The analysis of Relationship between Transformational leadership of Principals with Organizational Citizenship Behavior of Teachers in Baharestan City

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ABSTRACT: The present study is formed based on the analysis of relationship between transformational leadership of principals with organizational citizenship behavior of teachers in Baharestan city. The research approach of this study is descriptive and correlational type. The statistical population for this study includes all elementary and intermediate teachers of Baharestan city that 306 individuals were selected by Cochrane formula. The randomly stratified sampling was used for this study. Data collection of the present study was done by transformational leadership of Bass and Alive (2000) questionaries' and organizational citizenship behavior of Podsakoof *et al* (1990). For determining the questionnaire validity, the content validity was used and the reliability of the questionnaire is assessed by Cronbach's Coefficient-? (transformational leadership (93%) and organizational citizenship behavior (91%). The results of this study showed that there is positive and significant relationship between transformational leadership and its elements with organizational citizenship behavior.

Key words: transformational leadership, organizational citizenship behavior, teachers.

INTRODUCTION

Organization is an inseparable part of human life. Human beings have relationship with several organizations during their lives. This relationship has started before the birth and continues from infantile until to achieve education age, work, military service and senile and this communication is terminated with organizations just by the death of human in this world. Today's the smallest tasks and activities of human are supported by an organization that lack of this organization may disarrange the common and routine life an individual. In fact, it is said that living in an organizational manner is a routine thing for human. Meanwhile significant scientific technical changes and domain existence of different needs of human beings make new organizations on the one hand and cause to reformulate existing organizations and guide them to change in a new form, on the other. There is no any other option for organizations except changeability in accordance with new and in progress needs of life. Those organizations which cannot adapt themselves with these evolutions of high speed become small systems at first and finally they are vanished. Here the efficiency of organization which is affected by making creative roles of personnel and managers works more than other things. Personnel help their organizations to have more efficiency by doing more tasks except their specified responsibilities; in this regard they do additional cooperation that is necessary. The most common title which can be used for these benevolent working together more than responsibilities to increase the efficiency of organization is organizational citizenship behavior. Directors and leaders permanently need such personnel (Podsakoof *et al*, 2000).

Batman & Ergan (1983) used the organizational citizenship behavior term for the first time and they account it as some proceedings of personnel for improving efficiency, correlation, and solidarity in working environment that is beyond the organizational requirements (Hudson, 2006). Performing organizational citizenship behaviors is reduplicate in educational organizations due to high sensitivity in this field. The importance of organizational citizenship behavior is undeniable in various organizations, but whenever the speech goes on about educational organizations especially schools, the attentions become more sensitive and delicate. In all countries, the role of schools in training of future and developmental human beings is an undeniable reason on efficiency necessity of teachers who have high organizational citizenship behaviors.

Here the duty of teachers is upgrading the learning of students through teaching in a diligent way and with respect to the complicated nature of learning; undoubtedly it is impossible to create the quality of learning with doing some special and predetermined tasks (Oplatka, 2006). However the importance of organizational citizenship behavior in all organizations is significant, the evidences show that this term has less attention at schools (Deepaoula *et al*, 2005 and Oplatka, 2006).

Schools need a valuable generation of teachers who regard the school as their hometown and for coming off its aims and society, they do the best try more than their specified responsibilities and they do not neglect any effort. Today's these beneficial and beyond the expectation efforts are called extra role behaviors or organizational citizenship behavior in organization and management literature science (Dipaola & Moran, 2001); though what factors can extend the update condition of organizational citizenship behavior of teachers? Whether those teachers whose jobs are significant and they see it in the domain of their abilities and conversances have high organizational citizenship behavior? And whether those teachers who think that they are effectual and their organizations valorize them have high organizational citizenship behavior? Whether managers of those schools which involve teachers in doing affairs and pay attention to their concerns have high citizenship behavior? When there is respect to personnel and there is chance for them to declare their views and involve them in decisions making, they show an appropriate and ideal reaction (Bienstock *et al*, 2003). It seems that principals of schools are the closest individuals to the teachers and they are the strongest factor at school and in the breeding system that can affect on behaviors and programs of teacher. Principals need to consciousness, comprehensiveness, and flexibility, thoughtfulness by making role of leadership to be able to conduct the organizations and present their demands in accordance with suitable expectations of society. The followers of transformational leadership have more commitment to organizational apostolate and they show prosperity in doing more difficult tasks, more levels of confidence to leaders and solidarity. It is expected that transformational leadership results in creating more appropriate conditions to understand applicable perspectives, apostolates, and objectives and accept these items from behalf of the followers.

