

ROLE OF TRANSFORMATIONAL LEADERSHIP OF ACADEMIC LEADERS AND TEACHER AFFECTIVE COMMITMENT IN CREATING CITIZENSHIP BEHAVIOUR IN A CULTURE OF SELF-EFFICACY

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The study sets out to investigate the relationship between perceived transformational leadership of academic leaders and affective commitment of teachers and the citizenship behavior of teachers embedded in a culture of self-efficacy. A structured self-administered questionnaire consisting of well-validated pre-existing scales was used for collecting data from teachers of higher education institutions in the state of Odisha. The data were analyzed using a two-stage structural equation modeling. The measurement model validates the measurement theory followed by path analysis that tests relational hypotheses between the variables under study. The results indicate that transformational leadership and teacher affective commitment are positively associated with teacher citizenship behavior. Further, the results also indicate that self-efficacy of the teacher moderates the relationship between affective commitment and citizenship behavior in such a way that when self-efficacy of the teacher is higher, the relationship gets strengthened. Limitations and directions for future research are also discussed in the paper.

Introduction

Education sector is one of the most vital sectors of any nation. Higher education has been frequently gaining serious attention in the recent past. Rout¹ states that though the higher education sector of Odisha has been facing challenges of late, it also throws opportunities for the Odisha's socio-economic development. The main building blocks of the education sector are access to education by all, providing quality education and superior management and control. This can be achieved with the cooperation and interest of all the stakeholders including academic leaders and educators. Leadership always plays a crucial role in moulding the perceptions and behaviours of the employees for the organizational

development (Nguni, Slegers, and Denessen²). A change in leadership can change the perception of the employees towards the work as well as the organization. Leadership influences individual's behavior and depends upon the perception of employees towards the leaders.

Burns³ and Mackenzie⁴ explain that transformational leadership impacts employee's self-actualization that increases his/her motivation level to do work beyond the reward system. The perception of employees towards transformational leadership creates a sense of belongingness among the employees towards the working environment and organization, which might increase their commitment. In today's working environment, extra- role performance has become a prerequisite for employees. Organ⁵ and Organ, Podsakoff and Mackenzie⁶ have said that every organization is subservient on employees who not only promptly and efficiently complete their tasks

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assigned but also engage themselves deliberately and immediately to help their co-workers as well. Nowadays, employees show a lack of involvement in organizations. They feel that their primary duty is to complete the work assigned to them and not to bother about other activities. The organizational citizenship behavior explains about the voluntary and prompt involvement of employees in helping co-workers and organizational goal achievement.

In terms moderators, previous researches included the study conducted by Prochazka, Gilova and Vaculik⁷, where they studied mediating effects of self-efficacy of followers. Khalili⁸ study reveals a significant relationship between transformational leadership and employee's organizational citizenship behavior. The education sector is incessantly changing. The teachers and the leaders need to cope up with this without compromising with their effectiveness. One of the most important conducts to maintain the long-term performance and persistent growth is observing the behaviours of the teachers. Along with the organizational citizenship behaviour other aspects such as affective commitment, self efficacy as well as their perceptions about their leaders also matters. According to Allen and Meyer⁹, affective commitment is the emotional attachment of the employees towards the organization, unless until they feel attached they won't devote fully towards their work. Bandura¹⁰, explained self efficacy as a perception of individuals to perform or their belief that they can do the work, showing influences their level of motivation, thought process, belief, etc. All these aspects seem to be interconnected.

Thus the aim of the study is to know the relationship between Transformational Leadership (TL), Organizational Citizenship Behaviour (OCB), Affective Commitment (AC) and Self-Efficacy (SE) in higher education sector of Odisha.

Literature Review

Transformational Leadership: Transformational leadership is the engagement between the leader and follower that aims to impact the aim of the each (Burns³). Transformational Leadership is being employed for an extended time. The leadership style which is the abundantly preferred is transformational leadership (Avolio¹¹). In spite of various criticism (Tourish, Van Knippenberg and Sitkin^{12,13}), transformational leadership is claimed to grasp the leadership effectiveness to a large extent.

