

The Impact Of Transformational Leadership On Organization's Citizenship Behavior In Academia- A Mediation Model

Hari Lal Nathani, Sonia Kumari, Farooq Ahmed, Syed Mir Muhammad Shah, Fatima D/o Dr. Khadim Hussain

Article Info	Abstract
<p>Article History</p> <p>Received: April 11, 2021</p> <p>Accepted: September 09, 2021</p> <hr/> <p>Keywords : Transformational Leadership, Psychological Empowerment, OCB, Academia</p> <p>DOI: 10.5281/zenodo.5498413</p>	<p><i>Considering the crucial role of organizational citizenship behavior for organizations in the global south countries, the aim of this paper is to examine the impact of transformational leadership of supervisors on organizational citizenship behavior in academia in Pakistan through the mediating role of psychological empowerment of employees.</i></p> <p>Design/Method/Approach <i>The paper applied a quantitative research method and PLS -Structural equation modelling to test the relationship among the latent factors based on a sample of 303 participants from seven educational institutions.</i></p> <p>Findings <i>Findings reveal the significant impacts of transformational leadership on facets of organizational citizenship behavior. Furthermore, the paper underlines the mediating role of psychological empowerment of employees in the relationship between transformational leadership and organizational citizenship behavior.</i></p> <p>Research limitations <i>To get a deeper insight of the gains and crucial role of organizational citizenship behavior, future research should include the non-teaching staff and management people in the study.</i></p> <p>Practical implications <i>The paper offers a valuable insight and novel approach for management of educational institutions in global south countries to enhance their organization's citizenship behavior by applying the transformational leadership practices and enhancing psychological empowerment of employees by their supervisors to enable employees to perform beyond job description for organization success.</i></p> <p>Originality/Value <i>This study adds to bridging research gaps in the literature and develops the understandings of how transformational leadership directly and indirectly promotes organizational citizenship behavior through mediating role of psychological empowerment of employees. This study is also fulfilling the research call of Mansoor, S., & Ali, M. (2020).</i></p>

Introduction

It is expected that organizational leaders should be able to influence the attitude of their subordinates towards achieving organizational goals. Yet, effective leadership is dependent on the style of leadership adopted in the organization (Fernandes & Solimun, 2017; Hutahayan & Yufra, 2019). Among the various types of leadership styles, transformational leadership is considered as one of the most effective leadership styles in the literature that affects employee productivity the most. This is because transformational leaders are noted to possess the capacity that can influence all facets of psychological empowerment of employees in the workplace (Schermuly & Bertolt, 2020). These facets include self-determination, job meaning, competence and job impact. The concept of transformational leadership was first introduced in management literature by Burns (1978). Today, the term has been popularized in organizational psychology. The term is a process wherein both leaders and subordinates motivate each other and assist one another in actualizing organizational goals. Al-Musadieq et al (2018) noted that transformational style of leadership brings about positive changes within the organization, and among the subordinates. A transformational leader serves as moral example to subordinates in the attainment of organizational goals. Transformational leader is regarded to be more effective because transactional leaders do not seek to alter the culture of an organization, whereas transformational leaders seek to bring about changes in organizational culture (Fernandes & Fresly, 2017).

Fernandes (2018) emphasized that transformational leadership is more effective when considering various fields of occupation such as education, the military, business, manufacturing, and hospitality. Transformational leadership creates greater influence on subordinates, by attending to the needs of employees to enable them to achieve for self-development. This spurs subordinates to strive towards achieving organizational goals (Robbins & Judge, 2008). The views of Lee et al (2013) agree to this, noting that when applied in the workplace, transformational leadership style encourages the emergence of organizational citizenship behavior (OCB) among employees. Yukl (2010) concurs to this, stating that transformational leadership promotes respect, trust, loyalty, and the motivation for employees to function beyond official obligations. Podsakoff et al. (2000) added to this, while emphasizing that transformational leadership encourage desirable employee behavior, such as the perception of subordinates. Such behavior helps employees to attain job satisfaction, which is a recipe for motivation. More so, job satisfaction is a factor that creates a friendly working environment which reduces organizational conflict.

In the literature, several studies have mentioned that transformational leadership influences OCB, psychological empowerment, and employee turnover in the workplace (Krishnan, 2012; Sechudi & Olivier, 2016; Gyensare et al, 2016; Pradhan et al, 2017; Kim & Shin, 2019). Psychological empowerment is defined as stimulus concept that displayed in four cognitions: meaning, competence, self-determination, and impact. (Spreitzer, 1995). Kim and Fernandez (2017) admit that by allowing subordinates in making decisions in the organization, transformational leaders empower employees psychologically, which helps employees to be loyal and go beyond official assigned functions (Singh & Singh, 2019). The views are supported by Jha (2014), who observed that OCB is positively related with psychological empowerment. Mansoor, S., & Ali, M. (2020) tested the relationship in textile sector of Pakistan.

