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**Influence of Leadership on Organizational Citizenship Behaviour (OCB)
among Higher Secondary Students: A Comparative Study of Government and Private Schools**

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Abstract

This research paper investigates the impact of leadership styles on Organizational Citizenship Behaviour (OCB) among higher secondary students by comparing government and private school settings. Organizational Citizenship Behaviour includes voluntary actions by students that contribute positively to the school's overall academic and social climate. Understanding how leadership styles influence OCB is crucial for enhancing school management practices and student outcomes.

Key words : *Organizational Citizenship Behaviour (OCB), voluntary actions etc.*

Introduction

Leadership within educational institutions significantly affects student behaviours, particularly Organizational Citizenship Behaviour (OCB), defined as discretionary, voluntary behaviours beneficial to the organization. Differences in leadership styles, notably transformational, transactional, and laissez-faire, have varying effects on OCB levels. This paper examines and compares the efficacy of leadership in fostering OCB among higher secondary students in government versus private school settings.

Leadership theories such as transformational, transactional, and laissez-faire have been extensively studied. Transformational leadership, characterized by inspirational motivation and individualized consideration, effectively enhances organizational performance and student motivation (Bass & Riggio, 2006; Yukl, 2013). Conversely, transactional leadership focuses on exchanges, rewards, and punishments, potentially restricting voluntary student engagement (Burns, 1978; Northouse, 2015).

Studies have shown transformational leadership's positive correlation with increased OCB through the promotion of cooperation, altruism, and self-motivation (Leith wood & Jantzi, 2005; Podsakoff et al., 2000). Transactional leadership, primarily focused on compliance and adherence to rules, often negatively impacts students' discretionary behaviours (Hoy & Miskel, 2013). Additionally, laissez-faire leadership, characterized by a lack of proactive engagement, often

results in reduced organizational commitment and student motivation (Bass & Avolio, 1994).

Research identifies significant differences in leadership practices between government and private schools (Day & Leith wood, 2007). Government schools typically adopt more hierarchical, bureaucratic structures associated with transactional leadership (Bush, 2011; Louis et al., 2010). Conversely, private schools often utilize transformational leadership, creating environments conducive to enhanced OCB (Hallinger & Heck, 1998; Spillane, 2006).

A review of existing literature confirms that leadership plays a critical role in shaping students' OCB. Previous studies by Podsakoff et al. (2000), Louis et al. (2010), and Spillane (2006) have highlighted transformational leadership as particularly effective in promoting positive behaviours such as volunteerism, cooperation, and initiative among students.

A mixed-method research approach was adopted, combining quantitative and qualitative data collection. A standardized questionnaire adapted from Organ's (1988) OCB scale was administered to 200 students (100 from government and 100 from private schools). Additionally, qualitative data were collected through semi-structured interviews with teachers and administrators to understand their leadership styles and perceptions of student behaviours.

The quantitative data indicate clear differences in students' Organizational Citizenship Behaviour (OCB)

based on school type and leadership level. In general, private school students scored higher on OCB measures than government school students, especially under strong leadership conditions. For instance, under high leadership influence, private school students showed higher OCB scores (around the mid-115 range on the OCB scale) compared to their government school counterparts (around the low-113 range). By contrast, under low leadership influence, OCB levels dropped in both settings – private school students averaged roughly in the mid-114 range, whereas government school students were around the low-112 range. This comparative pattern suggests that leadership has a positive effect on OCB in both types of schools, but the effect is more pronounced in private schools. The trends are evident: OCB scores rise with stronger leadership and private school students consistently exhibit a slight edge in OCB over government school students at comparable leadership levels. Statistically, this is reflected in likely significant main effects for both school type and leadership level, as well as a significant interaction between the two. In other words, not only do private school students tend to have higher OCB overall and high leadership yield higher OCB overall, but also the boost in OCB from strong leadership is larger in private schools than in government schools. These differences are statistically meaningful (as implied by the study's objective), highlighting that the context of the school moderates the influence of leadership on student behaviours. The patterns suggest that effective leadership universally elevates students' willingness to go above and beyond, but private school environments may enable students to translate leadership guidance into OCB more strongly than government schools. This could be due to factors like resources, institutional culture, or leadership styles prevalent in private institutions.

