

**EXPLORING RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL CITIZENSHIP BEHAVIORS THROUGH LENS OF WORKPLACE SPIRITUALITY**

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**ABSTRACT**

*Organizational Citizenship Behavior (OCB) of the organizational members is becoming progressively vital and understanding how OCB works in organizations is an important issue of investigation equally for researchers and practitioners. OCB is recognized as extra role behaviors performed beyond the stated job requirements. Study of OCB in academicians and in educational institutions is of high value that definitely needs attention. This study aims to investigate the relationship between Transformational leadership and OCB of teachers in public sector higher education institutions in Pakistan. Despite the importance of influencing subordinates for leadership effectiveness, leaders in universities are usually not aware of their leadership style to influence and motivate employees, bring about extra effort and to increase the performances of the universities. This study examines how transformational leadership influences citizenship behaviors through rarely used dimensions OCBO (Organization) & OCBI (Individual) directly and indirectly through exploring the mediating role of workplace spirituality. The model was tested by employing Hierarchical Multiple Regression on survey responses collected from academicians employed in six public sector universities of Pakistan. Results from 340 responses indicated that relationship between transformational leadership and Organizational Citizenship behavior is statistically significant and partially mediated by workplace spirituality. The results support and add to the positive effects of transformational leadership style interconnected with Organizational citizenship behaviors. The findings make a significant contribution to leadership literature and propose that organizations should implement practices that help in building the climate of OCB in organizations.*

**Keywords:** Transformational leadership, Organization Citizenship behavior, Workplace Spirituality, Mediation.

## INTRODUCTION

It is an irrefutable reality that teachers in higher education play a pivotal role in growth and development of a society. As a developing country, educational system of Pakistan is still facing many problems. According to latest statistics provided by Higher education commission of Pakistan (HEC Pakistan, 2013) there is a considerable increase in the number of Higher Education Institutions (HEIs) in Pakistan since last decade. As the primary objective of government is to accelerate quality in the academics (Economic Survey of Pakistan: 2005-06) by transforming universities into creative and vibrant institutions working for the socio-economic development of Pakistan, there is an urge to consider various factors that play significant role towards this endeavor. To this end, teachers are considered as the primary custodians of performance and quality of education sector. With the increasing attention and reforms in this sector, teachers are not only responsible for teaching students, but they also have to carry out the duties of academic development and scientific research.

Based on these core functions performed, teachers are the central resource available to the universities as their performance and contributions are indispensable in achieving institutional goals. How well they teach depends on their OCB, motivation, qualification, experience, aptitude and a host of other factors, not the least of these being the leadership style and management structures within which they perform their role. Leadership style of head of departments is an integral factor that can have a positive and profound impact on OCB of the teachers.

Transformational leaders inculcate satisfaction among followers, which stimulates the individuals to perform extra role behaviors (Jung & Yoon, 2012). The literature review

reveals that numerous studies have been conducted regarding the relationship between transformational leadership and organizational citizenship behavior (Bass, 1985; Burns, 1978; Cavazotte et al., 2012; Irshad & Hashmi, 2014; Saeed & Ahmad, 2012). However, there are very few studies which assess the relationship between transformational leadership and organizational citizenship behavior using mediation model (Muller et al., 2005; Preacher et al., 2007). This study proposes workplace spirituality as mediator. Also, a very few studies have been conducted regarding these variables in the educations sector of Pakistan. Transformational leadership theory rests on the affirmation that certain leader behaviors can arouse followers to engage in extra role behavior. The true essence of transformational leadership is that “these leaders lift ordinary people to extraordinary heights” (Boal & Bryson, 1988, p. 11), and “perform beyond the level of expectations” (Bass, 1985).

The concept of spirituality has gained scarce attention in the workplace (McKee et al., 2011). Integration of spirituality in the workplace effects the satisfaction and happiness of employees to a considerable degree (Porshariati et al., 2014). Transformational leaders augment the sense of meaningfulness and commitment of employees towards work, which in turn motivates them to perform above the role tasks.

