

**VARNA FREE UNIVERSITY
CHERNORIZETS HRABAR
FACULTY OF SOCIAL, BUSINESS AND
COMPUTER SCIENCES**

DEPARTMENT OF ADMINISTRATION AND MANAGEMENT

SHARON SEGEV LAVY

**INFLUENCE OF TRANSFORMATIONAL LEADERSHIP
ON THE ORGANIZATIONAL COMMITMENT AND
ORGANIZATIONAL CITIZEN BEHAVIOR IN THE FIELD
OF EDUCATION**

AUTHOR'S ABSTRACT

of a dissertation to award the educational-and-scientific degree
Ph.D. in the scientific discipline "Organization and Management
outside the Field of Material Production"
(Administrative Outsourcing)

Superviosr:

Prof. D.Sc. Vyara Krasimirova Slavyanska

Varna 2026

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Reviewers:

Prof. .
Assoc. Prof.

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The dissertation is structured in an introduction, three chapters and a conclusion, and has a total volume of 170 pages. The main text contains 12 tables, 2 appendices and 3 figures. The list of used literature includes a total of 190 sources.

The dissertation has been discussed by the members of the Department of Psychology and is intended for defense before a scientific jury.

The author of the dissertation is a doctoral student in self preparation form of study at the Department of Administration and Management in the doctoral program "Organization and Management outside the Field of Material Production", (Administrative Outsourcing) at the Faculty of Social, Economic and Computer Sciences of Varna Free University "Chernorizets Hrabar".

The public defense of the dissertation will be held at an open meeting of the scientific jury on at:00 a.m. in the meeting room of the Rectorate of VFU "Chernorizets Hrabar".

The materials for the defense are available in the office of the Department of Psychology at the Faculty of Social, Economic and Computer Sciences of VFU "Chernorizets Hrabar" and on the Internet: www.vfu.bg, section "Doctoral students"

I. GENERAL DESCRIPTION OF THE DISSERTATION

The Israeli education system faces significant challenges, including teacher turnover, growing organizational demands, and the need to improve educational outcomes. In this context, school leadership plays an important role in shaping teachers' professional engagement, commitment, and organizational behavior.

Transformational leadership is widely discussed in the educational leadership literature as an approach that can inspire teachers, strengthen commitment, and promote organizational citizenship behavior (OCB). At the same time, empirical findings on these relationships remain inconsistent, particularly in the Israeli educational context.

This dissertation examines the relationship between transformational leadership, organizational commitment, and organizational citizenship behavior among teachers in Israeli urban schools. The study is based on the understanding that leadership in educational settings is a key factor for school effectiveness, teacher motivation, and organizational performance.

Given the limited and inconsistent empirical evidence in this field, the dissertation seeks to contribute to a clearer understanding of how transformational leadership is related to teachers' organizational commitment and organizational citizenship behavior in Israeli schools.

Topicality and relevance

The relevance of the research topic stems from the growing need to improve leadership practices within educational institutions and to enhance teachers' professional engagement.

Modern educational organizations increasingly depend on teachers who demonstrate initiative, collaboration, and voluntary contributions beyond their formal job responsibilities. Such behaviors contribute significantly to organizational effectiveness and the overall performance of schools.

Transformational leadership is frequently presented as a leadership style capable of encouraging such behaviors. However, empirical evidence regarding its effectiveness in educational settings remains inconclusive. Investigating this relationship within Israeli schools therefore contributes to the broader understanding of leadership effectiveness in education.

The Introduction addresses the timely and relevant issue of how transformational leadership influences organizational commitment and Organizational Citizenship Behavior (OCB) within Israeli schools, an educational system that has experienced significant reforms in recent years.

The Introduction sets the stage for the conceptualization of transformational leadership which has the potential to mitigate many of these challenges by fostering a sense of commitment among teachers and encouraging behaviors that go beyond formal job requirements, contributing to an improved organizational environment. This study contributes to the growing body of literature on transformational leadership in education by specifically examining its effects on organizational commitment and OCB in Israeli schools. This is particularly relevant given the educational reforms in Israel, which emphasize improving educational outcomes and addressing issues such as teacher turnover and academic performance.

Object and subject of the research

The Introduction defines the object of this research, which is the school, viewed as an educational organization where various factors, including leadership, affect organizational behavior and performance. It then defines the subject of this study, which is the transformational leadership style of school principals, and its effect on organizational commitment and OCB among teachers.

Research problem

The Introduction formulates the problem researched, specifically the challenges faced by Israeli schools in adapting to changing educational demands while maintaining a high level of teacher commitment and engagement. Despite significant reforms aimed at improving the quality of education in Israel, including those introduced by the "Dovrat Committee," "Ofek Hadash," and "Oz LaTmura," there remain persistent issues such as high teacher turnover, low organizational commitment, and insufficient teacher engagement in OCB.

The Introduction reviews existing research to highlight the positive effects of transformational leadership on organizational outcomes, and the gap that exists in understanding how these effects specifically relate to

organizational commitment and OCB within the Israeli educational context. The problem is exacerbated by the fact that while some studies have examined leadership styles in schools, few have specifically focused on transformational leadership's influence on OCB and organizational commitment in Israel's education sector.

Understanding whether transformational leadership influences teachers' attitudes and behaviors is therefore essential for improving leadership practices in schools. The study seeks to address this gap by investigating the relationship between transformational leadership, organizational commitment, and OCB in Israeli schools. It also explores how these relationships may help improve educational outcomes in the face of ongoing educational reforms and challenges.

Author's argument

The dissertation argues that transformational leadership may influence teachers' organizational commitment and organizational citizenship behavior. However, the strength of this relationship may depend on contextual organizational factors within the educational system.

The author's argument is that transformational leadership has a positive impact on organizational commitment and OCB in Israeli schools. It then suggests that principals who adopt this leadership style foster greater emotional and normative commitment among teachers, encouraging behaviors that enhance school effectiveness.

Objectives of the dissertation

The Introduction presents the primary objective of this dissertation which is to examine the relationship between transformational leadership, organizational commitment, and OCB in the context of Israeli schools. It also lists the specific objectives which are:

- 1) To study and analyze the state of contemporary theoretical research on the outcomes of transformational leadership in educational institutions.
- 2) To identify the characteristics of transformational leadership that yield favorable effects in educational institutions.
- 3) To determine the nature of the developing school as an object of its director's managerial activity.

- 4) To develop a model of transformational managerial competence for school principals and a functional system for its implementation.
- 5) The objectives of this study also help in examining the association between teacher leadership style and educational outcomes in Israel.

Specific research tasks

The Introduction also defines the specific research tasks which are as follows:

- 1) To conduct a thorough review of existing studies on transformational leadership, organizational commitment, and OCB, particularly within the education sector, to establish a theoretical framework for the research.
- 2) To design and distribute a survey to teachers in Israeli schools, focusing on their perceptions of their principals' transformational leadership behaviors, as well as their own organizational commitment and OCB.
- 3) To use statistical methods, such as descriptive statistics, correlation analysis, and multiple regression analysis to test hypothesized relationships between transformational leadership, organizational commitment, and OCB.
- 4) To analyze the results and discuss their implications for school leadership.
- 5) To develop recommendations based on the findings, aimed at educational policymakers, school administrators, and leadership training programs, to promote transformational leadership and strengthen organizational commitment and OCB in schools.

Research methodology

The Introduction outlines the quantitative research methodology adopted for this study and the choice of a descriptive and correlational research design. It discusses in brief how data was gathered using three questionnaires to assess the constructs in the study's conceptual framework: Transformational leadership behaviors of school principals,

measured by the Transformational Leadership Behavior Inventory (TLBI) (Podsakoff et al., 1990); Organizational commitment, using Meyer and Allen's (1996) three-component model; and OCB, assessed through the Organizational Citizenship Behavior questionnaire with 15 items adapted from Podsakoff et al. (1990). It also explains how the survey was administered to a representative sample of teachers across various schools in Israel to ensure the findings are generalizable within the Israeli educational context.

Limitations of the problematic scope of the research

The Introduction sets out the limitations of the problems researched, and methods adopted. It discusses how the study relies on self-reported data, which may have introduced biases like social desirability or self-perception bias, affecting the validity of findings.

II. SIZE AND STRUCTURE OF THE DISSERTATION

The dissertation is structured into an introduction, three chapters, a conclusion, contributions of the study, references, and appendices, and has a total length of 170 pages. The main text contains 12 tables and 3 figures. The list of references includes a total of 182 sources, of which:

Foreign sources: 188

Internet sources: 2

In addition, the dissertation contains 2 appendices.

