

Developing A Model For Effect of Perception of Authentic Leadership on Individual Oriented and Organizational Oriented Organizational Citizenship Behaviors at Universities

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ABSTRACT

Restricting behaviors and performances of academics, especially the behavior of faculty members, to define behaviors mentioned in job description indicates simple-mindedness and neglect of the intricacy of academic behaviors. The increase of creativity and innovation in the behavior of faculty members and the transfer of this quality to learners and to all aspects of the society is a phenomenon known as extra-role behavior or organizational citizenship behavior. University leaders play a significant role in developing citizenship behaviors. This study attempted to examine the role of authentic leadership as a new approach in the area of Higher education. The results showed that the perception of authentic leadership influences individual oriented organizational citizenship behavior and organizational oriented organizational citizenship behavior.

Keywords: Authentic leadership, individual oriented organizational citizenship behavior, organizational oriented organizational citizenship behavior, Higher education

INTRODUCTION

Authentic leadership

Leaders are integral part of a system and the factor of influence on forces which are influenced by the system. Then, in this process, leaders are both shaping and being shaped (Gardner, 1993). The results of some studies on leadership in the past have caused to identify some of leadership styles such as democratic, authoritarian, task-and relationship-oriented, autocratic, consultative, joint decision making, servant leadership, impoverished, country club management, team management, middle of the road management, transactional, transformational, laissez-faire, charismatic leadership, self-leadership, and spiritual leadership (Toor&Ofori, 2008). Regarding the evolution of organizational theories during pre-modernism, modernism and post-modernism periods, it should not be expected that all styles of leadership in all conditions and all periods be considered as the best style.

What is presented as authentic leadership nowadays started by Kernis (2003). He describes four basic principles for the structure of authenticity:

- a) Self-awareness of weaknesses, strengths, emotions and values.
- b) Processing without orientation of information related to self or accepting one's own attributes objectively.
- c) Authentic behavior or "acting in accordance with one's own truth".
- d) Relational authenticity: endeavor and access to honesty and simplicity in close relationships (Wong& Cummings). Stating these principles by Kernis caused that the structure of authentic leadership attract the scholars' attentions to itself once

more. Because explanation of these principles later on construct the main components of leadership structure.

Therefore, Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008) define authentic leadership as a pattern of leaders' behaviors which in case of working with their followers, start the creating and enhancing psychological capabilities and positive ethical atmosphere, growing self-awareness, internalized moral perspective, balanced information processing and clear relationship and raising positive self-growth in them.

Components of authentic leadership

Self-awareness: one of the basic components in the structure of authentic leadership is self-awareness because self-aware leaders know what is important for them (Kliuchnikov, 2011; Wang & Cummings, 2009).

Stephen R. Covey (as cited in Reece & Brant) states that "self-awareness not only influences our attitudes and behaviors but it also influence our viewpoint towards others". Self-awareness able us t investigate our "attitudes" and distinguish them.

Self-awareness covers weaknesses and strengths and also different dimensions of an individual's nature. Self-awareness is not an end per se, but it is a process by which an individual succeeds to reflect his own unique values, identity, emotions, objectives, knowledge, talent, or capabilities which sometimes are motivated by external events (Gardner, Avolio, Luthans, May, and Walumbwa, 2005).

Leaders having high levels of self-awareness enjoy vast capabilities when they interact with individuals under their leadership or even out of it, to modify thoughts, motivations and selection of their own behavior use knowledge. Self-aware leaders know how bring others under their own controls and influences (Walumbwa, Christian and Halle, 2011).

Self-awareness is a state of leaders' consideration which continuously ask themselves "who am I?" it is a process which always identifies unique talents and its own strengths to be able to better understand personal and organizational objectives and consequently guide others. In other words, a self-aware individual has a true understanding of him and his surrounding world.

Balanced processing: according to the obvious and multiple data which present in the field of social psychology, human beings as information processors, whenever process the information related to themselves, inherently suffer defects and biases. Therefore, it has been preferred to use the term balanced processing (Gardner et al., 2005).