The main purpose of this article is to provide empirical evidence that behaviors exhibited by transformational leaders can contribute positively to teachers’ OCB and also to extend mainstream research on transformational leadership and its impact on OCB.

## LITERATURE REVIEW

### **Transformational Leadership**

In the past three decades transformational leadership grew to become the most popular approach and source of leadership research (Antonakis, Day & Schyns, 2012; Northouse, 2013). Articles examining Transformational leadership outnumbered all leadership articles using other theories—trait theory, path-goal theory, and leader-member exchange theory (Bass & Riggio, 2005; Judge & Piccolo, 2004). “Transformational leadership has been described as energizing emotions exhibited by leaders that ultimately encourage similar emotions in subordinates” (Song et al., 2012, p. 92). Transformational leadership not only has become a dominant leadership style over the past two decades but is also considered as a novel paradigm approach in leadership research. Transformational leaders act as role model for the employees and motivate them to be creative and innovative. Researchers have identified that transformational leadership is relevant to higher education teaching, i.e. transformational instructor – leadership (Balwant, 2016). The 4I’s of transformational leadership actions comprise individualized consideration, inspirational motivation, intellectual stimulation and idealized influence (Bass, 1999).

### ***Idealized Influence***

Idealized influence refers to leaders becoming role models for the followers. According to Bass (1985), leader with an advance level of idealized influence motivates followers to trust, respect and admire their leader. The transformational leader acts as a role model and put followers need above his/her needs.

### ***Inspirational Motivation***

Inspirational motivation refers to the proficiency of leader to encourage and stimulate the followers by being a role model for others through signs, emotional appeals, and communication of expectations effectively (Bass & Avolio, 1995).

### ***Intellectual Stimulation***

According to Bass (1985), leaders who are intellectually stimulating provoke followers to identify their own values and beliefs. They bestow extra emphasis on solving the problems and stimulate acumen and sagacity of followers. They never let down followers when their views differ from the leaders, instead they motivate them to think in their own ways (Avolio, Waldman, & Einstein, 1988).

### ***Individualized Consideration***

Individualized consideration means that leader gives an environment which is quite compassionate and supportive for the followers (Bass, 1985). Individual consideration also refers to considering the followers as individuals and not just members.

### ***Organizational Citizenship Behavior***

Organizational citizenship behavior (OCB) has become one of the dominant studied effects in the field of organizational behavior (Sesen et al., 2011). Over the last two decades, OCB has been explored and researched by scholars and continues to be an area of interest for scholars (Tambe & Shanker, 2014). The term 'organizational citizenship behavior' was formally intellectualized after Smith, Organ & Near (1983) studied the nature and antecedents of such behavior. Subsequently, Organ (1988, p. 4) defined it as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in aggregate promotes the effective functioning of the organization." OCB refers to the behaviors of going beyond the

minimum job or role requirement (Ozduran & Tanova, 2017). OCB is an important feature that not only can contribute to the fitness of an organization but can also contribute towards its survival in the longer term. OCB is essential in the education system to promote the entire array of behaviors needed for achieving goals. OCB of the organizational employees is becoming progressively vital in the industries nowadays in result of the economizing, rightsizing and in reaction to the economic pressures of the past decade (Lo & Ramayah, 2009).

Cohen & Abedallah (2015) described OCB as the term to signify organizationally valuable actions and behaviors that can neither be enforced on the basis of formal role obligations nor prompted by a contractual guarantee of compensation; it includes both *organizational OCB* (OCBO) (impersonal OCB directed toward the organization in general) and *interpersonal OCB* (OCBI) (helping a specific person within the organization).

Organ (1988) identified five distinct dimensions of OCB: Altruism (helping specific others); civic virtue (keeping up with important matters within the organization); conscientiousness (compliance with norms); courtesy (consulting others before taking action); and sportsmanship (not complaining about trivial matters). A different and a novel view on the dimensionality of OCB came from Williams and Anderson (1991) and Lee and Allen (2002), who divided OCB into two types: (1) behaviors concerned with benefiting the organization as a whole, such as conscientiousness, sportsmanship and civic virtue (OCBO) and (2) behaviors directed at specific individuals in the organization, such as courtesy and altruism (OCBI). The present study employs this novel view of two dimensions of OCB as dependent variables to achieve the research objectives.