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III. DISSERTATION SUMMARY

INTRODUCTION

The Introduction justifies the topicality of the problem by highlighting the growing need for effective leadership in Israeli schools to address contemporary challenges such as teacher retention, academic performance, and organizational culture. It justifies the choice of the topic within the context of its relevance and feasibility by pointing out the increasing recognition of transformational leadership as essential in managing these challenges in the Israeli education system.

The Introduction formulates the problem researched and the author's argument, stating that transformational leadership positively impacts organizational commitment and Organizational Citizenship Behavior (OCB) in Israeli schools. The research aims to explore this relationship and its implications for educational improvement.

The objective of the research is to examine how transformational leadership influences OCB and organizational commitment in Israeli schools, with specific tasks focused on identifying key leadership traits, analyzing current theoretical perspectives, and developing a model for transformational managerial competence.

The object of the research is the role of school principals in managing educational processes, while the subject is their leadership style and its effect on teacher commitment and OCB.

The limitations of the research include its focus on a single school, the potential biases in self-reported data, and the applicability of findings to different educational settings. The research tools used involve surveys and questionnaires, and the public presentation of the results will be in the form of academic publications and policy recommendations.

FIRST CHAPTER

TRANSFORMATIONAL LEADERSHIP AS A TOOL FOR MANAGING HUMAN RESOURCES IN AN ORGANIZATION

The First Chapter is dedicated to the theoretical and methodological aspects of the implementation of transformational leadership as the object of the research. It examines the theoretical foundations of transformational leadership and analyzes its potential influence on organizational commitment and organizational citizenship behavior. A comprehensive analysis of the problem situation was made, focusing on the critical role of school leadership in promoting organizational commitment and OCB in Israeli schools. Essential factors of the environment where the managerial

problem has emerged and developed were outlined, such as the evolving demands on school leadership in the face of increasing teacher turnover, the need for enhanced academic performance, and a focus on creating positive organizational cultures.

1. Concept of Transformational Leadership

The need for transformational leadership has been backed up with arguments that emphasize its significance in shaping organizational outcomes, particularly in the context of education. Transformational leadership is shown to drive teacher engagement, innovation, and emotional commitment, which are essential for fostering a supportive school culture and improving both teacher and student performance. The prerequisites for implementing transformational leadership in schools were analyzed, and the possibility of its widespread application across educational settings was justified, given its proven effectiveness in various organizational sectors, including education.

Working definitions of the terms "transformational leadership," "organizational commitment," and "organizational citizenship behavior" were formulated, and the accompanying terminology was adjusted according to the specifics of the educational context. These terms are central to understanding the dynamics of school leadership and its impact on teacher behavior, organizational culture, and overall school success.

1.1. Leadership Concept

In the First Chapter the concept of leadership was discussed. It delineates how the concept has garnered significant attention in academic and professional circles (Yukl & Gardner, 2019), but it remains an ambiguous and multifaceted term with no universally accepted definition. Much of the research focuses on leader traits and styles, yet there is limited understanding of how leaders' actions directly contribute to success (Jankurová, Ljudvigová & Gubová, 2017). Leadership effectiveness is not solely determined by possessing "ideal" traits, as leaders without these traits can still perform effectively (Ulrich et al., 2009; Northouse, 2016). This paradox highlights the need to focus on what leaders do rather than who they are.

The First Chapter provides a comprehensive analysis of leadership theories and reveals that leadership effectiveness is often attributed to behaviors and actions rather than inherent traits. Behavioral models, such

as Yukl's extended leadership model, emphasize the importance of leadership behaviors and contextual factors in achieving success (Yukl & Gardner, 2019). Northouse (2016) advocates for a more holistic approach, combining personal traits with the actions leaders take to guide and inspire their followers. The need for a more inclusive definition of leadership was emphasized, recognizing that it involves dynamic interactions between leaders and followers (Yukl, 2012; Northouse, 2016).

The view that leadership directly influences organizational success was justified, as effective leadership can drive employee engagement, commitment, and productivity (Kaiser, Hogan & Craig, 2008; Voon et al., 2010). It was emphasized that despite the absence of a singular definition, leadership remains key to guiding organizations toward achieving their goals.

1.2. Nature of Transformational Leadership

The First Chapter proceeds to examine Transformational Leadership, a concept originally introduced by Burns in 1978 to characterize political leaders. This framework was later adapted to the business environment by Avolio and Bass in 1988, highlighting aspects such as motivation, dedication to shared visions, and the encouragement of creativity and innovation. The First Chapter offers a comprehensive theoretical exploration of the antecedents and nature of Transformational Leadership. It begins by delineating the foundational principles that underpin this leadership style, tracing its evolution from political spheres into the business domain. The chapter emphasizes how transformational leaders possess the ability to articulate a compelling vision, thereby aligning the organization's objectives with the personal values and aspirations of their followers.

A key antecedent of Transformational Leadership is the leader's capacity to establish strong emotional bonds with team members. This emotional intelligence enables leaders to understand and address the individual needs and motivations of their employees, fostering an environment of trust and respect. Additionally, the chapter explores how transformational leaders challenge the status quo by questioning existing processes and encouraging innovative thinking. This propensity for challenging established norms drives organizational change and facilitates the adoption of new strategies that enhance performance.

The nature of Transformational Leadership is further characterized by its focus on intellectual stimulation. Leaders encourage employees to engage in problem-solving and critical thinking, which not only enhances their skills but also contributes to the overall intellectual capital of the organization. Inspirational motivation plays a crucial role, as leaders communicate high expectations and inspire enthusiasm towards achieving shared goals. This motivational aspect helps in cultivating a committed and resilient workforce capable of navigating complex challenges.

Idealized influence represents another core component discussed in the chapter. Transformational leaders serve as ethical role models, demonstrating behaviors that earn them admiration and respect. This moral leadership fosters a sense of integrity and accountability within the organization, encouraging employees to emulate these positive traits. Furthermore, individualized consideration highlights the personalized attention leaders give to each team member, supporting their professional growth and development through mentorship and coaching.

The chapter also examines the tangible outcomes associated with Transformational Leadership. Enhanced organizational commitment and elevated performance metrics are consistently linked to this leadership style. By fostering a positive organizational climate, transformational leaders contribute to higher levels of employee satisfaction and reduced turnover rates. The alignment of individual and organizational goals leads to increased productivity and the successful implementation of innovative initiatives.

Comparative analyses within the chapter illustrate the superiority of Transformational Leadership over other leadership styles in promoting OCB. Employees under transformational leaders exhibit greater discretionary effort and engage in behaviors that go beyond their formal job requirements, thereby adding value to the organization. The ability of transformational leaders to inspire and empower their teams results in sustained organizational success and a competitive advantage in the marketplace.

In conclusion, the First Chapter provides a comprehensive theoretical framework that clarifies the antecedents and inherent nature of Transformational Leadership, specifically within the context of schools in Israel. By emphasizing key competencies such as intellectual stimulation,

inspirational motivation, idealized influence, and individualized consideration, the chapter illustrates how Transformational Leadership profoundly affects organizational dynamics in educational settings. This leadership style proves essential in cultivating motivated and innovative teaching staff, enhancing student engagement, and promoting overall high performance within Israeli schools.

2. Influence of Transformational Leadership on Organizational Commitment

This section examines the relationship between transformational leadership and employees' organizational commitment.

Transformational leaders in Israeli educational institutions effectively align the goals of the organization with the personal values and aspirations of educators and students alike. By establishing strong emotional connections, these leaders foster an environment of trust and respect, which is crucial for navigating the diverse and dynamic landscape of Israeli education. Additionally, by challenging established norms and encouraging creative problem-solving, Transformational Leadership drives the adoption of innovative teaching methods and curricula that meet the evolving needs of students.

2.1 The Nature of Organizational Commitment

Moreover, the First Chapter reviews literature on Organizational commitment and how the concept embodies the psychological bond and loyalty that employees develop toward their organization. Meyer and Allen's (1991) three-dimensional framework offers a comprehensive understanding of this construct by categorizing it into affective commitment, continuance commitment, and normative commitment.

Affective commitment pertains to the emotional attachment an employee feels towards the organization (Meyer & Allen, 1991). This dimension reflects the degree to which individuals identify with and feel connected to their organization's values and goals. Employees with strong affective commitment are motivated by intrinsic factors, leading to higher levels of engagement and willingness to contribute beyond their formal job responsibilities.

