ORIGINAL RESEARCH

Perception of assistant teaching staff of their leaders' transformational leadership behaviors and its relation to their organizational citizenship behaviors in Suez Canal University

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ABSTRACT

Background and objective: Heads of academic departments are the first line leaders who directly influence the quality of their departments, transformational leadership has been demonstrated as an effective leadership style in leading organizations and motivating the subordinates to do more than what is being expected. This study aimed to assess the perception of assistant teaching staff of their leaders' transformational leadership behaviors and its relation to their organizational citizenship behaviors (OCBs) in Suez Canal University.
Methods: The studied sample was 456 of assistant teaching staff working at 13 faculties in Suez Canal University. Data collected using self-administrated questionnaire consists of two tools: transformational leadership scale, and organizational citizenship behaviors (OCBs) scale, both likert types rating scale.
Results: More than two thirds (65.2%) of the participated assistant teaching staff perceived their leaders as having unsatisfactory transformational leadership behaviors, two thirds (66.4%) of them were satisfied with their organizational citizenship behaviors, and there was significant positive correlation between transformational leadership behaviors and OCBs.
Conclusions: There was significant positive correlation between transformational leadership behaviors and OCBs.

Key Words: Transformational leadership behaviors, Organizational citizenship behaviors, Assistant teaching staff

1. INTRODUCTION

Higher education institutions become in wide challenge as a result of technological, environmental, economic, social, and political changes in the world wide. Higher education institutions need to develop their processes, structures, missions, and programs in order to be more flexible and responsive to changing community needs. Academic leaders cannot make these changes alone; they must engage the entire institution in their vision.[1]

Leadership and leaders considered the backbone for any organization development, without good leadership, the organizational goal couldn't be achieved or even will be difficult to adapt with the occurring changes. A leader must be capable of creating visions, developing strategies, making

changes at the organization that leads a better organizational performance, must be able to use his power to influence the subordinates as required either inside or outside the organization. One of the leaders having these characteristics is the transformational leader.[2]

One of the developed models in leadership studies is Transformational leadership that focuses on creating a relationship between the leader and followers in order to enable them to accept and acknowledge the credibility of their leader. Transformational leader has to be able to define, communicate, and articulate the organizational vision through commitment to the organizational target and gives the trust to followers to achieve the desired targets. The Transformational leaders motivate and inspire the followers to go beyond the call of duty so that they are willing to help coworkers, put in extra effort on the job, and engage in other organizationally beneficial activities as organizational citizenship behaviors (OCBs).[3]

The relationship between the leader and followers viewed as a micro level process and as a macro level process that changes the social systems and reforms institutions. Leader could transform the subordinates in 4 ways, namely: charisma (idealized Influence), inspirational motivation, intellectual stimulation and individualized consideration.[3]

OCBs are discretionary behaviors that increase organizational effectiveness: helping coworkers, supervisors, and the organization, assisting new workers, aiding co-workers, and avoiding frequent faultfinding are good examples of OCBs. These extra-role behaviors are not a part of the individual's traditional job description and cannot be enforced. The individual does not receive any compensation or training for OCBs.[4] OCBs can be directed either towards other individuals or towards the organization.[5] OCBs is a multidimensional concept and there are five common dimensions of OCBs: altruism–providing help to others; conscientiousness–faithful adherence to rules and regulations and work conduct; courtesy gestures that help prevent problems to others; sportsmanship–the willingness to forbear minor impositions without fuss or protest; civic virtue (loyalty) responsible or constructive involvement in the governance issues of the organization.[5]

1.1 Significance of the study

One of the most problem affecting higher education is the traditional leadership styles of heads of departments in universities, they doesn't motivate teaching staff to improve their performance as they use old ways of thinking, in the environment need innovation and creation in performance and work beyond the job requirements. So heads of departments

must adopt effective leadership styles as transformational leadership behaviors to direct their followers to put in extra effort and exhibit OCBs. In Suez Canal University there's no studies about the effect of transformational leadership behaviors on OCBs, so this study will shed light on the perception of assistant teaching staff of their leaders transformational leadership behaviors and its relation to their OCBs in Suez Canal University, the results of the study may be used to guide for improvement of academic performance at Suez Canal University.

