

Transformational Leadership in a University Setting: A Case of Heads of Academic Departments in the Kenyan Public University Setting

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Abstract

Transformational visionary and inspirational leadership practices of departmental heads can determine levels of organisational citizenship behaviour (OCB) of the academic faculty members in a public university setting. The organisation and management of public university activities depend on active involvement of academic faculty members because they play a vital role in the university's survival. This implies that university management is incomplete without notable participation of the academic faculty members, whose foundation is laid at the departmental level and the results have implication for the overall governance success of the university. Consequently, certain leadership styles have distinct bearing on the levels of obedience, loyalty and participation of employees, which subsequently influence organisational effectiveness. Based on this premise, this paper presents results obtained from a qualitative case study conducted among academic faculty members of one faculty in one of the public universities in Kenya. The purpose of this study was to determine how heads of departments' leadership styles influence the degree of academic faculty members' OCB within their departments – and by extension – the effectiveness of the university. Data was obtained through in-depth interviews and focus group discussion with a purposive sample of heads of departments and academic faculty members. The results obtained add empirical support to the assertions that indicators of organisational effectiveness are associated with employees' willingness to go above and beyond their job requirements as indicated by the levels of OCB largely influenced by the leadership styles. Can this apply in

academic oriented settings? If it can, OCB is an inevitable ingredient for effective organisation.

Introduction

Good organisational citizens usually work hard for their organisations, and thus achieve greater effectiveness in their jobs (Cameron, 2005). Organisational effectiveness is determined by a variety of factors. One important determinant is the organisational citizenship behaviour (OCB) of the members of that organisation. There are many determinants of desirable levels of OCB of the members of the departments within which they work and the organisation at large. One of the factors is leadership styles.

Although the importance of leadership styles as predictors of OCB has been discussed comprehensively in Western settings (Bass, 1985; Organ, 1988; Podsakoff *et al.*, 1990; Howell & Avolio, 1993; Lowe, Kroeck & Sivasubramaniam, 1996; Geyer & Steyrer, 1998; Wang *et al.*, 2005; Schlechter & Engelbrecht, 2006; Boerner *et al.*, 2007), Farooqui (2012) and Iqbal, *et al.*, (2012) observe that most of the existing literature supports the OCB's significance in the service provision organisations with focus on active participation and effective delivery of services but has not been given great prominence in educational contexts, including universities.

This study is confined to the aspect of leadership styles that influence the attitude and behaviour of the members in an organisation within a university setting. This is important because university educational settings are presumed to facilitate quality of leadership in the society. However, as Farooqui (2012) notes, this is not always achieved and actual practices have led to discussion that higher education may no longer be viewed as the cradle of elite pride, as it was in past decades. Research on OCB is a recent topic in educational settings, so it is presumed that within university settings, increased OCB may increase the overall efficiency of the organisation and thus lead to greater staff and student satisfaction and/or performance. Efficiency in University management can lead to addressing some of the governance challenges that public universities face in Kenya today.

This study, is therefore intended to analyse the concept of OCB and its effect on faculty attitudes through an in-depth study of departmental leadership at 'African University' (pseudonymous to protect the identity of the participating

university) in Kenya. African University is a public university where the academic division constitutes 10 faculties with about 480 academic faculty members ('African University', 2008; Kenya National Bureau of Statistics, 2011). In addition to the existence of varied cadres of staff who contribute in different ways to organisational effectiveness, public university academic faculty members play a key role in sustaining university operations. They are, however, not always allowed access to issues that contribute directly to the effectiveness of university management. Farooqui (2012) notes that academic faculty members are usually relegated to dealing with student classroom teaching and examination oriented issues, while their attitude and feelings about the non-academic issues that affect the administration of the university are not given prominence.

To gain a greater depth of understanding, this qualitative case study focuses on the Faculty of Arts and Social Sciences with a sample purposively selected to reflect that faculty. It examines the direct influence of two aspects (visionary and inspirational) of transformational leadership style of the heads of four academic departments on faculty OCB within those departments. Since literature supports the role played by leadership styles in determining the levels of OCB, this qualitative case study identifies the need to establish the levels of OCB among the academic faculty members in a specific university context, determined by transformational visionary and inspirational leadership traits based on Farooqui's (2012) indication that OCB research is a new trend in the education sector the world over. In fact, there are no known studies in Kenyan educational settings on how leadership can determine the citizenship behaviour of the academic faculty members, who play a pivotal role in any university workforce, hence contributing to its effectiveness. This is particularly important because in the Kenyan public university settings, there is a tendency to focus on top leadership that usually constitutes the Vice Chancellors, the deputy Vice Chancellors, Principals of Constituent Colleges and Directors of Institutes. Minimal attention is paid to the leadership qualities and styles of heads of academic departments, who interact directly with academic faculty members, often viewed as the face of the university to students (Laws of Kenya, 2012; 'African University', 2008).

This study utilizes the qualitative case study research technique in collecting and analyzing data. This is done by seeking evidence from one organisation and contextualizing the subject matter. Three sources of evidence are used; interviews, focused group discussion and a Likert-type scale questionnaire to

categorize the information obtained. The Likert-type scale is not used in the more traditional ordinal number scale and quantitative statistical analysis is not performed on the data, but it is used to segment responses into broad areas of agreement and disagreement with statements presented to the respondents. The data obtained by this mode is used to measure the leadership styles currently in use by the heads of departments from the leadership style scale consisting of the transformational leadership behavior inventory (TLI) developed by Podsakoff *et al.*, (1990). It is used to measure dimensions of articulating a vision and inspiring and motivating. This is supported by empirical research findings, which have established that transformational leadership is related to organisational, and leadership effectiveness (Bryman, 1992; Lowe *et al.*, 1996).

