 10.321, p < .001$ as illustrated in the estimates of fixed effects for LPI on teacher OCB. See Table 5.

**Table 5**

*Estimates of Fixed Effects for LPI on Teacher OCB*

<table>
<thead>
<tr>
<th>Parameter</th>
<th>b</th>
<th>SE</th>
<th>Sig.</th>
<th>95% CI Lower Bound</th>
<th>95% CI Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>LPI</td>
<td>.154</td>
<td>.015</td>
<td>&lt;.001</td>
<td>.123</td>
<td>.186</td>
</tr>
</tbody>
</table>

*Note: Dependent variable is Teacher Organizational Citizenship Behavior.*

**H2.** There is a statistically significant linear relationship between each dimension sub-scale of transformational leadership and teacher organizational citizenship behavior.

**H2a.** There is a statistically significant linear relationship between the dimension sub-scale *model the way* and teacher organizational citizenship behavior.

**H2b.** There is a statistically significant linear relationship between the dimension sub-scale *inspire a shared vision* and teacher organizational citizenship behavior.
H$_{2c}$. There is a statistically significant linear relationship between the dimension sub-scale *challenge the process* and teacher organizational citizenship behavior.

H$_{2d}$. There is a statistically significant linear relationship between the dimension sub-scale *enable others to act* and teacher organizational citizenship behavior.

H$_{2e}$. There is a statistically significant linear relationship between the dimension sub-scale *encourage the heart* and teacher organizational citizenship behavior.

In order to test H$_2$ hierarchical linear modeling was used to measure if the dimensions of *model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart* individually impacted teacher organizational citizenship behavior. Within the five dimensions of the Leadership Practices Inventory (Kouzes & Posner, 2017) only *challenge the process* had a significant impact on teacher organizational citizenship behavior at $t(906.6) = 3.371, p = .001$. The dimension of *model the way* did not serve as a predictor of teacher organizational citizenship behavior, but it did have levels of approaching significance at $t(907.7) = 1.820, p = .069$. There is no statistically significant relationship between lead principal practices of *inspire a shared vision* and teacher organizational citizenship behavior. There is no statistically significant relationship between lead principal practices of *enable others to act* and teacher organizational citizenship behavior. There is no statistically significant relationship between lead principal practices of *encourage the heart* and teacher organizational citizenship behavior as illustrated in the table of estimates of fixed effects of the five dimensions of the LPI on teacher OCB. See Table 6.
Table 6

Estimates of Fixed Effects of the Five Dimensions of the LPI on Teacher OCB

<table>
<thead>
<tr>
<th>Parameter</th>
<th>b</th>
<th>SE</th>
<th>Sig.</th>
<th>95% CI Lower Bound</th>
<th>95% CI Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model the Way</td>
<td>.049</td>
<td>.027</td>
<td>.069</td>
<td>-.004</td>
<td>.102</td>
</tr>
<tr>
<td>Inspire a Shared Vision</td>
<td>-.003</td>
<td>.026</td>
<td>.900</td>
<td>-.055</td>
<td>.049</td>
</tr>
<tr>
<td>Challenge the Process</td>
<td>.094</td>
<td>.028</td>
<td>.001</td>
<td>.039</td>
<td>.148</td>
</tr>
<tr>
<td>Enable Others to Act</td>
<td>-.005</td>
<td>.025</td>
<td>.849</td>
<td>-.053</td>
<td>.044</td>
</tr>
<tr>
<td>Encourage the Heart</td>
<td>.007</td>
<td>.019</td>
<td>.740</td>
<td>-.032</td>
<td>.045</td>
</tr>
</tbody>
</table>

*Note: Dependent variable is Teacher Organizational Citizenship Behavior.

H₃. There is a statistically significant moderation effect of prior principal athletic coaching experience on the relationship between transformational leadership and teacher organizational citizenship behavior.

In order to test H₃ hierarchal linear modeling was used in SPSS to predict if prior athletic coaching experience serves as a moderator of transformational leadership practices and teacher organizational citizenship behavior. Prior to testing H₃, a pre H₃ test was conducted to view the coaching relationship at a dichotomous level. The main effects of the pre H₃ test reported that the LPI (Kouzes & Posner, 2017) had a significant relationship to teacher organizational citizenship behavior at $t(872.8) = 8.246$, $p < .001$. There was no significant main effect of coach and teacher organizational citizenship behavior at $t(503.9) = .106$, $p = .915$. The interaction between the leadership practices inventory and coach did not report a significant interaction at $t(884.9) = .458$, $p = .647$ as
illustrated in the estimates of fixed effects of LPI, coach, and LPI/coach interaction of teacher OCB. See Table 7.

Table 7

*Estimates of Fixed Effects of LPI, Coach, and LPI/Coach Interaction on Teacher OCB*

<table>
<thead>
<tr>
<th>Parameter</th>
<th>b</th>
<th>SE</th>
<th>Sig.</th>
<th>95% CI Lower Bound</th>
<th>95% CI Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>LPI</td>
<td>.14</td>
<td>.017</td>
<td>&lt;.001</td>
<td>.104</td>
<td>.169</td>
</tr>
<tr>
<td>Coach</td>
<td>.021</td>
<td>.197</td>
<td>.915</td>
<td>-.366</td>
<td>.408</td>
</tr>
<tr>
<td>LPI * Coach</td>
<td>.01</td>
<td>.023</td>
<td>.647</td>
<td>-.034</td>
<td>.055</td>
</tr>
</tbody>
</table>

*Note: Dependent variable is Teacher Organizational Citizenship Behavior.