Transformational Leadership is a method which amends the attitudes, perceptions of employees, supervisors, managers and builds commitment for the

achievement of the organization's mission, vision and objectives (Yukl¹⁴). The transformational leader tries to switch the follower's goals, and needs by providing them insight, cluster goals, difficult duties, and personalized support. The prime reason is when the employees adopt these values and aspirations of the leaders, their attitudes, beliefs, and goals changes. These ends up in increase in support and self worth, that makes them committed towards their leader's vision. Thus, the follower's performance can increase the expected results (Northouse¹⁵).

Transformational leaders enhance follower's maturity level, aim for action, self-actualization, well-being of the staffs, organization and society (Bass¹⁶). Transformational leaders are those who produce a positive impact on subordinates (Bennis¹⁷). But, it also refers to that which encourages and stimulates their workers by reciprocating united goals, visions, values, etc. (Bass and Avolio¹⁸, Bass and Riggio¹⁸). It is documented that perceived visionary leadership enhances employees' efforts so they place a lot of effort that in turn will increase their performance (Sulley de Luque et al.¹⁹).

Affective Commitment: Affective commitment shows the attachment that worker feels towards its organization, i.e. it shows the degree of robust bond between the staff and their organization (Meyer and Allen²⁰). Workers having a lot of emotive commitment take a lot of interest towards work roles and have a tendency to adapt simply to the goals and values of the organization. Researchers have provided proof that affective commitment has the strongest and most positive relations with fascinating work outcomes like attending, in-role performance, and organizational citizenship behavior. The staff having high affective commitment tend to figure a lot more, create a lot of effort for the organization, thus the employees' affective commitment represents the general organizational commitment.

Organizational Citizenship Behaviour: Organizational Citizenship Behaviour was propounded by Organ⁵ and it is often found within the idea of "extra-role behaviours. Organizational citizenship behaviour is that extra-role behaviours exhibited by the staff that is not below the formal work prescribed (Organ and Ryan²⁰). Organizational citizenship behaviour is a topic of interest in areas of organizational behaviour and management literature (Organ and Ryan²⁰, Podsakoff and MacKenzie²¹). Organizational Citizenship Behaviour has a large importance in academic establishments because it is extremely tough to outline the role expectations of an educator confined to job

description. The prime reason is that the role of an educator is extremely tough to specify and extremely subjective. Organizational Citizenship Behaviour is self-developed intrinsic behaviours.

Self-efficacy: Self-efficacy is how assured someone feels, their perception regarding their capability to try to do something they need to. Self-efficacy impacts the alternatives created, the effort given, and also the way a course of action is performed (Bandura²²). The virtuous cycle of success will increase self-efficacy. It suggests that success in turn helps to induce more success that successfully ends up in increasing people's self-belief. On the other hand, recurrent failure weakens their belief and lowers their self-efficacy. Literature supports that self-efficacy influences human action in varied aspects such as health, sports, business and education.

Perceived Transformational Leadership and Organizational Citizenship Behaviour: Leadership is the ability to get tasks and work done in the workplace done by the followers or employees. Most definitions of leadership reflect the assumption that it is a process where the leader intentionally exerts influence over other people to direct, structure and facilitate activities and relationships in a group (Den Hartog and Koopman²³). Perceived Transformational Leadership considered as a multilevel process that includes many views by various researchers making it a complex construct (Yammarino et al.²⁴). The transformational leaders transforms the way staffs think about their work, which makes them see it as more rewarding, challenging, and meaningful, which affect the extent to which they indulge in citizenship performance (Purvanova et al.²⁵). The staffs under transformational leaders exhibit strong relations with their leaders, which provokes them to engage in extra-role behavior (Boerner et al.²⁶). In fact, leaders who have transformational leadership style encourages follower obligation to the mission and values of the firm and motivate them by establishing collective beliefs and goals (Guay and Choi²⁷). In educational institutions, organizational citizenship behaviour is offering help to colleagues without an expectation of same on the part of the coworkers (Nguni, Slegers and Denessen²).