According to the best of knowledge of the researcher, no study carried out to examine the mediating effect of psychological empowerment on the impact of transformational leadership OCB in the public sector educational institutions of Pakistan.

With a sample of teachers in public sector educational institutions in Pakistan, this study aims to investigate how the transformational leadership and psychological empowerment of teachers in academia help leap superior organizational citizenship behavior. This paper helps advance our knowledge as to how important a role transformational leadership plays in enhancing organizational citizenship behavior in the educational institutions. Given that most studies on transformational leadership and OCB have been in Western economies, Waldman et al (2015). This research also helps expand our horizons for research on educational institutions in global south countries.

LITERATURE REVIEW

Transformational Leaders

The term 'leadership' is defined by Humphrey (2012) as the capability to influence the attitude and behavior of a group of persons. Leadership could be within a country, a State, a committee, a defined group of persons, or business. In the workplace / business environment, leadership is an important factor; and is the most important labor input in the organization (Gibson et al, 1991). Hence, a good leader should possess the skills to inspire the behavior of the employees of the organization, to achieve positive goals. There are various forms of leadership, such as transformational leadership, autocratic leadership and democratic leadership and transactional leadership. In this study, the focus is on transformational leadership and how it influences organization citizenship behavior (OCB) of organizational employees. Transformational leadership is accredited to James MacGregor Burns who noted that organizational leaders should be able to identify the required change of an organization, create a vision to ensure that the change is actualized, and bring about the change with the support of a committed workforce. In other words, the transformational leadership style recommends that organizational leadership should be charismatic, democratic, and participatory in achieving organizational goals and objectives (Carsten, Schermuly & Bertolt, 2020). This study hence notes that a transformational leader should affect the psychology dimensions of employees, in terms of four construed sub-categories, namely: job meaning, job competence, job self-determination and job impact.

The employee, on the other hand, is an essential component of an organization. An effective leadership is required in a workplace to drive the motivation of employees, set their behavior and attitudes positively, and harness their skills in achieving organizational goals. An important aspect of an employee is its OCB (Humphrey, 2012). This component relates to the employee's voluntary behavior towards taking positive actions that are beyond the requirements of an organizational or contractual job (López-Domínguez et al., 2013). Hence, this makes OCB a desirable component among organizations, because of its contributions (Podsakoff et al., 2009). There is proliferation of studies on OCB (Suliman & Obaidli, 2013; Guay & Choi, 2015; Jha, 2014; Alfonso et al., 2016). To the best of my knowledge, there is scarcity of empirical study on the nexus between OCB and transformational leadership, or how psychological empowerment mediates the relationship between OCB and transformational leadership in public sector educational institutions in Pakistan. It becomes pertinent to identify how psychological empowerment and transformational leadership inspire employees' OCB, with

special emphasis on Pakistan. It is important to note that this study adopts prior research that theoretically relate to psychological empowerment and transformational leadership. Findings from this study seeks to expand understanding on employee OCB, so as to further provide corporate organizations and businesses on how to motivate employees' OCB.

Psychological Empowerment

The term 'psychological empowerment' was originally coined by Kanter (1983) from socio-cultural and psychological perspectives. The socio-cultural perspective of psychological empowerment is based on empowering employees through organizational structures, policies, and practices via decentralization; so as to enable lower employees to make decisions and self-regulating behavior (Kanter, 1983). The psychological perspective is based on using management to empower employees and increase their initiatives (Conger & Kanungo, 1988). This perspective was further developed by Thomas and Velthouse (1990), who noted that employee empowerment was correlated with intrinsic motivation. This was further modified by Spreitzer (1995) who showed that psychological empowerment contains four cognitions; namely, self-determination, meaning, impact and competence; which all reflect an active dimension of a work duty. By active dimension, this implies that these cognitions make an employee believes he/she is able to shape his/her work role (Spreitzer, 1995).

According to the psychological empowerment as proposed by Spreitzer (1995), meaning relates to the harmony between job demand and employee personal values, standards and beliefs (Hackman & Oldham, 1980); self-determination is related to an individual's choice about the regulation of one's behavior (Deci et al., 1989); competence focuses on one's self-belief, self-efficacy and individual mastery to carry out a job (Bandura, 1989); impact refers to the amount of effort that an individual can effectively carry out administrative or strategic activities at work (Ashford, 1990). These four cognitions additively combine to bring about a complete psychological empowerment factor. This goes to imply that the absence of any of these cognitions would lower the overall psychological empowerment of employees (Spreitzer, 1995). In other words, these four dimensions provide complete insights of understanding psychological empowerment (Thomas & Velthouse, 1990). Psychological empowerment is formed under a specific work environment and is not associated with a personal stable trait that one can generalize across various work environments. As such, psychological empowerment evolves based on the work environment a employee finds itself (Bandura, 1989). It is therefore a continuous variable with employees having various levels (Spreitzer, 1995).