Continuance commitment involves the recognition of the costs associated with leaving the organization. This dimension highlights the

rational calculations employees make regarding their tenure, considering factors such as financial benefits, career advancement opportunities, and the loss of established professional relationships. Employees with high continuance commitment remain with the organization primarily because they perceive significant drawbacks to departure.

Normative commitment is characterized by a sense of obligation or duty to remain with the organization. This dimension is rooted in moral or ethical considerations, societal norms, or organizational culture that instills a feeling of loyalty and responsibility. Employees exhibiting normative commitment stay with the organization because they believe it is the right thing to do, often influenced by organizational policies, leadership behavior, and cultural expectations.

Each dimension of organizational commitment plays a distinct role in shaping employee behavior and organizational outcomes. Affective commitment enhances voluntary engagement and fosters a proactive approach to achieving organizational objectives. Continuance commitment ensures workforce stability and retention, reducing turnover rates and preserving organizational knowledge. Normative commitment cultivates a culture of loyalty and responsibility, encouraging employees to act in the organization's best interests even during challenging times.

In educational settings, such as schools in Israel, the nature of organizational commitment significantly influences the effectiveness and sustainability of educational institutions. Teachers and administrative staff who exhibit high levels of affective commitment contribute to a positive and collaborative school environment, driving initiatives that enhance student learning and institutional performance. Continuance commitment ensures that experienced educators remain within the school, maintaining continuity and stability in educational programs. Normative commitment fosters a sense of duty among staff to uphold the school's mission and values, promoting ethical practices and a supportive community.

Understanding the multifaceted nature of organizational commitment enables educational leaders to implement strategies that enhance each dimension. By fostering an environment that strengthens emotional bonds, minimizes the perceived costs of leaving, and instills a sense of duty, schools can cultivate a dedicated and resilient workforce. This comprehensive approach to organizational commitment is essential for

achieving long-term employee engagement, aligning individual aspirations with organizational goals, and ensuring the sustained success of educational institutions in Israel.

2.2. Transformational Leadership and Organizational Commitment

The First Chapter explores the relationship between Transformational Leadership and Organizational Commitment, particularly within the educational context. It presents a thorough analysis of how Transformational Leadership practices significantly enhance teacher commitment and contribute to the overall success of schools. Drawing on empirical studies, such as those by Ndlovu et al. (2018), the chapter demonstrates that Transformational Leadership positively impacts teacher commitment, which in turn drives school performance and student achievement.

The First Chapter highlights that Transformational Leadership cultivates an innovative climate within schools. By encouraging creative problem-solving and the adoption of new teaching methodologies, transformational leaders create an environment where educators feel empowered to experiment and implement innovative ideas. This innovative climate not only enhances the teaching and learning experience but also aligns with the dynamic needs of the educational landscape, thereby improving student outcomes (Anderson, 2017; Arokiasamy et al., 2017).

Furthermore, the First Chapter examines how Transformational Leadership strengthens teachers' commitment to school values. Transformational leaders articulate a clear and compelling vision that resonates with the personal values and professional aspirations of teachers. This alignment fosters a strong sense of purpose and dedication among educators, motivating them to uphold and advance the school's mission. As a result, teachers develop a deeper emotional and professional investment in their work, which enhances their commitment to the organization (Berkovich & Eyal, 2017).

The chapter also addresses the critical need for effective leadership in schools, especially given the numerous challenges educators face today. Increasing pressures to improve academic outcomes, manage diverse classrooms, and integrate technology into teaching demand strong and

adaptive leadership. Transformational Leadership meets these demands by fostering trust, commitment, and motivation among teachers. Leaders who exhibit transformational qualities inspire their staff to achieve higher levels of performance and job satisfaction, which in turn reinforces their organizational commitment (Leithwood & Sun, 2012).

Additionally, the First Chapter explores how Transformational Leadership contributes to a supportive and collaborative work environment. Transformational leaders promote open communication, encourage professional development, and facilitate collaborative decision-making processes. These actions create a sense of community and mutual support among teachers, enhancing their engagement and commitment to the school. The chapter underscores that such a positive work environment is essential for retaining talented educators and reducing turnover rates, thereby ensuring the stability and continuity of educational programs.

The chapter also discusses the impact of Transformational Leadership on student achievement. By fostering a committed and motivated teaching staff, transformational leaders indirectly influence student performance. Engaged and dedicated teachers are more likely to implement effective instructional strategies, provide individualized support to students, and create a positive learning atmosphere. Consequently, the overall academic outcomes of students improve, reflecting the success of Transformational Leadership in fostering an environment conducive to educational excellence.

Moreover, the First Chapter integrates findings from various studies to illustrate the multifaceted benefits of Transformational Leadership in schools. It emphasizes that transformational leaders play a pivotal role in aligning individual and organizational goals, ensuring that teachers' personal and professional growth contributes to the broader objectives of the educational institution. This alignment enhances organizational commitment by making teachers feel that their efforts are meaningful and integral to the school's success.

3. Influence of Transformational Leadership on Organizational Citizenship Behavior

This section analyzes the relationship between transformational leadership and organizational citizenship behavior.

The First Chapter provides an in-depth exploration of how Transformational Leadership positively influences Organizational Commitment within schools. By fostering an innovative climate, strengthening alignment with school values, addressing the need for effective leadership, and creating a supportive work environment, Transformational Leadership emerges as a crucial factor in enhancing teacher commitment and achieving school success. The chapter effectively demonstrates that transformational leaders not only motivate and engage their staff but also drive the entire educational institution towards sustained excellence and improved student outcomes.

3.1. The Antecedents and Nature of Organizational Citizenship Behavior

The First Chapter thoroughly explores the antecedents and intrinsic nature of Organizational Citizenship Behavior (OCB), providing a comprehensive understanding of how voluntary, discretionary actions contribute to organizational success. OCB encompasses behaviors that exceed formal job responsibilities, significantly enhancing the smooth operation and overall performance of an organization (Organ, 1995). Through an analytical lens, the chapter examines the various dimensions of OCB, including altruism, conscientiousness, sportsmanship, courtesy, and civic virtue, illustrating how these behaviors foster a positive organizational culture and drive organizational effectiveness (López-Cabarcos et al., 2022; Wonda, 2024).

OCB is characterized by voluntary actions that are not explicitly recognized or rewarded but are essential for the organization's well-being. These behaviors include helping colleagues, taking on additional tasks, and engaging in constructive communication, all of which contribute to a supportive and efficient work environment (Organ & Ryan, 1995). The nature of OCB involves several key dimensions:

Altruism: Voluntary assistance to specific individuals within the organization, promoting teamwork and collaboration.

Conscientiousness: Going beyond the minimum job requirements with reliability, thoroughness, and a strong work ethic.

Sportsmanship: Maintaining a positive attitude and minimizing negative behaviors, even in challenging situations.

Courtesy: Proactively preventing conflicts and misunderstandings through effective communication and respect for colleagues.

Civic Virtue: Actively participating in the governance and improvement of the organization, including attending meetings and staying informed about organizational affairs.

The evolution of OCB has expanded its scope to include a broader range of supportive behaviors that enhance job satisfaction, performance, and overall organizational outcomes (Esponda-Pérez et al., 2024; Organ & Ryan, 1995). These behaviors not only improve individual job performance but also contribute to a collaborative and innovative organizational climate (López-Cabarcos et al., 2022).

Antecedents of OCB

The First Chapter identifies several key antecedents that influence the emergence and prevalence of OCB within organizations:

Transformational Leadership significantly impacts OCB by inspiring, motivating, and supporting employees. Transformational leaders create an environment of trust and commitment, encouraging discretionary behaviors that benefit the organization (Cansoy & Polatcan, 2019).

A culture that values collaboration, mutual respect, and continuous improvement fosters OCB. When employees perceive that their contributions are valued and that the organization supports their professional growth, they are more likely to engage in citizenship behaviors (Babalola, 2016).

High levels of job satisfaction are positively correlated with OCB. Satisfied employees are more inclined to exceed their formal job duties, driven by their positive feelings towards the organization (Shila & Sevilla, 2015).

When employees feel that the organization cares about their well-being and values their contributions, they are more likely to reciprocate with supportive behaviors. This reciprocal relationship enhances the likelihood of OCB (Organ & Ryan, 1995).

Individual characteristics such as conscientiousness, agreeableness, and emotional stability play a role in determining the propensity to engage

in OCB. Employees with these traits are more likely to exhibit voluntary behaviors that benefit their colleagues and the organization.