1.2 The aim of the study

This present study aimed to assess the perception of assistant teaching staff of their leaders' transformational leadership behaviors and its relation to their organizational citizenship behaviors in Suez Canal University.

1.3 Research question

Is there a relationship between the perception of assistant teaching staff of their leaders' transformational leadership behaviors and their organizational citizenship behaviors in Suez Canal University?

2. SUBJECTS AND METHODS

2.1 Technical design

The technical design included the research aim, design, setting, sample and data collection tools.

2.2 Study design

A descriptive correlational design was used in the conduction of this study.

2.3 Study setting

The study was conducted at 13 faculties in Suez Canal university in Ismailia city: 10 practical faculties was namely: Faculty of Nursing, Faculty of Medicine, Faculty of Science, Faculty of Computing and Information, Faculty of Agriculture, Faculty of Tourism and Hotels, Faculty of Pharmacy, Faculty of Veterinary Medicine, Faculty of Dentistry and Faculty of Engineering, and 3 theoretical faculty namely: Faculty of Arts and Humanities, Faculty of Commerce and Faculty of Education.

2.4 Study sample

A convenience sample of 456 assistant teaching staff working at the previously mentioned faculties: demonstrators and assistant lecturers.

2.5 Sample size

Sample size was determined according to the following equation: $n = (Z_\alpha)^2 \times pq/d^2$.[6]

Where: n = sample size. Z_α = the value of standard normal distribution for type I error probability for the sided test and equals 1.96. p = 0.55. q = 1-p. d^2 = the accuracy of estimate = 0.0025. By adding 20% dropout, total sample = 456 subjects.

The subjects was taken proportionally as the following: Faculty of Nursing (16 subjects), Faculty of Medicine (177 subjects), Faculty of Arts and Humanities (22 subjects), Faculty of Commerce (26 subjects), Faculty of Science (46 subjects), Faculty of Computing and Information (22 subjects), Faculty of Agriculture (22 subjects), Faculty of Tourism and Hotels (13 subjects), Faculty of Pharmacy (16 subject), Faculty of Veterinary Medicine (22 subjects), Faculty of Dentistry (32 subjects), Faculty of Engineering (26 subjects) and Faculty of Education (16 subjects).

2.6 Tools of data collection

A self-administered questionnaire used to collect data for the present study consists of two tools:

Tool 1: Transformational leadership questionnaire consists of two parts:

Part I: It contained 7 questions relevant to socio-demographic characteristics of assistant teaching staff including age, gender, faculty's name, department, educational qualification, job position and years of experiences.

Part II: Transformational leadership scale, 5 likert type rating scale: It was modified by researcher based on multi factor leadership questionnaire[7] to assess the perception of assistant teaching staff for their leaders (head of departments and coordinators) regarding transformational leadership behaviors, coordinators were only at faculty of nursing, needed modification was done for the academic environment. It consisted of 41 items for 4 dimensions as the following:

- Charisma: (Idealized Influence): (1-14).
- Inspirational motivation: (15-25).
- Intellectual stimulation: (26-33).
- Individualized consideration: (34-41).

Scoring system of questionnaire: A scoring system was followed to assess the perception of assistant teaching staff for their leaders' transformational leadership behaviors. It was calculated as the following:

Total scores of 205 were given for all questions. The perception of the assistant teaching staff answers were compared with a model key answer, where 5 scores was given for strongly agree answer, 4 for agree answer, 3 for indifferent answer, 2 for disagree answer and 1 for strongly disagree answer. The total score was calculated by summing up and

converted into a percent score. The perception of the assistant teaching staff for their leaders transformational leadership behaviors has been classified as follows; unsatisfactory transformational leadership behaviors for leaders who got scores less than 60% and satisfactory transformational leadership behaviors for leaders who got scores 60% and more as perceived by the assistant teaching staff.