### ***Citizenship Behaviors Directed Towards The Organization (OCBO)***

This dimension of OCB comprises actions aiding the organization without activities designed precisely toward organizational members (e.g., adhering to informal rules, volunteering for committees, internalization of organizational policies and rules). Williams and Anderson (1991) demarcated it as behaviors that benefit the organization in general.

### ***Citizenship Behaviors Directed Toward Individuals (OCBI)***

OCBI refers to the actions that immediately advantage specific entities within an organization and, thereby, contribute indirectly to organizational effectiveness (Lee & Allen, 2002; Williams & Anderson, 1991). Voluntarily helping others with work related complications. While other researchers have addressed this category of behavior in a number of ways, all are parallel to Williams and Anderson's (1991) definition of OCBI.

### **Workplace Spirituality**

Previous decade has seen growing attention in workplace spirituality (Giacalone & Jurkiewicz, 2010; Pfeffer, 2010). Workplace spirituality has been considered as one of the novel ways of augmenting employee's performance. It is one of the most important tasks faced by contemporary societies in the third millennium (Porshariati et al., 2014). Workplace spirituality compel employees to recognize the eventual meaning of their work. It aligns the beliefs of individual with the values of organization. Employees who are not only ardent about but are also invigorated by their work thereby finding meaning and purpose in their work.

A comprehensive definition of workplace spirituality may be difficult to construct because workplace spirituality is related to organizational culture (Pirkola et al., 2016). Kazemipour and Mohd Amin (2012, p. 1040) defined workplace spirituality as:

“ the effort to find one’s ultimate purpose in life, to develop a strong connection to co-workers and other people associated with work, and to have consistency between one’s core beliefs and the values of their organization”. Incorporation of spirituality in work life stimulates job satisfaction amongst the employees. According to Mckee et al., (2011), workplace spirituality consists of three essentials: meaningful work, sense of community, and value alignment.

### ***Meaningful Work***

Meaningful work is not a unique idea. There are three job features that are pertinent to practice meaningfulness. These comprise: skill variety, task identity, and task significance. Meaningful work manifests in the idea of such a work that is of high personal value to the individual and meets their innermost need of pursuit for deeper meaning and drive (Mckee et al., 2011).

### ***Sense of Community***

Work represents a sense of community for the majority of workers. It indicates the sense of connectivity with the work. These connections occur at a very deep level (Mckee et al., 2011).

### ***Value Alignment***

Value alignment is conceptualized as the fit between personal and organizational values. The high level of congruence between personal and organizational values leads to better outcomes. It rests on the notion that individual purpose is much larger than oneself and should make a contribution towards society (Mckee et al., 2011).

### **Relationships among the Constructs**

Paine and Organ (2000) describe that leaders could play an important part in boosting OCB of the employees. According to Bryant (2003), transformational leaders develop an environment which is favorable to creation, sharing and exploration of knowledge. Through the traits of inspirational motivation, individualized attention, transformational leaders develop willingness in employees to exhibit citizenship behaviors. Transformational leaders heighten the citizenship behavior of followers through inspiring and motivating them to do extra effort. In a study by (Choudhary et al., 2016) on effects of transformational leadership on followers OCB. A data on sample comprised of 142 teaching professionals working in China, India and Australia was collected. The results showed that there was significant relationship between transformational leadership and OCB in China and Australia but partially in India.

Transformational leadership and spirituality have intense effects on the individual and the organizational climate. The link of transformational leadership and spirituality has raised a novel heredity of leadership. A simple ideology of transformational leadership theory proposes that effective leadership need to involve with followers on a deeper level, “in such a way that both leaders and followers advance one another to higher levels of motivation and morality” (Burns, 1978, p. 20).