A supportive and collaborative work environment encourages OCB. Factors such as effective communication, recognition of efforts, and opportunities for professional development create a conducive atmosphere for discretionary behaviors (López-Cabarcos et al., 2022).

Impact of OCB

OCB has profound implications for organizational performance and employee well-being. Organizations that foster OCB benefit from enhanced performance, improved customer service, increased innovation, higher job satisfaction, reduced absenteeism, and greater employee loyalty and creativity (Esponda-Pérez et al., 2024; Organ & Ryan, 1995). In educational settings, such as schools in Israel, OCB plays a critical role in enhancing the overall educational environment. Teachers who engage in OCB support their colleagues, contribute to the development of innovative teaching practices, and create a supportive and collaborative atmosphere for students. This collective effort leads to improved student outcomes, higher levels of teacher satisfaction, and a more resilient and adaptable educational institution.

The First Chapter underscores the importance of understanding both the antecedents and the nature of OCB for organizations aiming to enhance their performance and foster a positive work environment. By recognizing the factors that encourage OCB and appreciating its multifaceted nature, leaders can implement strategies that promote these voluntary behaviors. This comprehensive approach enables organizations, particularly educational institutions in Israel, to achieve greater efficiency, innovation, and employee satisfaction, ultimately driving sustained success and excellence.

In conclusion, the First Chapter provides an in-depth exploration of the antecedents and intrinsic nature of Organizational Citizenship Behavior, highlighting its critical role in fostering a positive and high-performing organizational environment. By elucidating the key factors that promote OCB and detailing its various dimensions, the chapter equips leaders with the knowledge to cultivate a culture of voluntary and supportive behaviors. This understanding is particularly valuable for educational institutions in Israel, where OCB contributes to enhanced

teacher commitment, improved student outcomes, and the overall success of schools. Through the strategic promotion of OCB, organizations can achieve sustained excellence and create a thriving work environment that supports both individual and organizational growth.

3.2. Transformational Leadership and Organizational Citizenship Behavior

The First Chapter thoroughly examines the interplay between Transformational Leadership and OCB, elucidating how transformational leaders cultivate an environment that encourages discretionary behaviors contributing to organizational success. Transformational Leadership significantly enhances OCB by fostering positive relationships and establishing a supportive organizational climate. Key transformational leadership behaviors, including individualized consideration, inspirational motivation, and intellectual stimulation, play pivotal roles in promoting actions that surpass formal job expectations, thereby driving organizational excellence (Wang & Zhu, 2011; Luiselli et al., 2021).

In educational settings, Transformational Leadership has a profound impact on teacher commitment, engagement, and the manifestation of OCB. Research indicates that transformational leaders inspire teachers to commit deeply to their roles, engage actively in school initiatives, and exhibit behaviors that extend beyond their prescribed duties. Harnani (2017) demonstrates that when transformational leadership aligns with high levels of job satisfaction, it results in elevated OCB, which subsequently enhances overall organizational performance. This relationship underscores the importance of leadership styles in shaping the behavioral dynamics within educational institutions.

A pertinent study by Abd El Majid and Cohen (2015) explores Transformational Leadership within Arab Israeli schools, revealing that such leadership encourages teachers to exceed their job descriptions. This behavior fosters loyalty to the school's goals and objectives, creating a cohesive and motivated teaching workforce. Transformational leaders in these settings articulate a clear and compelling vision, align individual aspirations with organizational goals, and provide the necessary support and resources for teachers to thrive. As a result, teachers develop a stronger

sense of belonging and responsibility towards the school's mission, which translates into enhanced OCB.

The literature reviewed in the First Chapter highlights several mechanisms through which Transformational Leadership fosters OCB in educational environments:

Transformational leaders attend to the individual needs of teachers, offering personalized support and mentorship. This attention nurtures a sense of value and appreciation among teachers, motivating them to engage in behaviors that benefit the school beyond their formal roles (Wang & Zhu, 2011).

By articulating a compelling vision and setting high expectations, transformational leaders inspire teachers to pursue excellence. This inspiration drives teachers to take initiative, participate in school improvement projects, and support their colleagues, thereby enhancing OCB (Luiselli et al., 2021).

Transformational leaders encourage critical thinking and innovation, creating an environment where teachers feel empowered to experiment with new teaching methods and curricula. This empowerment leads to proactive behaviors that contribute to the school's academic and operational success (Harnani, 2017).

The positive correlation between Transformational Leadership and OCB has significant implications for school performance and student outcomes. Schools led by transformational leaders experience a more collaborative and innovative culture, where teachers are motivated to support one another and engage in continuous professional development. This collaborative environment not only improves teacher satisfaction and retention but also enhances the quality of education provided to students, resulting in better academic achievements and a more supportive learning atmosphere.

Furthermore, the First Chapter underscores the necessity for leadership training programs that emphasize transformational practices. Implementing such programs can equip school leaders with the skills needed to inspire and motivate their teaching staff effectively. Training initiatives focused on developing individualized consideration, inspirational motivation, and intellectual stimulation can lead to a more

motivated and committed workforce, fostering a positive school climate and enhancing OCB (Abd El Majid & Cohen, 2015).

The chapter also highlights the broader organizational benefits of fostering OCB through Transformational Leadership. Enhanced OCB leads to improved organizational performance, greater adaptability to change, and a more resilient organizational structure. In the context of Israeli schools, where educators face unique challenges such as diverse student populations and evolving educational standards, Transformational Leadership provides the strategic direction and support necessary to navigate these complexities successfully.

Summary of Chapter 1

The theoretical analysis conducted in the first chapter highlights the importance of transformational leadership in shaping employees' attitudes and organizational behavior.

The chapter establishes the conceptual framework of the study and provides the theoretical basis for examining the relationship between transformational leadership, organizational commitment, and organizational citizenship behavior.

The *First Chapter* establishes a robust theoretical foundation demonstrating that Transformational Leadership significantly enhances OCB within educational settings. By fostering positive relationships, encouraging discretionary behaviors, and creating a supportive and innovative environment, transformational leaders play a crucial role in driving school success. The integration of transformational leadership practices into school leadership training programs emerges as a vital strategy for cultivating a motivated, engaged, and high-performing teaching workforce, ultimately leading to improved student outcomes and sustained organizational excellence.

SECOND CHAPTER

THE ROLE OF TRANSFORMATIONAL LEADERSHIP IN ADDRESSING CHALLENGES IN ISRAEL'S EDUCATIONAL SYSTEM

The Second Chapter develops the theory of effective leadership in educational environments and provides solving methods for overcoming the challenges facing Israel's educational system.

1. Challenges in Israel's Educational System

This section discusses the structural and organizational challenges faced by the Israeli educational system, including increasing social demands, teacher workload, and the need to improve educational outcomes. The Second Chapter examines and assesses the challenges faced by the educational system in Israel, particularly in terms of motivating teachers and improving teacher commitment. The alternative options proposed to solve these issues, such as focusing on intrinsic motivation and decentralizing management, were analyzed.

It was found that in Israel, teacher stress, burnout, and attrition are major concerns, especially due to the increased workload resulting from neoliberal reforms and a culture of accountability (Buskila & Chen-Levi, 2021). Teacher commitment can be increased by emphasizing intrinsic factors like job security and self-actualization, rather than relying on extrinsic rewards (Wasserman et al., 2016). However, implementing a decentralized management model in which teachers are actively involved in decision-making has been shown to improve teacher commitment, but this requires specific leadership skills and is a complex task (Wasserman et al., 2016).

Alternative approaches to the regulatory framework of the educational system have been shown, highlighting the role of principals in balancing management responsibilities with instructional leadership. The possibility for effective management of the educational system through transformational leadership has been examined, showing that principals who engage in both administrative and instructional leadership can help mitigate many of the system's challenges.

1.1. The Significance of Instructional Leadership

The Second Chapter examines and assesses the following alternative options to solve the problem of improving teaching and learning within schools. Instructional leadership refers to the practices that school principals engage in to enhance teaching and student learning (Glanz et al., 2017). It was found that regardless of the strategies employed, there is still uncertainty about how instructional leadership can be universally applied in schools, particularly in different cultural and national contexts.

The possibilities for improving school leadership practices have been examined, namely, fostering a vision for educational success that aligns with state standards while addressing the unique needs of students, staff, and the local community (Brzozowski & Ferster, 2017). Moreover, it was found that prioritizing instructional leadership signals the importance of effective teaching practices, enhancing a school-wide focus on student learning (Marks & Printy, 2003). Research has shown that principals who engage in instructional leadership foster professional learning environments, which lead to increased teacher motivation and better student performance (Devos & Bouckenough, 2009).