Psychological empowerment practices are expected to bring about behavioral reactions from organizational employees who are motivated to perform beyond their contractual job functions (Cole, 1995). These behaviors are void of anticipating any punishment or reward (Thomas & Velthouse, 1990). However, by being empowered, employees enjoy greater freedom to carry out their non-contractual duties willfully and passionately (Morris, 1966). This willful and passionate behavior is known as occupational citizenship behavior. Chen et al (2007) stress this further, noting that empowered employees are more motivated to work effectively at will. Therefore, psychological empowerment steers organizational performance because it motivates employees to perform above their formal job duties (Spreitzer, 2007). These behaviors are personal to the employees and are not formally rewarded. As such, psychological empowerment cognitions (self-determination, meaning, impact and competence) are related to organizational citizenship behavior (Kim & Kim, 2013).

Organizational Citizenship Behavior

Barnard (1938) is accredited with conceptualizing organizations as cooperative organizations and went ahead to identify the willingness of individuals to contribute to a cooperative system. This idea was further refined by Katz and Kahn (1966), who included spontaneous and innovative attitude as well as attitude beyond formal roles – as relevant for promoting organizational existence. This became known as organizational citizenship behavior (OCB) (Bateman & Organ, 1983). Organ et al (2006) define OCB as willful non-compulsory personal behavior that is not related to the contract of a job position, but which enhances the efficient and effective operations of the organization. OCB has two dissimilar dimensions, namely generalized compliance, and altruism. Altruism refers to supportive attitude aimed at a person, while generalized compliance is an impersonal act of conscientiousness to do things that are right, for the purpose of promoting the organization (Smith et al., 1983). However, more dimensions have been added to the concept of OCB, which include obedience and sportsmanship (Podsakoff et al., 2000). In contributing to organizational performance, OCB may lower the inputs needed for maintaining a system, make organizational process more productive, aid the organization to gain intangibles such as reputation, and enhance colleague's productivity which can promote the organization's capacity to hire the best workforce (Organ et al., 2006).

Theory and Hypothesis Development

Relationship between Transformational Leadership and Psychological Empowerment

Breevaart and Zacher (2019) note that the transformation leadership model has gained interests in the literature in the last two decades. Reason for increased interest in the subject matter on transformational leadership is

because of its significant influence on the productivity and employee productivity in the workplaces (Asrar-ul-Haq & Kuchinke, 2016). Doucet et al (2015) enthuse that transformational leadership is regarded as one of the most important factors determining organizational success. Transformational leaders motivate their subordinates and stimulate, which results in a selfless workforce that identify themselves as stakeholders of the organization's goals and visions. Yet, the ability for transformational leaders to stimulate desirable behavior in their subordinates requires four dimensions. The first dimension is the part where there is individualized recognition from the leader to subordinates. Within this dimension, transformational leaders commit themselves to attend to the needs, concerns, and capacity of their subordinates, which help them to grow a strong bond between themselves and their followers through an environment that offers learning opportunities and personal growth. The second dimension is the intellectual stimulation from the leader to the followers. Within this dimension of behavior, the leader engages in stimulating the creativity and innovativeness of their subordinates, via analyzing individual with a unique perspective in order to proffer effective solutions to the challenges faced by the employees in effectively utilizing their intellectual. The third dimension is the idealized influence. This dimension entails the way the leader gains trust, respect, and admiration among the employees. The fourth dimension is the motivational inspiration, wherein the leader inspires the subordinates to develop a meaning or purpose of work (Avolio & Bass, 2004; Bass & Riggio, 2006).

Chun et al (2016) used the theory of social exchange theory to illustrate that a direct relationship between outcomes of subordinates and transformational leadership. Likewise, empirical evidence show that transformational leadership style significantly raises employees' productivity better than other leadership style (Beck-Tauber, 2012). The views of Warrick (2011) also support that transformational leader inspires their subordinates to be honesty and compassionate; as well as help them understand organizational problems in such a way that it helps these subordinates to provide solutions. Thus, when the workforce of an organization is psychologically empowered, it serves as a recipe for achieving organizational goals. Lan and Chong (2012) enthuse that transformational leader transmit psychological empowerment to their subordinates, via intellectual stimulation. Also, transformational leaders psychologically empower subordinates by recognizing individual difference and uniqueness, beliefs, and value system. More so, transformational leaders empower their subordinates through creating an environment characterized with trust, as well as help the subordinates to understand the relevance of each job, which would make them commit selfless service to organization growth. An important feature of transformational leaders is that they offer training and mentorship to their subordinates to help them become more responsible followers. All these measures help subordinates to be psychologically empowered, have a positive and energetic attitude to work, and gain self-confidence (Lan & Chong, 2015).