Besides measuring transformational leadership, OCB is measured by using standardized OCB questions developed by Smith, Organ and Near (1983). This scale measures the altruism and compliance of OCB. This qualitative case study rates these behaviour items ranging from Never (1), Once or twice (2), Once or Twice per month (3), Once or twice per week (4) to Every Day (5). The responses are considered as estimate indicators of behaviours and attitudes rather than numerical statistics. The choice to use Likert-type scale in this qualitative case study is to complement and validate responses and minimize the likely misinterpretation of the data obtained from interview and focus group interaction. Open ended questions in the interview questions are used to obtain qualitative information from the sample academic faculty members and heads of four academic departments (Economics; Languages & Linguistics; Philosophy & Religious Studies and Peace & Security Studies) at 'African University', which make up the Faculty of Arts and Social Sciences. The responses obtained are analyzed thematically and interpreted by identifying the recurring subject matter as well as content that is noticeably different from the rest. This is achieved by looking for common attitudes and behaviours self reported from the academic faculty members that have indications of obedience, loyalty and participation and also common attitudes and behaviours self-reported by the heads of departments that have indications of transformational leadership traits and practices.

The study aimed at achieving four objectives: to identify visionary and inspirational traits of transformational leadership exhibited by heads of four academic departments in the Faculty of Arts and Social Sciences of 'African' University; to determine how visionary and inspirational leadership traits

influence the levels of academic staff obedience, loyalty and participation in departmental and university activities; to analyze how actual or implied levels of obedience, loyalty and participation determine academic faculty's OCB and to determine the degree to which academic faculty citizenship behaviour could affect 'African University's Organisational Effectiveness (OE).

Organisational Citizenship Behaviour

The term organisational citizenship behaviour was first coined by Organ (Bateman & Organ, 1983; Smith, Organ & Near, 1983). This was followed by a comprehensive definition by Organ (1988) as that individual behaviour that may not be recognized by the organisation's formal reward systems but contributes to the degree of effective functioning of the organisation. Such behaviours are optional and are not part of individual job descriptions and hence their absence is not punishable. Later, Organ (1997) refined the OCB definition by conceptualizing organisational citizenship behavior as any form of performance that supports the social psychological environment in which the work tasks are embedded. This is intended to distinguish OCB from what constitutes the core tasks and explains why many organisations now strive to reward the behaviours inclined towards OCB (Nielsen *et al.*, 2009). Based on this broad definition of OCB, Organ (1990), notes that there have emerged related concepts which however emphasize different features. They include: organisational citizenship performance; extra-role behaviour; organisational spontaneity; pro-social organisational behaviour and voice behaviour. Although these concepts are related, they usually emphasize different features (Organ, 1990).

One key benefit of organisation citizenship behaviour (OCB) is its positive contribution to overall effectiveness of an organisation because it is viewed as a pro-social organizational behaviour and extra role behaviour (Ashraf, & Kadir, 2012). This is why Organ (1990) says that OCBs have a variety of forms including altruism, courtesy, sportsmanship, civic virtue and conscientiousness. Chompoukum and Derr (2004) observe that since organisation citizenship behaviours are less likely to be formally rewarded than are required job behaviours; they are presumably performed by intrinsic motivation mechanism. The intrinsic rewarding properties of OCB's may be especially salient and important for teachers, who are acknowledged for having high stress jobs with low extrinsic rewards. Podsakoff *et al.*, (2000) believe that OCBs are still primarily viewed as behaviours that are generally discretionary and less likely to be formally or explicitly rewarded in an

organisation. This is supported by Erturk's (2007) argument that academics perform the task of teaching that is a complicated activity requiring professional reasoning. They are viewed as professionals since they have spent a considerable amount of time mastering the fundamentals of teaching and yet, as Macfarlane's (2007) study established, most universities do not place academic staff citizenship behaviour as an important criterion for promotion. Macfarlane's study highlighted a voiced concern that what really mattered in such promotion decisions were contributions to research through publications and to obtain grant funding. Macfarlane (2007) further observes that a minimal number of universities provide an explicit 'weighting' for service or non academic citizenship contributions.

Within the context of the above description, OCB remains an elusive phenomenon particularly within the institutions of higher learning. The fact that academic faculty members are expected to routinely go to class at stipulated times, cover the set syllabus, prepare and administer examinations and keep all the deadlines for results submission, leaves gaps and questions that require to be addressed, such as the ones that this study articulates. There is a need to determine the degree to which the academic faculty members' attitudes and feelings could enhance the effectiveness of their departments and the organisation (the university).

Effective Leadership

Leadership has been described as the relationship behaviour between leaders and followers in a particular situation with the common intention to accomplish the organisation's results (Bass, 1985). Generally, most leadership researchers suggest that an effective leader should be able to articulate vision, instill belief, loyalty and lead employee's talents directly towards achieving the organisation's goals (Kirkpatrick & Locke, 1996; Strange & Mumford, 2002; Bennis, 2002; DePree, 2002). From this description, the communication that takes place between leaders and subordinates is expected to influence the behaviour of both parties. Consequently, leader behaviours are believed to play a key role in determining OCBs. Podsakoff *et al.*, (2000) established that leader behaviours show consistent relationships with employee behaviours. However, they noted that the mechanism through which these leader behaviours influence citizenship behaviours are not always clear. Some of these behaviours such as supportive leader behaviour may have their primary effect on OCBs through the norm of reciprocity. For example, employees who receive personal support from their leaders may wish to reciprocate by