Tool 2: Organizational citizenship behavior scale, 5 likert type rating scale: modified by researcher based on Podsakoff et al.'s[8] scale and Lee et al.'s[9] scale to assess the organizational citizenship behaviors of assistant teaching staff, needed modification was done for the academic environment. It consisted of 36 items for 5 dimensions as the following:

- Altruism: 1-7;
- Conscientiousness: 8-15;
- Sportsmanship: 16-19;
- Courtesy: 20-26;
- Civic Virtue (loyalty): 27-36.

Scoring system of questionnaire: A scoring system was followed to assess the organizational citizenship behaviors of assistant teaching staff was calculated as the following: Total scores of 180 were given for all questions. The perception of the assistant teaching staff answers were compared with a model key answer, where 5 scores was given for strongly agree answer, 4 for agree answer, 3 for indifferent answer, 2 for disagree answer and 1 for strongly disagree answer. Sportsmanship behaviors was the only reversed score dimension. The total score was calculated by summing up and converted into a percent score. the organizational citizenship behaviors of assistant teaching staff has been classified as follows: unsatisfactory organizational citizenship behaviors of assistant teaching staff who got scores less than 60% and satisfactory organizational citizenship behaviors of assistant teaching staff who got scores 60% and more.

2.7 Operational design

This part of the study included the validation of tools, the pilot study, the reliability test and the field work phase.

2.8 Validation of tools

Tools were submitted to a panel of 5 experts; one from faculty of medicine Suez Canal University, two from faculty of nursing, Port-Said University, and two from faculty of nursing, Mansoura University. They were asked to examine the questionnaire for content coverage, clarity, wording, length, format, and overall appearance. Based on experts' comment and recommendations minor changes had been made for face and content validation. The tool was modified on these experts' opinions. This stage took one month.

2.9 Pilot study

Pilot study was carried out on 10% of the sample (46 of assistant teaching staff) who were selected to assess the feasibility and clarity of the tools and determine the needed time to answer the questions. This sample was excluded from the study sample. The pilot study lasted for one month.

2.10 Reliability test

Cronbach alpha coefficient was used to assess the internal consistency of the tool. Transformational leadership scale, 5 likert type rating scale was .97 and organizational citizenship behavior scale, 5 likert type rating scale was .88.

2.11 Field work

Data collection process was started in the beginning of February 2015 up to the beginning of October 2015 during semester year only. The purpose of the study was explained by the researcher to demonstrators and assistant lecturers who were included in the study. The researcher was available 4 days/week, 2 days from the morning (Sundays and Monday) and 2 days after 12 PM (Tuesday and Wednesday). Each demonstrators or assistant Lecturers was individually interviewed using the previously mentioned study tools for 10-15 minutes.

2.12 Administrative design

The study proposal was approved by research committee in Suez Canal University in January 2015, and the approval was obtained from faculty deans, verbal consent was obtained from participants to participate in the study, after clarifying the aim of the study and its procedures. Participants were informed about their rights to refuse participation and to withdraw at any time. Confidentiality of data was ensured.

2.13 Statistical analysis

Data were analyzed using Statistical Package for Social Sciences (SPSS) version 20 analyzing and scoring sheets of the HSPSC survey were followed in tabulation and calculation. Number and percentage distribution were used to determine the highest responses and chi square-test was used to identify significant differences among subject' perception. The confidence level chosen for the study was 95%. The differences were considered significant if the p-value was less than .05 at the appropriate degrees of freedom. Pearson correlation analysis was used for assessment of interrelationship among quantitative variables and score.

3. RESULTS

The results of the present study are presented as follows:

- Characteristics of the studied sample.