Distant empirical studies in the literature revealed that transformational leadership have significant positive impact on the psychological empowerment of subordinates (Avolio, 1999; Peterson & Speer, 2000; Luthans & Avolio, 2003; Bono & Judge, 2004). Study conducted by Allameh et al (2012) shows that transformational leadership significantly correlates positively with psychological empowerment of employees. Bartram and Casmir (2007) showed that a direct significant relationship between employee performance and transformational leadership, which is mediated by psychological empowerment. Also, Ozaralli (2002) found that there is a direct correlation between empowering employees psychologically and transformational style of leadership. Pradhan et al. (2017) found that when subordinates of a transformational leader are psychologically empowered, it helps to maximize their productive potentials. Based on these theoretical underpinnings, this study formulates the following research hypothesis on transformational leadership and psychological empowerment:

H₁ = Transformational leadership has positive impact on Psychological Empowerment.

Relationship between Psychological empowerment and OCB

It is pertinent to note that there is no recognized theory on psychological empowerment and OCB. However, a study by Turnipseed and Vandewaa (2020) offers insights on the relationship between dimensions of psychological empowerment and dimensions of organizational citizenship behavior. Based on their study, it was revealed that the dimensions of OCB of altruism, obedience and conscientiousness are related to psychological empowerment dimension of meaning. This exposes a yet to be explored relationship between psychological empowerment and OCB. While literature does not offer a definite theory to explain psychological empowerment and OCB, the expectancy theory by Vroom (1964) can be used to theoretically highlight the argument by Turnipseed and Vandewaa (2020). The expectancy theory is originally used to explain motivation and behavior. The theory reveals that every person is motivated based on perceived expectation (reward or punishment). That is, the motivation to behave in a particular manner is based on the desired outcome. Thus, the theory is based on outcomes and expectation. In other words, if an employee expects that engaging in a particular behavior will produce a given amount of outcome that is desirable, this will motivate the employee to engage in that behavior. Based on this perspective to this study, it is expected that the cognition dimensions of psychological empowerment in a workplace would determine whether the employee would produce organizational citizenship behavior.

OCB refers to the attitude of an employee, which translate in commitment to the growth of the organization. It comprises five various dimensions, which are courtesy, civic virtue, altruism, conscientiousness, and sportsmanship. Using the social exchange theory, Wu, and Lee (2017) note that employees who find themselves in psychologically empowered organizations are more motivated to display an OCB. Saleem et al. (2017) claim that when an employee is psychologically empowerment, it creates a pathway to OCB. The term “OCB” is necessary for achieving organizational goals. This is because it helps to ensure that organizational scarce resources are effectively efficiently utilized. Yet, Abdulrab et al. (2018) mentioned this can be achieved when an employee is psychologically empowered and works in an environment that is stress free. Likewise, Singh and Singh (2019) identified that organizations that create an atmosphere that psychologically empowers their employees, end up stimulating desirable outcomes such as organizational citizenship behavior. Joo and Jo (2017) agree that presence of psychological empowerment significantly helps an employee to attain OCB, which in turn translates to improved extra-role productivity.

Psychological empowerment is a very important factor that aids organizations to retain talents in the workplace (Alqatawenh, 2018). Bester et al. (2015) carried out an empirical investigation on the relationship between turnover intention and psychological empowerment among employees in a manufacturing industry. Results from the study showed that organizational policies aimed at psychologically empowering employees increase organizational citizenship behavior in the workplace, and helps to lower turnover intentions, compared to when no policies are put in place to psychologically empower the employees. Based on the following theoretical underpinnings, the following hypotheses are proposed:

H₂. There is a significant positive relationship between psychological empowerment and OCB.

The Mediating role of Psychological Empowerment

Using the tenets of the social exchange theory by Blau (1964), the hypotheses so far stated are justified on the basis that psychological empowerment of employees serves a channel which transformational leaders can bring about desirable outcomes among the employees. These outcomes include OCB. Studies on leadership also acknowledge the relevance of transformational leadership style because it encourages self-confidence, innovativeness, creativity, empowerment, and motivation among the subordinates in a workplace (Avolio & Bass, 2004; Bass & Riggio, 2006). Such leaderships help their subordinates to intelligently understand and analyses organizational problems to provide lasting solutions. Subordinates of such leadership style have grown under an environment of honesty, fairness, and trust; hence, these situations make it possible for such employees to be loyal and assume responsibilities that would aid the growth of the organization (Warrick, 2011; Lan & Chong, 2015). Lan and Chong (2015) further added that a psychologically motivated employee is energetic, self-confident, and more responsible to bring about positive outcomes in the organization. Joo and Jo (2017) hinted that an energetic and positively minded employee has an organizational citizenship behavior, which will help to lower employee turnover (Alqatawenh, 2018). Singh and Singh (2019) clarified that the degree to which an employee is psychologically empowered would determine the level of desirable outcomes that will be exhibited at workplace. Based on the foregoing, this study proposes a research hypothesis which focuses on how transformational leadership style promotes psychological empowerment of subordinates, which helps to bring about OCB. As such, the hypotheses are stated as follows:

H₃. The relationship between transformational leadership and OCB among employees is mediated by psychological empowerment.