inputting extra effort in the form of citizenship behaviours to help the leader. Other behaviours, like providing an appropriate role model, may influence OCBs directly through social learning processes, because the leader influences various types of citizenship behaviours among subordinates. Podsakoff *et al.* (2000) further observe that other leadership behaviours, such as contingent reward behaviour, may have a direct impact on citizenship behaviours. According to Lo, Ramayah and Kueh (2006), the relationship between leader and members of the organisation play a significant role in motivating employees to perform citizenship behaviour. Walumbwa, Wu and Orwa (2006) investigated the impact of contingent reward transaction leader (CRT), and defined leader behaviour as that which emphasizes clarifying role and task requirements and providing followers with material or psychological rewards. Their results further showed that when employees perceive their leader as being fair, demonstrated in terms of the reward behaviour, employees are more inclined to be satisfied with the supervisor and will remain committed to the organisation and display citizenship behaviour. This provides a good basis for assessing the degree to which leadership styles of heads of academic departments could influence the academic faculty members' OCB and gauge how this might influence the overall organisational effectiveness. This is in reference to Deaconu & Rasca's (2011) belief that organisational effectiveness and success rely on leadership style.

Furthermore, Arklan (2011) notes that leadership is important for all organisational structures that contain the human element; for the simple reason that leaders play dominant roles in the kind of directions organisational structures take up, how they will organize themselves, and the kind of goals they will adopt and who will perform what kind of tasks to attain those goals (Arklan, 2010). This influence of leaders holds true for intra-organisational communication as well as for other fields. As leaders are the ultimate decision-makers within the organisation, the type of leadership that they have adopted and their fundamental assumptions about internal communication of the organisation and approaches will manifest themselves in various different forms and permeate the internal communication system of that organisation in many ways. Iqbal *et al.* (2012) argue that any leader within an organisation has an undeniable influence on intra-organisational communication, whether positive or negative and that the influence of an autocratic leader on intra-organisational communication will be different from the influence of a leader who has democratic qualities. Likewise, Arklan (2011) explains that the influence of a leader who advocates traditionalism and customariness, and that

of a leader who is a forerunner of modernity and progressiveness will yield different results on the scale of organisational effectiveness. This view is in tandem with various assertions of leadership theories fronted by various scholars (Northhouse, 2001, 2007).

This in effect determines imminent results of transactional-transformational leadership style construct that is the focus of this research. Transformational leadership in particular has received a great deal of academic attention in the recent past. The effectiveness of transformational leadership style has empirically been proven to contribute greatly to organisational effectiveness in European and North American contexts (Lai, 2011). Little research has focused on African contexts and negligible research in Kenyan settings. This is the reason for utilizing this construct to assess the effectiveness of a university management system in Africa and Kenya in particular. Nevertheless, a model of transformational leadership concept created by Podsakoff, *et al.*, (2000), that bears six dimensions that are u oriented, is used in this study because of its suitability to the phenomenon under study. This is because the academic faculty members feel and behave in a particular manner as determined by the behaviour of the leaders at the departmental level.

This, according to Lai (2011), is in pursuit of what researchers have sought to identify, which leadership style – or which elements of particular leadership styles – can be linked to positive outcomes such as job satisfaction, follower motivation, and organisational performance. Consequently, Lai (2011), reports that Judge and Piccolo (2004) performed a meta-analysis of 626 correlations from 87 sources to relate transformational, transactional, and laissez-faire leadership characteristics to the aforementioned outcomes. Their findings support a link between effective leadership and all dimensions of transformational leadership (visionary, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration), as well as a single dimension of transactional leadership, contingent reward. Lai (2011) safely concludes that though transformational and transactional leadership are often presented as being at opposing ends of a spectrum, a combination of select elements from both leadership styles may yield the best results. This paper focuses on only two elements of transformational leadership of being visionary and inspirational.

Effective Leadership in Universities

Universities are organisational settings with different levels of leadership— institutional, faculty, departmental and section. Several studies have examined the requirements and characteristics of departmental leaders in United States, Canada, United Kingdom and Australia. These studies established departmental leadership traits that would be associated with effectiveness at those levels (Abu-Hamour, 2012). For example, Wolverton *et al.*, (2005) investigated the requirements of the heads of departments (referred to as Chairs by their study) as they were perceived by the deans and the chairs themselves. It was established that the deans believed that the chairs needed to possess good people skills particularly in relation to communication and in dealing with conflict. These skills can be deemed important in setting direction, fostering collegiality, acting as role model and even advancing the department's objectives. Furthermore the deans believed that the chairs need to have the ability to treat academic faculty fairly and with integrity. The study also noted that practically every chair who responded wished they had more knowledge about the complexity of the position and the sheer variety of roles they would need to balance. This in essence suggests that heads of departments need to have the ability to respond in complex ways to their role as leaders at the departmental levels. However, earlier studies (Scase & Goffee, 1989) had noted that many heads of department seem to be reluctant in the sense that they view themselves primarily as academics rather than as managers. For these academic faculty members, being a leader or having managerial responsibilities is not a priority and many did not think of themselves as prospective managers when they become academics. In essence, Sadeghi & Pihie's (2012) argument that effectiveness of any leader is reflected in their leadership style is applicable within the academic setting. This is why Bryman's (2007) summary of the key components of effective leadership at both departmental and institutional levels, are useful. These components include: being able to provide direction; creating a structure to support the direction; fostering a supportive and collaborative environment; establishing trustworthiness as a leader; having personal integrity; credibility to act as a role model; facilitating participation in decision-making; consultation; Providing communication about developments; representing the department/institution to advance its cause(s) and networking on its behalf; respecting existing culture while seeking to instill values through a vision for the department/institution and protecting staff autonomy (p. 2).

