

The Effect of Transformational Leadership in promoting Organizational Citizenship Behavior in Higher Education Institutions

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Abstract. Transformational leadership and organizational citizenship behavior are the valuable components of an organization and these components become a core competency to improve organizational performance now a days. Transformational leadership is different from traditional leadership style in the way that it gives weight to the sensory perception, guides in making decisions and helps followers in developing citizenship behavior. Transformational leadership has a significant role in building up employees organizational citizenship behavior through idealized influence, individualized consideration, inspirational motivation and intellectual stimulation. Keeping in view the importance of organizational citizenship behavior the present contextual framework was established to explain the relationship between the stated variables. The study was explanatory and cross-sectional approach was employed to accumulate data from the academic staff of public sector universities. The target area that was selected for the study was the city of Lahore, Punjab, as most of the well-known universities are present in Lahore. The data collected from teaching faculty have been analyzed by employing SPSS (22.0). Descriptive Statistics, Frequency Analysis, Pearson Correlation, Regression Coefficients and Reliability Analyses were used to examine data. Results of regression analysis show that transformational leadership has significant positive effect on organizational citizenship behavior.

Key words: Transformational leadership, organizational citizenship behavior, Higher Education Institutions, Public Sector

1 Introduction

Nowadays in major organizations, the vital role in performing and accomplishing organizational goals are through effective leadership. Transformational leadership (TL) style is adopted by the managers or leaders to encourage their employees to take part in organizational citizenship behaviors (OCB) that are favorable for organizational growth. The basic objective of the study is to assess the transformational leadership style adopted by leaders and the extent of organizational citizenship behavior developed in their subordinates.

The performance of an educational institution depends on the dedication of academic staff who have a high degree of organizational citizenship behavior and also on the transformational

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leadership qualities of their supervisors (Nasra and Heilbrunn, 2016). The success of a university is aligned with the voluntary work performance of teachers who are associated with that particular institution (Arar and Nasra, 2019). These behaviors that are voluntary are considered additional role behaviors or organizational citizenship behavior (Organ, 1988). Turnipseed (1996) investigated that OCB is not in the description of the tasks of an employee's contract but organizations assume that this type of employee behavior (OCB) improves the innovation, creativity, flexibility and eventually it is amplified in the competence of an institution.

The realistic spirit of transformational leaders shows that from their leadership style they promote normal people to a surprising level of achievement and motivate them to carry out work beyond the level of expectations and boost the extra role behavior of their subordinates (Khalili, 2017). Followers of transformational leaders have belief and confidence in their leaders because leaders provoked them to attain specific targets within the given time frame and perform beyond expectations (Butar et al., 2019).

Leaders who have transformational leadership qualities always participate in captivating behaviors, foster enthusiasm among their followers and treat followers with individualized consideration (Ogola et al., 2017). In this way followers are transformed by their leaders behavior and it also help them to accomplish their full talent. The primary goal of transformational leader is to give prominence on followers growth. Theory of transformational leadership as compared to early charismatic theories has always emphasized on the development of followers towards self-sufficiency and empowerment (Graham, 1995). Bass and Avolio (1990) in their research stated that leaders who have a transformational leadership style increase the abilities of followers to think innovatively and creatively for their own development.

Organizational citizenship behavior is also called prosocial behavior, not included in employee's authorized job but affects the overall performance of the organization (Organ, 1988). Organ and ORGAN (1990) elaborated that leadership style has an immense influence on employee work satisfaction, which consequently is related to altruism and awareness. The additional role behavior improves the individual's moral and ethical behavior towards others, although these are not the contractual obligation of an individual's work, but rather it increases the efficiency of an individual and the organization. While working in the organization, employees with good citizenship behaviors maintain and facilitate their co-workers in the production of efficient and effective work tasks, making them more consistent and linked to the vision and mission of the organization. Jiao et al. (2011) indicated that the employee citizenship behavior always come in different shapes and types. Employee always try to go beyond expectations, try to be cooperative, supportive and always offers to lend a hand. These types of OCB should be actively encouraged in organizations for better performance and increased profitability.

Khaola and Sephelane (2013)s stated that transformational leaders try to achieve performance beyond expectations and should always motivate workers to engage in behavior that includes an additional role such as OCB. Ali and Waqar (2013) examined that teachers having transformational leadership behavior are found to have higher degree of citizenship behavior in comparison with other leadership styles (transactional and laissez faire). Hashemzahi and Zabihi (2012) suggested that each organization wants its staff to carry out those activities that are not part of their work to perform better. Mester et al. (2003) studied the relationship of employee behavior with leadership styles and found that stronger association is present between TL and OCB. The flexible behavior (OCB) that is not the part of job description always encourages the active work of the organization. Therefore, based on the extant literature, it is important to explore the attributes of transformational leadership with organizational citizenship behavior.