- Perception of assistant teaching staff of their leaders' transformational leadership behaviors.
- Organizational citizenship behaviors of assistant teaching staff.
- Relationship between perception of assistant teaching staff of their leaders' transformational leadership behaviors and their organizational citizenship behaviors.

Figure 1 clarifies that, 82% of assistant teaching staff were from practical faculties, while 18% only were from theoretical faculties.
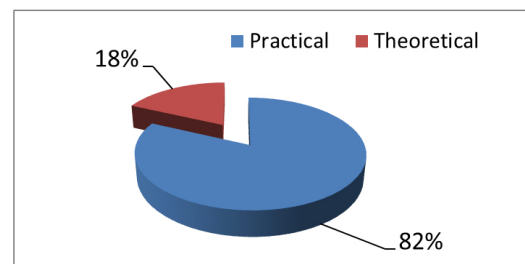

Figure 1. Percentage distribution of assistant teaching staff according to type of faculty (n = 456)

Table 1 shows that, more than half (55.5%) of assistant teaching staff were assistant lectures. Also this table reveals 50.3% of them had years of experience ranged from 5 to less than 10 years of experience, with mean ± SD equals to 5.64 ± 2.90 years.

Table 1. Percentage distribution of assistant teaching staff according to their socio-demographic characteristics (n = 456)

Socio-demographic characteristics	n	%
Job title		
Demonstrator	203	44.5
Assistant lectures	253	55.5
Years of experience		
1 < 5	177	38.8
5 < 10	229	50.3
10-	50	10.9
Mean ± SD	5.64 ± 2.90	

Figure 2 shows that, 60.8% of assistant teaching staffs were females, while 39.2% of them were males.

Figure 3 clarified that, 44.5% of assistant teaching staff were in the age group between 23 to 28 years, and 44.5% of them were in the age group between 28 to 33 years, while the minority 11% of them were more than 33 years, and the mean of the age was 28.16 ± 3.19.

Table 2 shows that, 65.2% of assistant teaching staff perceived their leaders as having unsatisfactory transformational

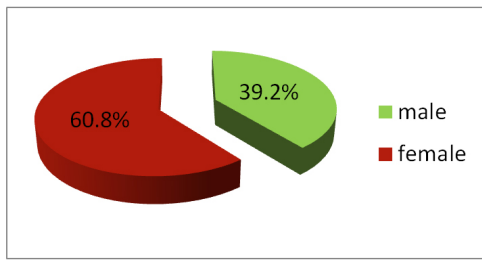leadership behaviors, only 34.8% were satisfied with trans-formational leadership behaviors of their leaders.

Figure 2. Percentage distribution of assistant teaching staff according to their gender (n = 456)
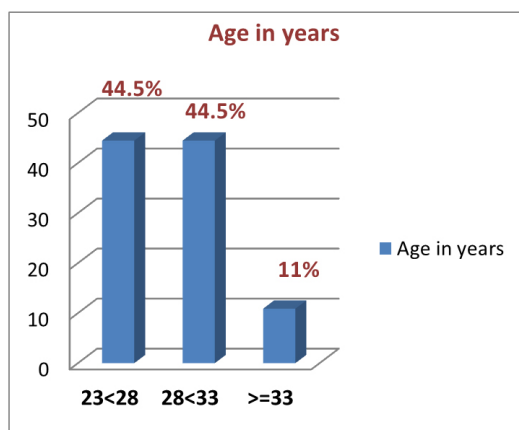

Figure 3. Percentage distribution of assistant teaching staff according to their age group (n = 456)

Table 2. Percentage distribution regarding perception of assistant teaching staff of their leaders' transformational leadership behaviors total score (n = 456)

Item	Unsatisfactory		Satisfactory	
	n	%	n	%
Transformational leadership behaviors	297	65.2	159	34.8
Mean ± SD	103.88 ± 36.32			

Note. Unsatisfactory (< 60%) and Satisfactory (≥ 60%)

As shown in Table 3, two thirds (66.4%) of the assistant teaching staff were satisfied with their organizational citizen-ship behaviors total score, while 33.6% were unsatisfied with their organizational citizenship behaviors total score.