Avolio et al. (2004), to describe a kind of unbiased information processing which are less deniable, distortable or exaggerated and/or ignore paying attention to individuals' personal experiences and knowledge and external feedback, uses the term balanced processing. Therefore, it is supposed that authentic leaders do not need ego-protecting biases to distort self-dependent informational processing (as cited in Walumbwa et al., 2011).

Clear relationship: Norman (2006) knows his clear relationship as clear self-disclosure and relevance of values, emotions and objectives and motivations which introduce the real self. To share clearly information results in increasing the confidence of followers to their leader (as cited in Wang and Cummings, 2006).

Therefore, clear relationship refers to the amount that a leader (contrary to the false and distorted self) shows his authentic self, shares freely information and articulates his thoughts and real feelings. It reinforces a level of dealing with others in order that an opportunity will

be provided; it prepares their attitudes, challenges and viewpoints to be presented (Rego et al., 2012).

Internalized moral perspective

Internalized moral perspective indicates the coherent and internalized form of the concept of self-regulation (Walumbwa et al., 2008). Therefore, the internalized moral perspective is contrary to behaviors which are due to external pressures such as organizational pressures, counterparts and social pressures; therefore, it is expected that in dealing with morally difficult ambiguities and challenges, leaders who enjoy superior moral perspective behave and think in a moral and more community-friendly in line with developed value structures (Walumbwa et al., 2011).

According to moral perspective, the more the internalized values and beliefs of followers are supported by leaders, it is expected that more than any other time, their imaginations regarding forming the true self change and develop. As the followers find their identities, they will be clearer at the same time when regarding the leaders who benefit them in terms of their growth. Also, authentic leaders indicate a balanced processing behavior through gaining feedbacks from the individuals whom are under their support and without any limitation, they will negotiate regarding the reason of issues and their outcomes (Walumbwa et al., 2011).

According to the moral perspective, if the values and internal beliefs of the followers are supported more by the leaders, the followers are more expected to alter and enhance their mental image of real self and possible self. As the followers find their identity, they will simultaneously become more open to the leaders who help them improve. Besides, authentic leaders display a processed, balanced behavior by receiving feedback from their subordinates, and discuss their problems and their consequences freely (Walumbwa et al., 2011).

Organizational Citizenship Behavior

The term 'good citizen' is an attractive area for social behavior research. Good citizenship behavior indicates individuals' motivation to attempt to invest and spend their energy in their social environment beyond any formal need and without expecting to receive formal rewards. Today, good citizenship behavior is the subject of research in many fields such as sociology, psychology, political science, management, labor studies as many other fields attempting to discover relations between individuals, groups, teams, and other organizational structures. This concept has also entered management studies in a considerable way, providing us with a new understanding of and insight into the organization and workplace. Hence, in the literature in management, organizational citizenship behavior is a relatively new concept, and at the same time, an old phenomenon of humanitarian behavior (VIGODA-GADOT, 2006).

The work entitled functions of executive management by Chester Barnard (1938) which discusses 'willingness to cooperate', and the study entitled labor and laborer management by Roethlisberger & Dickson (1939) which introduced the idea of non-formal organization, and the discussion social psychology of organizations regarding spontaneous and innovative behaviors put forth by Katz and Kahn (1966) (Fisher, McPhail, & Menghetti, 2010) gradually laid the foundation for forming organizational citizenship behavior structure at workplace.

In 1990s, Organ et al. termed this type of extra-role behavior at the workplace 'the good soldier syndrome' (a metaphor indicating accountability, obedience, and loyalty on the part of employees) (as cited in Mohammad, BinteHabib & Bin Alias, 2010) and eventually Bateman, & Organ (1983) called it organizational citizenship behavior. Some believe this behavior is the key factor for achieving organizational effectiveness.