 Robbins (1996) is believed that transformational leaders are those who inspire their followers and they are bale to motivate clienteles and guide them in a direction that provides the benefits of organization. These leaders can cause to increase the inspiration of subordinates and make deep effects. Transformational leaders pay special attention to needs and upgrade the knowledge and consciousness of subordinates and also guide them in a way to look in new point to past things

and therefore they persuade in shade of incitement and motivation. As a result they have the best challenge and they do not withdraw of any effort to reach the objectives of organizations. Transformational leadership is one of the newest approaches in leadership study to increase needs and motivations of subordinates and cause significant changes in individuals, groups, and organizations (Garner & Stook, 2002). Also, Conger & Kanungo (1987) declared that transformational leaders create an outlook to establish new ideas and facilities for future in the critical and change period (Moghli, 2009). Transformational leadership that is stabled based on affective and individual relations between leader and his/her subordinates, has pay attention to conduction and motivation of subordinates for performance beyond the expectations in response to requirements and the following tasks in order to improve the efficiency of personnel through practical or inspired incentives (Irannejad Parizi, 2008).

Nowadays, according to changes that are happened in our educational system, they cause teachers' mental imaginations change about their own world circumstances and they compare education organization with their organizations. Economic distress and lack of well-being facilities as well as the lack of mental support sometimes shed on their services, textbooks in many times are old and assessment processes are incomplete. Everyone emphasizes base maintenance and different factors that threat teaching-learning process. In such situations, it is teacher who can play a major role with transformative spirit and compensate introduced errors. According to researches done in current years and the importance of leadership as successful management style in modern organization as well as studying organizational citizenship behavior as one of major factors of organizations' effectiveness, less investigation has been done regarding to the relationship of evolutionary leadership and teachers' organizational citizenship behavior. Thus, researchers aim to answer this question in present study that if we can anticipate teachers 'organizational citizenship behavior of population under study based on managers 'evolutionary leadership?

Theoretical principles and background
What is remained from organizational citizenship behavior is the source of Organ *et al*. attempts from 1988, but we should search its origins in Bernard idea with expressing the conception of "encouragement to co operations in 1983 and Katz &Kahn with discrimination between intrafunctional performance behaviors and spontaneous and innovative behaviors. Ethnic believes that organizational behavior is one which is done to help colleagues or organization by an individual and in contrast, occupational performance is a behavior that is not in the realm of one individual's occupational tasks.

In addition, organizational behaviors cause personnel to attempt more than what is expected. Organ & his colleagues also define organizational citizenship behavior in this way that it includes free, voluntary behavior in addition to formal and without expectation role that although it is not related directly to punishment and reward systems of organization, it helps its functions fluency and effectiveness. The concept of arbitrariness of these behaviors means that they are not among the necessities of formal role, occupation illustration and individual formal duties and they are referred to occupational contract. Their occurrence depends on individual's view and selection and it does not follow specific punishment in organization irrespective of them. The emphasis of these behaviors is more giving index to it because in organizational view his /her behaviors are just cb that are effective on organization, not those which do not have any concern to organization (Zeinabadi *et al*, 2009).