*Note: LPI= Leadership Practices Inventory

H3 was tested to see if coaching on a continuous level served as a moderator to transformational leadership practices and to see if there is a relationship between transformational leadership practices and teacher organizational citizenship behavior. This analysis was conducted only for principals who had coaching experience. There was no significant interaction between prior athletic coaching experience and transformational leadership practices on teacher organizational citizenship behavior. This was reported at $t(14.1) = -.58, p = .571$ as illustrated in the estimates of fixed effects of the LPI, ACE, and the LPI/ACE interaction on teacher OCB. See Table 8.

Table 8

*Estimates of Fixed Effects of LPI, ACE, and LPI/ACE Interaction on Teacher OCB*

<table>
<thead>
<tr>
<th>Parameter</th>
<th>b</th>
<th>SE</th>
<th>Sig.</th>
<th>95% CI Lower Bound</th>
<th>95% CI Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>LPI</td>
<td>.178</td>
<td>.037</td>
<td>&lt;.001</td>
<td>.103</td>
<td>.252</td>
</tr>
</tbody>
</table>

58
Table 8 (continued)

<table>
<thead>
<tr>
<th>Parameter</th>
<th>b</th>
<th>SE</th>
<th>Sig.</th>
<th>95% CI Lower Bound</th>
<th>95% CI Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Coaching Experience</td>
<td>.005</td>
<td>.009</td>
<td>.588</td>
<td>-.014</td>
<td>.024</td>
</tr>
<tr>
<td>LPI * Athletic Coaching Experience</td>
<td>-.001</td>
<td>.001</td>
<td>.571</td>
<td>-.003</td>
<td>.002</td>
</tr>
</tbody>
</table>

*Note: Dependent variable is Teacher Organizational Citizenship Behavior.

*Note: LPI = Leadership Practices Inventory

Summary

Hierarchical linear modeling revealed a positive relationship between transformational leadership practices and teacher organizational leadership practices as a whole. The dimension of challenge the process was significant to teacher organizational citizenship behavior while model the way approached significance in impacting teacher organizational citizenship behavior. Chapter V will discuss the results and conclusions will be presented from the findings.
CHAPTER V – DISCUSSION

The purpose of this study was to examine the relationship between principal transformational leadership and teacher organizational citizenship behavior and to determine if principals with prior athletic coaching experience have any such influence upon this process. To fulfill the purpose of this study, the three research questions were used. Is principal transformational leadership related teacher organizational citizenship behavior? To what extent is each dimension of transformational leadership related to teacher organizational citizenship behavior? Does a principal having prior athletic coaching experience moderate the relationship between transformational leadership practices and teacher organizational citizenship behavior? The outline of this chapter includes a summary of the results of chapter four, recommendations for practitioners to consider the implementation of transformational leadership practices, recommendations for future research, and a closing summary of the study.

Summary of Findings

Conclusions of the study were obtained through the responses of 908 secondary school teachers and twenty-seven secondary school principals. Hierarchical linear modeling was used due to the nature of the nested data structure where principals and teachers were nested within 27 individual secondary schools. Prior to observing the outcomes of the three hypotheses a general means comparison of teacher organizational citizenship behavior and the five dimensions (model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart) of the leadership practices inventory was conducted between secondary principals with prior athletic coaching experience and secondary school principals without prior athletic coaching
experience. Of the 27 secondary school principals, nine did not have any previous athletic coaching experience while 18 reported they had some level of previous athletic coaching experience. The sample of principals with coaching experience accounted for 67 percent of the sample size. Regarding the means comparisons of the Leadership Practices Inventory (Kouzes & Posner, 2017), the five dimensions of transformational leadership, and teacher organizational citizenship behavior of the school principals, the mean of principals with prior athletic coaching experience was higher compared to principals without coaching experience. Secondly, the standard deviations of the Leadership Practices Inventory, the five dimensions of transformational leadership, and teacher organizational citizenship behavior and comparison of principals with coaching experience was slightly smaller than principals without coaching experience. This comparison indicates that the coaching group is defined as a group that is different from the non-coaching group but closer knit in comparison.

Prior to testing the three hypotheses steps were taken to account for the data nested within schools. The reporting of the relationship for each school and its principal compared to other schools was needed to account for the variability across all 27 schools. The model indicated variability was present among the 27 schools; however, as higher levels of teacher organizational citizenship behavior were present, transformational leadership practices did not change as much among the secondary schools as a whole.