The most common definition of organizational citizenship behavior is a definition offered by Organ (1988). Organ views organizational citizenship behavior as an optional and voluntary behavior which, in general, despite the well-known formal reward system, enhances organizational effectiveness. The concept of optional and voluntary behavior consists of behaviors which individuals adopt voluntarily – not obligatorily – and which are not mentioned in their organizational position or employment contracts (p. 4).

Organ (1990) views communicative exchanges between employees and supervisor as a social exchange because employees display citizenship behavior in the organization only when the relationship to the employers is an exchange out of the formal contract rather than an agreed upon economic exchange (cited in Kandan and Bin Ali, 2010).

Of the key elements of this structure which can distinguish it from other behaviors is the fact that these behaviors have an optional and voluntary nature and do not require a contract or award from the organization (Fisher et al., 2010). Besides, they are viewed as pro-social behaviors or contextual performance (Levine, 2010) and extra-helping behavior (Nadiri&Tanova, 2010; and Kim,O’Neill&Cho, 2010) which benefit individuals immediately and help the organization indirectly (Kim et al., 2010). Most importantly, not performing these behaviors does not lead to any penalty (Kandan and Bin Ali, 2010) (Altuntas&Baykal, 2010). In order to show the positive impact of organizational citizenship behavior on followers’ performance, McKenzie et al.(1998) and Podsakoff et al. (2000) explicitly used the term “extra-role behavior” (as cited in Oguz, 2010). The idea of separation of extra-role and in-role behaviors, which seem beneficial for the organization, is interwoven with the concept of organizational citizenship behavior in most definitions. In-role behaviors are behaviors need by the management, i.e. the same reason for which an individual has been employed. On the other hand, extra-role behaviors refer to behavioral quality and approaches which are non-formal and voluntary.

Ambiguity in some terms caused Organ (1997) to finally redefine organizational citizenship behavior as “a performance which supports the psychological and social environment of the formation of task performance” (p. 95).

In an investigation, Podsakoff, McKenzie, Paine and Bachrach(2000) identifies 30 types of organizational citizenship behavior. In general, using the two approaches existing in the related literature, the aspects of organizational citizenship behavior are divided and categorized as follows:

- (1) based on the variety of the behaviors that individuals such as Organ (1988, 2006) and Van Dyne (1995) have taken into consideration.
- (2) based on the objectives of organizational citizenship behaviors. Some researchers such as Williams and Anderson (1991), and Bettencourt and Brown (1997) have been working in this area (Ma & Co, 2011).

In a model which was developed by Williams and Anderson (1991) – also used in this study –organizational citizenship behavior seeks the following two behaviors:

1. Organizational Citizenship Behavior Individual Oriented (OCBI) is an altruistic behavior which directly benefits some individuals in the organization and indirectly aids the effectiveness of the organization (e.g. helping individuals who have been absent).
2. Organizational Citizenship Behavior Organizational Oriented (OCBO) is a group of behaviors which are not obligatory but are obeyed by the common individuals

and generally leads to the total effectiveness of the organization (e.g., loyalty to the non-formal rules of the organization).

REVIEW OF LITERATURE

After investigating organizational citizenship behaviors, Podsakoff et al. (2000) stated in general that leadership plays a key role in this structure; and, according to the findings, supportive, transformational leadership behaviors have a significant relationship to the member-leader exchange theory and organizational citizenship behavior.

Meriac (2012) showed that moral work is a better milestone than the score of standard tests and high school GPA to determine the variance of the increase in organizational citizenship behavior, cheating, or indiscipline among students. Although work ethic did not account for incremental variance in university college GPA, the special aspects of work ethic are related to each consequence. In a study by Chuan Sun, Wei Ho, Hua Lee & ChiehLin(2012), it has been claimed that: i) authentic leaders have a positive impact on subordinates' trust in leaders and the perceived trust of leaders in subordinates; ii) subordinates' trust in leaders has a significant impact on work performance and organizational citizenship behavior; iii) subordinates' perceived trust by their leaders has a significant impact on work performance and organizational citizenship behavior.