Transformational Leadership & OCB

According to the study by Ali et al. (2014), there is the effect of transformational leadership styles on OCB, job satisfaction, turnover intention, and employee performance variables. This is also in agreement with empirical results from Chamariyah et al. (2015) that transformational leaders have significant direct impact on organizational citizenship behavior. Relying on the foregoing theoretical underpinnings, this paper states the following hypothesis:

H₄ = Transformational leadership has positive impact on OCB

Conceptual Model and Hypothesis

Based on hypotheses stated in the theoretical framework part of the study, Figure 1 presents the conceptual model. The dynamics of Transformational leadership, Organization’s citizenship behavior and psychological empowerment are being assessed in the study’s model. Operational definitions of the variables are stated in table 1.

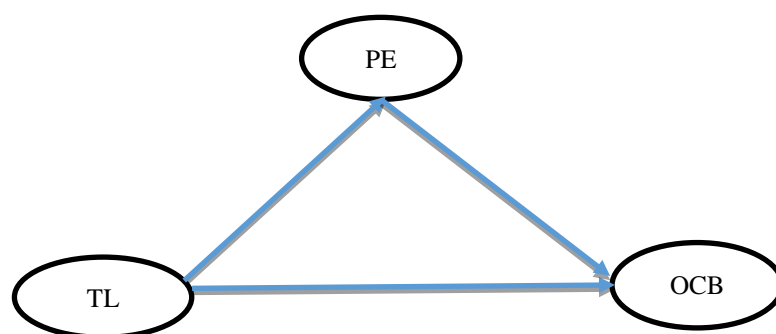


Figure 1. Proposed Research Model

METHODOLOGY

Data Collection & Sample Size

The sufficient size of sample in survey research is crucial (Hair et al., 2010) to minimize sampling error. Statistical test's power was used for this purpose. (Cohen,1988; Urbach & Ahlemann, 2010). For better statistical power, researchers' advise larger sample size (Hair et al., 2019; Muskat et al., 2019; Umrani et al., 2018). Therefore, larger sample size of 303 was taken for this study. The study is to find out the effect of transformational leadership on organization citizenship behavior and mediating effects of employees' psychological empowerment on relationship of transformational leadership and organization citizenship behavior in academia. Therefore, this study targeted participants from academia. The teachers of one-university and six community colleges & schools are the target participants. Teachers were contacted in person and through college's principal and were explained the aim of the study and gave them questionnaire in-person or by mail. We got 220 valid responses from seven educational institutions. The sample's strength assures strong structural equation modeling (Merchant et al., 2003). Collected sample displays reasonable gender distribution: male 70.9% & female 26.8%; Moreover, it contains diverse age clusters as 43% belongs to age group of 18-29; 46% belongs to age group of 30-40; 8% belongs to age group of 41-50, and 3% belongs to age group of above 50, respectively. This establishes sample is free from biasness.

Table 1. Definition of Variable/Construct

Sources	Definition of Variable/Construct
Wang, Hui, Kenneth S. Law, And Rick D. Hacket (2005)	Transformational leadership: Transformational leaders' behaviors & its impact on followers' trust in leader, satisfaction & OCB
Zhang, Xiaomeng, and Kathryn M. Bartol (2010)	Psychological Empowerment: Measured by four dimensions of 3 items each: meaning, self-determination, and impact.
Kibeom Lee and Natalie J. Allen (2002)	Organization citizenship behavior

Measures and Legitimacy

Organization citizenship behavior was measured by using scale adopted from Kibeom Lee and Natalie J. Allen (2002); this scale consists of eight items. Transformational leadership was measured by using six items scale adopted from Wang et al. (2005); and psychological empowerment eleven items scale adopted from Zhang et al. (2010). To assess the responses, 5-point Likert scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*) was used and a pilot test from 30 random participants was conducted before launch of formal survey. This formed encouraged results, and based on achieved outcomes, moved to the final survey. Table 3 represents systematic summary of loadings and measures.