These are derived from various studies (Benoit & Graham, 2005; Bland, *et al.*, 2005; Ambrose *et al.*, 2005; Bareham, 2004) and are the components

associated with transformational leadership which is usually desirable in organisational leadership because it yields good results. One of the studies (Benoit & Graham, 2005) involved interviewing 24 leadership researchers who were asked to comment on the forms of leader behaviours associated with effectiveness in higher education. The responses were so varied that only the above similar components were isolated thematically that indicate a general need for a leader to create an enabling environment for academics to fulfill their potential and even interest at work. This is what informed the current qualitative case study, which aimed at establishing departmental leader behaviour effects on their followers in a specific higher education context ('African' University').

Despite the outlined expectations of an effective leader at university departmental level, Kerr and Jermier (1978) had earlier claimed that there are features of organisations and the people who work in them that can neutralize the impact of leadership. Although old, this is a potentially significant concept within the higher education context today because of the suggestion that when 'subordinates' have a professional orientation and a need for independence – both of which are arguably characteristics of academic faculty – the impact of leader behaviour is often neutralized. Similarly, Pounder, (1999) suggests that 'most professional workers require little direct supervision from managers' (p. 143). Instead he suggests they require a covert form of leadership entailing 'protection and support', which involves leaders attending to links with important constituencies that help cultivate legitimacy and support for their department or organisation. It is on this premise that this study focuses on the 'subordinates' – the academic faculty members' – attitude and behaviour determined by the leaders' demeanor that in turn influences the degree of organisational citizenship behaviour. The aim is to assess the degree to which the departmental leaders influence the academic faculty members' OCB, which is a healthy ingredient of an effective organisation.

As earlier indicated in this paper, transformational leadership is believed to be characterized by: being visionary, idealized influence where leaders share risks with followers and are consistent in their dealings with them; Inspirational motivation by which the leader provides meaning and challenge to followers; by being enthusiastic and arousing commitment to future states; Intellectual stimulation whereby the leader stimulates innovation and creativity by encouraging new ways of dealing with work and individualized consideration where the leader pays close attention to followers' needs, encourages potential

and recognizes personal differences (Jansen *et al.*, 2009; Rukhmani, *et al.*, 2010; Lai, 2011; Bass *et al.*, 2003).

Bryman (2007) highlights Ramsden's (1998) Australian research, which found that transformational leadership on the part of heads of department and programme coordinators was associated with student focused approaches to teaching, which in turn was perspective of students. He argued that transformational leadership is particularly conducive to departments in which dialogue about teaching is encouraged. Ramsden's (1998) however examined leadership in relation to student rather than staff outcomes. The present study examines leadership in relation to staff outcome that are not directly related to the mandatory teaching duties. It isolates the transformational leadership traits based on the heads of departments and the academic faculty members' perceptions, and relates the degree of academic faculty members' citizenship behaviour to these leadership practices. The leadership practices are identified by both the heads of departments and their 'subordinates'- the academic faculty members. Hence, this paper discusses two traits of transformational leadership; visionary and inspirational/ motivation and assesses the influence they have on two OCB aspects of altruism and conscientiousness of academic faculty members.

Methodology

Data was obtained from 8 academic faculty members and 4 heads of academic departments in the Faculty of Arts and Social Sciences of 'African University'. The sampling was purposively obtained by selecting one highest rank/designation and one lowest rank/designation from each department. There were four departments, therefore implying two members from each department, making a total of 8 to represent the academic staff members. The study demographic is summarized in Table 1 below.

Table 1: Academic Faculty Participant Demographics

Department	CODs	Highest Rank	Lowest Rank	Total
Economics	COD1	Senior Lecturer (AF1)	Assistant Lecturer (AF5)	03
L,L&L	COD2	Senior Lecturer (AF2)	Assistant Lecturer (AF6)	03
PHRS	COD3	Senior Lecturer (AF3)	Lecturer (AF7)	03
PSSS	COD4	Senior Lecturer (AF4)	Lecturer (AF8)	03
TOTAL	04	04	04	12

For purposes of this study the data was collected based on the participants' expressed experiences, observations, attitudes and how such determine their motivation and commitment towards their work and the organisation ('African University'). Each respondent's observations and experiences were unique, though a number of common themes have been identified. Data was obtained by sub-focusing on two OCB aspects of altruism and conscientiousness, which are part of the five identified by Organ (1990). Two transformational leadership inventory items of inspiring vision and objectives and inspiration and motivation were used as the scale for identifying the desired transformational leadership traits. These themes were derived from the responses articulated by participants/respondents in the interviews and the TLI and OCB checklists. The results are presented in two parts: the interview responses from the academic faculty and OCB standardized checklist and the interview responses from the heads of departments and the standardized TLI checklist. This approach was guided by the model for transformational leadership that is built around selected behavioural components by various scholars (Bass, 1985; Bryman, 2007; Burns, 2010; Lai, 2011), which are summarized as revolving around four concepts that include: visionary traits; charismatic or idealized influence; inspiration; intellectual stimulation and individualized consideration, these concepts provided direction to kinds of themes to look for in this study and in turn guided the kind of data to be collected.

This study therefore sought to identify only two traits – visionary and inspiration - by interviewing the academic faculty participants, the heads of departments and analyzing the scores obtained from the standardized checklist

completed by the heads of department. These traits provide the basis for themes and subthemes based on the responses obtained from the academic faculty and the heads of department participants obtained from interviews and the OCB and TLI self assessment scores checklist. This is supported by the observation that academic departments play an important role in the success of institutions of higher education and the success of departments directly depends on effectiveness of their head (Sadeghi & Pihie, 2012).

Results and Discussion

The results presented in this paper reflect the responses obtained from the participants in this study on how two leadership traits of being visionary and inspirational influence the levels members OCB in academic setting.