Betmen *et al*. (2009) noted that in recent decade, organizational citizenship behavior was the major structure of psychology and management fields and attracted many attention to itself. These behaviors, so called lubricate the social structures and provide needed flexibility to act by anticipated events as well as help personnel of an organization in conformity with awesome conditions related to each other (Foote &Tang, 2008). Boolinoo & Toornli (2003) also defined organizational citizenship behavior as personnel's tendency and interest to go beyond formal necessities of job to help each other, making individual sources compatible with organizational interests and having real interest towards activities and job commissions of organization. They believe that citizenship behaviors generally include 2 public characteristics as follows: Firstly, they are not reinforce able directly (for example, there is no need that they be part of one's job technically) and secondly, they are due to specific and amazing attempts that organization expects to achieve success from its personnel (Yaghobi *et al*, 2009).

Organizational citizenship behavior is considered as social resources by exchanging behaviors that receive social reward. So, when personnel feel that it seems they receive something from organization, their citizenship behavior will be more. Organizational citizenship behavior is ideal for every organization because it has relationship with such organizational variables as job satisfaction, system maintenance and organizational profit. The results of studies show that managers can grow organizational citizenship behavior with improving job circumstance. To do so, they can employ or rely on sociability to create these behaviors instead of resorting to force (Toornespid & Moorkisoon, 1996). Despite increasing attention to the issue of citizenship behaviors, reviewing literature in this field, there is a lack of consensus about the dimensions of this concept. Results of literature review show that almost 30 different kinds of citizenship behaviors are detachable and it has been defined several times that there are many overlaps between them. The numbers of studies that investigate this topic are increasing noticeably. Anyway, there is not public consensus on different dimensions of organizational citizenship behavior concept. Thus, some of studies have been done in this regard are shown in Table 1.What is seen in Table 1 seems that conscientiousness dimensions, magnanimity, civil virtue, curtsey prudence and altruism have more application than done studies. So, in this search these dimensions are studied. Conscientiousness: doing determined duties in a way beyond what is expected(like work after office hours to make a profit for organization); Organ (1988) believes that individuals with higher citizenship behavior continue work in the worst circumstances and even in illness and disability moods that indicates high conscientiousness (Organ, 1988).

Magnanimity: emphasis on positive aspects of organization instead of its negative ones, in other words, it is that kind of organizational citizenship behavior paid less attention to than helping behaviors.

Table 1.

Kemoudel(2007)	Bolinotorneli(2003)	Espectofocous(2002)	Yormen and et al(2001)	Lambert(2000)	Farah and et al(1997)	Natemir (1997)	William & Anderson (1991)	Graham (1991)	Graham (1989)	Podsakoff, Williams & Todor (2000)	Esmith Ergan and Nier (1983)	Authors / Behavior Aspects of Organizational Citizenship
												Conscientiousness
												magnanimity
												Civil virtue
												Curtsey&prudence
												Altruism
												Individual cooperation
												individual invention

It means bearing unavoidable problems of job without protest and dissatisfaction (Organ, 1990) and indicates patience and forgiveness in non-ideal conditions of that organization (Bell & Mengue, 2002).

Civil virtue: it results from interest or commitment of organization.

Curtsey and prudence: it means consulting with others before proceeding to act, informing before activity and exchanging information.

Altruism: it refers to useful and effective behavior such as creating intimacy and empathy and compassion among colleagues whether direct or indirect to help those personnel who have job problems (Eslami & Sayar, 2007). In recent years, a rapid growth has been made in tendency to leadership (Bass & Riggio, 2008). Nowadays, organizations realized that leadership is beyond executive affairs. As a result, organizations need those who have appropriate skills of leadership to penetrate inside people in addition to inspiring them (Dubrin, 2013). Leadership studies date back to Aristotle era (Northouse, 2010).