Analysis of secondary teacher responses using hierarchical linear modeling suggested there is a significant relationship between transformational leadership and teacher organizational citizenship behavior as a whole to support H1. This statistical significance signaled that transformational leadership practices could influence the
secondary school teacher to commit to tasks associated with the educational environment outside the scope of required contractual employee responsibilities. This research suggests that a school leader who implements transformational leadership practices can positively influence the educational environment. For example, the school leader can gain high levels of follower commitment and the opportunity to share and promote the vision of the organization with the execution of transformational leadership practices (Leech, & Fulton, 2008). Principals who wish to have an influence on school outcomes should consider implementing goals displaying transformational leadership practices (Chin, 2007). This finding also supports earlier studies and the impact of transformational leadership outside of the educational arena. Bass (1985) stated, “transformational leadership moves followers to do more than expected by raising levels of consciousness of goals, getting followers to consider more than their interest for the sake of the organization, and to move followers to address high-level needs” (p.20).

Transformational leadership has demonstrated to be a method that uses a variety of skills guiding teachers to meet the goals of the school.

H2 was developed to test if there was a significant linear relationship between the five transformational leadership dimension sub-scales (model the way, inspire a shared vision, challenge the process, enable others to act, encourage the heart) of the leadership practices inventory individually and teacher organizational citizenship behavior. The focus of testing each dimension of transformational leadership was to evaluate the level of influence the dimensions as a singular had on teacher organizational leadership behavior. After analyzing each individual leadership practices inventory dimension, only
challenge the process was a significant predictor of teacher organizational citizenship behavior.

According to Kouzes and Posner (2012), Challenge the process is the leader’s ability to make improvements and show growth within an organization. The leaders are willing to seek ways to break through traditional methods and practices. They are not afraid to take risks and to learn from mistakes while finding innovative ways to improve the overall organization. The shift in the role of the principal over the last fifteen years demonstrates the how the school principal challenges the process.

The primary roles of a principal have elevated in response to the demands of federal and state accountability measures. The leadership practices of school principals have become a vital tool in meeting the demands of accountability as well as providing fundamental educational opportunities for students. The No Child Left Behind Act of 2001 was the first foundational method of changing the role of the principal. The focus of No Child Left Behind was accountability, researched based programs, rigorous instruction, and more time devoted to core subject areas (Casbergue & Bedford, 2010). Following NCLB, legislation of Every Student Succeeds Act was passed in 2015. The ESSA was a revision of NCLB which still measures accountability but allows for states to have more control under the federal law (Klein, 2016).

With new standards of accountability in place, the school leader must refrain from following traditional practices while having a willingness to take risks while finding innovative ways to improve the school as a whole. School principals must be apt to reconsider making decisions that are in alignment of meeting the goals of accountability standards. Factors of consideration for school principals include the implementation of
course offerings, scheduling practices, creating multiple data points regarding student assessments, community involvement, hiring practices, and the delegation of tasks to team teachers, committees, and even assistant principals. The implementation of these practices supports the ideas of a principal who challenges the process.

The remaining dimensions of model the way, inspire a shared vision, enable others to act, and encourage the heart did not display a significant relationship with teacher organizational citizenship behavior. The descriptions of the remaining four dimensions are important for the discussion of the lead principal’s role and focus. Model the way occurs when a leader clarifies his or her values through his or her actions. Inspire a shared vision means that a leader can envision, communicate, and show enthusiasm for the vision of an organization. The leader must create an environment that is contagious and inspires followers to commit to the organizational vision. Enable others to act is a leader’s understanding that collaborating with others strengthens teams and organizations. Leaders put trust in others to complete tasks that highlight individuals’ strengths. Encourage the heart is the ability of a leader to celebrate successes and to motivate and encourage when success has not yet occurred. These leaders display caring acts and create high expectations of followers while showing appreciation. These practices allow for followers to remain focused and sustain consistency within the organization.

The lack of a significance between the transformational leadership practices of model the way, inspire a shared vision, enable others to act, and encourage the heart could be related to the daily responsibilities of the lead principal. The principal is charged with building a culture focused on constant improvement of teaching and learning. They
direct, program, hire, supervise, staff, manage budgets, solve problems, and make decisions that impact the entire school. The challenge for the school principal is to balance all responsibilities while maintaining the focus of school performance. The focus of the principal may depend on the principal’s area of expertise, which areas need more attention, and other factors (Sebastian & Allensworth, 2012).

Because the lead principal is challenged to balance responsibilities, he or she may narrow areas of concentration while delegating other responsibilities to assistant principals. The functionality of the school and assistant principal responsibilities may be more aligned to the dimensions of model the way, inspire a shared vision, enable others to act, and encourage the heart. The role of the assistant principal is more likely to enhance these dimensions based on the daily interactions these individuals have with faculty members of their respective instructional departments or content areas. The lead principals may not have as many direct interactions with a faculty thus decreasing the opportunities for these dimensions to influence teacher organizational citizenship behavior. One note to consider is the dimension of model the way was not significant; however, the dimension was approaching significance. Again, the principal may have limited opportunities to interact and model all aspects of daily operations but makes this his or her practice when given the opportunity.

H₃ was formulated to test if there was a statistically significant moderation effect of prior principal athletic coaching experience on the relationship between transformational leadership practices and teacher organizational citizenship behavior. Prior to testing H₃ a pre H₃ test was used to view the coaching relationship at a dichotomous level. There was no significant relationship between the main effects of the
coach and transformational leadership practices and teacher organizational citizenship behavior as well as the interaction between transformational leadership practices and being a former coach. To test $H_3$ hierarchal linear modeling was used. There was no significant interaction between prior athletic coaching experience and transformational leadership practices on teacher organizational citizenship behavior.