In which Table 4 clarified that, there was a statistically sig-nificant relationship between transformational leadership be-haviors total score as perceived by assistant teaching staff and their organizational citizenship behavior total score.

Table 5 revealed that shows that, there was a statistically significant relationship between total score of transforma-

tional leadership behaviors as perceived by assistant teaching staff and their civic virtue (loyalty) behaviors (χ^2 = 19.87, p = .000), courtesy behaviors (χ^2 = 16.188, p = .000) and altruistic behaviors (χ^2 = 13.612, p = .000) respectively.

Table 3. Percentage distribution of assistant teaching staff regarding their organizational citizenship behaviors total score (n = 456)

Item	Unsatisfactoy		Satisfactory	
	n	%	n	%
Organizational citizenship behaviors	153	33.6	303	66.4
Mean ± SD	88.404 ± 20.52			

Note. Unsatisfactory (< 60%) and Satisfactory (≥ 60%)

Table 4. Correlations coefficient *r* between transformational leadership behaviors total score and organizational citizenship behaviors total score (n = 456)

Item	Transformational leadership behavior total score	
	R	p
Organizational citizenship behaviors total score	.167	.000**

**. Correlation is significant at the 0.01 level (2 tailed).

4. DISCUSSION

The present study was conducted to assess the perception of assistant teaching staff of their leaders' transformational leadership behaviors and its relation to their organizational citizenship behaviors in Suez Canal University.

In relationship to socio demographic characteristics of the participated assistant teaching staff, the result of the current study revealed that, more than three quarters of the partici-pated assistant teaching staff were from practical faculties. This result may be due to the fact that, there were 13 facul-ties at Suez Canal University in Ismailia city only three of them were theoretical faculties. This finding was in contrast with El-Deeb[10] who carried out a study at Palestine entitled "The Extent of Practicing Transformational Leadership by the Academic Administrative Leaders in the Palestinian Uni-versities, and its Difficulties and Ways of Development", he found that more than half of the staffs were from theoretical faculties.

The result of the current study clarified that, more than half of the participated assistant teaching staff were assistant lec-turers. This result was in the same line with El-Deeb[10] who found that 58.5% of the staff were assistant lecturers. Concerning to years of experience of the participated assis-tant teaching staff. It was found that half of the participated assistant teaching staff had years of experience ranged from

5 to 10 years with mean 5.64 ± 2.90 years, this result may be due to more than half of the participated assistant teaching staff were assistant lecturers. This result parallels the result of El-Deeb[10] who reported that two fifth of the staff had years of experience ranging from 5 to 10 years.

Table 5. Relationship between perception of assistant teaching staff regarding their leaders transformational leadership behaviors and dimensions of organizational citizenship behaviors (n = 456)

Dimensions of organizational citizenship behaviors	Transformational leadership behaviors		Total	χ^2	*p*-value
	Unsatisfactory	Satisfactory			
Civic virtue (Loyalty)				19.87	.000**
Unsatisfactory	143 (48.1%)	43 (27.2%)	186 (40.8%)		
Satisfactory	154 (51.9%)	116 (72.8%)	270 (59.2%)		
Courtesy				16.188	.000**
Unsatisfactory	129 (43.4%)	39 (24.9%)	236 (51.8%)		
Satisfactory	168 (56.6%)	120 (75.1%)	220 (48.2%)		
Sportsmanship				2.426	.082
Unsatisfactory	25 (8.5%)	21 (13.0%)	46 (10.1%)		
Satisfactory	272 (91.5%)	138 (87.0%)	410 (89.9%)		
Conscientiousness				.471	.279
Unsatisfactory	119 (39.9%)	58 (36.7%)	177 (38.8%)		
Satisfactory	178 (60.1%)	101 (63.3%)	279 (61.2%)		
Altruism				13.612	.000**
Unsatisfactory	119 (39.9%)	91 (57.4%)	210 (46.0%)		
Satisfactory	178 (60.1%)	68 (42.6%)	246 (54.0%)		