(a) Visionary Leader Traits

A visionary leader is one who often sets a realistic and concise vision, mission and values that can easily fit in the organisation's culture. They have the ability to effectively communicate the vision to those that they lead and convince everyone to accept and work towards achieving that collectively (Loughead, 2009). The vision they provide does not only present a good future but also shows how individuals can work towards it in their present jobs and positions. In so doing, the followers/subordinates are encouraged to think independently and creatively to come up with solutions to old problems. Furthermore, such leaders recognize their followers as complete human beings and act as their mentors (Lai, 2011; Burns, 2010; Bryman, 2007; Bass 1985).

In this study, the academic faculty members and the heads of departments responded variedly on the questions that required them to indicate what they thought about the levels of leader visionary traits.

(i) Academic Faculty Responses

The academic faculty participants in this study had varied responses to the question that sought to establish the level of visionary leadership that the heads of academic departments exhibited in relation to what is articulated by the proponents of transformational leadership styles. A number of important themes emerged during discussion with the respondents that relate to visionary leadership. Some of the respondents had no idea of the existence or need for a departmental vision and goals. Respondents who commented in this manner made statements such as the following:

I don't even know what the vision of the department is. When I am sometimes ambushed by threats of disciplinary action or something like that, I go to the secretary to give me the objectives. She is better placed. I have no access to the secrets of the department.

What do you mean by departmental vision? I don't even know what that means anyway.

I do not know if there is any vision but I just follow my instincts to do the right thing for the benefit of the students. They set the pace for me.

Some of the respondents however indicated that they had an idea that the department had some goals, although they implied that they were not availed to them. These respondents made such comments as:

No! These objectives have never been discussed in any forum. They are just pinned on the notice board.

A second theme that emerged was that the respondents were more aware of the university's vision statement and therefore assumed that their department would follow something similar. Respondents who commented in this manner made statements such as:

I only know that the university has a vision, something like world a class university...

The COD has a clear vision of the mandate and responsibility in the department because he implements the university's objectives

Yes the departmental objectives are clear as they are derived from the university's strategic objectives.

To some extent there is a vision because the COD's duties are well stipulated in the university's procedures

These responses indicate that the respondents were faintly aware of the existence of a vision within their specific departments, although most of them commented on the university's vision and had little or no information about a departmental one. This is an apparent indication of ignorance brought about by

lack of information. Such information needs to be spearheaded by the head of department who serves as their leader.

(ii) Heads of Departments Responses

The participating four (4) heads of four academic departments were interviewed to determine how they would self-report their leadership style. They were also asked to summarize their views by scoring their behaviours on a written Likert-type questionnaire.

Three main observations emerged from the responses from the participating heads of departments in response to a question that asked them to comment on the aspects of a vision for their individual departments.

First, some of the heads of the departments directly stated that their departments did not need a vision but just objectives to support the university's vision. They implied that having a departmental vision would be duplication of university operational requirements. Those who were of this view made such comments like:

We actually do not have a vision and as such, I believe the department aims at fulfilling the University vision through the departmental objectives.

What is the real use of departmental vision, won't it look like duplicating some of these things?

We aim at fulfilling the university's vision. The departmental one is just implied because success depends on the situation in the university.

These responses are an indication of the heads' lack of vision for their individual departments.

On the contrary, some respondents indicated that they had a vision for their department but such was not clearly articulated, but just implied. Those who had these views made such comments as:

To have a vision I believe means that I should have clear structures put in place to enable the efficiency of departmental operations and develop world class competencies among the academic staff in the department.

Our vision is to have an efficient department with all academic staff having attained PhD for better provision of services. Based on this dream, I strive to lead the academic staff by example.

These responses indicate that the departmental heads that had an idea about the vision did not have an actual vision to which they could make specific reference. The responses imply a confusion of concepts – vision vs. objectives and aims. A vision should be a statement that can easily be memorized, remembered and used as a point of departure for all activities.

Lastly, it emerged that some heads of departments did not have an idea about the need for a departmental vision. These respondents made such comments as:

I do all within my ability to remain scholarly relevant, I come to work on time, clear my in tray within hours, act on staff needs timely, so I expect that the staff also follows my example of such commitment to delivery of services.

I lead by example, in fact I take part in all the activities where possible, and I meet my deadlines for activities and assignments, so I expect cooperation from the members of the academic staff.

Such responses indicate that the affected heads of department do not have a good idea of what an organisational vision means and its uses. The responses above are simply a reflection of the respondents' commitment to their duties as leaders within the departments.

(b) Motivation/ Inspiration

Based on the foundation of promoting consistent vision, mission, and a set of values to the members, the transformational leaders guide followers by providing them with a sense of meaning and challenge. They work enthusiastically and optimistically to foster the spirit of teamwork and commitment (Rashid & Waheed, 2012). Motivation and inspiration is a theme that manifests itself when a leader shows professional interest in the formulation of functional groups for the good of the department or section. Inspirational motivation further describes the degree to which the leader states a vision that is attractive and encouraging to followers to work towards achieving that goal collectively (Lo *et al.*, 2010; Judge & Piccolo, 2004).

In organisational settings, inspirational motivation describes managers who motivate colleagues or subordinates so as they commit to the vision of the organisation. Managers with inspirational motivation encourage team spirit that facilitates the achievement of the organisational goals, increased revenue and market growth for the organisation. Inspiration and encouragement may involve inspiring and motivating employees to see what they gain when the organisation attains its set goals (Sookaneknun & Ussahawanitchakit, 2012; Podsakoff *et al.*, 1990). Furthermore, it describes the degree to which the leader states a vision that is attractive and motivates followers by providing meaningful and challenging work environments (Judge & Piccolo, 2004).