$H_3$ did not indicate prior athletic coaching experience served as a moderator for transformational leadership practices and teacher organizational leadership practices. However, the role of the coach is parallel to the role of the school principal. In comparison to school leadership, coaching includes the ability to teach and develop players. The National Federation of State High School Associations places focus on four key areas of coach development. The four areas include (technical) knowledge of sport, (tactical) decision-making, (managerial) an approach to preparation, time management, and administration, and (interpersonal) communication social skills, and motivation (Treasure, 2013). These characteristics support the outcomes of the Wallace Foundation, (2013) that school principals who have a vision for academic success, create an environment that welcomes education, the ability to grow leadership capacity in others, improve instruction, and can manage, people, processes, and data are effective.

Also, similar with school leadership, athletic coaches plan and organize daily practices, hire staff, manage budgets, solve problems, and make decisions that impact the welfare of their teams. The role a coach plays in sports is critical to players reaching their highest potential (Kim & Cruz, 2016). The principles of coaching require an individual to have the traits of leadership, dedication, and character. To commit to these characteristics, coaches should understand the needs of the team, understand what tactics
motivate players, and use a coaching style that creates an open and honest environment (Kim & Cruz, 2016).

Although the roles of a school principal and an athletic coach are similar, transformational leadership practices may not be the inclusive style of the school principal. The challenge for the school principal is to balance all responsibilities while maintaining the focus of school performance. The focus of the principal may depend on the principal’s area of expertise, which areas need more attention, and other factors such as grade level (Sebastian & Allensworth, 2012). Because there is variability in each principals’ expertise and the needs of each school are different, it is possible the principal may implore a combination of leadership practices outside of transformational leadership.

Even though the prior athletic coaching experience did not serve as a moderator to transformational leadership practices and its relationship to teacher organizational citizenship behavior, principals with past coaching experience expressed their coaching practice influenced their daily principal practice. The Athletic Coaching Experience questionnaire asked principals if they had prior athletic coaching experience and to what degree the coaching experience influenced their practice. The selections of no influence, minimal influence, moderate influence, and maximum influence were presented as selections to the participants. As a whole 18 participants demonstrated past coaching experience influenced their principal practice. Three felt coaching experience had moderate influence on their principal practice, while 15 felt coaching experience had a maximum influence on their principal practice.

These selected choices on the athletic coaching experience questionnaire signaled a coaching background has served as an influence upon daily principal practice. Although
each principal demonstrated variability in coaching with years of experience as well as the level of responsibility the high response rate of maximum influence signals coaching plays a fundamental role in how they lead their respective schools. This study examined the moderating effect of coaching upon transformational leadership practices and teacher organizational citizenship behavior; however, based upon principals in the study indicating a high level of influence upon their principal practice, prior athletic coaching experience could possibly moderate a different type of leadership or a combination of leadership practices.

**Limitations**

The researcher identified several limitations during the research process. First, there were 40 schools across the state of Mississippi invited to participate in the study. Only 27 of the 40 participated in the study potentially impacting the sample of the number of principals with coaching experience. The thirteen schools who did not participate in the study potentially may have had an influence on the moderating factor of coaching on transformational leadership practices and teacher organizational citizenship behavior. Second, the differences in the size of the school and the socioeconomic elements may have had an impact on how teachers evaluated both the leadership practices of the lead principal and the level of teacher organizational citizenship behavior. Schools were not selected based on student enrolment or the number of principals in the building. These factors define and impact the role of the lead principal daily. The data for the study was evaluated as a whole to determine the relationship between transformational leadership practices and teacher organizational citizenship behavior and to determine if coaching makes a difference. Last, the Athletic Coaching Experience
questionnaire only included questions based on years of coaching experience and the responsibility level of their experience. One question asked, “to what extent do you believe your prior coaching experience influences your current professional leadership practice?” The research did not include and in-depth method to explore the definition of the influence coaching made on principal practice.

Recommendations for Practice

This research is intended to provide school leaders such as principals and superintendents with an understanding of how transformational leadership practices promote teacher organizational citizenship behavior in school settings. The results of the study highlight that transformational leadership practices as a whole indicated a significant relationship on teacher organizational citizenship behavior; however, only the dimension of challenge the process had a significant relationship to teacher organizational citizenship behavior as a singular dimension. Principals should strive to exemplify transformational leadership as a part of their daily practice. The implementation of transformational leadership will facilitate teachers to voluntarily complete tasks associated with their work that are outside of the scope of their defined responsibilities. The result of high levels of teacher organizational citizenship behavior may enhance school improvement and school climate. To also balance the demands of state and federal accountability models, principals must challenge the process of leading a school. Principals must be innovative and willing to take risks in regard to meeting the demands of accountability expectations. Last, coaching did not serve as a moderator to transformational leadership practices and teacher organizational citizenship behavior. However, due to the high level of influence previous coaching had on practicing
principals, school leaders should engage in conversations with both current and former athletic coaches as well as observe models of athletic coaching and their relationship to leading a school. School leaders may take the results of this study to evaluate how transformational leadership practices make an impact on school climate, employee motivation, and employee commitment.