While the impact of spirituality on some aspects of management such as leadership has received closer scrutiny, spirituality’s implications for promoting organizational citizenship behaviors have not been an explicit focus of the literature. The results of the study (Shekari, 2014) indicates that workplace spirituality has a positive impact on OCB. Higher workplace spirituality will lead to better performance in organizational citizenship behavior. The study by Kazemipour and Mohd Amin (2012) evaluated the influence of workplace spirituality on organizational citizenship behavior with the lens

organizational commitment among nurses in Iranian hospitals that evidenced the influence of workplace spirituality on organizational citizenship behavior. Mckee et al. (2011) proved that workplace spirituality mediate the relationship between transformational leadership and employee well-being. Based on the findings about possible relationships among the variables, following hypotheses are formulated.

### **Hypotheses**

*H1: Transformational leadership has significant positive relationship with organizational citizenship behavior (OCBO).*

*H2: Transformational Leadership has significant positive relationship with organizational citizenship behavior (OCBI).*

*H3: Transformational leadership has significant positive relationship with workplace spirituality.*

*H4: Workplace spirituality has significant positive relationship with organizational citizenship behavior (OCBO).*

*H5: Workplace spirituality has significant positive relationship with organizational citizenship behavior (OCBI).*

*H6: Workplace spirituality mediates the relationship between transformational leadership and organizational citizenship behavior (OCBO).*

*H7: Workplace spirituality mediates the relationship between transformational leadership and organizational citizenship behavior (OCBI).*

### **Conceptual Framework**

This research is conducted based on the design of conceptual framework as shown in Figure 1. Transformational leadership theory has caught the interest of many researchers in the field of organizational leadership over the past three decades. Enhanced by Bass (1985) the theory was developed by Burns (1978) and later and others (Avolio & Bass, 1988). The foundation of the transformational leadership theory is the leader's talent to motivate the follower to achieve more than what the follower planned to achieve. Earlier research has established that transformational leadership has a direct influence on organizational citizenship behavior (Podsakoff et al., 1996; Koh et al., 1995, MacKenzie et al., 2001; Podsakoff et al., 1996). Based on the evidence and theory conceptual framework is established. The independent variable uses Bass and Avolio(1993) transformational leadership four dimensional construction idealized influence, inspirational motivation, intellectual simulation, and individualized consideration.

The dependent variables are OCBO & OCBI among teachers in higher education institutions of Pakistan. OCB is essential in the education system because educational institutions cannot anticipate the entire array of behaviors needed for achieving goals. This study is designed to measure the two dimensions of OCB (OCBO & OCBI) and to assess how these organizational citizenship behaviors are associated to transformational leadership.

The mediating variable is workplace spirituality that consists of three dimensions (Mckee et al., 2011): a) meaningful work b) sense of community and c) value alignment. Research indicates that workplace spirituality helps persuade job satisfaction in employees to perform better. Moreover, spirituality is the one of the variables that has been constantly ignored in the literature. It has great potential for

influencing organizational variables including organizational citizenship behavior (Porshariati et al., 2014).