Table 2. Demographic Information

	Frequency	%
Gender		
Male	156	70.9
Female	59	26.8
Missing Values	5	2.3
Total	220	100
Age		
18-29 Years	94	42.7
30-40 Years	101	45.9
41-50 Years	17	7.7
51-60 Years	5	2.3
Missing Values	3	1.4
Total	220	100
Education		
Undergraduate	38	17.3
Masters/MS/MPhil	157	71.4
PhD	14	6.4
Missing Values	11	5
Total	220	100
Institution		
CC Khairpur	27	12.3
CC Dadu	14	6.4
PS Sukkur	76	34.5
CC N.Feroze	14	6.4
CC Jacobabad	15	6.8
Sukkur IBA University	50	22.7
CC Ubauro	24	10.9
Total	220	100

RESULTS AND DISCUSSION

SPSS software was used for the preliminary analysis and data cleaning. Because of random pattern of missing values and below 5% extent so missing values was not an issue as it could not distort results (Hair et al., 2010; Schafer, 1999; Tabachnick & Fidell, 2007). Following Tabachnick and Fidell (2007) the outliers' assessment was done, did not find potential univariate outliers with a cut-off of ± 3.29 ($p < .001$) and to assess multivariate outliers, the Mahalanobis distance (D2) test was used (Hair et al., 2010; Tabachnick & Fidell, 2007b) and discovered eight three multivariate outliers that were removed from the data set (Hair et al., 2010; Tabachnick & Fidell, 2007). Therefore, further analysis was performed using 220 final set of cases. Assessment of multi-collinearity was performed using variance-inflated factor (VIF); the VIF values as mentioned in Table 3 for each latent variable are less than 5, suggested threshold, (Hair, Ringle, & Sarstedt, 2011). Hence, multi-collinearity is not an issue.

Common method variance (CMV)

To minimize the influence of Common method variance, participants were informed about confidentiality maintenance and language was kept simple and pilot testing was done (Mackenzie & Podsakoff, 2012; Podsakoff et al., 2003, 2012). Next, Harman's single factor test for examining CMV (Podsakoff & Organ, 1986) was performed, and results are cumulative of 31.91% variance and first largest factor explain 7.98% that is less than 50% (Kumar, 2012). Hence, no single factor accounted for majority of covariance in the predictor and criterion constructs therefore common method bias is not an issue. (Podsakoff et al., 2012).

Choice of statistical analysis

To examine the structural models, one can use covariance-based approach (Bock & Bargmann, 1966; Byrne & Van De Vijver, 2010), variance-based approach, or partial least square structural equation modeling (PLS-SEM; Chin, 1998; Henseler, Ringle, & Sinkovics, 2009; Wold, 1974). For this study PLS-SEM was chosen

because (i) it is better than traditional multivariate approaches (Haenlein & Kaplan, 2004); (ii) PLS-SEM can perform estimations of hypothesized relationships simultaneously (Hair et al., 2013, 2016; Henseler et al., 2009); (iii) PLS-SEM output is reliable statically because of bootstrapping method that indicates standard errors for path coefficients. (Hair et al., 2013, 2016; Kock, 2014). Furthermore, the interface of PLS-SEM is user-friendly (Henseler, Ringle, & Sarstedt, 2015). Finally, PLS-SEM is undergoing extensive application as a well-liked method for data analysis (Hair et al., 2019; Muskat et al., 2019; Sabiu et al., 2018; Sarstedt et al., 2019; Umrani et al., 2018). Thus, for analysis purpose PLS-SEM was chosen.

Discriminant validity—HTMT

To examine discriminant validity, heterotrait-monotrait ratio of correlations method was used that is based on multi-trait multi-method matrix (Henseler et al., 2015). The values mentioned in Table 5 passed the HTMT_{0.90} (Gold et al., 2001) and the HTMT_{0.85} (Kline, 2011) therefore discriminant validity is ascertained.

Hypotheses Test

To assess the significance of path coefficients, the Hassan et al. (2013) and Henseler et al. (2009) guidelines were followed, bootstrapping procedure with 5,000 subsamples method was used (Hair et al., 2011) using Smart PLS software (Ringle, Wende, & Becker, 2015).

Results show support for all hypothesis (Table 5 and Figure 2)

Predictive power of the model

R^2 was computed using algorithm in Smart PLS to determine the predictive power of the model. The outcome was R^2 value of .288 for PE, and .29 for OCB that are acceptable as they are above the .10 threshold for social science research (Falk and Miller (1992)) (Table 6).

To determine relative impact of independent variable on dependent variable the effect size assessment was done (Chin, 2010), following Cohen (1988) guidelines, the f^2 value of 0.02 is considered small, 0.15 is considered as medium, and 0.35 is considered as large effect size, the results of f^2 are mentioned in table 6.

To assess the relevance of the dependent variables of the model Q^2 test was performed using blindfolding process by looking at cross-validated redundancy Fornell, 1994).

If the value of Q^2 for dependent variable is more than zero, then it means model has predictive relevance Chin (1998). The results of the test are mentioned in table 8 that indicates predictive relevance.