Of course, the first leadership study was published in 1904, but the most important activities of this movement happened during First World War (Northouse, 2010, p12, Dubrin, 2013, p4). In Shin view (2010) leadership means the ability to go beyond culture and start those various processes that are more compatible. Leadership theory is an evolution as the most study and discourse idea in the field of leadership studies during 30 past years. Evolutionary leadership was first introduced by Donton (1973). Donton approach of leadership is based on his political and sociological transformational Donton describes that leaders gain confidence and commitment selection of personnel by focusing on followers (Freeborough, 2012). But Litvood in his book states that first concept of evolutionary leadership in 1978 by Berenz and as a result his descriptive studies regarding political leaders were presented. Then, Donton, Bernard, Bass and others spread it. Shermerhoorn (1997) also states evolutionary leadership term describes individuals that use charisma (appliance) and its related characteristics for stimulation wishes of subordinates and organizational system transformation to reach above performance patterns. He also points that evolutionary leadership is inspiring leadership that affects subordinates to reach unusual performance in an innovation field in widespread scale. Berenz has stated that evolutionary leadership are holder of belief and make others to attempt for doing challengeable works and give them motivation. Only evolutionary leaders are capable to delineate necessary courses for new organizations because they are the source of variations and have complete focus on ruling changes on organization and in fact overcome changes (Robinz, 1999, 484). In evolutionary leadership connection between leader and followers is another subject. Leader always attempts to lead followers towards flowering and present most of his talent by recognizing, stimulating and activating higher stages of necessity level and their motivation. In continuation, he adjusts his own behavior and performance against observing and receiving appropriate feedback of followers' performance. Berenz put the evolutionary leadership concept into two levels of small and major. This concept in major level can only continue among several individuals (non organizational), while he observes the preparation of power sources and makes change in generality and formation of social system in major level. In view of Berenz, evolutionary leadership is of major power and complex process in comparison to changing leadership. This kind of leadership has following dimensions: Idealized influence (splendidness: it indicates a kind of influence that affects believes and ideals and higher cases of usual life. Evolutionary leaders show the patterns of behavioral powerfulness of itself to create and expand idealized influence (Sanjeghi, 2001). This dimension includes idealized characteristics and behaviors.

Inspiring motivation (inspirational): leader recognizes and delineates ideal and a view of organization's future to motivate subordinates to recognize new conditions and appropriate opportunities and subordinates cerate eagerness for double attempt to achieve it by showing extensive eagerness towards achieving view (Bass, 1985). Intellectual stimulation: leader stimulates his own followers' attempt to solve problems and behave creatively and innovatively and question apparent hypotheses (Bass *et al*., 2003). Individualized consideration (expanding support): it includes compassion degrees and high respect of leader regarding serious attention to all followers and attempts to grow and flourish them more (Bass *et al*., 1993:64). It deserves to note that in parallel to Bass view, all four kinds of these factors are closely related and in sum form the distinctive aspect of evolutionary leadership. Landerom *et al*. (2000) note that evolutionary leadership style is studied by many researchers and under different titles (Berenz 1993, Bass 1985; Benis 1985; Teechi Davana 1986; Kangroo Kanogoo 1987; Luiz 1987; Sashkin 1988; Shamir & House 1997). Studies have been done also in relation to organizational citizenship behavior and evolutionary leadership that everyone considered some dimensions.in this regard Afrasiabian (2013) in his study investigates the relationship between evolutionary leadership of managers and organizational citizenship behavior from tribal elementary teachers' view of Fars. He found these results that there is a relationship between managers' evolutionary leadership and organizational citizenship behavior in the view of tribal elementary teachers' views of Fars. Movahedizadeh and Behrangi (2011) found following results in a search that their subjects were high school teachers.

Table 2: Demographic characteristics of the teachers of Baharestan city in terms of sex, degree and years of service.