Research suggests that there exists a relationship between perceived Transformational Leadership and Organizational Citizenship Behaviour. Transformational leaders motivate their followers to perform beyond duties assigned and challenge the status quo (Bass and Avolio¹⁶; MacKenzie, Podsakoff and Ahearne⁴), they can expand their employee's daily work-related effort in order to go beyond the job requirements and description and therefore show

more Organizational Citizenship Behaviour (Podsakoff et al.²¹). The various aspects of transformational leadership seem to have a robust and significant correlation with Organizational Citizenship Behaviour (Fuller, Patterson, Hester and Stringer²⁸; Judge and Piccolo²⁹). Some factual researchers have found that Transformational Leadership is deciding factor in exhibiting Organizational Citizenship Behavior (Lowe et al.³⁰).

There is an acute shortage of research in this context in Odisha. Still previous researches indicate that leadership behaviours has a crucial impact on Organizational Citizenship Behaviour (Ilies, Nahrgang and Morgeson³¹; Nguni et al.²), the research conducted in academic institutions also signifies the leadership behaviours of school directors to have a positive impact on teachers' Organizational Citizenship Behaviour (Cetin, Korkmaz and Cakmakci³²; Koh, Steers and Terborg³³; Nguni et al.²). Accordingly, we hypothesize that:

H1: Transformational Leadership as perceived by teachers is positively related with Organizational Citizenship Behaviour.

Affective Commitment and Organizational Citizenship Behaviour: Organizational Commitment mostly acts as a force that helps to give 'behavioral direction' when the individuals' expectations and reality varies (Wiener³⁴). Organizational Citizenship Behaviour reflects behavior in the workplace that does not give formal organizational reward directly. Organizational Commitment relates Organizational Citizenship Behaviour when the expectations of formal reward of the employees are not completely met, still their strong commitment remain and they show innovative and spontaneous behavior which are not mentioned in their job description.

Affective Commitment means the employees are happy with being a part of the organization and have a strong commitment towards the organization. Many philosophers have studied the relationship between Affective Commitment and Organizational Citizenship Behavior, many suggests that Affective Commitment is positively related to Organizational Citizenship Behavior (Kim³⁵; Kim³⁶; Lavelle et al.³⁷; MacKenzie et al.³⁸; Wagner and Rush³⁹; Spector and Che⁴⁰). Affective Commitment is positively associated to several outcome variables such as Organizational Citizenship Behavior (Lavelle et al.⁴¹). Many have empirically demonstrated that work related behavior or attitudes may be antecedents of affective commitment and that affective commitment may in turn be an antecedent of organizational citizenship behavior (MacKenzie et al.³⁸). Further studies showed that the

commitment and performance relationship is stronger for extra-role performance than for in-role performance (Riketta⁴²). There have been few researches in the academic organizations concerning Organizational Citizenship Behaviour and Affective Commitment. Studies examined the relationship between organizational citizenship behavior and organizational commitment in education sector of Turkey (Yılmaz and Bökeoğlu⁴³). Others examined the relationship between leadership styles and job satisfaction, organizational commitment and organizational citizenship behavior of the teachers (Nguni, Slegers and Denesen²). However there is lack of research in Odisha's higher educational institutions. As Affective Commitment of employees and their Organizational Citizenship Behaviour of teachers play a vital role in increasing the efficiency of the workers as well as the management, efficient use of sources, increase coordination in functional groups, the accommodation of the institutions to environmental changes, etc (Cohen and Vigoda⁴⁴) thus studies needs to be done. Thus we may hypothesize:

H2: Affective Commitment will have a positive impact on Organizational Citizenship Behaviour.

Affective Commitment, Organizational Citizenship Behaviour and Self-efficacy: In a strongly related social exchange relationship with a strong level of commitment, employees are likely to engage themselves in Organizational Citizenship Behaviour because they feel it to be psychologically obligatory to give positive outputs that benefit their relational partners (Cropanzano and Mitchell⁴⁵).