Table 3. Measurement Model

Construct	Code	Loadings	AVE	CR	Alpha
OCB	OCB1	0.65	0.487	0.883	0.849
	OCB2	0.613			
	OCB3	0.736			
	OCB4	0.666			
	OCB5	0.735			
	OCB6	0.738			
	OCB7	0.771			
	OCB8	0.658			
PE	PE1	0.591	0.413	0.874	0.84
	PE2	0.625			
	PE3	0.619			
	PE4	0.521			
	PE5	0.573			
	PE6	0.662			
	PE7	0.714			
	PE8	0.716			
	PE9	0.645			
	PE10	0.725			
TL	TL1	0.766	0.65	0.917	0.892
	TL2	0.853			
	TL3	0.857			
	TL4	0.706			
	TL5	0.827			
	TL6	0.816			

Note. OCB= Organizational citizenship behavior; PE= psychological empowerment.
TL=transformational leadership.

Table 4. Discriminant Validity

	1	2	3
OCB			
PE	0.575		
TL	0.494	0.605	

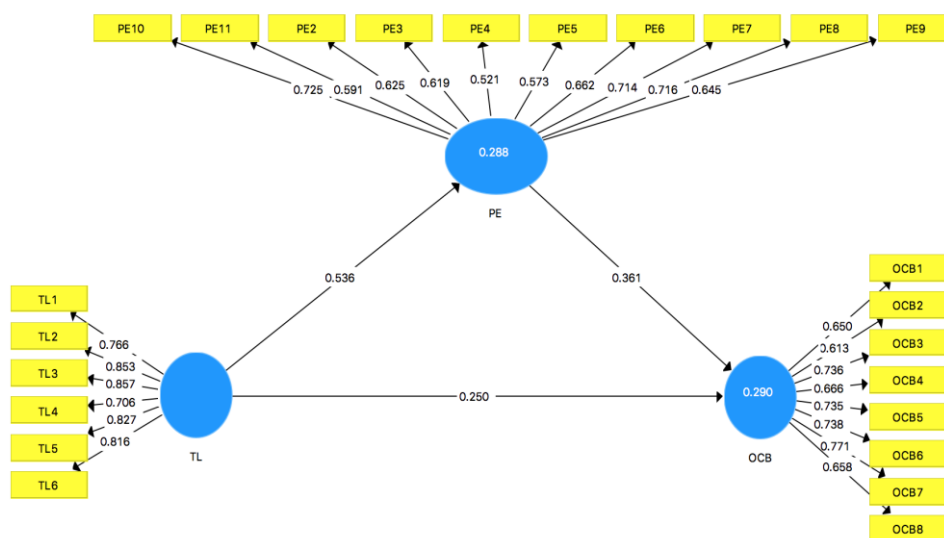


Figure 2. Structured model results

Note. TL = Transformational leadership; PE= psychological empowerment
OCB –Organization citizenship behavior

Table 5. Results of Mediation

Hypothesis	Relationship	Beta	SE	t Values	p Values	CIs		Effect size	Decision
						5.00%	95.00%		
H1	PE->OCB	0.361	0.072	5.032	0.000	0.247	0.483	0.131	Supported
H2	TL->OCB	0.25	0.064	3.934	0.000	0.143	0.353	0.063	Supported
H3	TL->PE	0.536	0.057	9.457	0.000	0.448	0.634	0.404	Supported

Note. CI=confidence interval; PE=Psychological empowerment. OCB=Organizational citizenship behavior,
TL=Transformational leadership

Table 6. R² Assessment

Factor	R ²
Employees Psychological Empowerment	0.288
Organizational Citizenship Behavior	0.29

Table 7. Construct Cross-Validated Redundancy.

Latent variables	Q ² (=I-SSE/SSO)
Organizational Citizenship Behavior	0.128
Employees Psychological Empowerment	0.109

DISCUSSION

The aim of this study was to analyze the relationship among transformational leadership, OCB and various dimensions of psychological empowerment, as well as the investigate the strength of relationship between OCB and various dimensions of psychological empowerment. It is important to note that this study contributes to existing literature on the subject matter by providing empirical insights on the nexus between various implications of cognitive empowerment and employee competence with dimensions of OCBs (which are obedience, altruism, and conscientiousness). The results from this study show that when employees are empowered, they willfully engage themselves in organizational citizen behavior that both benefits the

organization and their fellow colleagues, without adding to the cost of labor. More so, the results from this paper provide insights that support the perception that psychologically empowered individuals are beneficial to the organization. Empirical findings in the literature show that transformational leadership exerts significant positive influence on psychological empowerment of employees (Avolio, 1999; Peterson & Speer, 2000; Luthans & Avolio, 2003; Bono & Judge, 2004). Allameh et al (2012); Ozaralli (2002) agree that transformational leadership exerts significant positive impact on the psychological empowerment of employees in the workplace. Recent empirical results in the literature show that both psychological empowerment and OCB are positively related, (Singh & Singh, 2019; Joo & Jo, 2017; Saleem et al, 2017; Akgunduz & Bardakoglu, 2017; Wilutantri & Etikariena, 2017; Kim & Fernandez, 2017; Shahab et al, 2018). These results indicate that psychological empowerment of employees influences the relationship between OCB and transformational leadership, by mediating the relationship between both variables. Yet, there are no studies in recent times to have examined whether psychological empowerment mediates the relationship between OCB in the workplace and transformational leadership among organizational cultures that are non-Western.