(i) Academic Faculty Responses

The participating faculty members in this study had varied perceptions about their heads of departments' motivational inspiration within the work place. Two themes related to leader motivational and inspirational traits emerged from the responses obtained. Many respondents indicated that the head of department did not show notable genuine interest in individual or group tasks and therefore did not inspire them to work better. The specific comments made included:

The COD only shows interest when faced with his own deadlines from above and often harasses us to complete certain tasks at very short notice. I do not feel inspired. Instead I feel so harassed and demoralized because the COD thinks I do not require planning my own work but work at short notice. I often feel stressed and end up feeling desperate.

Not enough interest is shown by the COD. I remember we had once made a schedule for a research group presentation and it was cancelled the last minute without explanation, this is sending wrong message. I was mad! I needed to be told what went wrong, but nothing was said.

We do not have clearly designed group tasks except when working on ad hoc curriculum review assignments. So in fact I take responsibility for my own work and goals. The department hardly has group tasks. All members perform all tasks on equal basis, groups and teams are just like individual working on assigned duties, because we are few and rely heavily on part time staff members who are rarely available for group tasks and meetings.

The four narrations cited above indicate that the respondents felt minimal motivation from their heads of departments because they did not show individualized interest in their schedules and needs and lack of clearly set schedules for their tasks.

A second observation made in relation to the theme of inspiration and motivation is the presence of motivation and direction from the heads of departments regarding group and team tasks and goals reflecting Rashid & Waheed's (2012) observation that transformational leaders work enthusiastically and with optimism to foster the spirit of teamwork and commitment. Those who made such observations made comments as:

The COD shows quite a lot of interest in my work by providing an enabling environment and the required resources for functioning.

I believe the COD has some interest in my personal work although in relation to her own duties and goals. I mean the interest is not clearly articulated to me as an individual but the concern for individual development is occasionally mentioned generally during meetings. Actually, during staff meetings some reference is often made to individuals and not so overtly directed to me except for my primary teaching duties.

The two responses above imply that the respondents viewed the kind of interest shown by the heads of departments as general and having no specific benefit to individual motivation and inspiration. This indicates low rating of the leader's inspirational qualities by the faculty respondents.

(ii) Heads of Departments' Responses

The responses from the participating heads of departments elicited three themes. First, a majority indicated that they inspired and motivated their academic faculty members in various ways. They indicated that they appraised their performance and recommended them, included them in departmental decision making and implemented suggestions that they make. Those who indicated thus made comments like the following:

I make sure that the academic staff members are aptly appraised in accordance with their performance contracts which they prepare individually and commit to adhere to them.

But the appraisals have assisted me a lot, I rate them accordingly, give Caesar what belongs to Caesar, but I do my best to encourage them to feel part of the department and the university

You see, I want them to feel useful in the department, this department does not belong to me alone but all of us. I surely try to include all those who are willing to move the department forward, I even take and implement their suggestions, you may not believe, because of the circumstances under which we work here.

Based on these responses, the interpretation of inspiration and motivation of followers is largely ill directed. These responses indicate that the heads of departments are not enthusiastic about going out of their normal obligations to inspire and motivate their academic faculty members on individualized basis.

Secondly, some heads of departments out rightly indicated that they did not actually engage in inspiring and motivating behaviour for the benefit of the academic faculty members in their departments. The specific comments made by such heads include:

I have one or two academic staff members who are very reliable. They finish their work on schedule even if they are under pressure and they actually sacrifice to finish team assignments without complaining and timely. Unfortunately all I can do is to thank them and give them more work because they keep deadlines, they are just smart.

The good ones...I just commend them and encourage them to keep up the spirit. Sometimes I recommend them to university management for recognition but again that depends on what they have done.

The two responses border on exploitation of the hard working members instead of motivating them. The implication here is that the heads of departments cannot distinguish between inspiring and 'misusing'.

The third theme that emerged was apathy in dealing with academic faculty members. The element of constituting and relying on team work for accomplishing departmental objectives was not a common practice among the participating heads of department. Some of the respondents commented as follows:

But those who do not avail themselves, I do not bother because I don't want to be struck by ulcers unnecessarily. I leave it to the administration to deal with those I cannot handle anyway.

The low performers make technical appearances and vanish. They hardly participate in any other departmental business.

I have a system of auditing all the activities in the department to establish poor and good performers. I reach out to the poor performers to find out what the problem could be but I do not actually go in depth lest they think that I am witch-hunting them.

Actually, it is not my business to police the teaching staff. I suppose that everyone knows why they got employed by the university and there is no reason for me to remind anyone. I strive to accomplish my duties and each individual should follow suit.

I will grow grey hair trying to guide adults as though they were children, you know what I mean. Let each one feel free to serve in the best way possible. I do not personally supervise team work because we rarely have such.

Apathy can be described as absence of interest in or enthusiasm for things generally considered interesting or moving, some kind of passive position. Based on the above responses, the heads of departments seem to have little or no interest in what individual academic faculty members do and the general feeling among them is that of performing duties as stipulated by the university requirements. That is an indication of minimal inspirational qualities among the heads of departments.

(c) Organisational Citizenship Behaviour (OCB)

In addition to the assessment of the levels of visionary and inspirational qualities by both the heads of department and the academic staff members, this study also obtained information to enable determine the Organisational Citizenship Behaviour.

Academic Faculty Self-Assessment of Altruism and Conscientiousness

Based on two of the dimensions of OCB outlined by Organ (1990), the responses obtained are presented under the themes of Altruism and

Conscientiousness. In order to obtain standardized and measurable responses, data was collected on a scale that ranged from little evidence of a particular behaviour to frequent evidence of such behavior. Behaviours reported are accepted in the literature as reflective of OCB. This based on Redman and Snape's (2005) argument that altruism and conscientiousness and often measured in compassion.