1.1 Purpose of the Research

The basic purpose of this study is to determine the impact of transformational leadership and their dimensions on OCB in the academic institutions of Lahore. The main objectives were:

- To investigate the influence of transformational leadership on followers' organizational citizenship behavior.
- To investigate the relationship of transformational leaderships dimensions with organizational citizenship behavior

2 Literature review

3 Transformational Leadership

Transformational leadership has its roots in the transformative leadership that was first presented by [Forester and Clegg \(1991\)](#). It is identified as a process where the level of motivation and ethical values are highest among leaders. [Farahnak et al. \(2020\)](#) stated that the attitude of leaders (transformational leadership) promotes the change in followers that ultimately affect the success of an organization. [Bass and Bass Bernard \(1985\)](#) theorized that transformational leadership comprises of four attributes: idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation.

3.1 Idealized Influence

[Wan Omar and Hussin \(2013\)](#) determined that idealized influence refers to the subordinate's opinion of the leader regarding trust, consistency, power, and self-confidence because individuals make efforts to replicate and reproduce behavior. Such a leader has admiration, a sense of responsibility, self-confidence, and has conversations with his subordinates.

3.2 Inspirational Motivation

[Wan Omar and Hussin \(2013\)](#) explained that inspirational motivation is the kind of characteristic in which the leader is motivating his subordinates to do a better job and help them achieve the objectives of the organization. This type of behavior helps strengthen the efforts of his followers. Leadership is the main source of inspirational motivation to achieve the organizational objective and always set the best example for its followers.

3.3 Individualized Consideration

[Ismail et al. \(2011\)](#) found that the leader must be very careful with the individual needs and requirements of his subordinates, which are necessary for the growth and achievement of the objectives of the organization. To increase the potential, the leader always helps develop the follower's skills. Leaders can involve subordinates in the decision-making process, and this is one of the positive effects of individualized consideration.

3.4 Intellectual Stimulation

Rafferty and Griffin (2004) defined that its leaders ability to keep their subordinates thinking about problems, asking questions about those problems and improving thinking skills to introduce new ways of doing things based on considerations, standards and beliefs which is related to intellectual stimulation.

3.5 Organizational Citizenship Behavior (OCB)

Organizational citizenship behavior has been comprehensively studied for past many years (Lo and Ramayah, 2009). This concept implies that good citizens are those who behave well and perform in the necessary manner in the organization to socialize with their co-workers (Bateman and Organ, 1983). Cohen and Avrahami (2006) defined OCB as the voluntary contribution of employees in organizational activities with dedication in order to increase efficiency without any greed of rewards. When employees try to favor the community without any gain and always ready to do all those tasks which are non-obligatory, this type of behavior is termed as OCB (Ehtiyar et al., 2010). Oetomo et al. (2011) stated that OCB has a significant influence to improve the quality of service in workplace. Such activities are not included in their job description as employees do these task voluntarily and no penalty will be charged in case an employee deviates from this type of behavior (Podsakoff et al., 2000).

Organ (1988) divided OCB in 5 dimensions that are: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Altruism. It refer as a helping attitude in which an individual helps others in their problem so that they can complete their assigned tasks in rare situations (Smith et al., 1983). Altruism support any individual that could be coworkers, customers, supervisor and acquaintances (Organ, 1977). It claims to help a colleague in a workplace by another co-worker to complete the assigned task (Lo and Ramayah, 2009). Sportsmanship. It is when employees want to give up their personal concern for the interest of others. It is a behavior in which an individual avoids complaining about small things that sometimes go wrong, ready to work in awkward situations, showing positive behavior in difficult situations, all this includes sportsmanship (Organ, 1988). Courtesy. It contains such activities that can be effective in solving the problems that occur in organizations. This type of behavior is very useful in the decision-making process regarding important business matters. Courtesy means that a co-worker boosts his colleague when he feels discouraged, depressed and discouraged by the growth of his career (Lo and Ramayah, 2009). Conscientiousness. It recognizes that a particular member or staff within an organization is conscientious, coordinated and responsible (Lo and Ramayah, 2009). It discusses that these type of workers go ahead of their official work obligations to perform well, whether they do late sitting to complete their assigned tasks (Organ, 1988). Civic Virtue. It establishes helping management activities within the workplace and to promote the involvement of personnel in the social activities of the corporation (Deluga, 1998); the contribution of the employees in the organizations, including participation in meetings that are not part of their job description. Organ (1988) stated that civic virtue is the excellent component of this extra role behavior. Civic virtue is readiness of employees to assist each other for shared well-being by completing ones portion of task (Lovett, 2006).