THEORETICAL AND PRACTICAL IMPLICATIONS

Theoretical Contribution

This study adds to bridging research gaps in the literature and develops the understandings of how transformational leadership directly and indirectly promotes organizational citizenship behavior through mediating role of psychological empowerment of employees. This study is also a response to research call of Mansoor, S., & Ali, M. (2020).

Practical implications

The paper offers a valuable insight and novel approach for management of educational institutions in global south countries to enhance their organization's citizenship behavior by applying the transformational leadership practices and enhancing psychological empowerment of employees by their supervisors to enable employees to perform beyond job description for organization success. This study offers practical insights to organizations on the need to strive hard towards retaining skilled talents in the workplace. The ability of transformational leaders to positively influence employee psychological empowerment is a wakeup call to organizations that transformational leadership style should be adopted. The study's findings encourage organization leaders to identify employee skills and strengths and develop them; as well as empower employees psychologically to create a trust in the workplace. The findings of the study would help firms to comprehend the relevance of signals in the workplace. This is because negative signals from leaders and supervisors can bring about low satisfaction among employees, which can create decrease in OCB. More so, the results from this study provide relevant insights to organizations on the need to encourage the psychological empowerment of their employees. This can be achieved through some measure of selection process or via encouraging socialization. Also, employees can be psychologically empowered if they are individually recognized for performance. Empowering them psychologically via individual recognition could help other employees develop altruistic behavior that would aid others in their jobs. It can also promote conscientious task productivity, greater obedience and loyalty to organizational policies and rules. Also, the results from this study reveal that supervisors can help to raise the competence and psychological empowerment in the workplace, by making use of positive feedback, provision of support, and the use of corrective feedback. This would help increase both competence and empower the employees psychologically.

Conclusion

The results suggest that as employees' psychological empowerment strengthen the relationship of transformational leadership and organization's citizenship behavior therefore leaders with transformational leadership trait should give employees psychological empowerment to enhance their organization citizen behavior. Transformational leadership exerts significant positive effect on organizational citizenship behavior, owing to the influence of communications and well-understood instructions passed from the leaders to subordinates. More so, the level of trust and understanding created in a transformational leadership style helps encourages cooperation that mitigate rising conflicts in the organization, which helps to align employee behavior and attitude towards organizational goals. In such situation, employees engage in both official roles and extra-official roles. Likewise, teamwork will be in such leadership environment, which will both strengthen the commitment of every employee towards achieving organizational goals.

Based on the results obtained in this study, majority of the employees were able to comprehend the instructions issued by their leader. Many of the teachers helped each other because they were reminded by the supervisor/ leader. In such situation, the leaders enhanced OCB of the teachers. This result agrees with the findings by Chamariyah et al. (2015), which showed that there is a positive significant relationship between transformational leadership style and OCB. As such, the higher the transformational leadership style practiced in an organization, the higher would be the OCB among organizational employees. Yet, this finding disagrees with

Ngadiman et al. (2013) and Maharani et al. (2013) who found that transformational leadership has no significant influence on OCB of employees. Particularly, Maharani et al. (2013) argued their results, noting that is the essence of transformational leaders is to engage employees to achieve higher performance. Furthermore, Maharani et al. (2013) revealed that transformational leaders have less influence on the extra roles of employees (OCB). However, one can argue that if transformational leadership does not significantly influence OCB of employees, it then implies that the situation is linked with the subordinate. Importantly, it must be noted that the adoption of transformational leadership style in a workplace is not a guarantee its impact on employee behavior will be immediate. Instead, the effect becomes noticeable in the workplace when there is interaction between development and motivation of employee attitude towards positive perspectives.

Recommendations

First, the study only targeted teachers in educational institutions ignoring the other non-teaching staff and management, future research should include non-teaching and management staff. Second, all participants had a graduate degree that could be challenging to represent population, future research should consider including below graduate and skilled only staff of the organization. Thirdly, the study is a cross-sectional that finds participants' behavior at specific point of time. Hence, Longitudinal study is recommended for future study. Finally, the study controlled the demographic factors i.e., gender, age, income, future research may be considered with inclusion of demographic factors like gender, age, and income. Studying the proposed theoretical model in non-educational sectors and in distinct cultural backgrounds can produce great insights.

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Author Information

Hari Lal Nathani

PhD Student, Sukkur IBA University

Sonia Kumari

Lecturer & PhD Student, Sukkur IBA University

Farooq Ahmed

PhD Student, Sukkur IBA University

Dr. Syed Mir Muhammad Shah

Professor HRM, Sukkur IBA University

Fatima D/o Dr. Khadim Hussain

PhD Student, Sukkur IBA University