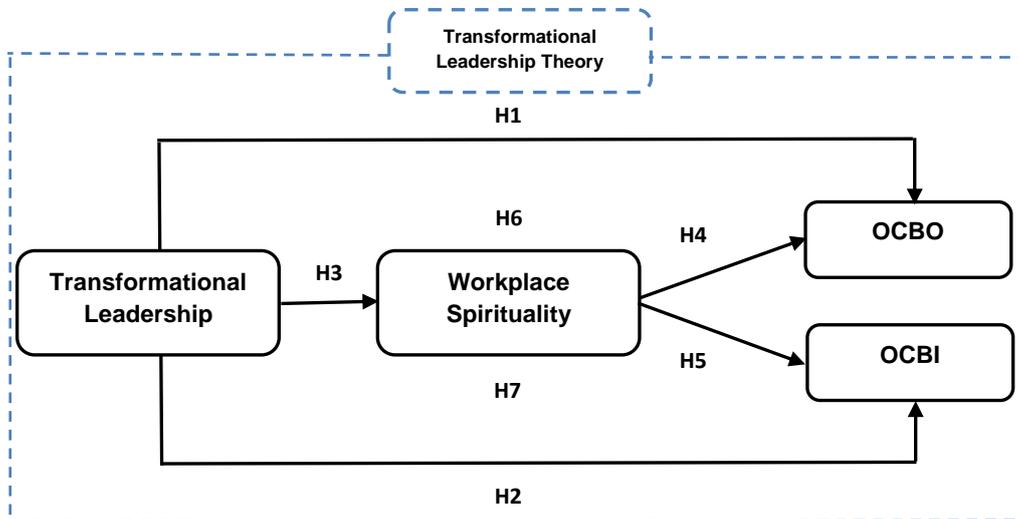


Figure 1: Conceptual Framework

## METHODOLOGY

Given the empirical nature of research study, the 'Quantitative Approach' (Positivism) is considered the most appropriate research methodology for achieving the outcomes. The rationale for selecting quantitative approach is twofold. First, it best serves the objective of current research study which is to examine the impact of Transformational leadership on OCB and to test the proposed mediation. Secondly since the purpose of this study is to examine the Impact of Transformational leadership on OCB, therefore associational approach was utilized for data analysis purpose.

### Operationalization of Variables (Measures)

Structured questionnaire was employed to gather the responses. Respondents were requested to rate the items by using seven point Likert scale that ranges from 1= "strongly disagree" to 7= "strongly agree".

### **Transformational Leadership**

Transformational leadership was measured using Bass and Avolio (1995) Multifactor Leadership Questionnaire (MLQ) containing four dimensions and twenty items. These dimensions constitute individualized consideration, inspirational motivation, idealized influence, and intellectual stimulation. Participants rated their leader's transformational behaviors using a 5 point Likert scale ranging from (1) "strongly disagree" to (5) "strongly agree". Reliability of the scale was 0.88 for 20 items.

### **Organizational Citizenship Behavior**

OCB was assessed using the 16-items scale given by Lee and Allen (2002) and was conceptualized in terms of OCBI (Individual) and OCBO (Organization). Respondents used 7-point scale (1= strongly disagree to 7= strongly agree). Reliability was 0.78 for OCBO (8 items) and 0.72 for OCBI (8 items).

### **Workplace Spirituality**

This study used the scale developed by Mckee et al. (2011) for assessing workplace spirituality. It is 16 item scale consisting of three dimensions. Participants rated the workplace spirituality by a 5-point Likert type scale extending from 1 (*strongly disagree*) to 5 (*strongly agree*). Reliability of scale was 0.83 for 16 items.

### **Participants and Procedure**

A pilot study was conducted to check the internal consistency of instrument. Fifty questionnaires were circulated among the permanent faculty members of 4 departments in a public sector university. Forty valid responses were received. The reliability measurements for transformational leadership, OCBO, OCBI and Workplace spirituality remained 0.89, 0.81, 0.77 and 0.86.

Self-report questionnaires were distributed among 390 faculty members of six public sector universities of Pakistan through convenience sampling method. Each sealed packet contained the cover letter outlining the objectives of the research to help the respondents and to maintain the confidentiality of the responses received. Among the 390 questionnaires distributed, 340 questionnaires were returned and as valid responses yielding a response rate of 87%. After receiving the questionnaires, valid responses were entered in SPSS for data analysis.

Details of the response rate for each university are provided in table 1. During data preparation, respondents were identified with their universities and universities were coded as university 1- 6 respectively.

*Table 1: Questionnaires distributed and Response Rate*

Universities	Questionnaires	Questionnaires	Response Rate
	distributed	received	
University 1	60	51	85%
University 2	75	69	92%
University 3	65	61	94%
University 4	60	51	85%
University 5	60	52	87%
University 6	70	56	80%
Total	390	340	87%

Among the 340 self-report surveys returned, 59% respondents were males and 41% were females. The highest percentage of respondents (40%) were aged between 31-40 years followed with the age breakdown as follows: 26-30 (28%), 40 & above (22%)

and 18-25 (10%). According to their level of education 68% of the participants had an M.Phil degree, 29% held doctoral degree and 3% held a master's degree. Under the category of position held 42% of participants were lecturer, 19% were senior lecturer, 24% were assistant professors, 7% were associate professors and 8% of participants held the position of professor. 32% of the respondents were associated with their organizations for 1-5 years, 39% respondents had been working with the same organization for 6-10 years and 29% participants had an organizational tenure of more than 11 years as reported in Table 2.