A systematic summary of instructional leadership practices was made, noting key dimensions such as defining the school's mission, managing the instructional program, and fostering a positive school climate (Hallinger & Murphy, 2005). These practices directly influence classroom teaching and student achievement. However, it was found that certain leadership practices, such as classroom supervision, have limited direct impact on instructional outcomes compared to fostering professional development and teacher collaboration, which have shown more lasting effects (Waters et al., 2003; Marks & Printy, 2003).

1.2 School Leadership and Teacher Satisfaction in Israeli High Schools

The Second Chapter develops the theory that effective leadership, particularly transformational leadership, has a profound impact on teacher satisfaction. The relationship between school leadership styles and teacher satisfaction has been analyzed, with findings indicating that transformational leadership positively influences teacher satisfaction in diverse cultural settings (Schwartz, 2024).

However, the study also shows that leadership styles need to be adapted to the cultural context of the school. It was found that while transformational leadership significantly improved teacher engagement among Jewish teachers, it had a negative impact on teacher involvement among Arab teachers, emphasizing the need for culturally sensitive leadership practices (Schwartz, 2024).

The Second Chapter outlines possible routes to solve the problem of improving teacher satisfaction through leadership, namely adapting leadership styles to local cultural contexts and ensuring that leadership practices align with the specific needs and values of the community.

1.3 Israel's National Context and its Indirect Influence on Instructional Leadership

This subsection analyzes the broader national context in which Israeli schools operate and examines how national policies and social conditions influence leadership practices within educational institutions.

2. Transformational Leadership and Organizational Citizenship Behavior in an Educational Environment

This section examines the relevance of transformational leadership within educational organizations and its potential influence on teachers' professional behavior.

2.1 The Need for Transformational Leadership in Israeli School System

The Second Chapter develops the argument that transformational leadership is crucial in addressing the motivational challenges within the Israeli educational system. It substantiates the claim that transformational leadership enhances teacher commitment and fosters organizational citizenship behavior (OCB), both of which are essential for improving educational outcomes (Zadok et al., 2024).

The possibilities for improving teacher engagement and motivation have been examined, with findings showing that transformational leadership significantly reduces teacher burnout, increases commitment, and encourages extra-role behaviors such as mentoring and participating in school committees (Nguni, Slegers, & Denessen, 2006; Oplatka, 2006).

A basic list of tentative interrelated barriers and key factors for implementing transformational leadership in Israel's educational system was synthesized, pointing to challenges such as a decentralized leadership structure, insufficient teacher training, and bureaucratic constraints (Shenhav et al., 2020).

2.2 Teacher's Organizational Commitment

The Second Chapter examines the impact of leadership on teacher commitment and OCB. It was found that a principal's ability to inspire commitment is directly linked to creating a supportive school environment that values teachers' contributions and encourages their involvement in decision-making (Wasserman et al., 2016).

Potential negative consequences compared to possible benefits of increased teacher autonomy and involvement in school leadership were subjected to in-depth analysis and evaluation. The research shows that while autonomy encourages OCB, excessive autonomy without sufficient support or guidance can lead to inconsistencies in teaching practices and reduced overall effectiveness (Somech & Ron, 2007).

A classification of the possible targets for the use of transformational leadership was proposed, including promoting teacher satisfaction, enhancing OCB, and improving overall school performance (Somech & Oplatka, 2014). These factors are critical for fostering a culture of trust and respect that contributes to long-term educational success (Zadok et al., 2024).

2.3. Organizational Citizenship Behavior in Schools

This subsection analyzes organizational citizenship behavior in educational institutions and examines how voluntary teacher behaviors contribute to school effectiveness.

Summary of Chapter 2

The second chapter highlights the challenges faced by the Israeli educational system and emphasizes the importance of effective leadership in promoting teachers' professional engagement.

The chapter establishes the contextual framework for the empirical study presented in the following chapter.

THIRD CHAPTER

INFLUENCE OF TRANSFORMATIONAL LEADERSHIP ON THE ORGANIZATIONAL COMMITMENT AND BEHAVIOR OF A CITIZEN ORGANIZATION IN THE FIELD OF EDUCATION - AN EMPIRICAL STUDY

1. Research Methodology

The third chapter presents the empirical research conducted to examine the relationship between transformational leadership, organizational commitment, and organizational citizenship behavior among teachers in Israeli schools.

The Third Chapter provides results of the experimental studies conducted to analyze the relationships between transformational leadership, organizational commitment, and organizational citizenship behavior (OCB) in Israeli urban schools. The chapter begins with a conceptual framework, hypotheses followed by presentation of the demographic data of the teachers involved in the study, followed by an in-depth examination of the key variables under investigation.

1.1. Conceptual Framework

The three variables in this study are organizational commitment, OCB and transformational leadership.

Chapter Three hypothesizes that:

H1: There is a positive relationship between transformational leadership (TL) and emotional and normative commitment. The higher the teacher's perception of the principal's transformational leadership, the higher their emotional and normative commitment.

H2: There is a positive relationship between transformational leadership (TL) and the level of OCB in the organization. The higher the teacher's perception of TL, the higher their OCB.

H3: Organizational commitment (OC) moderates the positive relationship between TL and OCB. The higher the teacher's OC, the weaker the positive relationship between TL and OCB.

The diagram below represents the conceptual framework for the study, illustrating the relationships between the variables and the hypotheses.



Figure 3.1. Conceptual Framework
Source: Author

1.2 Purpose and Tasks of the Study

This subsection defines the purpose of the empirical research and the tasks formulated in order to achieve the research objective. The primary objective of this study is to examine the relationships between teachers' organizational commitment, OCB, and transformational leadership within the context of Israel's education system. This study posits that transformational leadership, given its established effectiveness, may positively influence both organizational commitment and OCB among educators. While prior research in Israel has touched upon these relationships, it often lacks comprehensive insights.

1.3 Research Design, Methodology and Tools

This subsection describes the research design, data collection methods, and research instruments used in the study. The section of a research methodology is one of the most critical decisions in any study, as it fundamentally shapes the design, data collection, and analysis processes (Creswell, 2014). In this study, quantitative research methodology has been chosen. This methodology is particularly suitable when the goal is to measure variables and identify relationships, often through structured instruments like questionnaires and surveys, which can be analyzed statistically.

This study utilized descriptive and correlational research design. Correlational research is considered to be effective in natural settings for collecting data that reflect real-world conditions (Bhandari, 2022; Mondal, 2021). This design enabled the researcher to apply the study's findings to real-world issues, ensuring both internal and external validity.

The sample frame consists of Israel's urban schools, which serve as suitable targets due to their firsthand experience with principal leadership. The decision to sample 110 teachers is based on the need for sufficient data to provide statistically significant findings. This number balances the need for comprehensive representation across different schools and educational contexts, while remaining manageable for data collection and analysis. A sample of 110 participants offers a solid foundation for statistical analysis, allowing for meaningful correlations and regressions to be drawn between the study's variables.

For data collection, three questionnaires were selected to measure the elements in the study's conceptual framework: Transformational Leadership Behavior Inventory (TLBI), Organizational commitment scale was assessed using an 18-item scale adapted from Allen and Meyer's (1996) 24-item scale, consisting of three subscales: affective, continuation, and normative commitment. OCB was assessed using the Organizational Citizenship Behavior questionnaire, consisting of 15 items adapted from Podsakoff et al. (1990). This scale evaluates various dimensions of OCB, including altruism, conscientiousness, sportsmanship, courtesy, and civic virtue.

The purpose of these questionnaires is to gather information about participants' perceptions of their principals' leadership practices, as well as their own organizational commitment and OCB.

1.4 Data Analysis

This subsection explains the statistical methods used in analyzing the collected data. To analyze the data collected, statistical analysis was employed to test the research model, allowing for an examination of the direct and indirect effects of independent variables (principals' leadership style and teachers' occupation perceptions) on the dependent variable, OCB. This analysis relied primarily on descriptive statistics, correlations, and regressions. SPSS software was utilized for data processing, facilitating the statistical analysis and interpretation of results. This tool allowed for comprehensive analysis of the collected data, ensuring accurate and meaningful insights.

1.5 Ethical Considerations

This research involved human participants, making it subject to ethical considerations regarding how it was conducted and its implications for participants and society. As the research was conducted on behalf of an academic institution as part of a student's MA degree, it carried a responsibility to protect the rights and well-being of all participants. Institutional and faculty ethics committees ensured this responsibility was fulfilled. To further safeguard participants, a consent form was provided, clarifying that participation was voluntary, anonymous, and nontraceable, reducing social desirability bias. Participants were also informed that the questionnaires were for academic purposes only, with statistical processing ensuring confidentiality. Additionally, participants could withdraw from the study at any time.