Self-efficacy has a direct effect on workers' level of commitment and level of persistence when they face complexities (Lunenburg⁴⁶). The theory of Self-efficacy also says that self-efficacy influences the staff goals; their commitment levels towards their work; learning attitudes and handling complexities (Bandura¹⁰). Leader's positive work attitudes towards tough goals reflect the same in their followers. Lower self-efficacy in leaders reflects the same in their followers.

Self-efficacy is the individual's perception about his own capability of performing a course of action (Bandura¹⁰). The concept of self-efficacy is also used to teaching (Gibson and Dembo⁴⁷; Organ⁵). Few studies have applied concept of organizational citizenship behavior to teaching. Some related teacher's self-efficacy to organizational citizenship behavior (Somech and Drach-Zahavy⁴⁸). They found positive relationships between elementary school teachers' self-efficacy and extra-role behavior of the teachers towards the group and towards

the organizations, but not towards their students. Various researchers have reported that teachers' self-efficacy is correlated with constructs in teaching effectiveness that relates with their performance (Gibson and Dembo⁴⁷), their positiveness while educating (Woolfolk, Rosoff and Hoy⁴⁹) openness to implementation of instructional innovations (Guskey⁵⁰) and more importantly related with their teaching commitment (Coladarsi⁵¹). Research also indicates that self-efficacious educators show quite humanistic approach towards classroom management, such as learners can be believed to work together without having an eye over them or directing them (Enochs, Scharmann and Riggs⁵²). Usually self-efficacious teachers might be more willing to accept extra duties. Thus, we may hypothesize: H3: The relationship between Affective Commitment and Organizational Citizenship Behaviour will be stronger when Self-efficacy will be higher and vice-versa.

On the basis of the above hypotheses, the following research framework is proposed.

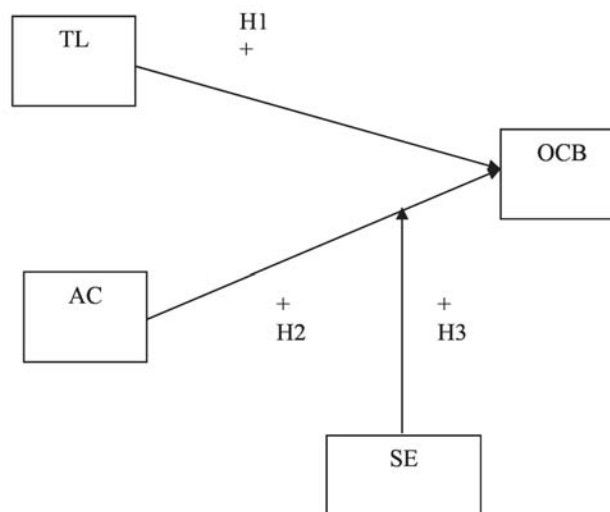


Figure1: Research Framework

Research Methods

Sample and Procedure: Data were collected from teachers of higher education in Odisha using a structured questionnaire through a five-point Likert scale (1= strongly disagree and 5= strongly agree). A total of 500 questionnaires were sent to the respondents. Out of which, responses from 387 were received and only 367 were retained for final analysis and the rest were discarded owing to incomplete data. To reduce common method bias, the accompanying cover letter clearly set out the objective of the study and full confidentiality and anonymity of the respondents were assured. Along with the scale items of the variables under study, the

Table 1: Details of Scales with their Chronbach's Alpha Value

Sl No	Scale	Author(s)	No of items	Chronbach's alpha
1	Transformational Leadership	Carless et al.(2000)	7	0.853
2	Affective Commitment	Allen and Meyer (1990)	3	0.780
3	Organizational Citizenship Behaviour	Lee and Allen (2002); Saks (2006) and Karatepe (2013)	3	0.744
4	Self-efficacy	Luthans, Youssef and Alvolio (2007)	6	0.707

questionnaire consisted of questions related to demographic data of the respondents.

Measures: Details of the pre-existing scales used for measurement of the variables under study are presented in Table1. The Chronbach's alpha values for the reliability of the scales in the pilot study taking a sample of size 50 are also included in the table. As Chronbach's alpha values are above the recommended cut-off of 0.7, the scale are reliable and the data for the main were collected using the scales.