*Table 2: Demographic Characteristics*

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	<b>Total</b>
<b>Gender</b>	
Male	199 (59)
Female	141 (41)
<b>Age</b>	
18-25	34 (10)
26-30	95 (28)
31-40	136 (40)
40 & above	75 (22)
<b>Education Level</b>	
Master Degree	11 (3)
M.Phil Degree	230 (68)
Philosophy of doctor	99(29)
<b>Position Held</b>	
Lecturer	144 (42)

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Senior Lecturer	64 (19)
Assistant Professor	84(24)
Associate Professor	27 (7)
Professor	21 (8)
<b>Organization Tenure</b>	
1-5 years	109 (32)
6-10 years	134 (39)
More than 11 years	97 (29)

\* Data presented as (%)

## RESULTS

### Descriptive Statistics and Correlation Analysis

Means, standard deviations and correlations among the variables included in the study is provided in table 3. Pearson correlation for the study variables indicate that transformational leadership is positively associated to workplace spirituality ( $r= 0.41$ ), OCBO ( $r= 0.40$ ) and OCBI ( $r= 0.36$ ). Workplace spirituality has a positive correlation with OCBO ( $r= 0.63$ ) and OCBI ( $r= 0.50$ ).

*Table 3: Descriptive statistics and Correlation Analysis*

Variables	TL	WS	OCBO	OCBI	M	SD
Transformational Leadership	1	0.41**	0.40**	0.36**	4.03	.41
Workplace Spirituality		1	0.63**	0.50**	4.06	.38
OCBO			1	0.63**	5.87	.64
OCBI				1	5.57	.57

\*\*Significant at 0.01 level of significance.

TL – Transformational Leadership. WS – Workplace Spirituality. OCBO – Organizational Citizenship behavior ORGANIZATION. OCBI – Organizational Citizenship behavior INDIVIDUAL.

### **Hierarchical Regressions**

For the two work behaviors OCBO and OCBI, hierarchical multiple regression analysis was conducted to test the hypotheses. Specifically age, gender, organizational tenure, position held and education level were entered as control variables in first step. Predictor variable transformational leadership was entered in the equation at second step followed by the mediator workplace spirituality. Results of the analysis are presented in table 4. Transformational leadership positively contributed to the prediction of OCBO ( $\Delta R^2 = 0.18$ ,  $\beta = 0.45$ ,  $p < 0.05$ ), OCBI ( $\Delta R^2 = 0.14$ ,  $\beta = 0.39$ ,  $p < 0.05$ ) and workplace spirituality ( $\Delta R^2 = 0.17$ ,  $\beta = 0.44$ ,  $p < 0.05$ ) (Therefore hypotheses 1, 2 and 3 are supported). Table 4 indicates that workplace spirituality explained a significant positive variation in OCBO ( $\Delta R^2 = 0.34$ ,  $\beta = 0.63$ ,  $p < 0.05$ ) and OCBI ( $\Delta R^2 = 0.25$ ,  $\beta = 0.54$ ,  $p < 0.05$ ). Thus, a positive relationship exists between workplace spirituality and OCBO & OCBI (hypotheses 4 and 5 are supported).

The role of workplace spirituality as a mediator between transformational leadership-OCBO interaction and transformational leadership-OCBI interaction was tested using the statistical procedure suggested by Baron and Kenny (1986). Results indicated that when workplace spirituality was included in the transformational leadership-OCBO interaction model, regression coefficient of transformational leadership was reduced from ( $\beta = 0.45$ ,  $p < 0.05$  to  $\beta = 0.21$ ,  $p < 0.05$ ). In addition the variance accounted by the mediated model ( $R^2 = 0.48$ ,  $p < 0.05$ ) was more than the direct model ( $R^2 = 0.28$ ,  $p < 0.05$ ). This demonstrated that workplace spirituality partially mediated the relationship between transformational leadership and OCBO (Hypothesis 6 has been