Relative Frequency	Frequency		Variable
58/83	180	Male	Gender
41/17	126	Female	
0/653	2	Diploma	Education Certificate
13/398	41	Associate degree	
63/725	195	Bachelor	
22/222	68	Master of Arts and Higher	
39/542	121	Less than 10 years	Years of service
29/411	90	Between 10 to 20 years	
31/045	95	More than 20 years	

Table3: The results of descriptive indicators of teachers' organizational citizenship behavior of Baharestan.

Maximum	Minimum	Standard Deviation	Mean	Statistical Factors	
				Sub- scales	Scales
5	1	0/68	4/11	Conscientiousness	Behavior Aspects of Organizational Citizenship
5	1	0/60	3/12	magnanimity	
5	1	0/74	3/74	Civil virtue	
5	1	0/57	4/20	Prudence&Curtsey	
5	1	0/69	3/92	altruism	
5	1	0/71	3/83	Total	

Table 4: The results of descriptive indicators of transformational leadership of Baharestan teachers.

Maximum	Minimum	Standard Deviation	Mean	Statistical Factors	
				Sub- scales	Scales
5	1/75	0/73	3/84	Ideal Features	Transformational Leadership
5	2	0/63	3/81	Ideal Behaviors	
5	1/5	0/70	3/76	Mind Motivation	
5	2	0/60	3/91	InspirationMotivation	
5	2/5	0/56	4/04	Individual Considerations	
5	2/94	0/48	3/87	Total	

Table5: The summary of Kolmogorov Asmyrnof test.

Significant Level	Test Statistics	Variables
0/342	0/938	Transformational Leadership
0/192	1/081	Organizational Citizenship Behaviors of Teachers

Table6: The results of Pearson correlation coefficient between managers' transformational leadership and teachers' organizational citizenship behavior.

N	Sig	Correlation Coefficient	Variables
306	0/000	0/543**	Transformational Leadership of Managers and Citizenship Behavior

As it can be seen in table 5, significance level of test in all distributions is more than 0/05. In other words, subjects' scores follow normal distribution in all variables. As the summary of Kolmogorov Asmyrnof test results in above table show the normality of data was confirmed. Thus, parametric statistics were used following it to analyze the data.

1. Is there a significant relationship between managers' transformational leadership and organizational citizenship behavior?

Descriptive indicators relevant to the relationship between managers' transformational leadership and teachers' citizenship behavior in table 6 are observable.

Information contained in table 6 show that there is a positive significant relationship between managers' transformational leadership and organizational citizenship behavior in significance level of 0/001 with correlation coefficient of 0/534.

2. Is there a significant relationship between managers' transformational leadership and organizational citizenship behavior components? Descriptive indicators relevant to the relationship between managers' transformational leadership and teachers' organizational citizenship behavior components are observable in table 7.

Data contained in table 7 show that correlation coefficient of transformational leadership is /395, /146, /38, /27, and /436 with conscientiousness, magnanimity, civil virtue, curtsey and kindness, and altruism components, respectively. Transformational leadership variable with components of conscientiousness, civil virtue, curtsey and kindness, and altruism in

significance level of /001 is also significant with magnanimity in significance level of /05.

3. Can we predict teachers' organizational citizenship behavior based on transformational leadership?

Descriptive indicators relevant to regression coefficient of variables entered in predicting teachers' organizational citizenship behaviors are observable in table 8 based on transformational leadership components.

Above findings show that standardized regression coefficient of each of the idealized characteristics, idealized behaviors, intellectual stimulation, inspiring motivation and individualized consideration variables are /024, /178, /084, /173, and /243. These coefficients indicate that individualized consideration, idealized behaviors and inspiring motivation have high coefficients, respectively. As well as, since significance level of that individualized consideration, idealized behaviors and inspiring motivation is less than /01, it indicates that above mentioned share component has more effect on teachers' organizational citizenship behavior variable.

Above findings show that the value of correlation coefficient (R) between variables is /534. It means that there is a very high correlation between transformational leadership and teachers' organizational citizenship behavior. The value of adjusted /285 coefficient also shows that 28/5 percent of total teachers' organizational citizenship behavior of Baharestan is related to managers'' transformational leadership.