3.6 Transformational Leadership and Citizenship Behavior

Transformational leadership is identified as a procedure by which a faith, admiration and respect is developed between followers and their leader, that motivates them to perform beyond

expectations. Leaders with transformational style encourage their subordinates by giving them autonomy and priority for the mutual cause over individual well-being (Arnold, 2017). When employees share a vision without considering direct personal achievement, they can be motivated to contribute to the collective goal and perform more than their job responsibilities. Lee et al. (2018) investigated that due to the transformative leadership style of managers; subordinates show a higher level of OCB. Numerous studies examine the association of transformational leadership and citizenship behavior (Moon, 2016; Wang et al., 2005), but this relationship in terms of higher education of Pakistan is still in scarce. Social exchange theory also provides the basis for the relationship of transformational leadership and citizenship behavior. In perspective of social exchange theory, when leaders adopt positive leadership namely transformational leadership in return employees willingly show citizenship behavior. Khalili (2017) explained the significance of leadership in the alteration of citizenship behavior of employees as well. Several researches effort to explore the association among transformational leadership and citizenship behavior, where four dimension namely idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation are used to measure transformational leadership (Guay and Choi, 2015; Kim and Park, 2019). These studies concluded that all four dimensions have significant and positive association with citizenship behavior. Therefore, it could be hypothesized that citizenship behavior of employees affiliated with higher education could be promoted by ensuring transformational leadership. Also, to measure the dimensional effect of transformational leadership on citizenship behavior of higher education employees. Based on above discussion following hypotheses could be develop:

H₁: *Idealized influence has a significant effect on increases employees organizational citizenship behavior.*

H₂: *Individualized consideration has a significant effect on employees organizational citizenship behavior.*

H₃: *Intellectual stimulation has a significant effect on employees organizational citizenship behavior.*

H₄: *Inspirational motivation has a significant effect on employees organizational citizenship behavior.*

H₅: *Level of transformational leadership has a significant effect on employees organizational citizenship behavior*

3.7 Conceptual Framework

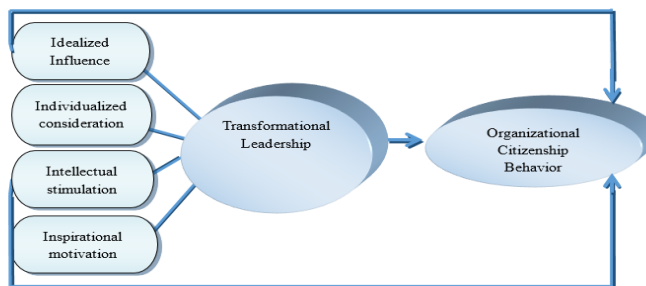


Figure 1: Conceptual Framework of Transformational Leadership and Employee Organizational Citizenship Behaviour

Table 5.2: Gender

	Frequency	Percent	Cumulative Percent
Valid Male	156	54	54
Female	133	46	100
Total	289	100	

Table 5.3: Age of Respondents

	Frequency	Percent	Cumulative Percent
Valid 20-30	49	17	17
31-40	139	48.1	65.1
41-50	86	29.8	94.8
51 and above	15	5.2	100
Total	289	100	

The above table shows that 17% (n=49) of the respondents have ages between 20-30 years. 48.1% (n=139) of the respondents have ages between 31 to 40, 29.8% (n=86) of them have ages from 41 to 50 and 5.2% (n=15) respondents have ages between 51 and above.

Table 5.4: Marital Status

	Frequency	Percent	Cumulative Percent
Valid Single	181	62.6	62.6
Married	108	37.4	100
Total	289	100	

The table shows that 62.6% of respondents are married whereas 37.4% are single.

Table 5.5: Qualification

	Frequency	Percent	Cumulative Percent
Valid Bachelor	9	3.1	3.1
Master	78	27	30.1
M.Phil.	143	49.5	79.6
PhD	59	20.4	100
Total	289	100	

Most of the employees have done their M.Phil. degree i.e. 49.5% (n=143) and 20.4% (n=59) employees have done Ph.D.