supported). Similarly when workplace spirituality was added in the transformational leadership-OCBI interaction model, regression coefficient of transformational leadership was reduced from ( $\beta=0.39$ ,  $p<0.05$  to  $\beta=0.19$ ,  $p<0.05$ ). In addition the variance accounted by the mediated model ( $R^2= 0.30$ ,  $p<0.05$ ) was more than the direct model ( $R^2= 0.16$ ,  $p<0.05$ ). This demonstrated that workplace spirituality partially mediated the relationship between transformational leadership and OCBI (Hypothesis 7 has been supported). In addition, Sobel test was carried out to test the implication of mediation effect. After calculating values of  $a= 0.38$ ,  $b=0.95$ ,  $s_a=0.05$  and  $s_b=0.08$ , these values were entered in Sobel calculator.

Results of Sobel test ( $z=6.94$ ,  $p<0.05$ ) suggest that association between transformational leadership and OCBO is mediated by workplace spirituality. After calculating values of  $a= 0.38$ ,  $b=0.64$ ,  $s_a=0.05$  and  $s_b=0.07$ , these values were entered in Sobel calculator. Results of Sobel test ( $z=5.88$ ,  $p<0.05$ ) suggest that association between transformational leadership and OCBI is mediated by workplace spirituality. Transformational leaders have an impact on organizational citizenship behaviors of teachers and they do so by promoting spirituality at workplace.

*Table 4: Multiple Regression Analysis with Transformational Leadership regressed on OCBO & OCBI through mediation of workplace spirituality*

Model	Dependent variable	Independent variable(s)	R <sup>2</sup>	ΔR <sup>2</sup>	β
1	OCBO	i) CVs	.10	.10	
		ii)CVs+ TL	.28	.18	.45*
2	OCBI	i)CVs	.02	.02	
		ii)CVs+TL	.16	.14	.39*
3	WS	i)CVs	.13	.13	

		ii)CVs+TL	.30	.17	.44*
4	OCBO	i)CVs	.10	.10	
		ii)CVs+WS	.44	.34	.63*
5	OCBI	i)CVs	.02	.02	
		ii)CVs+WS	.27	.25	.54*
6	OCBO	i)CVs	.10	.10	
		ii)CVs+TL	.28	.18	.21*
		WS	.48	.20	.53*
7	OCBI	i)CVs	.02	.02	
		ii)CVs+TL	.16	.14	.19*
		WS	.30	.14	.45*

\*Significant at 0.05 level of significance

CV= Control Variables; TL= Transformational Leadership; WS= Workplace Spirituality; OCBO=Organizational Citizenship behavior directed towards organization; OCBI= Organizational Citizenship behavior directed towards individual; Control Variables= Gender, Education level, Age, Position Held, Organizational Tenure

## DISCUSSION

In this study the direct effect of Transformational leadership on OCBO & OCBI and the mediating effect of workplace spirituality on the relationship between Transformational leadership and OCBO & OCBI behaviors were tested. The results of the study verified that transformational leadership style is positively related to OCB

of teachers. Based on the correlation analysis all hypotheses were supported. The present study enhanced the previously established linkage between transformational leadership and OCB by introducing the concept of Workplace spirituality as a mediator. In addition, a positive relationship was found between Workplace spirituality and organizational citizenship behaviors. Thus, our findings go along with the conclusion of several researchers concerning the effect of the leadership style on organizational citizenship behavior (Rossmiller, 1992), and the mediating effect between these two variables through workplace spirituality. The analysis results are supportive of the hypothesized relationships.

Adaptation of transformational leadership increases the employees' OCB level and improves their willingness to perform organizational citizenship behavior. Especially in the context of educational organizations teachers' commitment towards the institution is of crucial importance. Thus, our findings also support the transformational leadership theory, stressing the importance of mutual dependencies in social exchange. More specifically, this type of relationship between the faculty head and teacher causes the teachers to invest in their work and contribute to the organization above and beyond formal role expectations, thereby expressing a high level of organizational citizenship behavior.