Table 7: Related results to the relationship between managers' transformational leadership and teachers' organizational citizenship behavior components.

Altruism	Prudence& Curtsey	Civil Virtue	Magnanimity	Conscientiousness	Aspects of Citizenship Behavior / Factors	Transformational Leadership and its elements
0/436	0/270	0/38	0/146	0/395	R	Transformational Leadership
0/000	0/000	0/000	0/011	0/000	Sig	

Table 8: Regression coefficients of entered variables in predicting teachers' organizational behavior based on transformational leadership.

sig	T	standardized coefficients	Non-standardized coefficients		Variables
		Beta	Standard error	B	
0/000	4/865		0/017	0/082	permanent
0/670	0/427	0/024	0/015	0/007	Ideal features
0/002	3/149	0/178	0/019	0/059	Ideal Behaviors
0/141	1/476	0/084	0/015	0/022	Mind Motivation
0/002	3/057	0/173	0/017	0/053	Inspiration Motivation
0/000	4/368	0/243	0/051	0/222	Individual considerations

Table 9: The summary of used model in predicting organizational citizenship behavior based on transformational leadership.

Standard error	Square of Correlation adjusted coefficient R^2	Square of Correlation coefficient R^2	Correlation coefficient R	Type of used model
0/939	0/283	0/285	0/534[a]	simultaneous

Table 10: The difference between managers' transformational leadership based on sex.

P	Degree of freedom	T	Mean of transformational leadership	Number	Gender	Row
0/112	304	0/303	3/91	180	male	
			3/83	126	female	1

Table 11: The difference between teachers' organizational citizenship behavior based on sex.

P	Degree of freedom	T	Mean of transformational leadership	Number	Gender	Row
0/032	304	0/073	3/65	180	male	
			4/01	126	female	1

4. Is there any significant relationship between male and female teachers of Baharestan based on managers' transformational leadership?

Descriptive indicators relevant to the mean of managers' transformational leadership based on sex are shown in table 10.

Based on obtained results in above table, there is no significant difference between the means of transformational leadership based on sex (t=/303, p is more or equal to /05); thus, null hypothesis sign of equality of the means is accepted.

5. Is there any significant difference among male and female teachers of Baharestan based on teachers' organizational citizenship behavior?

Descriptive indicators relevant to the mean of teachers' organizational citizenship behavior based on sex are presented in table 11.

Based on obtained results in above table, there is significant difference between the means of organizational citizenship behavior among men and women. The mean of male teachers was 3/65 and female ones was 4/01. This mean was significant in the /05 level.

DISCUSSION AND CONCLUSION

This study has been done to study the relationship between managers' transformational leadership and teachers' organizational citizenship behavior of Baharestan. Findings analysis about first research question that considers the relationship between managers' transformational leadership and teachers' organizational citizenship behavior of elementary and high schools of Baharestan showed that managers' transformational leadership and teachers' organizational citizenship behavior have a positive relationship in significance level of /001 with a correlation coefficient of /534 with each other. These results are compatible with the findings of Movahedizadeh & Behrangi (2011), Yaeghobi *et al*. (2010) and Moradi *et al*. (2011). One of the standards of transformational leadership is stimulating personnel to perform beyond expectations. Bass and Riggio (2006) believe that transformational leader is one who stimulates subordinates to attempt more than what is expected (performance beyond expectations). The effect of transformational leadership on organizational citizenship behavior is one of the most important distinctive aspects of these leaders from other leaders. Boolino & Trenli (2003), in accounting the effect of transformational leadership on organizational citizenship behavior stated that workers tend to have noticeable attempt when they work for inspiring and supporting managers. The subordinates' balance with transformational leaders generally is more than role and beyond determined standards and organizational rules, because of this transformational leadership is among those styles that have a deserved effect on personnel organizational citizenship behavior. School managers are the closest one to teachers in schools and if managers are given more options in relation to teachers, they can reinforce the spirit of teachers in cooperation with them and participating them in decision and stimulate them to do beyond role behaviors. Regarding second research question, results showed that the correlation coefficient of transformational leadership is /395. /146, /38, /27, /436 with conscientiousness with conscientiousness, magnanimity, civil virtue, curtsey and kindness, and altruism, magnanimity, civil virtue, curtsey and kindness, and altruism components in significance level of /001 is also significant with magnanimity component in significance level of /05.