2. Results of the Study

This section presents the empirical findings of the study. The results are reported in accordance with the research hypotheses and are based on descriptive statistics, correlation analyses, and regression analyses. No interpretative or theoretical explanations are provided in this section.

2.1. Demographic Data

The Third Chapter provides results of the survey questionnaire administered to the study sample, which consisted of 110 teachers from urban schools in Tel Aviv, Gush Dan, and HaSharon. The results reveal a balanced distribution across regions, gender, age, marital status, educational qualifications, teaching experience, and seniority in their current schools. The largest share of schools (45%) and teachers (45.45%) came from Tel Aviv, followed by Gush Dan (36.36%) and HaSharon (18.18%).

In terms of gender, the sample was fairly balanced, with 52 male and 58 female teachers, reflecting the typical gender distribution in teaching. The age distribution showed a predominance of teachers aged 36-41 years (31.82%), followed by those between 29-35 years (27.27%). A majority of the teachers were married (50%), with a notable proportion (36.36%) being single. Educationally, 82.73% of the teachers held postgraduate degrees, and a large portion of the sample (31.82%) had 5-10 years of teaching experience. In terms of tenure at their current schools, the majority of teachers (31.82%) had been with their school for 2-5 years, indicating a mix of new and moderately tenured staff. This diverse demographic profile provides a broad perspective on the factors influencing teaching practices and leadership in Israeli urban schools.

2.2. Descriptive Statistics

The results of the study reveal several key insights into the relationships between transformational leadership, organizational commitment, and organizational citizenship behavior (OCB) among teachers in Israeli urban schools. The descriptive statistics show that teachers generally view transformational leadership behaviors positively, with mean scores around 4.00, indicating favorable perceptions. However, the high standard deviations suggest significant variability in these perceptions.

Transformational Leadership Behavior Inventory (TLBI):

Average score: Most items scored around 4.00, suggesting positive perceptions of leadership, but with high variability (SD ~ 2).

Example: TLGA1 (Mean = 4.18, SD = 1.91) and TLS2 (Mean = 3.09, SD = 0.68).

Similarly, the Organizational Commitment Scale exhibited a range of responses, from low to high levels of commitment, indicating that teacher engagement with their organizations varies widely. On the other hand, the Organizational Citizenship Behavior Questionnaire showed relatively lower mean scores, suggesting that OCB is less prominent among teachers.

Organizational Commitment Scale (OCS):

The mean scores ranged from 2.62 to 4.46, showing varied levels of organizational commitment.

Example: OCAC4 (Mean = 4.46, SD = 1.36) and OCNC1 (Mean = 2.62, SD = 1.03).

Organizational Citizenship Behavior Questionnaire (OCBQ):

Scores ranged from 2.05 to 3.28, indicating lower levels of OCB among the teachers.

Example: OCBC3 (Mean = 3.28, SD = 0.80) and OCBA1 (Mean = 2.39, SD = 0.68).

2.3. Reliability Analysis

Transformational Leadership Behavior Inventory (TLBI): 0.65 (moderate reliability)

Organizational Commitment Scale (OCS): 0.64 (moderate reliability)

Organizational Citizenship Behavior Questionnaire (OCBQ): 0.71 (acceptable reliability)

Table 3.1. Correlation coefficients

	TL	OC	OCB
TL	1	0.0703	0.0168
OC	0.0703	1	-0.0166
OCB	0.0168	-0.0166	1

2.4. Correlation Analysis

The correlation analysis failed to identify any significant relationships between transformational leadership, organizational commitment, and OCB. The weak correlation coefficients and non-significant p-values indicate that there is no substantial evidence linking these variables in the sample.

Transformational Leadership (TL) and Organizational Commitment (OC): $r = 0.0703$ ($p = 0.517$), indicating a very weak, non-significant relationship. Transformational Leadership (TL) and Organizational Citizenship Behavior (OCB): $r = 0.0168$ ($p = 0.787$), indicating a very weak, non-significant relationship.

Organizational Commitment (OC) and Organizational Citizenship Behavior (OCB): $r = -0.0166$ ($p = 0.893$), showing no significant correlation.

2.5. Multiple Regression Analysis

Additionally, the multiple regression analysis further reinforced this conclusion, as neither transformational leadership nor organizational commitment, nor their interaction, significantly predicted OCB. The overall regression model explained only a small fraction (1.8%) of the variance in OCB, pointing to the possibility that other unexamined factors may be influencing teachers' citizenship behaviors.

Table 3.2. Multiple regression analysis

	Variables	Coefficients	P-Values
0	Constant	7.0601	0.034
1	Transformational Leadership	-1.1311	0.185
2	Organizational Commitment	-1.3627	0.172
3	Interaction	0.3482	0.175

Model F-Statistic: 0.6421 ($p = 0.590$) — The model was not statistically significant.

R-squared: 0.018 — Only 1.8% of the variance in OCB could be explained by the predictors.

Transformational Leadership Coefficient: -1.1311 ($p = 0.185$) — No significant effect on OCB.

Organizational Commitment Coefficient: -1.3627 ($p = 0.172$) — No significant effect on OCB.

Interaction Term Coefficient: 0.3482 ($p = 0.175$) — No significant effect.

Despite the absence of significant findings, the study emphasizes the need for improvements in transformational leadership practices and suggests potential avenues for enhancing organizational commitment and OCB. Recommendations include developing leadership programs to enhance principals' transformational leadership skills, establishing stronger recognition and reward systems to motivate teachers, and conducting further research into moderating and mediating factors such as teacher self-efficacy or job satisfaction. These steps could help foster a more engaged and committed teaching staff, which may, in turn, encourage greater organizational citizenship behavior.

The Third Chapter concludes that the methodological reference framework used for the implementation of this research can be adjusted after required revisions to better suit other contexts. The testing results confirm that further studies, especially those that account for the specific dynamics of different educational settings, are needed to explore the intricate relationships between leadership, commitment, and citizenship behaviors in diverse school environments.

3. Summary of Research and Results

This dissertation explored the relationships between transformational leadership, organizational commitment, and organizational citizenship behavior (OCB) in Israeli urban schools. While the findings did not support the hypothesized connections, they highlight the complexity of these dynamics and call for further investigation. The study emphasizes the need for a broader approach to leadership in education, one that includes diverse leadership styles, organizational structures, and contextual factors. It paves the way for future research to examine the role of alternative leadership styles and other influencing variables, such as teacher self-efficacy and school culture, in shaping teacher behavior and improving educational outcomes.

This dissertation aimed to investigate the relationships between transformational leadership, organizational commitment, and organizational citizenship behavior (OCB) within the context of Israeli urban schools. The results of this study provide significant insights into the relationships between transformational leadership, organizational commitment (OC), and organizational citizenship behavior (OCB) among teachers in Israeli urban schools. Based on the descriptive and inferential statistical analyses, this study aimed to answer the research questions and test the formulated hypotheses. The findings, however, challenge some of the anticipated relationships between the variables.

1. Perception of transformational leadership: The descriptive statistics show that teachers perceive their principals' transformational leadership behaviors positively, with mean scores around 4.00. While the general perception of transformational leadership is favorable, the high standard deviations indicate significant variability in individual responses. This variability suggests that while some teachers may strongly perceive their principals' leadership as transformational, others may be less impressed. This could point to a lack of consistency in leadership practices or differing expectations of what transformational leadership entails. For instance, the scores for individual items like TLGA1 (Mean = 4.18) and TLS2 (Mean = 3.09) reflect differing perceptions on certain leadership aspects, with some dimensions of leadership being rated more highly than others.

2. Organizational commitment and citizenship behavior: The results for organizational commitment (OC) also showed variability, with mean scores ranging from 2.62 to 4.46. This suggests that not all teachers feel equally committed to their organizations. Factors influencing this variability could include school culture, leadership style, personal values, and the overall school environment. Teachers with higher organizational commitment are more likely to identify with their school's goals, yet the relatively low mean scores for OCB (ranging from 2.05 to 3.28) indicate that organizational commitment does not necessarily translate into higher OCB. This is consistent with the findings from Pearson's correlation analysis, which showed weak and non-significant correlations between transformational leadership, organizational commitment, and OCB. Specifically, the correlation between TL and OC was very weak ($r =$

0.0703), and the correlation between TL and OCB was negligible ($r = 0.0168$), suggesting that transformational leadership may not directly enhance organizational commitment or OCB in this context.