Analysis Strategy: Data analysis was done using the covariance-based two-stage structural equation modeling (CB-SEM)—measurement model/confirmatory factor analysis (CFA) for testing the measurement theory followed by path analysis or structural analysis through the statistical software SPSS with AMOS.

Results and Analysis

Mean, standard deviation and correlation matrix along with square root of AVE (for discriminant validity) are presented in table 2.

Measurement Model Assessment: The pooled measurement model consisting of the four variables were assessed for scale validity. All the factor loadings of the items are above the desirable level of 0.7 (Comrey and

Lee⁵³). The values of fit-indices are within the acceptable range as recommended by Hair et al. (2010) [$\chi^2/df = 1.94$ (<3), normed fit index (NFI) = 0.921 (>0.90), Tucker-Lewis index (TLI) = 0.959 (>0.90), comparative fit index (CFI) = 0.959 (>0.90), and root mean square error of approximation (RMSEA) = 0.042 (<0.07)].Construct reliability are calculated for identifying the reliability of all the constructs.

Table 3 shows the factor loadings of all the items, Average variance extracted (AVE) and constructs reliability (CR). Convergent and discriminant validities are examined to establish construct validity through the AVE values that are above 0.50 (Fornell and Larcker⁵⁴) and CR and Cronbach alpha values of all the variables are above 0.7 (Fornell and Larcker⁴³; Nunnally⁵⁵). All the scales are valid as they enjoy both convergent and discriminant validities.

Testing of Hypotheses: Structural model assessment for testing the hypotheses with a confidence level of 95% was done using AMOS. The values of fit-indices fall within the acceptable ranges as suggested by Hair et al (2010) [$\chi^2/df = 1.95$ (<3), normed fit index (NFI) = 0.922 (>0.90), Tucker-Lewis index (TLI) = 0.959 (>0.90), comparative fit index (CFI) = 0.959 (>0.90), and root mean square error of approximation (RMSEA) = 0.0421(<0.07)].The effects of TL and AC on OCB were respectively found to be positive and significant ($\beta = 0.082$; p-value < 0.01 ; $\beta = 0.156$; p-value < 0.01) accepting hypotheses H1 and H2. The moderating impact/interaction effect (AC*SE) is positive and significant ($\beta=0.132$; p-value < 0.01), thus supporting H3. The results of path analysis are shown in Table 4.

The effect of interaction (AC*SE) on OCB can be clearly recognized in the visual representation of Jeremy Dawson 2-way moderating graph as given in Figure 2. As

Table 2: Mean, Standard Deviation and Correlation Matrix along with Square Root of AVE

Variable	Mean	Standard Deviation	Transformational Leadership	Affective Commitment	Organizational Citizenship Behaviour	Self-efficacy
Transformational Leadership	4.1560	0.66569	0.733#			
Affective Commitment	4.4750	0.49585	0.402**	0.765#		
Organizational Citizenship Behaviour	4.3222	0.54135	0.335**	0.670**	0.837#	
Self-efficacy	4.4194	0.45219	0.225*	0.586**	0.618**	0.849#

* $<p$ -value <0.05 ; ** p -value <0.01 ; # Square root of AVE

Table 3: Results for Convergent Validity and Construct Reliability (CR)