Recommendations for Future Research

Due to the research including a sample of schools that vary in size, future research may consider categorizing schools based on school size and the number of assistant principals. This method could be used for the comparisons of school principals and the role they play in their respective environment. This modification of the study could potentially demonstrate transformational leadership practices impact teacher organizational citizenship behavior in the multiple dimensions. In addition to the consideration of categorizing the study on school size and the number of assistant principals, the consideration of using demographics such as age, gender, years of experience, and level of education may contribute to the practices of transformational leadership dimensions and teacher organizational citizenship behavior and a further understanding of leadership practices.

The design of the Athletic Coaching Experience questionnaire was intended to signal if a principal had prior athletic coaching experience, the number of years coaching, the level of responsibility, and the level of influence their coaching had on their principal practice. Future studies should consider enhancing the athletic coaching experience questionnaire by placing more focus on the level of influence coaching had on the principal practice. Future research should consider adding a qualitative method to the
study. This addition could provide the researcher to utilize an in-depth perspective of the coaching experience and its contribution to the leadership practices of the principal. This would enhance the study to provide school leaders how coaching influences the role of the principal as well as provide school leaders with ways to grow principals professionally.

Summary

This chapter provides a summary of the results from the research, which includes general demographic data from secondary school principals in Mississippi, as well as teacher responses of the Leadership Practices Inventory (Kouzes & Posner, 2017) and the Organizational Citizenship Behavior Scale (DiPaola, et al., 2005) instruments. Twenty-seven secondary schools participated in the study, while the head principal of each school served as the administrative representative. Secondary school teachers (n=908) completed the Leadership Practices Inventory and the Organizational Citizenship Behavior in Scale while secondary school principals (n=27) responded to the Athletic Coaching Experience questionnaire, which gathered data on previous athletic coaching experience.

Hierarchical linear modeling was used to conduct the analysis while revealing there was a significant linear relationship between transformational leadership practices and teacher organizational leadership practices as a whole. The only single dimension of transformational leadership practices that reported a statistically significant linear relationship between the dimensions was challenge the process. In conclusion, there was no statistically significant linear relationship between the moderating effect of prior
athletic coaching experience and transformational leadership practices and teacher organizational citizenship behavior.

Limitations were provided as a means to help develop future studies related to this topic. Lastly recommendations for practice and future research were provided to help aid practitioners in their professional growth and development. Recommendations were also included in order to provide a framework for future research to replicate and or add to this study by examining coaching and its relationship to leadership practices and teacher organizational citizenship behavior in schools.
Leadership Practices Inventory (Observer)
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INSTRUCTIONS:
You are being asked to assess your Principal’s leadership behaviors. Please read each statement carefully, and using the rating scale below, ask yourself:

“How frequently does my Principal engage in the behavior described?”

When selecting your response to each statement:
- Be realistic about the extent to which this person actually engages in the behavior.
- Be as honest and accurate as you can be.
- DO NOT answer in terms of how you would like to see this person behave or in terms of how you think he or she should behave.
- DO answer in terms of how this person typically behaves on most days, on most projects, and with most people.
- Be thoughtful about your responses. For example, giving this person 10s on all items is most likely not an accurate description of his or her behavior. Similarly, giving someone all 1s or 5s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.
- If you feel that a statement does not apply, it’s probably because you don’t see or experience the behavior. That means this person does not frequently engage in the behavior, at least around you. In this case, assign a rating of 3 or lower.

For each statement, decide on a response and then record the corresponding number in the box to the right of the statement. After you have responded to all thirty statements, go back through the questionnaire one more time to make sure you have responded to each statement. EVERY statement MUST have a rating.

The Rating Scale runs from 1 to 10. Choose the number that best applies to each statement.

<table>
<thead>
<tr>
<th>Almost Never</th>
<th>Rarely</th>
<th>Seldom</th>
<th>Once in a While</th>
<th>Occasionally</th>
<th>Sometimes</th>
<th>Fairly Often</th>
<th>Usually</th>
<th>Very Frequently</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Almost Never</td>
<td>Rarely</td>
<td>Seldom</td>
<td>Once in a While</td>
<td>Occasionally</td>
<td>Sometimes</td>
<td>Fairly Often</td>
<td>Usually</td>
<td>Very Frequently</td>
</tr>
<tr>
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<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

To what extent does your principal engage in the following behaviors? Choose the response number that best applies to each statement and record it in the box to the right of that statement. He or She:

1. Sets a personal example of what he/she expects of others. □
2. Talks about future trends that will influence how our work gets done. □
3. Seeks out challenging opportunities that test his/her own skills and abilities. □
4. Develops cooperative relationships among the people he/she works with. □
5. Praises people for a job well done. □
6. Makes certain that people adhere to the principles and standards that have been agreed upon. □
7. Describes a compelling image of what our future could be like. □
8. Challenges people to try out new and innovative ways to do their work. □
9. Actively listens to diverse points of view. □
10. Makes it a point to let people know about his/her confidence in their abilities. □
11. Follows through on the promises and commitments that he/she makes. □
12. Appeals to others to share an exciting dream of the future. □
13. Actively searches for innovative ways to improve what we do. □
14. Treats others with dignity and respect. □
15. Makes sure that people are creatively recognized for their contribution to the success of our projects. □
<table>
<thead>
<tr>
<th></th>
<th>Almost Never</th>
<th>Rarely</th>
<th>Seldom</th>
<th>Once in a While</th>
<th>Occasionally</th>
<th>Sometimes</th>
<th>Fairly Often</th>
<th>Usually</th>
<th>Very Frequently</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>Asks for feedback on how his/her actions affect other people’s performance.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>17.</td>
<td>Shows others how their long-term interests can be realized by enlisting in a common vision.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>18.</td>
<td>Asks “What can we learn?” when things don’t go as expected.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>19.</td>
<td>Involves people in the decisions that directly impact their job performance.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>20.</td>
<td>Publicly recognizes people who exemplify commitment to shared values.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>21.</td>
<td>Builds consensus around a common set of values for running our organization.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>22.</td>
<td>Paints the “big picture” of what we aspire to accomplish.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>23.</td>
<td>Identifies measureable milestones that keep projects moving forward.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>24.</td>
<td>Gives people a great deal of freedom and choice in deciding how to do their work.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>25.</td>
<td>Tells stories of encouragement about the good work of others.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>26.</td>
<td>Is clear about his/her philosophy of leadership.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>27.</td>
<td>Speaks with genuine conviction about the higher meaning and purpose of our work.</td>
<td>☐</td>
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<td>28.</td>
<td>Takes initiative in anticipating and responding to change.</td>
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<td>29.</td>
<td>Ensures that people grow in their jobs by learning new skills and developing themselves.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
</tbody>
</table>
APPENDIX B - Organizational Citizenship Behavior Scale

OCB-Scale
Copyright DiPaola & Hoy, 2004. All rights reserved.

The following are statements about your school. Please indicate your level of agreement with each of the following statements about your school from strongly disagree (1) to strongly agree (6). For each statement, decide on a response and record the corresponding number in the box to the right of the statement. After you have responded to all twelve statements, review the instrument one more time to make sure you have responded to each statement. Every statement must have a rating.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

1. Teachers help students on their own time.  
2. Teachers waste a lot of class time.  
3. Teachers voluntarily help new teachers.  
4. Teachers volunteer to serve on new committees.  
5. Teachers volunteer to sponsor extracurricular activities.  
6. Teachers arrive to work and meetings on time.  
7. Teachers take the initiative to introduce themselves to substitutes and assist them.  
8. Teachers begin class promptly and use class time effectively.  
9. Teachers give colleagues advanced notice of changes in schedule or routine.  
10. Teachers give an excessive amount of busy work.  
11. Teacher committees in this school work productively.  
12. Teachers make innovative suggestions to improve the overall quality of our school.
APPENDIX C - Athletic Coaching Experience Questionnaire

Athletic Coaching Experience Questionnaire

Please answer the following questions regarding your experience as a school leader by checking Yes or No. If you answer NO to question 1 you have completed the questionnaire. If you answer Yes to question number 1 please answer questions 2 and 3. Indicate your answer by placing an X to the left of your selection.

1. Have you ever been on an athletic coaching staff?
   _______ Yes (Go to Question 2)
   _______ No (You have completed the questionnaire)

2. How many years of experience and at what responsibility level do you have on an athletic coaching staff?

   When considering your “Coaching Responsibility at each Level” approximate your overall level of responsibility on the following scale:
   1. Minimal Coaching Responsibility
   2. Moderate Coaching Responsibility
   3. Much Coaching Responsibility
   4. Maximum Coaching Responsibility

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Number of Years at each Level (circle the range):</th>
<th>Coaching Responsibility at each Level (circle the number):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreational</td>
<td>1-3 4-6 7-9 10+</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Middle School</td>
<td>1-3 4-6 7-9 10+</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>High School J.V.</td>
<td>1-3 4-6 7-9 10+</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>High School Varsity</td>
<td>1-3 4-6 7-9 10+</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Collegiate</td>
<td>1-3 4-6 7-9 10+</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Professional</td>
<td>1-3 4-6 7-9 10+</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

3. To what degree do you believe that your prior coaching experience influences your current professional leadership practice? Indicate your answer by placing an X to the left of your selection.

   _______ No Influence
   _______ Minimal Influence
   _______ Moderate Influence
   _______ Much Influence

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APPENDIX D – IRB Approval Letter

NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Institutional Review Board in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the “Adverse Effect Report Form”.
- If approved, the maximum period of approval is limited to twelve months. Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 17111001
PROJECT TITLE: The Moderating Effect of Prior Principal Athletic Coaching Experience on the Relationship Between Transformational Leadership and Teacher Organizational Citizenship Behavior in Secondary Schools in Mississippi
PROJECT TYPE: Doctoral Dissertation
RESEARCHER(S): Jeffery White
COLLEGE/DIVISION: College of Education and Psychology
DEPARTMENT: Educational Research and Administration
FUNDING AGENCY/SPONSOR: N/A
IRB COMMITTEE ACTION: Expedited Review Approval
PERIOD OF APPROVAL: 11/14/2017 to 11/13/2018

Lawrence A. Hosman, Ph.D.
Institutional Review Board
September 13, 2017

University of Southern Mississippi
Institutional Review Board
118 College Drive
Hattiesburg, MS 39406

Dr. James Fox:

Mr. Jeff White, a doctoral candidate at the University of Southern Mississippi, recently contacted me requesting permission to conduct research within the Clinton Public School District. His research study will evaluate teachers’ perceptions of principal transformational leadership practices and the influences they have on teacher organizational citizenship behavior. He requested to have teachers complete two questionnaires along with principals completing a separate questionnaire.