In addition, the relationship between workplace spirituality and organizational citizenship behavior specifies this point that in order to increase citizenship behavior the spirituality in the workplace must strengthen and workspace that can boost spirituality must be created. Promoting spirituality in organization provides a context for increasing the organization citizenship behavior. The result of current study is similar to the result of the study of Nikpour et al. (2010). Beikzad et al. (2011) reported

that the workplace spirituality and its entire dimension had a significant relationship with organizational citizenship behavior.

Our results are also consistent with theoretical and empirical evidence (Tischler et al., 2002; Jurkiewicz & Giacalone, 2004; Duchon & Plowman, 2005) suggesting that when people find meaning in their activities and, in general, feel involved in richly spiritual organizational climates, they act in a more engaged and collaborative manner, apply their full potential to work and bring their whole selves to the organization. They thus become more productive over the long run compared with employees in organizations where spirituality is ignored or disrespected. The study suggests that neglecting spirituality at work can lead employees generating fewer organizational citizenship behaviors, higher absenteeism and turnover, more neglecting behaviors and lower ability to satisfy customers (Meyer and Herscovitch, 2001), which in turn can lead to lower organizational performance.

#### **LIMITATIONS**

There are few limitations associated with this study that must be discussed. First, this research employed convenience sampling to accomplish the research objectives. For future research, random sampling is recommended to increase the generalizability of the finding of the research. Second, cross-sectional data were used in this study. Therefore, future research employing a longitudinal approach needs to be considered for deeper insight into the subject and more definite conclusion about the causal effect between each variable. The data was collected from 340 teachers working in six public sector universities. Therefore, results need to be validated with large sample size including private sector universities as well to enhance the generalizability. Moreover the data was collected through self-report questionnaire that may be liable to few biases integral to such an approach. Despite these limitations, the present

study shows that transformational leadership and workplace spirituality provide substitute means to increase OCB level of teachers in public sector.

### **RECOMMENDATIONS FOR FUTURE RESEARCH**

Irrespective of few limitations, the main purpose of the study is accomplished. The key objective is to add to the leadership work by ascertaining associations between variables under its purview. This research has extended knowledge through which transformational leadership increases an individual's OCB. Future research can focus on other mediating variables such as organizational culture, knowledge sharing and emotional intelligence. In addition, given the subjective and highly personal nature of the spirituality construct, it would be ideal if multiple methods of research to be used in future to cross-validate these measures, including employee interviews, supervisor assessments of employees, and through other qualitative measures.

Third, it is important to conduct such research in different institutional environments, such as differences in for-profit versus non-profit organizations. Along this same line, it would be thought provoking to grasp the factors such as the nature of the human-resource-management system, the supervisor, the organizational structure or culture, and factors in the employee's work environment that may moderate or mediate the relationship between workplace spirituality and OCB. Finally, our results are based on Pakistan public sector employees of higher education institutions and may not be generalizable to other contexts. Nevertheless, studies of leadership are broadly consistent across different national contexts. Likewise, in the spirit of substitutes-for-leadership theory, scholars should investigate other organizational factors linked with the public sector, such as red tape, bureaucracy and hierarchical structure, to gain a more precise understanding of the effects of transformational leadership.

## **PRACTICAL IMPLICATIONS**

Results of this study make several practical contributions. This study offers empirical confirmation that transformational leadership is positively associated to OCBO & OCBI directly and indirectly through mediating mechanism of workplace spirituality. The results indicate that superiors must be vigilant about their actions as it stimuli employees' OCB. Universities should offer official training to the head of departments to exercise transformational leadership behaviors which will in turn improve teachers' OCB. While considering the results of training programs, universities should display how the changed leadership behaviors affect the teachers (by collecting data from the teachers about their OCB levels) rather than only relying on changes in leaders' behaviors and attitudes. In addition, programs aimed at increasing teacher's workplace spirituality and enhancing their OCB must be hosted in the campuses. These programs should include both supervisors and teachers. This will facilitate in improving the efficacy of such programs to incorporate the lessons learned during these programs. While this is a promising study that has provided an empirical support, additional research is required on the broad nature of the relationship of transformational leadership and OCB and workplace spirituality to both citizenship behaviors (OCBO & OCBI).

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