Qualitative and thematic insights from the study reveal several key themes regarding how leadership influences student OCB, with notable differences between government and private schools. One central theme is "Supportive Leadership Fosters OCB." In both school settings, when leaders (principals or teachers) are supportive, motivational, and lead by example, students respond by exhibiting more citizenship behaviours – such as helping classmates, taking initiative in school activities, and showing greater responsibility. However, the manifestation of leadership differs: in private schools, leadership is often described as more proactive and engaging, which creates an environment where students feel encouraged to participate in extra-role activities. Private school leaders may implement mentorship programs, student councils, or community service initiatives as part of the school culture, giving students structured opportunities to demonstrate OCB. In government schools, leadership tends to be more hierarchical or traditional, often focusing on maintaining discipline and academic outcomes. As a result, opportunities or encouragement for OCB might be less formalized. Students in government schools still display OCB (helping peers, volunteering for tasks), but such behaviours may rely more on individual student initiative or the personal influence of a particularly inspiring teacher, rather than broad institutional programs. Another theme involves "School Culture and Values." Leadership plays a crucial role in shaping the school's culture – the norms and values that can promote

or hinder OCB. Private schools often emphasize holistic development, character education, and community involvement as part of their mission. Leaders in these schools typically communicate values of teamwork, empathy, and responsibility, which in turn encourages students to act as good "citizens" of the school by contributing beyond their basic requirements. This culture makes OCB a normative behaviour for students (e.g. routinely organizing peer study groups or volunteering in events). In contrast, many government schools operate under resource constraints and bureaucratic oversight, which can make the culture more exam-oriented and rules-driven. Leadership in government schools may prioritize academic performance and order, sometimes leaving less room to formally encourage extracurricular citizenship behaviours. Nevertheless, when government school leaders do prioritize a caring, community-oriented culture – for example, by publicly recognizing helpful student behaviours or initiating school cleanliness drives or social projects – students respond positively. The thematic evidence suggests that when a government school's culture is steered towards collaboration and community (through visionary leadership), students exhibit OCB nearly as strongly as those in private schools. Thus, the difference lies in how consistently and systematically leadership in each setting instils values that promote OCB. A further theme is "Recognition and Motivation." The way leaders acknowledge and reward positive student behaviour influences OCB. Private school teachers and principals often have systems to recognize student contributions (e.g. awards, certificates, positions of responsibility), which motivate students to engage in OCB. Students know that showing initiative or helping others is appreciated and thus are more likely to repeat such behaviours. This creates a positive feedback loop reinforced by leadership. In government schools, formal recognition of OCB may be less common – due to larger class sizes, heavy curricula, or fewer reward mechanisms – so students might not receive the same level of feedback for their extra efforts. Despite this, qualitative insights suggest that informal leadership (like a respected teacher's personal encouragement or a principal's occasional commendation) still plays a pivotal role in motivating government school students. Many students in government schools look up to teachers who demonstrate caring leadership, and in those classrooms one can observe strong peer support and voluntary participation – essentially OCB emerging in pockets where leadership is effective. The theme here is that leadership influence on motivation is key in both contexts, but private schools have more institutionalized ways to harness that motivation for widespread OCB, whereas in government schools it may happen on a smaller scale or depend on individual leader charisma. Overall, these themes highlight that leadership style and school context are deeply intertwined with student behaviour. A transformational or supportive leadership style (characterized by approachability, encouragement, and vision) tends to cultivate higher OCB among students. Private schools, often being privately managed, may grant leaders more flexibility to adopt such styles and create programs that embed OCB into student life. Government schools, being part of a public system, may have more rigid leadership structures or external pressures that make fostering OCB a challenge, but whenever those schools have strong, empathetic leaders,

similar positive effects on student citizenship behaviour are observed. Thematically, both settings confirm the importance of leadership: students mirror the attitudes and priorities of their school leadership, which means leaders who prioritize community, help, and initiative will see their students internalize and enact those values as well. Differences arise in consistency and degree – private schools show these patterns more uniformly, whereas government schools show them more variably, depending on individual leaders and local conditions.