I give permission for this study to be conducted in the Clinton Public School District pending approval from the USM IRB for him to begin his research. I request that all safeguards regarding collection and use of this data be strictly adhered to. I look forward to seeing the final results of Mr. White’s research and hope it will have a positive impact on the educational field.

Sincerely,

Tim L. Martin
Superintendent
August 31, 2017

Via Email
Jeff White
209 Tradition Cove
Flowood, MS 39232

RE: Doctoral Student, The University of Southern Mississippi
Request to conduct research

Dear Mr. White,

Thank you for your interest in conducting research in our school district. Please accept this letter as permission for secondary schools in Jackson County School District to participate in your research study on teachers' perceptions of principal transformational leadership practices and the influences they have on teacher organizational citizenship behavior. Further, the relationship that principal prior athletic coaching experience may have upon this relationship.

I understand the scope of your research and the data to be collected. All information gathered will be done professionally, appropriately, and confidentially. We are honored to be included in this research and look forward to seeing the results of your study. If you have any questions or concerns, please contact us.

Sincerely,

Barry Amacker, Ed.D.
Superintendent of Education
Jackson County School District
"Raising the Standard"

BA/mmr

"Raising the Standard"
October 5, 2017

Dear Mr. Jeffery White,

The Research Review Committee for the Jackson Public School District has approved your request to conduct research on the title, "The Moderating Effect of Prior Principal Athletic Coaching Experience on the Relationship between Transformational Leadership and Organizational Citizenship Behavior in Secondary Schools in Mississippi." Please ensure that all information used in research activities pertaining to individuals’ identity and facilities remain anonymous.

This letter certifies that your study will be conducted during the 2017-2018 school year and is limited to middle and high schools. Before beginning your research at selected site(s), you are required to present a copy of this letter along with your original IRB approval letter to the site’s administrator; failure to comply with these requests will automatically nullify your research approval status. If further assistance is needed, you may contact our office via email at shollins@jackson.k12.ms.us, and in the subject heading, please include “research.” Best wishes with your research activities!

Sincerely,

Jason Sargent, Ph.D.
Executive Director
August 1, 2017

Mr. Jeffery White
209 Tradition Cove
Flowood, MS 39232

Dear Mr. White,

I am writing to share my full support of your efforts to conduct research in the Laurel School District. I believe your topic on evaluating the leadership practices of school leaders is very timely. These are very challenging times in public education and we need true research-based ideas to move our schools forward. Please know that we will work with you in any way possible to advance your research. Please feel free to contact me if you have any questions.

Sincerely,

Chuck Benigno Ph.D.
Superintendent
Laurel School District
Jeffery White
209 Tradition Cove
Flowood, MS 39232

Mr. White,

I have approved your request to conduct research on the title, “The Moderating Effect of Prior Principal Athletic Coaching Experience on the Relationship between Transformational Leadership and Teacher Organizational Citizenship Behavior in Secondary Schools in Mississippi.”

This study will include secondary schools in the Madison County School District pending approval from the USM IRB. I understand this study is voluntary and data collection will be anonymous and confidential. I am looking forward to seeing the results of this study.

Sincerely,

Dr. Ronnie McGehee
Superintendent
August 14, 2017

Jeffery White
209 Tradition Cove
Flowood, MS 39232

Dear Mr. White,

Thank you for your interest in conducting research in the Ocean Springs School District. Please accept this letter as permission for Ocean Springs High School and Ocean Springs Middle School to participate in your research study to evaluate teachers’ perceptions of principal transformational leadership practices and the influences they have on teacher organizational citizenship behavior and to explore the relationship that principal prior athletic coaching experience may have upon this relationship.

I understand the scope of your research and the data to be collected. I also appreciate the fact that all information gathered will be done professionally, appropriately, and confidentially. I look forward to seeing the results of your study.

Sincerely,

Bonita Coleman, Ph.D.
Superintendent of Schools

caj
September 7, 2017

Jeff White
209 Tradition Cove
Flowood, MS 39232

Dear Mr. White:

Per your request, I officially give you permission to conduct research in the secondary schools of the Pascagoula-Gautier School District. Principals and teachers may voluntarily complete your questionnaires. All collected data must remain anonymous and confidential. Please present this permission letter when contacting our schools.

Sincerely,

Wayne V. Rodolfich
Superintendent

PASCAGOULA · GAUTIER SCHOOL DISTRICT
July 31, 2017

To Whom It May Concern,

I grant permission for Jeff White, doctoral student at the University of Southern Mississippi, to administer a survey to the Pearl Secondary Administrators and Teachers in the Pearl Public School District to conduct research on "Teachers’ perceptions of Principal transformational leadership practices and the influence they have on teacher organizational citizenship behavior". I understand that participation in this study is strictly voluntary and that each Administrator and Teacher may choose to decline.