**Correlation is significant at the 0.01 level

Regarding to gender of the participated assistant teaching staff, the present study clarified that, three fifth of the participated assistant teaching staff were females. This result may be due to the fact that, the percentage of female who were applied at Suez Canal University more than males and usually males don't prefer the academic work. This result was aligned with Mohammed et al.[11] who carried out a study in Malaysia entitled "Job Satisfaction and Organizational Citizenship Behaviors: an Empirical Study at Higher Learning Institutions", they reported that more than three quarters of the staff were females.

As regards to age of the participated assistant teaching staff, the present study showed that, the majority of the participated assistant teaching staff aged between 23 and 33 years with the mean of age 28.16 ± 3.19. This finding was in the same line with Mohammed et al.[11] who found that the majority of the staff aged between 20 and 30 years. This result was logic because the sample of the current study was consisted of demonstrators and assistant lecturers.

Concerning to the perception of the participated assistant teaching staff of transformational leadership behaviors for their leaders, the present study revealed that, near than two thirds of them perceived their leaders as having unsatisfactory transformational leadership behaviors, while only one third

having satisfactory transformational leadership behaviors with mean 103.88 ± 36.32. This result may be interpreted as the majority of academic leaders are selected based on their job title and seniority not their leadership qualities. Also academic leaders preferred a task-oriented approach rather than developing a closer relationship with followers for better achievement of goals.

This result was supported by previous studies: Essa[12] studied the Role of Transformational Leadership in Development of Technical Schools Managers Performance, and El Fakih[13] who carried out a study entitled "Transformational Leadership of Educational Managers and its Relation to Organizational Effectiveness at Educational Departments in Saudi Arabia", they found that the extent of practicing transformational leadership behavior by educational managers was less than 60%, in the same line El-Deeb[10] found that the extent of practicing transformational leadership behavior was 52%. Also Nordin[14] studied Transformational Leadership Behaviors and its Relationship with Leadership Outcomes in a Higher Learning Institution and found that academic leaders exhibit moderate transformational leadership behaviors with mean 2.19 ± 0.79 (mean moderate indicator, 1.34-2.67) as perceived by the academic staff.

Regarding organizational citizenship behaviors (OCBs) of

the participated assistant teaching staff, the present study clarified that, two thirds of the participated assistant teaching staff were satisfied with their organizational citizenship behaviors total score with mean score 88.40 ± 20.52. This result may be due to shortage in numbers of lecturers leading that demonstrators and assistant lecturers have to contribute in more tasks beyond their job descriptions. Relatively similar results were reported by Abu Tayeh[15] who studied The Effect of Organizational Justice on Organizational Citizenship Behaviors at Governmental Ministries at Jordan, he found that, the participated employees had high organizational citizenship behaviors exceed 60% with total mean score 4.08 ± 0.57. While this result was in disagreement with Mharmha[16] who studied The Organizational Citizenship Behaviors in Governmental Organizations at Qatar, he found that, the participated employees had organizational citizenship behaviors less than 60%.

Regarding to the correlation between transformational leadership behaviors total score as perceived by the participated assistant teaching staff and their OCBs total score, the current study revealed that, there was statistically significant correlation between transformational leadership behaviors total score as perceived by the participated assistant teaching staff and their OCBs total score. This finding was in the same line with Shusha[17] who carried out a study at Egypt entitled "The Relationship between Transformational Leadership and Organizational Citizenship Behaviors: Application Study on Banking Sector Employees in Damietta Governorate", he found that, there was a statistically significant correlation between total TFL and total OCBs.

This result may be interpreted as leaders, who are influential, inspire their followers to perform beyond standard expectations and who instill pride and confidence in their followers and helpful in developing their strengths, their followers will engage in OCBs, as well as remain committed to their organization and continue to develop their OCBs.

