

**Research Article**

Influence of leadership during covid-19 environment on employee motivation and organizational citizenship behavior in public universities of Pakistan

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ABSTRACT

The COVID-19 epidemic has harmed staff performance and productivity in general. Organizational Citizenship Behavior is defined as an interpretation of employee performance that is necessary to contribute more to the operations and success of the business. As a result, understanding the variables influencing employees' organizational citizenship behaviour is critical to increasing organizational performance and achieving organizational goals. This paper is aim to investigate the relationship between dimensions of transformational leadership (TransL) and OCB in public universities of Pakistan. This study also aims to identify the mediating role of employee motivation between the relationship of TransL and OCB. According to this literature review paper, TransL qualities are linked to corporate citizenship behaviour, and this link is mediated by employee motivation. Intrinsic motivation and extrinsic motivation, on the other hand, have a direct beneficial relationship on organizational citizenship behaviour. This research in the second stage will be performed empirically, so that both theoretical and practical consequences can be presented, to give a complete framework for better understanding of the elements that influence workers' OCB.

Keywords: *Transformational Leadership; Intrinsic Motivation; Extrinsic Motivation; OCB; Covid-19*

1. INTRODUCTION

The corona virus (COVID-19) surfacing and spread in the world has put human health and lives at the great risk. It has changed the ways an organization works (Li et al., 2021). Globalization and the spread of technology, in the last decade have further raised the academicians' interest in the areas of higher education issues. Leadership is viewed as a process as desired culture of organization can be achieved when leader motivates the employees (Northouse, 2021). Masa'deh et al., (2015) claimed that employees and knowledge are the better sources of improved work performance in the most of the

universities, than the materials. As Kamali (2014) also stated that leaders are the most important factor in the employee performance. According to Mehra et al., (2006), by concentrating leadership effects, organizations can outperform other organizations. Peleg (2012) also highlighted the role of the quality leadership for a triumphant education system.

Leadership characteristics are compulsory to be recognized as leader in the modern organizations (Silva, 2014). Values are very important for an organization and a leader is a catalyst to instill these along with ensuring conduct of employees (Kalkan et al., 2020). Therefore, the new challenges in the covid environment, require to discuss the employees' motivation in educational institutes. According to Fernet et al., (2012), motivation encourages employees to improve work for the company by having purposes based on their unfulfilled needs. Waiyaki (2017) stated that more motivated workers are more efficient. Psychological peace and direction are necessary for the faculty members to perform better and the role of the leadership is supreme to make workers' performance better in the universities. As, Alblooshi et al., (2020) described that employee turnover decreases and productivity increases because of influential leadership.

Bambale (2014) stated that employees contextual or extra role performance is Organizational Citizenship Behavior. It is nonmandatory individual behavior of employees which was not documented by reward system formally. Though, it promoted organizational functioning effectively. Generally, OCB promoted the effective working of the universities and academicians' performance. As explained by DiPaola and Tschannen-Moran (2014) that willingly participation and contribution of workers was vital for university and colleges, as this additional role was performed with the official responsibilities. Mahdinezhad and Suandi, (2013) further elaborated that faculty members were the main source to the university achievement and performance. Additionally, organizational sustainability was also dependent on refining performance of the workers of the educational institutes (Arslan & Staub, 2013). Different works including the Afsar and Umrani (2019) stressed that OCB concept is seldom discussed in Pakistan because of its non-developed status. Consequently, the gap in this paper is to investigate OCB of the academicians in Pakistan.

Because of the practicing TransL chrematistics, the academic leaders of the universities of Pakistan are viewed as Transformational leaders in this research. Head of departments are part of this leadership cradle. While academicians of the universities of Pakistan are considered as followers. The current study, attempted to fill the gap in the Covid environment, by doing research on the relationship between TransL and OCB in the universities of Pakistan. This study also aimed to investigate the mediating role of Employee Motivation between the relationships of TransL and academicians' OCB.

1.1. PROBLEM STATEMENT

The leaders make a noteworthy contribution to the universities. As Khaki and Safdar (2010), stated that results of the leaning can be improved because of the effective leaders as they create better prospects of learning for the employers. A large number of initiatives have been taken by the government of Pakistan, to improve higher education. Motivation of the

faculty and their OCB are among the areas which still need to be improved. Faculty members in higher education contributes significantly to advancement of a society. Performance of the educational institutions, including universities is mainly dependent on the faculty (Umrani et al., 2019).

In their work, Kaushik and Guleria (2020) alarmed that in the covid-19 environment, to keep the viable employee performance, policies of the human resource should be updated.

According to Khan et al., (2018), because of the different groupings in the universities, the role of the leadership is not effective. Because of its inspirational appeal, and more motivational power, TransL style is the focus of this paper. Additionally, he studied that OCB subjugated other behaviors of employee without the reward. In a university, responsibility, and commitment with the institute are important traits necessary for the academicians in management view (Afsar & Umrani, 2019).

Yasin et al., (2019) also stated that academic leaders of universities have a significant influence on the learning process, knowledge production, and research culture. According to Lodhi (2012), the poor academic standards in Pakistani universities are the result of mismanaged and ineffective leadership, because the quality of higher education is strongly linked to the role of leadership (Iqbal & Iqbal, 2011). Turnover also happens when employees loose interest in the job (Waiyaki, 2017). It is also found by Researchers that people can leave the job despite having better salaries in comparison to industry standards, which clarifies that perks and high salary is not the sole reason of motivation. Hence, for better performance, high salary is not a sole factor (Jones, 2013).