Thank you,

Raymond C. Morgigno, Ph.D.
Superintendent of Schools
August 30, 2017

Jeffery White  
209 Tradition Cove  
Flowood, MS 39232

Dear Mr. White:

I understand that you will be conducting your dissertation research study for the University of Southern Mississippi’s Institutional Review Board (IRB) with the Rankin County Schools on evaluating teachers’ perceptions of principal transformational leadership practices and the influences they have on teacher organizational citizenship behavior and further explore the relationship that principals with prior athletic coaching experience may have upon this relationship.

You have informed me of the design of the study as well as the targeted population. I am also aware that there are questionnaires that the participants within the school district will have to complete with a duration of about fifteen minutes after school hours.

I support this effort and will provide any assistance necessary for the successful implementation of this study. I look forward to following your progress in this study as you move from great to BEST. Please feel free to contact me if you have any questions.

Sincerely,

[Signature]

Sue Townsend, Ph.D.  
Superintendent of Education  
Rankin County School District

Dr. Sue Townsend  
Superintendent of Education
APPENDIX F - Letter to Principals

To Whom It May Concern:

Thank you for taking the time to speak with me. I am writing to ask for your permission and to invite you and your teaching staff to participate in my dissertation research study for The University of Southern Mississippi. The title of my study is: The Moderating Effect of Prior Principal Athletic Coaching Experience on the Relationship Between Transformational Leadership and Teacher Organizational Citizenship Behavior in Secondary School in Mississippi.

I have recently gained permission from your school district superintendent to include secondary schools in your district for my study. The study will include the following individuals: the head principal, teachers, and a designated staff member selected by the principal to serve as the study facilitator. This study should take place at the end of a regularly schedule faculty meeting and should take 15 minutes to complete. This study is completely voluntary and teachers may choose not participate with no penalty being imposed.

The study facilitator: will be responsible for the distribution and collection of study materials and returning to the researcher.

The head principal: will complete The Athletic Coaching Experience Questionnaire (30 questions). The completion of this questionnaire should occur prior to and separate from the teacher data collection session.

Teachers: will complete the Leadership Practices Inventory (30 questions) and the Organizational Citizenship Behavior Scale (12 questions).

If you choose to participate in the study please send me the total number of teachers on staff.

Thank you for your time and consideration.

Sincerely,

Jeff White.
To Whom It May Concern:

Thank you for taking time to serve as the study facilitator for the study titled: The Moderating Effect of Prior Principal Athletic Coaching Experience on the Relationship Between Transformational Leadership and Teacher Organizational Citizenship Behavior in Secondary Schools in Mississippi. Please follow the bulleted instructions as you facilitate the study.

- **Head Principal Data Collection**
  - Prior to teacher data collection, the **Head Principal** of the school will complete the Athletic Coaching Experience Questionnaire (ACE) in a separate data collection session away from the faculty.
    - Provide the **Head Principal** with the study consent form.
    - Inform he/she they must read, sign, and date the consent form if they choose to participate.
    - Provide the **Head Principal** with the ACE questionnaire and ask he/she to complete it.
    - Upon completion of the ACE collect the questionnaire and consent form.
    - As the study facilitator please sign and date the consent form in the section labeled person explaining the study.
    - Place the contents (signed consent form/ACE Questionnaire) in the pre-paid self-addressed envelope.

- **Teacher Data Collection**
  - **Teachers** will complete the Leadership Practices Inventory and Organizational Citizenship Behavior Scale in a regularly scheduled faculty meeting.
    - Distribute consent forms and instruct those who volunteer to participate to read, sign, and date the consent form on the **back of the form**.
    - Do not collect the consent forms until the study is complete.
  - Provide each participant a stapled copy of the Leadership Practices Inventory and the Organizational Citizenship Behavior Scale and ask them to complete both questionnaires.
    - **Please inform participants the Leadership Practices Inventory is evaluating the Head Principal only not assistant principals.**
    - Participants are not to write their name or any identifying information on the questionnaires.
    - Please inform participants the study is a two page front and back document and the Organizational Citizenship Behavior Scale (OCB-Scale) is on the back of page 2.
  - As participants complete the study, create a separate stack for the stapled LPI/OCB packet and consent forms.
    - This is vital to account for exact numbers in reporting.
    - Once all numbers match, the researcher will pull the consent forms in order to keep responses confidential.
  - **As the study facilitator please sign and date each consent form in the section labeled person explaining the study**
  - Place both **completed and unused contents** into the pre-paid and self-addressed envelope and return to

Jeff White
310 Emerald Cove
Flowood, MS 39232

Kindest regards,

Jeff White
Ph.D. Candidate
The University of Southern Mississippi
REFERENCES


*Journal of Organizational Behavior, 31*(6), 918–923.

Leech, D., & Fulton, C.R. (2008). Faculty perceptions of shared decision making and the principal’s leadership behaviors in secondary schools in a large urban district. 