Table 5.6: Nature of Job

		Frequency	Percent	Cumulative Percent
Valid	Permanent	164	56.7	56.7
	Contract	125	43.3	100
	Total	289	100	

Total number of respondents having permanent job was (n=164) with percentage 56.7% and the respondents with contractual job have frequency (n=125) with 43.3%.

Table 5.7: Designation

		Frequency	Percent	Cumulative Percent
Valid	Assistant Lecturer	67	23.2	23.2
	Lecturer	176	60.9	84.1
	Assistant Professor	18	6.2	90.3
	Associate Professor	9	3.1	93.4
	Professor	19	6.6	100
	Total	289	100	

Above table display the values of different designations along their frequencies and percentages.

Table 5.8: Teaching Experience

		Frequency	Percent	Cumulative Percent
Valid	Less than 1 year	18	6.2	6.2
	1-3 years	90	31.1	37.4
	4-6 years	86	29.8	67.1
	7-9 years	58	20.1	87.2
	10 or above	37	12.8	100
	Total	289	100	

The description of teaching experience were ; 6.2% (n=18) teachers have experience less than 1 year, 31.1% (n=90) teachers have experience from 1-3 years, 29.8% (n=86) teachers have experience of 4-6years, 20.1% (n=58) teachers have experience of 7-9 years and 37 teachers with percentage 12.8% have experience of 10 or above years.

Table 5.9:

	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	N
Idealized influence	3.7128	0.6857	-0.135	0.143	-0.359	0.286
Individualized Consideration	3.605	0.60647	-0.309	0.143	-0.253	0.286
Intellectual Stimulation	3.5415	0.59731	-0.476	0.143	0.171	0.286
Inspirational Motivation	3.8228	0.58372	-0.845	0.143	1.025	0.286
OCB	3.8124	0.394	0.282	0.143	0.074	0.286

The mean values and corresponding standard deviations of independent variable (TL) along with dimensions idealized influence, individualized consideration, intellectual stimulation, inspirational motivation and dependent variable (OCB) are provided as (M= 3.71, 3.60, 3.54, 3.82 and 3.81) with S.D (0.69, 0.61, 0.60, 0.58 and 0.39). Among all the values, idealized influence and inspirational motivation have the highest values i.e. (M= 3.71 and 3.82) which means that the teachers were more pleased with idealized influence and inspirational motivation behaviors of their leaders.

Table 5.10: Reliability Analysis

Variables	Cronbachs Alpha	Number of items
Transformational Leadership	0.854	19
Organizational Citizenship Behavior	0.828	22
Overall reliability	0.885	41

The table depicts that all the variables have acceptable range of values.

There is a significant relationship between OCB, Transformational leadership and its dimensions at 0.01 level significance.

H₁: Idealized influence has a significant effect on increases employees organizational citizenship behavior.

Table 12 shows value of R², Adjusted R², F, Beta, t, and significance level. It determines the value of R square is 0.113, which defined that idealized influence has 11% influence on OCB. The value of P is .000 that depicts model significance at 0.01 level. Durbin Watson value (1.829) lies between 0 to 4 which shows that there is no autocorrelation between error terms, error terms are independent of each other. The linear regression model for Idealized Influence is = 68.082+1.063(OCB). The given equation show that if there is 1-unit change in the idealized influence than there would be 1.063 units change in the organizational citizenship behavior. The P value of idealized influence is .000 that is less than (P<0.01) which expresses that idealized influence has significant influence on OCB.

H₂: Individualized consideration has a significant effect on employees organizational citizenship behavior.

Table 5.11: Correlation Matrix

		OCB	Idealized Influence	Individualized Consideration	Intellectual Stimulation	Inspirational Motivation
OCB	Pearson Correlation					
	Sig. (2-tailed)					
	N	289				
Idealized Influence	Pearson Correlation	.436**				
	Sig. (2-tailed)	0				
	N	289	289			
Individualized Consideration	Pearson Correlation	.498**	.544**			
	Sig. (2-tailed)	0.001	0			
	N	289	289	289		
Intellectual Stimulation	Pearson Correlation	.563**	.468**	.487**		
	Sig. (2-tailed)	0	0	0		
	N	289	289	289	289	
Inspirational Motivation	Pearson Correlation	.692**	.389**	.418**	.557**	
	Sig. (2-tailed)	0	0	0	0	
	N	289	289	289	289	289