Factors and items	Standardized factor loadings	AVE	CR
Transformational Leadership		0.538	0.890
My leaders			
TL1: communicates a clear and positive vision of the future	0.708		
TL2: treats staff as individuals, supports and encourages their development	0.694		
TL3: gives encouragement and recognition to staff	0.772		
TL4: fosters trust, involvement and cooperation among team members	0.752		
TL5: encourages thinking about problems in new ways and questions assumptions	0.718		
TL6: is clear about his/her values and practices what he/she preaches	0.693		
TL7: instills pride and respect in others and inspires me by being highly competent.	0.789		
Affective Commitment		0.586	0.808
AC1: Working at this organization has a great deal of personal meaning for me.	0.881		
AC2: I really feel this organization's problems are also my own problems.	0.708		
AC3: I feel a strong sense of belonging to this organization.	0.694		
Organizational Citizenship Behaviour		0.702	0.876
Concerning my work at this organization, I...			
OCB1: attend functions that are not required but that help the organizational image.	0.761		
OCB2: offer ideas to improve the functioning of the organization.	0.878		
OCB3: take action to protect the organization from potential problems.	0.870		
Self-efficacy		0.721	0.939
SE1: I feel confident representing my work area in meetings with management.	0.889		
SE2: I feel I can always manage to solve difficult problems at work if I try hard enough.	0.731		
SE3: I feel confident helping to set targets/goals in my area.	0.870		
SE4: I feel confident representing my work area in meetings with management.	0.878		
SE5: I feel I can always manage to solve difficult problems at work if I try hard enough.	0.889		
SE6: I feel confident helping to set targets/goals in my area.	0.828		

the value of moderator increases, the association between AC and OCB gets strengthened.

Table 4: Path Analysis

Path	Standardized Estimate (β)	Remarks
TL $\rightarrow$ OCB	0.225**	H1 supported
AC $\rightarrow$ OCB	0.182*	H2 supported
Interaction $\rightarrow$ OCB	0.131*	H3 supported

Notes: * $p < 0.05$; ** $p < 0.01$; TL= Qualitative job insecurity; AC= Affective Commitment; OCB= Organizational Citizenship Behavior

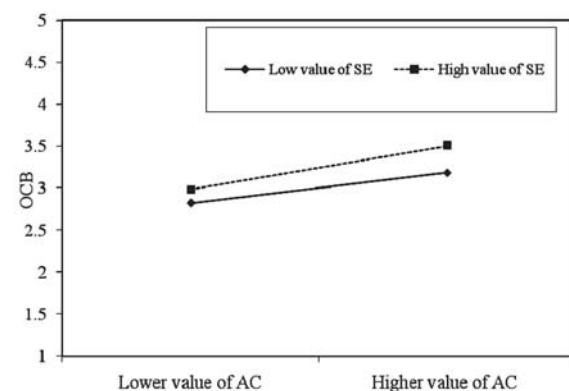


Figure 2: Visual Representation of Moderating Effect of Self-efficacy

Discussion

This study shows that transformational leadership and affective commitment are positively and significantly associated with organizational citizenship behavior. The moderating role of self-efficacy on the relationship between transformational leadership and organizational citizenship behavior is also found to be significant. The findings of the study will be contributing to formulation of policies in the field of higher education in Odisha in particular and in the country in general. The study clearly points out that academic administrators' transformational leadership roles will go a long way in creating citizenship behaviour of the teachers. Further, affective commitment of teachers is also an important factor in creating their own citizenship behaviour. But this relationship will be a further strengthened in a culture characterized by high levels of self-efficacy among the teachers. Academic administrators in higher education may take practical insights from the findings of our study.

Limitations of the Study: This study is limited to the higher education sector of Odisha only. Thus, the findings might not be suitable for the whole of the country. The data for the present study is cross-sectional in nature, which may not our claim of causal relationship on a firm footing. Self-reporting data are also not free from biases in spite of taking care of the possible pitfalls to avoid common method bias. We have adopted a descriptive research design for the present study but an experimental research design will be better choice for showing causality.

However in spite of all these limitations, our study does contribute to the existing literature and policy formulations in explaining the relationship between transformational leadership, affective commitment, citizenship behaviour and culture of self-efficacy in higher education sector.

Directions for Future Research: Leadership and its types is a mine for future researchers. The present competitive scenario has posed a daunting task before the academic administrators. Replication studies may be conducted to firmly establish the findings of the present study. Findings of the present study are limited to higher education sector of Odisha only. Further studies may be undertaking in cross-cultural settings for shedding light on the intricacies of the relationships portrayed in the present study. We have taken only one moderator. Future researchers should explore the existence of other moderators along with possible mediators to better describe the relationships. □

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