In their study, Dijke, Cremer, Mayer & Quaquebeke (2012) investigated how enabling leadership enhances employees' organizational citizenship behavior.

Considering the findings made by Broughton (2012) in his MA thesis, the engineers supervising construction projects who have characteristics of authentic leadership are more influential in the management of construction projects (i.e. considering the budget assigned to the construction, they will finish it on time, which leads to the customer's satisfaction).

From the findings of his MA thesis conducted in New Zealand at an average commercial institute, Lux (2012) concluded that followers' perception of authentic leadership has a significant relationship to their job satisfaction.

According to the study by Walumbwa, Wang, Wang, Schaubroeck & Avolio (2010), authentic leadership has a significant relationship to organizational behavior under evaluation and job interest of employees. Furthermore, the above relationships could be accounted by the degree to which employees receive identity from their seniors, and by employees' sense of psychological strength.

The study conducted by Kandan and Ibn Ali (2010) in Malaysia showed that member-leader exchange leadership has a significant relationship to organizational citizenship behavior.

The study by Rubin, Bommer & Bachrach (2010) showed that managing leadership (leadership which gives rewards and imposes punishments on a conditional basis) has a strong impact on organizational citizenship behavior, and, here, trust has a totally mediating role.

According to the findings made by Oguz (2010), teachers' citizenship behaviors have a positive, significant relationship to headmasters' transformational, and interactional leadership styles.

The findings of the study by Asghari, Husseinpoor, and Abbaszadeh (2012) showed that there is a positive relationship between organizational citizenship behavior and managers' attitude, but organizational citizenship behavior has no positive relationship to management skills, job attachment, future orientedness, managers' attitude toward themselves and others.

According to the study by Kaheh (2012), authentic leadership can play a significant role in improving creative performance by exerting influence on employees' job interest.

METHODOLOGY

This study is a co-relational research of the structural equations modeling type. The population comprised all faculty members of the universities in the city of Khorram Abad (including the University of Lorestan, the Medical University of Lorestan, Islamic Azad University of Lorestan and Science and Research Pardis of Lorestan), whose number, according to the statistics of the academic year 2012-2013, was 230, 180, and 150, respectively. The total number of these individuals was 560 and they were working at 15 faculties. To determine the sample size, after a preliminary study, it was estimated that the study would have 50 to 54 free parameters, and if a minimum of 5 individuals are considered for each parameter, then 270 individuals must be selected as the sample. Accordingly, a sample of 270 individuals was selected. Considering the size of each of the universities under study and the faculties related to it as distinct strata, first the study used stratified sampling proportional to the size of the population. In the next step, in order to employ the measurement tools, the random method was used. In order to collect the data, the standard questionnaire of authentic leadership developed by Walumbwa et al. (2008) and the questionnaire of Lee and Allen's self-report questionnaire of organizational citizenship behavior were used.

FINDINGS

The main objective of this research was to test the hypothesis that the perception of authentic leadership has impacts on individual oriented organizational citizenship behavior and organizational oriented organizational citizenship behavior.

In this hypothesis, the perception of authentic leadership as an exogenous latent variable affects organizational citizenship behavior as an endogenous latent variable. According to the data, the two-factor model of organizational citizenship behavior with two exogenous latent variables including individual oriented organizational citizenship behavior and organizational oriented organizational citizenship behavior was emphasized (Figure 1).

The correlation coefficient of individual oriented organizational citizenship behavior and organizational oriented organizational citizenship behavior with a value of 0.73 at the 0.0001 level was indicative of high correlation between these two variables. Finally, the assumption of the effect of the perception of authentic leadership as an exogenous latent variable on organizational citizenship behavior as two exogenous variables was tested.

According to the results, the value of Chi Square was 382.591 CMIN, the significance level 0.000, relative Chi square 2.333 CMIN/DF, TLI comparative index 0.902, CFI 0.915, PNFI 0.744, PCFI 0.790, degree of freedom 164, and RMSEA 0.070, which indicate the model's fitness.