Table 5.12: Regression Table

Variables	R2	Adj. R2	F	Beta	t	Sig.
Transformational Leadership → OCB	0.221	0.218	81.43	0.44	9.02	0
Idealized Influence → OCB	0.113	0.11	36.62	1.06	6.05	0
Individualized Consideration → OCB	0.039	0.036	11.66	0.47	3.41	0.001
Intellectual Stimulation → OCB	0.069	0.066	21.4	0.95	4.62	0
Inspirational Motivation → OCB	0.479	0.477	264	2.05	16.24	0

Table 12 shows that the value of R square is 0.039, indicating that the effect of individualized consideration on OCB is 3.6%. The P-value is .000 which is significant at 0.01 level. Durbin Watson value (1.886) lies between 0 to 4 shows that there is no autocorrelation between error terms, error terms are independent of each other. The linear regression model for Individualized consideration is $=73.689+0.471(OCB)$. The equation shows that if 1unit change occurs in the individualized consideration than as a result 0.471 units change in the organizational citizenship behavior. The P-value of individualized consideration is .000, which demonstrate that individualized consideration is significantly and positively influence OCB.

H₃: Intellectual stimulation has a significant effect on employees organizational citizenship behavior.

Table 12 indicates that the value of R square is 0.069, which indicates that the impact of intellectual stimulation on OCB is 6.6%. The P-value is .000 that is significant at 0.01 level. Durbin Watson value (1.837) lies between 0 to 4, which shows that there is no autocorrelation between error terms, error terms are independent of each other. The model of linear regression for intellectual stimulation is $=70.334+0.956(OCB)$. The given equation displays that if 1-unit variance made in the intellectual stimulation than as a result 0.956 units change in the organizational citizenship behavior. The P-value of intellectual stimulation is significant and positive.

H₄: Inspirational motivation has a significant effect on employees organizational citizenship behavior.

Table 12 demonstrates that the value of R square is 0.479 which defines that the impact of inspirational motivation on OCB is 47.7%. The P-value is .000 which is significant at level of 0.01. Durbin Watson value 1.904 lies between 0 to 4 which shows that there is no autocorrelation between error terms, error terms are independent of each other. The model of linear regression for inspirational motivation is $=44.578+2.056$ (OCB). The equation demonstrates that if there is 1 unit change in the inspirational motivation than 2.056 units change in the organizational citizenship behavior. The P value of inspirational motivation is .000 ($P < 0.01$) displayed that inspirational motivation has significant influence on OCB.

H₅: Level of transformational leadership has a significant effect on employees organizational citizenship behavior.

Table 12 indicates that the R square value is 0.221 which defined that the influence of transformational leadership on OCB is 21.8%. The P-value is also significant and positive. Durbin Watson value 1.969 lies between 0 to 4 which shows that there is no autocorrelation between error terms, error terms are independent of each other. The model of linear regression for transformational leadership is $=52.727+0.446$ (OCB). The equation demonstrates that if there is 1 unit change in the transformational leadership than 0.446 units change in the dependent variable (OCB). The P-value of transformational leadership has a significant and positive influence on OCB.

6 Discussion

The results of the present research showed that with the help of transformational leadership the academic staff is more likely to assist their co-workers. Previous studies also evident similar results that when transformational leadership is ensured employees willingly help their colleagues at workplace (Khalili, 2017). The findings of regression analysis also discovered that academic staff who are committed with their leadership are always trying to assist their coworker with devotion and dedication. Findings also revealed that transformational leadership has a progressive influential effect on OCB. These results are consistent with old studies that employee strong affiliation and commitment due to transformational leadership enhance their citizenship behavior (Kim and Park, 2019). In addition, the analysis based on different dimensions has discovered that idealized influence, individualized consideration, intellectual stimulation and inspirational motivation have significant influence on OCB. These results are also consistent with previous studies which measure transformational leadership using all the four dimensions and explore its impact on citizenship behavior (Guay and Choi, 2015; Khalili, 2017; Kim and Park, 2019).

7 Conclusion

This study has empirically conceptualized and tested OCB of academic staff in the context of higher education institutions. It is an effort to determine the influence of transformational leadership on organizational citizenship behavior. With the help of analysis and interpretation made on results, it could be concluded that all of the dimensions of transformational leadership have significant association with OCB. In summary, it has been concluded that the current study has persistent value in today's OCB approach to the higher education setting.

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