(i) Altruism

This is understood to be a social behaviour that aims to help workmates to solve their problems within difficult situations faced in terms of both job responsibility cases and individual personal cases (Organ *et al.*, 2006; Batson, Ahmad & Stocks, 2011; Vedantam, 2007). This dimension refers to a kind of helping behaviour that exceeds the normal work responsibilities. An individual ranked high in altruism is always helping their workmates who have overwhelming workloads and maintains a proactive approach that supports the leader to complete job targets (Batson, 2011).

Figure 1 (below) summarizes the self-assessment scores by the participants' behaviours that reflect elements of altruism. The overall score from the sample indicated mid-level to low levels of altruism. Almost half of the respondents have exhibited altruistic behaviour just once or twice during their work life at 'African' University. The smallest grouping (just 2.08%) evidence this behaviour on a daily basis.

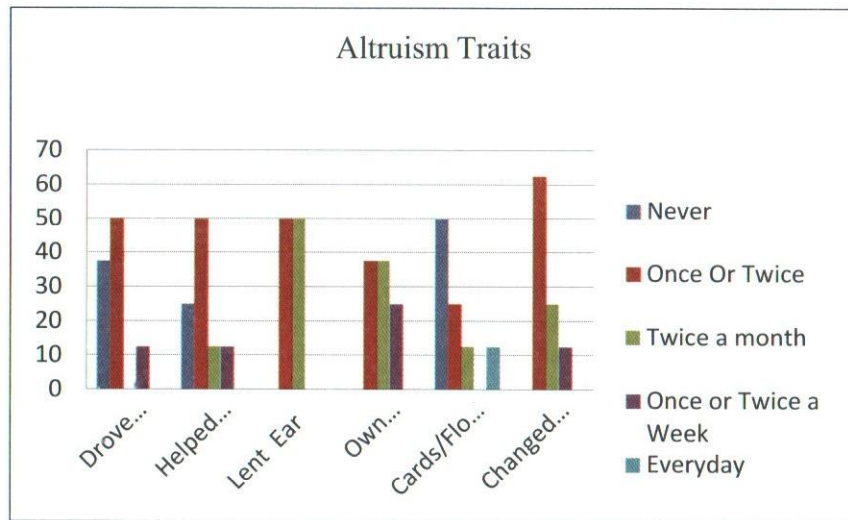


Figure 1: Percentage distribution of altruism self-Assessment

(ii) **Conscientiousness**

This dimension is described by organisational and behavioural psychologists as the kind of behaviour that exceeds an individual’s main job description as outlined at the time of employment (Organ *et al.*, 2006; Roberts *et al.*, 2009). This involves work based on the job description even without supervision by the leader. The individual also works effectively and efficiently (Organ *et al.*, 2006; Roberts, et al., 2009). Figure 2 (below) summarizes the self assessment scores by the participants about behaviors that reflect conscientiousness. The data showed that 33.33% of the respondents evidenced Conscientious behaviour (exceeding expectations) at least once per week and an additional 27.08% demonstrated such behavior at least monthly. Weekly conscientious behaviour was evidenced more often by employees holding the senior lecturer job title (12.5% of the total participants), while those holding the lecturer and assistant lecturer job titles lagged behind. These results are a positive reflection of Tonkin’s, (2013) observation that leadership style has substantial effect on the followers’ behaviour within the organisation.

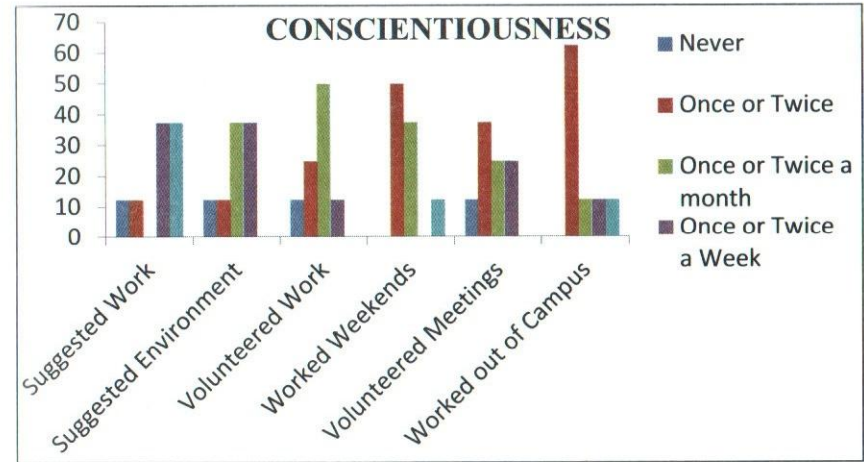


Figure 2: Percentage Distribution of Conscientiousness Self assessment Scores

(iii) **Synthesis of Altruism and Conscientiousness Levels with Perceived Visionary and Inspirational Leader traits**

The transformational leadership behaviours have been described as contributing notably to innovation and creativity of the subordinates (Jansen *et al.*, 2009; Boerner *et al.*, 2007). This is the reason for inclining this study towards transformational leadership characteristics because of the nature of the participants’ occupation. Based on this premise, the data obtained is synthesized to reflect two of the five characteristics of transformational leaders which form the themes under which the data is presented.

Similarly, organisational citizenship behaviour has been described as constituting five aspects of Altruism, Conscientiousness, Sportsmanship, Courtesy and Civic Virtue (Organ, 1988). The data obtained from the academic faculty participants is synthesized to reflect two of these aspects. Similarly, the behaviours identified by the participants on the standardized OCB Likert-type scale, which reflect their own actions, are summed up guided by the reviewed literature, which indicated that OCB is the individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organisation, because it is viewed as a pro-social organizational behaviour and extra role behaviour (Organ, 1988). The data is therefore deductively analysed

by searching for relevant subject matter based on the preset themes, which form the foundation for discussion.