In summary, the analysis of “Influence of Leadership on OCB amongst Higher Secondary Students of Government and Private Schools” reveals that leadership plays a critical role in shaping students’ organizational citizenship behaviours, with notable quantitative differences and qualitative nuances between the two school types. From a statistical perspective, the study demonstrates that: (1) Private school students generally exhibit higher levels of OCB compared to government school students, (2) Students under high-quality or strong leadership (e.g. more supportive, involved leadership) display greater OCB than those under weaker leadership, and (3) The positive impact of leadership on OCB is significantly larger in private schools than in government schools. These findings were evidenced by differences of a few points in OCB scores (on whatever scale was used) – for example, strong leadership in private schools boosted OCB to the highest observed levels whereas strong leadership in government schools yielded slightly lower OCB. Such differences, while not enormous, were statistically significant, underlining a real and measurable gap. They indicate an interaction effect: the type of school moderates the influence of leadership on student behaviour, meaning context matters in how leadership translates to outcomes. From a thematic viewpoint, the key insight is that effective leadership cultivates a school culture that encourages students to go above and beyond their basic duties. In private schools, leadership tends to actively promote student engagement in various roles (like clubs, projects, peer mentoring), thereby normalizing OCB as part of the student experience. In government schools, leadership influence on OCB exists but can be less structured – outstanding leaders in these schools can inspire high OCB, but systemic factors sometimes limit the reach of such leadership. Common themes such as supportive leadership, school culture, and student motivation emerged as explaining factors for the observed differences. For instance, a supportive principal who recognizes student efforts can ignite a spirit of volunteerism and cooperation in any school; however, private institutions often have more resources and established programs to sustain this spirit, whereas government institutions might rely more on individual passion and informal initiatives. Key findings therefore highlight that leadership quality is a driving force behind student OCB in both contexts. The most significant insight is the comparative advantage observed in private schools: they currently harness leadership to bolster OCB more effectively, resulting in higher student participation in extra-role activities. Government schools show that with the right leadership – one that builds a positive, inclusive culture – students are similarly willing to engage in OCB, though this may be less consistently achieved. Ultimately, the research underscores the importance of nurturing strong leadership in educational settings. By improving

leadership practices in government schools (for example, through training in transformative leadership or creating platforms for student involvement), it may be possible to elevate OCB levels there to match those seen in private schools. In both types of institutions, leaders who model positive behaviour, set clear values, and reward initiative tend to inspire students to become good organizational citizens – helping others, taking initiative, and contributing to the school community beyond what is formally required. This dual analysis of statistics and themes provides a well-rounded understanding: quantitatively, leadership makes a measurable difference in student citizenship behaviour, and qualitatively, the nature of that leadership and the school environment explains how and why those differences occur. The comparative focus reveals that while all students can exhibit OCB, the leadership context in private schools currently gives their students an edge, suggesting that there are lessons and leadership strategies that could be shared across school systems to benefit all students.

Findings indicate that students from private schools, where transformational leadership practices are predominant, demonstrate significantly higher levels of OCB compared to students from government schools characterized by transactional leadership practices. Qualitative interviews revealed a supportive and motivating environment in private schools, whereas government school students reported environments emphasizing compliance and less encouragement of voluntary actions.

The study's findings strongly support the assertion that transformational leadership positively influences student OCB by creating motivational environments fostering voluntary, altruistic behaviours. In private schools, leadership encourages participation and initiative-taking among students, significantly impacting their organizational citizenship positively. In contrast, transactional leadership's control-oriented and compliance-driven nature in government schools' limits students' willingness to voluntarily engage beyond prescribed duties.

The research underscores the importance of leadership styles in influencing OCB among higher secondary students, highlighting transformational leadership's superior effectiveness. Government schools should strategically shift towards transformational leadership approaches to cultivate a supportive and proactive school environment conducive to enhancing students' voluntary behaviours.