According to the data of the Beta coefficient, the coefficient of effect of authentic leadership on individual oriented organizational citizenship behavior with 0.36 Gamma below the 0.0001 level and the coefficient of the effect of authentic leadership on organizational oriented organizational citizenship behavior with 0.43 Gamma below the 0.0001 level have been significant.

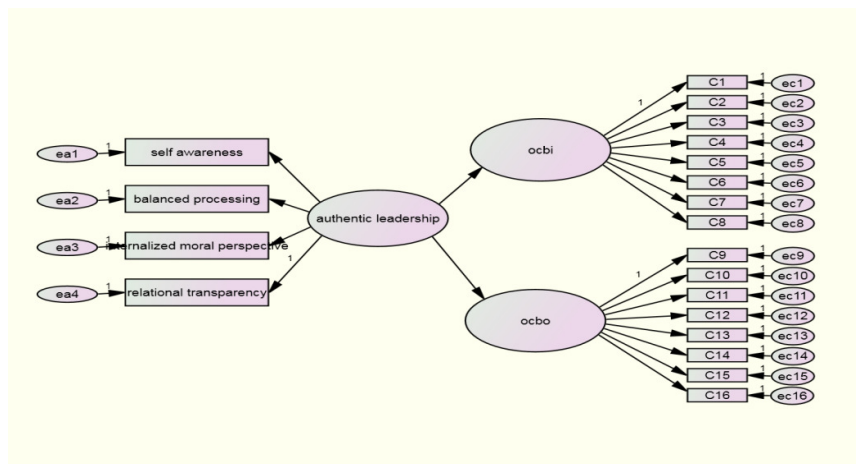


Figure 1. Model of impact of authentic leadership on organizational citizenship behavior

DISCUSSION AND CONCLUSIONS

According to the findings, authentic leadership affects the two aspects of organizational citizenship behavior, and its effect on organizational oriented organizational citizenship behavior is greater than that on individual oriented organizational citizenship behavior.

Investigating various studies, Podsakoff et al. (2000) concluded that supportive leadership, transformational leadership and member-leader exchange have a significant relationship to organizational citizenship behavior. The findings made by Kandan and Bin Ali (2010), Oguz (2010), Dijke et al. (2012) and Rubin et al. (2010) also indicated the relationship of member-leader exchange behavior, transformational leadership styles, enabling leadership and managing leadership to organizational citizenship behavior. Royayi et al. (2012) showed that there is a significant relationship between authentic relationship, ethical corporate culture and professional commitment. Kaheh (2012) showed that authentic leadership could play a significant role in enhancing creative performance by exerting influence on employees' job interest. The study by Asghari et al. (2012) revealed that there is a positive relationship between organizational citizenship behavior and manager's attitude. According to the findings made by Lux (2012), employees' perception of authentic leadership has a significant relationship to their job satisfaction. Broughton (2012) discussed the effect of the characteristics of authentic leadership on the effectiveness of construction project supervisors. Also, according to Walumbwaet al. (2010) authentic leadership has a significant relationship to the organizational behavior under study and employees job interest.

Since the role of moral behaviors is more important in authentic leadership, the study by Meriac (2012) also shows that performing moral actions, more than other expected factors, will help develop organizational citizenship behavior in students. According to Chuan Sun et al. (2012), besides creating trust in the followers, authentic leaders also affect the followers' work performance and organizational citizenship behavior.

Investigation of these studies revealed that leaders' attitudes and different styles influence the development and display of organizational citizenship behavior. The results of the present study, too, show the effect of another leadership style in the development of organizational citizenship behavior, which is remarkably consistent with the study by Sun et al. (2012). Additionally, besides developing organizational citizenship behavior, authentic leadership also has an effective role in job satisfaction, organizational culture, professional commitment, effectiveness, employees' creative and work performance, and job interest and job evaluation,

which indicates the effect authentic leaders' role in extra-role and in-role organizational behavior.

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