Connections between various aspects of the data were made in order to arrive at sensible explanation of the responses obtained. For instance, the connection between the knowledge of an existing vision or objectives in the department points to the visionary characteristic of transformational leaders. If such information is lacking among the academic faculty members, then this leader does not share a vision with the subordinates. Such a scenario determines the degree of obedience and loyalty to the head of department and participation in the departmental matters.

The levels of comfort and willingness to carry out various departmental and university duties voluntarily without grumbling or expecting payment is a reflection of satisfaction with the leadership. The connection made between the participants' levels of comfort and willingness facilitates analysis of the influence that leadership has on the OCB of the academic faculty members. This in line with Bryman's (2007) summary of key components of effective leadership at both departmental and institutional levels as: providing direction, creating a structure to support the direction, fostering a supportive and collaborative environment, establishing trustworthiness as a leader, having personal integrity, having credibility to act as a role model, facilitating participation in decision-making, consultation by providing communication about developments and respecting existing culture while seeking to instill values through a vision for the department/institution.

An individual with altruistic traits ranks high for always helping their workmates who may have overwhelming workloads and maintains a proactive approach that supports the leader to complete job targets (Batson *et al.*, 2011). The results of this qualitative case study indicate that majority of the participating academic faculty respondents exhibited little altruism. These aspects are demonstrated in the behaviour of the academic faculty members, obtained from the respondents' self ratings and comments during the interviews discussions. This affirms the conviction that OCB remains an elusive phenomenon within the institution of higher learning included in this study.

Conscientiousness is a pointer to organisational citizenship behaviour of individuals within their work environment. It is believed to involve work

based on the job description even without supervision by the leader. The individual also works effectively and efficiently (Organ *et al.*, 2006; Roberts, *et al.*, 2009; Lok, & Crawford, 2003). From the results presented, 33.33% of the respondents evidenced conscientious behaviour (exceeding expectations) at least once per week and an additional 27.08% demonstrated such behaviour at least monthly. Weekly conscientious behaviour was evidenced more often by academic faculty members holding the senior lecturer job title (12.5% of the total participants), while those holding the lecturer and assistant lecturer job titles lagged behind. This is an indication of a situation existing among the academic faculty members showing a lack of conscientiousness among a majority of the members of the academic faculty. The questions that the participants responded to were basic and touched their day to day operations. For example, the questions used to determine conscientiousness behaviour of the academic faculty members in their work environment included establishing if the members offered suggestions to improve how work is done within the department and volunteered for extra work assignments and special committee duties. These aspects were rated very low by many of the respondents and scored 68.74% representing the low rating of the behaviour (1-3). This is an indicator of the absence of OCB traits among the faculty of arts and social sciences academic faculty members.

The minimal OCB implied by the academic faculty members could be attributed to many issues. Transformational leaders often inspire and motivate their followers in order to encourage them to see what they gain when the organisation attains its set goals (Hoffman *et al.*, 2011; Sookaneknun & Ussahawanitchakit, 2012; Podsakoff *et al.*, 1990). Furthermore, they should state clear attractive visions that provide meaningful and challenging work environments (Judge & Piccolo, 2004). In this study, some of the participating heads of departments indicated that they motivate and inspire and in this regard they made the following comments: '*I surely try to include all those who are willing to move the department forward*'. This statement sounds despondent; this respondent does not seem to know what is required of the head of department regarding motivation and inspiration. Another respondent said that: '*I make sure that the academic staff members are aptly appraised in accordance with their performance contracts*'. Although there is the mention of appraisal, the respondents did not say how the appraisals are utilized as motivators. All the participating heads of departments remained silent on this aspect. This implies that such appraisals are routine activities that do not make productive use of the results obtained from the exercise. That is why some of

them vaguely commented that: ‘...but I do my best to encourage them to feel part of the department and the university’ and ‘You see, I want them to feel useful in the department’. It is not clear how such wishes are realized practically.

Some of the heads of departments even indicated that it is not their duty to motivate or inspire the academic faculty members within their departments. One disclaimer to such responsibility was made in the comment that: ...it is not my business to police the teaching staff. I suppose that everyone knows why they got employed by the university and there is no reason for me to remind anyone. This is a clear anomaly on the part of the leader of the stature of head of department, and an indication that the heads of departments do not understand their leadership roles. And this is reflected in earlier studies (Scase & Goffee, 1989), which had noted that many heads of department seemed to be reluctant in the sense that they saw themselves primarily as academics rather than as managers.

Conclusion

The results presented indicate that there is minimal organisational citizenship behaviour among academic faculty members in the Faculty of Arts and Social Sciences. Many report to work, perform their teaching duties and leave for lack of incentives, recognition, creative and innovative opportunities. The academic faculty members are not readily available to perform duties on a voluntary basis because they do not believe that the departmental heads and the university would appreciate their efforts.

The results also indicate that many of the academic faculty members do not view their heads of departments as visionary and inspiring. This, in essence implies that many participants in this study do not look up upon their heads of departments to influence how they feel, behave and act within their work environment. Consequently, the OCB phenomenon remains elusive in academic settings if the heads of departments do not demonstrate effective visionary and inspirational transformational leadership skills (Bryman, 2007). Since organisational effectiveness heavily relies on how much influence a leader might have on the followers, it is safe to conclude here that the minimal visionary and inspirational attributes identified from the responses may deter organisational effectiveness because all members exist as individuals without a common dream and goal to achieve.

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