3. Lack of Significant Relationships: The correlation and regression analyses did not reveal any substantial evidence of the relationships hypothesized in the study. For example, the hypothesis that organizational commitment moderates the relationship between transformational leadership and OCB was not supported, as the interaction term in the regression model ($p = 0.175$) was not statistically significant. The weak correlations and the very low R-squared value (0.018) in the regression model imply that only a small fraction (1.8%) of the variance in OCB could be explained by the predictors. This weak predictive power suggests that other unexamined factors, such as individual teacher motivation, external factors (e.g., policy changes or school resources), or contextual factors like the socio-political environment, might be influencing OCB more significantly than transformational leadership and organizational commitment.

Although the study did not yield strong evidence to support the proposed connections between transformational leadership and either organizational commitment or OCB, the results offer several significant insights that contribute to a more nuanced understanding of the dynamics at play in educational leadership. This dissertation challenges prior assumptions and literature on the subject, notably findings from Feizi et al. (2014a), Khasawneh et al. (2012), and others, offering new avenues for research and policy development in educational leadership. The findings, though inconclusive in certain areas, present valuable lessons for both future studies and practical applications in school leadership.

Revisiting the research question and its relevance:

The research questions posed in this dissertation sought to understand the role of leadership in shaping teacher commitment and behavior within contemporary educational environments, particularly in the context of Israeli urban schools. Previous studies, such as Ndlovu et al. (2018), have underscored the importance of examining how leadership styles influence teachers' organizational outcomes, including commitment to their roles and the degree to which they engage in extra-role behaviors like OCB. The study highlighted that while transformational leadership is often cited as a

significant factor in fostering both organizational commitment and OCB, the empirical evidence in this case was less definitive.

This finding stresses the need for further exploration into how leadership behaviors influence teacher commitment and engagement in educational settings. More specifically, it suggests that leadership, while a critical factor, may not be the sole or even the most dominant force behind organizational outcomes like OCB and organizational commitment. Other underlying factors, including teacher satisfaction, self-efficacy, and school climate, may play more substantial roles than previously understood, and future research should consider a broader set of variables to address this complexity.

A procedural model for investigating leadership behaviors:

One of the central components of this dissertation was the development of a procedural model aimed at investigating the impact of leadership behaviors on teacher outcomes, including organizational commitment and OCB. This model, presented in Chapter 3, Figure 3.1, serves as a conceptual framework for understanding the relationships between leadership styles and teacher behaviors. Although this model did not yield significant results to support the proposed relationships in the current study, it offers a solid foundation for future investigations into the impact of leadership on teacher engagement.

The framework, in its initial form, considered transformational leadership as the primary driver of organizational commitment and OCB, based on its well-established theoretical underpinnings. However, the lack of strong empirical support for these relationships in this study points to the need for refinement and further testing. Future studies could build on this model by incorporating additional leadership dimensions, such as transactional leadership, laissez-faire leadership, or distributed leadership, which may interact with transformational leadership in ways not previously considered.

Contextual factors, such as school culture, the socio-economic background of the student body, and the level of teacher autonomy, could also be integrated into the model. These elements, which influence both teacher satisfaction and engagement, may provide further insight into why transformational leadership did not yield the expected results in this study.

The inclusion of these factors would help to build a more robust framework that can better account for variations in teacher behavior across different school environments.

Challenging the assumption of transformational leadership's effectiveness:

The primary finding of this study was that transformational leadership, despite its theoretical prominence, had no significant effect on organizational commitment or OCB within the Israeli urban schools studied. This conclusion directly challenges the prevailing assumption in the educational leadership literature that transformational leadership is a key driver of teacher engagement and extra-role behaviors. Scholars such as Nguni, Slegers, & Denessen (2006) and Oplatka (2006) have consistently argued that transformational leadership, which emphasizes vision, inspiration, intellectual stimulation, and individualized consideration, is integral to fostering teacher commitment and enhancing organizational citizenship behavior. However, the results of this study suggest that the relationship between transformational leadership and these outcomes may not be as straightforward as previously assumed.

Several factors could account for the lack of significant findings. First, it is possible that transformational leadership, as defined and implemented in the study, was not fully realized in the schools surveyed. Leadership behaviors are complex and multifaceted, and the effectiveness of a transformational leader can be influenced by their ability to adapt their leadership style to the specific needs of their staff and the broader school context. If principals are not fully attuned to the needs and motivations of their teachers, their leadership behaviors may fall short of the transformational ideal, thereby limiting the potential impact on organizational commitment and OCB.

Second, the study's results may reflect a mismatch between the leadership style and the cultural and organizational context of the schools involved. Israeli urban schools, with their unique socio-political dynamics and cultural context, may have different expectations and preferences when it comes to leadership. Teachers may respond more positively to other leadership styles, such as transactional or distributed leadership, which may offer more tangible rewards or greater autonomy. Future studies should

consider how different leadership styles interact with specific school environments and teacher expectations, as this could reveal more about why transformational leadership did not have the expected effect in this study.

Introducing new questions in educational leadership:

This research raises important new questions regarding the role of leadership in shaping teacher behavior and organizational outcomes. While previous studies have predominantly focused on transformational leadership as the primary driver of organizational commitment and OCB, this study suggests that a more nuanced understanding of teacher motivation and engagement is needed. Alternative leadership styles, such as transactional leadership, servant leadership, or even participatory leadership, may play a more critical role in fostering positive teacher behaviors. These leadership styles, which emphasize different aspects of teacher interaction and motivation, may offer a more effective means of enhancing teacher commitment and engagement.

Moreover, contextual variables that were not considered in prior studies, such as the level of teacher autonomy, school culture, or the socio-political climate of the education system, may significantly influence the success of leadership practices. Teacher self-efficacy, for example, has been shown to correlate with job satisfaction and engagement, and its role in shaping teacher behavior warrants further exploration. Similarly, the level of support teachers receive from their colleagues and the broader school community may impact their willingness to engage in extra-role behaviors. Understanding the interplay between leadership and these contextual factors is crucial for developing effective leadership strategies that can lead to improved organizational outcomes in schools.

Developing a methodological framework for future research:

In addition to offering practical insights, this dissertation also proposes a methodological reference framework for examining the relationship between leadership and organizational outcomes in educational settings. This framework, although it did not yield significant results in this study, can serve as a basis for future research. It incorporates key variables such as leadership style, organizational commitment, and ocb, but future studies

could extend it by incorporating additional constructs such as teacher well-being, work-life balance, and social support, which may influence teachers' engagement and behavior.

The framework also highlights the need for a mixed methods approach to studying leadership and teacher outcomes. While quantitative methods, such as surveys and statistical analysis, are valuable for establishing broad patterns and correlations, qualitative methods, such as interviews and focus groups, can provide deeper insights into the lived experiences of teachers and their perceptions of leadership. Combining these approaches will offer a more holistic understanding of the ways in which leadership impacts teacher behavior and organizational commitment.

CONCLUSION

The study concludes that transformational leadership, while a valuable leadership style, is insufficient on its own to account for variations in teacher commitment and organizational behavior. The findings indicate that schools should not rely solely on transformational leadership to improve organizational outcomes. Instead, a more comprehensive approach is required—one that considers a wider range of leadership practices, organizational structures, and contextual supports.

As the study suggests, leadership development programs should not focus exclusively on transformational leadership but instead incorporate a range of leadership styles and strategies. Schools must also foster stronger school climates, enhance teacher collaboration, and provide better support systems to improve organizational outcomes. Additionally, the findings underscore the importance of considering alternative leadership styles and contextual factors when developing leadership practices aimed at improving teacher commitment and engagement.

In sum, this dissertation provides a starting point for future research on the complex dynamics between leadership, organizational commitment, and OCB in educational settings. Although the study did not support the expected relationships, it opens up new directions for investigation and underscores the need for a more nuanced approach to understanding teacher behavior. Future research should explore how different leadership styles, contextual factors, and teacher characteristics interact to shape

organizational outcomes. This will provide a more comprehensive understanding of how leadership, organizational structures, and teacher behaviors intersect to create a positive educational environment. The study, therefore, lays the groundwork for a deeper exploration of these relationships and offers valuable insights for policy development and practice in educational leadership.

Based on the findings of this study, several important recommendations are proposed to assist schools in enhancing organizational commitment (OC) and organizational citizenship behavior (OCB) among teachers. These recommendations aim to strengthen the influence of transformational leadership and address the factors that might hinder its effectiveness in promoting positive teacher behaviors.