Madanipour[18] who studied The Influence of Attachment Style on the Relationship between Leadership, Organizational Commitment, and OCBs at Los Angeles, he found that, there was a significant correlation between transformational leadership and OCBs. He reported that, transformational leaders heightening the level of organizational citizenship behaviors compared with transactional leaders as transactional leaders form exchange relationship with their followers.

Jangsiriwattana[19] in his study entitled "Transformational Leadership, OCBs: The Mediating Role of Work Engagement", found that, there was a significant correlation between transformational leadership and OCBs and work engagement was a partial mediating role. Also, the study of Danish et

al.[20] which entitled "The Impact of Transformational Leadership and Employee Commitment on OCBs", they reported a significant correlation between transformational leadership and OCBs.

Nordin[14] found that transformational leadership was highly significant correlated with extra effort behaviors (OCBs). Also, those findings were in the same line with previous studies of Kim;[21] Jung Lin et al.;[22] Lian & Tui;[23] Krishnan & Arora[4] who found significant correlation between transformational leadership and OCBs.

In contrast, these results were in disagreement with Ngadiman et al.[2] who studied The Influence of Transformational Leadership and Organizational Climate to the Work Satisfaction, Organizational Commitment and OCBs on Educational Personnel of Sebelas Maret University, Surakarta at Indonesia; they found that, there was no significant relationship between TFL and OCBs. They reported that linear coefficient of 0.012 has negative sign, indicating the parallel relationship and they interpreted that, the better transformational leadership was applied, the more improvement in OCBs shown by the educational personnel, but their improvement is very small (insignificant).

As regarding to Relationship between perception of the participated assistant teaching staff of transformational leadership behaviors total score for their leaders and dimensions of organizational citizenship behaviors, the result of the current study showed that, there was a statistically significant relationship between transformational leadership behavior total score as perceived by the participated assistant teaching staff and their civic virtue (loyalty), courtesy and altruistic behaviors respectively. While, there was no statistically significant relationship between transformational leadership behavior total score as perceived by the participated assistant teaching staff and their conscientiousness, sportsmanship behaviors respectively.

These results may be interpreted as when subordinates feel that their leaders are transformational, considerate and caring with respect to their growth, development and advancement in their work, they feel satisfied with their work. Moreover, they find themselves practicing and demonstrating positive attitudes and behaviors that will benefit their organization in general. They are willing to help their colleagues, treat them with courtesy and become more loyal to their organization. While, to be a conscientiousness person at work, it is more internal value from one's own personal values not related to their leaders behaviors with them, as the same sportsmanship behaviors.

This result was in agreement with Shusha[17] who found a

statistically significant positive correlation between transformational leadership behaviors and altruism behaviors, civic virtue (loyalty) behaviors respectively.

5. CONCLUSION

Based on the findings the study concluded that, near than two thirds of the participated assistant teaching staff perceived their leaders as having unsatisfactory transformational leadership behaviors, two thirds of the participated assistant teaching staff were satisfied with their organizational citizenship behaviors total score, and there was significant positive correlation between transformational leadership behaviors total score and OCBs total score.

Recommendations

In the light of the findings of the current study the researcher recommends:

(1) Develop transformational leadership behaviors program as following:

- Initiating program during selection of academic leaders, taking into consideration they are charismatic, intellectually stimulated, inspired motivation, taking care for individual considerations.
- Holding workshops to prepare the newly appointed leaders to act more effectively in the leadership situations they face. Besides, the leadership program should help the participants becomes more intellectually stimulated, inspired motivation, cares about individual considerations and be charismatic.

(2) Holding workshops and training courses to raise the awareness of academic leaders of how to develop their followers OCBs especially altruism and civic virtue (loyalty) behaviors.

CONFLICTS OF INTEREST DISCLOSURE

The authors declare that there is no conflict of interest.

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