This finding is compatible with the results of study by Bell and Menguk (2002), Ren (2011), Ireji Nahgandari & Hamidi (2011), Doaee *et al*. (2011) and Soltani *et al*. (2013). The most important reason regarding this result is related to organizational support nature. Many of experts in organizational behavior scope believe that organizational support has two emotional and social dimensions and is related to job (job support). Since emotional -social dimension was emphasized in this study, it is possible that this dimension is of great importance for teachers of Baharestan, because the more personnel have support feeling, their feeling effects their performance and causes more dated increase in citizenship behavior in them. In addition to it, their tendency to stay in organizational increases, as well. Organizational feeling also decreases job pressures and personnel tendency to service. Transformational leaders give importance to human asset more than paying attention to organizational structure and procedures. They behave in a way that personnel respect them and proud of themselves because of having such managers. Splendid features in management cause more performance of personnel. Transformational leaders put personnel in a situation that can appear beyond their own role by helping their growth and development and considering their individual differences. Transformational leadership can remove personnel beyond role behaviors by stimulating emotions and feelings and designing future and goals appropriately, because discouragement of future in many cases and achieving goals can prepare inappropriate performance. It seems we can acknowledge where there is transformational leadership. Higher organizational citizenship behavior can be expected. Regarding third research question, results showed that among 5 transformational leadership components only 3 individualized consideration, inspiration motivation, and idealized behaviors ones could anticipate organizational citizenship behaviors. These 3 components anticipate 28/5 percent of organizational changes. This finding is compatible with the results of Moghadami, Kikha (2010) and Moradi *et al*. (2011). Thus, it has the most effect among different factors of transformational leadership style, idealized penetration (idealized characteristics or idealized behaviors) and individualized considerations in organizational citizenship behavior. As it was happened, these 2 components were introduced as anticipations of organizational citizenship behavior. Padsakoff *et al*. (1996) stated that individualized considerations has positive relationship with subordinates' satisfaction, their trust towards manager, loyalty to organization and magnanimous behaviors and work ethic and negative relationship with conflicts. This point that individual considerations has the most role in creating citizenship behaviors could be justified in such a way that transformational leaders acquire the trust of personnel with considering the individual differences and assisting the progress and development of subordinates as well. By this way, managers have a positive effect on their personnel and get their trusts, so this process can be effective in making the higher organizational citizenship behavior.

With respect to question number 4 in this study, it could be concluded that there is no significant relationship between male and female teachers related to transformational leadership. Thus, all teachers have the same idea about transformational leadership of managers. As a result, if all teachers have tendency to transformational leadership of managers, they will gain positive outcomes. Also, the results of table 5 showed that organizational citizenship behavior has a significant difference between male and female teachers. As the mean of organizational citizenship behavior for female teachers is more than male ones so it has the most importance for female teachers. Thus female teachers have more tendencies to help organizations, schools in their free times except their responsibilities. Jaen (1998) is believed that organizational citizenship behavior decreases abandon and absence of personnel in doing their duties because those personnel who are responsible to organization stay for a long time in the system and their behaviors cause to upgrade the organizational citizenship behavior in return. So it is suggested that managers of educational organizations pay attention to different needs of teachers in various situations and in different levels to improve the organizational citizenship behavior and finally upgrade the efficiency and progress of organization.

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