1. Enhanced leadership development programs:

One of the key insights from this study is the need to improve the practice of transformational leadership within schools. To address this, it is essential for schools to establish comprehensive leadership development programs that focus on enhancing the transformational leadership capabilities of school principals. These programs should provide intensive training in the core components of transformational leadership, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Principals who are skilled in these areas can inspire greater teacher engagement, foster loyalty, and enhance teachers' OCB. By encouraging a leadership style that is consistent and effective, these programs will help cultivate a school environment in which teachers feel motivated and committed, which could lead to higher levels of OCB and, in turn, contribute to overall school performance improvement. Additionally, providing principals with the tools to lead effectively will promote a supportive, dynamic atmosphere that benefits both educators and students alike.

2. Employee recognition and reward systems:

The study found a notable lack of perceived organizational citizenship behavior among teachers, indicating that they may not feel adequately appreciated for their contributions beyond the basic requirements of their job. In response, schools should implement robust and multifaceted recognition and reward systems that acknowledge teachers' voluntary, extra-role contributions. These systems should include a mix of formal

rewards, such as financial bonuses, promotions, and public recognitions, along with informal rewards, such as teacher of the month awards and public appreciation during school events. Establishing a culture of appreciation where teachers feel recognized for their willingness to assist colleagues, engage in extracurricular activities, or contribute to the school's improvement can lead to increased OCB. Recognizing and rewarding OCB will not only motivate teachers to continue these behaviors but will also create a positive reinforcement cycle, where teachers' morale and organizational commitment are continually enhanced, contributing to a more positive school culture overall.

3. Focus on individualized support and intellectual stimulation:

A key component of transformational leadership is the ability to provide individualized support and foster intellectual stimulation. In light of the facts mentioned, schools should place a stronger emphasis on offering personalized professional development opportunities that cater to the unique needs and aspirations of individual teachers. This could include establishing mentorship programs, offering opportunities for advanced academic studies, or providing workshops that encourage teachers to explore new teaching methodologies, leadership roles, or research projects. By offering teachers intellectual stimulation and promoting continuous professional growth, school leaders can help enhance teachers' sense of competence and achievement. When teachers feel supported in their professional development and their career goals, they are more likely to feel a deeper sense of loyalty to the institution, which not only increases organizational commitment but also encourages greater engagement in OCB.

4. Further research:

While this study explored the relationships between transformational leadership, organizational commitment, and OCB, it did not delve into other potential factors that could influence or mediate these relationships. Future research should examine additional moderating and mediating variables that may provide a deeper understanding of how leadership influences teacher behaviors. Variables such as teachers' self-efficacy, job satisfaction, emotional intelligence, or even the school climate could offer a more comprehensive view of the dynamics between leadership and teacher engagement. Furthermore, qualitative research methods, including

in-depth interviews or focus group discussions, could uncover teachers' perceptions of leadership and their motivations for participating in OCB. By identifying the underlying psychological, emotional, and contextual factors that shape teachers' behaviors, future studies can inform more precise and targeted interventions to improve both leadership practices and teachers behavior.

The findings of this study are specific to the particular context in which the research was conducted, which may limit their generalizability. To broaden the scope of understanding, future studies should replicate this research across various educational settings, including rural schools, private institutions, and schools from different regions. Comparing results across diverse contexts can help determine whether the effects of transformational leadership on organizational commitment and OCB are universally applicable or whether they vary based on specific local conditions. Such studies could shed light on how leadership strategies might need to be adapted to different cultural or socio-economic contexts. This will provide a broader perspective that can help shape school policies and leadership approaches that are more flexible and applicable to a wider range of educational environments, ensuring that leadership development programs are relevant to varying school needs.

By adopting these recommendations, schools can leverage transformational leadership more effectively to strengthen both organizational commitment and organizational citizenship behavior among teachers. Enhancing leadership development, implementing effective recognition systems, and focusing on individualized support will help foster a positive and engaged school culture. These strategies, if executed properly, can lead to higher teacher satisfaction, greater commitment, and improved performance at the institutional level. Ultimately, this approach will contribute to a better learning environment, benefiting the educational community and the students it serves.

CONTRIBUTION OF THE STUDY

The contributions of the dissertation can be divided into theoretical and practical contributions.

Theoretical Contributions

1. Comprehensive theoretical analysis of transformational leadership in educational organizations.

The dissertation provides an in-depth analysis of contemporary theoretical and empirical research on transformational leadership, organizational commitment, and organizational citizenship behavior (OCB) in educational institutions. Based on this analysis, hypotheses regarding the relationships between these constructs were formulated and examined.

2. Development of a conceptual framework for examining leadership and teacher behavior in educational organizations.

The study proposes a theoretical model linking transformational leadership behavior of school principals with teachers' organizational commitment and organizational citizenship behavior within the context of educational institutions.

3. Critical re-evaluation of the assumed relationship between transformational leadership, organizational commitment, and OCB.

The research challenges commonly accepted assumptions in leadership theory by demonstrating that transformational leadership does not necessarily lead to increased organizational commitment or organizational citizenship behavior among teachers. This finding contributes to the theoretical debate on the contextual limitations of transformational leadership theory.

Practical Contributions

4. Identification of contextual factors influencing teachers' organizational behavior.

The study highlights the importance of additional organizational factors influencing teachers' motivation and behavior, including school climate, institutional support systems, professional recognition, collaboration among teachers, autonomy, and opportunities for professional development.

5. Development of recommendations and methodological tools for future research.

The dissertation formulates recommendations for educational leaders, training organizations, and policy makers aimed at strengthening leadership practices and improving teachers' organizational engagement. In addition, the study validates the use of established measurement instruments for transformational leadership, organizational commitment, and OCB within the Israeli educational context and provides a methodological foundation for future research on leadership in education.

In conclusion, the dissertation examined the influence of transformational leadership on teachers' organizational commitment and organizational citizenship behavior (OCB) within the context of Israeli schools.

The study combined theoretical analysis with empirical research in order to investigate the relationships between transformational leadership behavior of school principals and teachers' professional attitudes and behaviors. The research was conducted using a quantitative research design and data collected from teachers working in Israeli educational institutions.

The theoretical analysis confirmed that transformational leadership is widely recognized in the literature as a leadership approach capable of motivating employees, strengthening organizational commitment, and encouraging organizational citizenship behavior. However, the empirical findings of the study did not confirm these theoretical assumptions within the examined educational context.

The statistical analysis did not reveal a statistically significant relationship between transformational leadership and teachers' organizational commitment or organizational citizenship behavior. Furthermore, the results indicated no significant relationship between organizational commitment and OCB among teachers in the examined sample.

These findings highlight the complexity of leadership processes in educational organizations and suggest that teachers' professional engagement and organizational behavior may be influenced by broader contextual and organizational factors rather than leadership style alone. Such factors may include school climate, institutional support systems,

professional recognition, collaboration among teachers, autonomy in teaching, and opportunities for professional development.

By demonstrating the absence of the expected relationships between transformational leadership, organizational commitment, and OCB, the study contributes to the ongoing academic debate regarding the contextual applicability of leadership theories. The findings emphasize that leadership models developed in corporate or Western organizational environments may not necessarily produce identical outcomes in centralized public education systems.

The results of the study therefore support the need for a more holistic and context-sensitive approach to leadership research in educational organizations. Future studies should expand the range of variables examined and explore additional organizational, cultural, and institutional factors influencing teachers' motivation, commitment, and discretionary organizational behavior.

Overall, the dissertation contributes to the development of educational leadership research by providing empirical evidence from the Israeli educational context and by highlighting the importance of contextual conditions in shaping leadership outcomes within public education systems.

IV. PUBLICATIONS RELATED TO THE DISSERTATION

1. Sharon Lavy (2023) an investigation of the effectiveness of transformational leadership on creativity in educational organizations , E-Journal VFU, section "Administration, Management and Economics", Issue 19 – 2023, ISSN 1313-7514. <https://ejournal.vfu.bg/>
2. Sharon Lavy (2024) Digital transformations and ai in the field of education,, VFU "Chernorizets Hrabar, National scientific conference on topic Economic Transformation in the global world, 2024, ISBN 978-954-715-756-9;
3. Sharon Lavy (2024) The Impact of Transformational Leadership on Educational Citizen Groups: A Study on Dedication and Civic Behavior E-Journal VFU, section "Administration, Management and Economics", Issue 22 – 2024, ISSN 1313-7514. <https://ejournal.vfu.bg>