The goal of this article is to see how far the HODs of Pakistan's public institutions use TransL. However, just a few research have used the mediation approach to examine the link between transformative leadership and OCB. Employee motivation is suggested as a mediator in the present research. In Pakistan's education system, relatively little study has been done on these topics. There is, however, limited empirical study on what behaviours academic leaders should exhibit to enhance extra-role conduct (Abbas, 2017). As a result, a considerable study vacuum exists in determining the nature of the interaction between employee incentives and OCB, particularly in the context of Pakistan's education sector.

1.2. RESEARCH OBJECTIVE

- To investigate the relationship between TransL factors which are (Idealized influence, Individualized Consideration, Inspirational motivation, Intellectual Stimulation) and OCB of academicians in public universities of Pakistan.
- To investigate the relationship between TransL factors which are (Idealized influence, Individualized Consideration, Inspirational motivation, Intellectual Stimulation) and Intrinsic Motivation among academicians of public universities.
- To investigate the relationship between TransL factors which are (Idealized influence, Individualized Consideration, Inspirational motivation, Intellectual Stimulation) and Extrinsic Motivation among academicians of public universities.

- To investigate the relationship of Intrinsic and Extrinsic motivation with Organizational Citizenship Behavior of academicians of public universities of Pakistan.
- To investigate the mediating role of Employee Motivation between TransL factors which are (Idealized influence, Individualized Consideration, Inspirational motivation, Intellectual Stimulation) and academicians' OCB in public universities.

1.3. RESEARCH QUESTIONS

- What is the relationship between TransL factors which are (Idealized influence, Individualized Consideration, Inspirational motivation, Intellectual Stimulation) and OCB of academicians in public universities of Pakistan?
- What is the relationship between TransL factors which are (Idealized influence, Individualized Consideration, Inspirational motivation, Intellectual Stimulation) and Intrinsic Motivation among academicians of public universities?
- What is the relationship between TransL factors which are (Idealized influence, Individualized Consideration, Inspirational motivation, Intellectual Stimulation) and Extrinsic Motivation among academicians of public universities?
- What is the relationship of Intrinsic and Extrinsic motivation with Organizational Citizenship Behavior of academicians of public universities of Pakistan?
- What is the mediating role of Employee Motivation between TransL factors which are (Idealized influence, Individualized Consideration, Inspirational motivation, Intellectual Stimulation) and academicians' OCB in public universities?

2. LITERATURE REVIEW

2.1. LEADERSHIP

Direct and guide and direct the behaviour of people through a process, in the organization is known as leadership. Leaders influence teams to achieve success Northouse (2021). Furthermore, Chang (2012) elaborated that art of the leadership is motivating followers (Chang, 2012). Higher education has been duty-bound to implement the leadership practices because of the rising pressure of resource limitations and diverse work place challenges (Alonderiene & Majauskaite, 2016). There are many leadership theory and style, such as trait, Style, Situational, Contingency, Path goal theory, Leader Member Exchange theory and Servant Leadership. This study based on TransL and its impact on academician's motivation, and helpful for increasing their OCB in universities.

2.2. TRANSFORMATIONAL LEADERSHIP (TRANSL)

Initially, Burns (1996) presented the concept of TransL as employees engage with others as leaders and followers motivate, perform, and have greater morals when they work together. TransL is a leadership style that directs or motivates followers to a certain goal by defining roles and responsibilities. Transformational leaders, according to are highly engaging, passionate, empowering, visionary, and creative. TransL has a greater chance of having an intrinsic effect on followers as academic leaders such as vice-chancellors, deans,

and directors have been studied for their leadership styles. However, in this study, Heads of Departments (HODs) are chosen to investigate TransL styles in relation to academicians OCB of the university of Pakistan.

2.3. DIMENSIONS OF TRANSFORMATIONAL LEADERSHIP

Burn's thesis was further developed by Bass, who divided TransL activities into four different and distant categories which are inspiring motivation, idealised influence, individualised consideration, and intellectual stimulation. Transformational leaders instil a sense of fulfilment in their followers, motivating them to take on additional responsibilities (Jung & Yoon, 2012). TransL is important for academics in higher education, according to researchers (Balwant, 2016). As, Bass and Riggio (2006) explained that TransL stresses relationship-based performance, which encompasses ethical practices, collaboration, healthy competition, and a goal-oriented strategy.

2.4. INSPIRATIONAL MOTIVATION

By giving meaningful and hard tasks, In inspiring motivation, transformational leaders inspire and encourage their followers to achieve the organization's mission. According to Yukl, inspirational motivating behaviours include communicating an attractive vision, using symbols to focus subordinate effort, and modelling appropriate conduct (2010). Inspirational motivation is an illusive or ethereal action that gives people the confidence to accomplish the unreachable (Bass, 2000). These leaders have the capacity to rationalize their vision, principles, and mission in a clear manner. As a result, they will create a simple statement about what has to be done (Omar & Hussin, 2013).

2.5. IDEALIZED INFLUENCE

According to Banjeri and Krishnan (2000), charismatic leaders inspire their followers by making them excited about duties, demanding respect, and instilling in them a sense of mission. The leader's understanding of mission obligates followers' morals and ethics, and this is idealised influence behaviour (Bass, 2010). "Leaders are revered, liked, and trusted" (Boerner et al., 2007). This type of leader is known as a "source of charisma" because he or she is concerned with their followers' adulation. They appreciate their followers' devotion, trust, and pride (Luthans & Doh, 2012).

2.6. INDIVIDUALIZED CONSIDERATION

According to Yukl (2008), individualised attention behaviours give support, encouragement, and coaching to followers. The purpose of the mentoring and coaching relationship is to change followers into leaders by focusing on the specific development needs of followers. Transformational leaders treat their followers as people, not just members of a group, when they give them customised attention (Dionne et al., 2004). According to Barnett et al., individualised consideration happens when leaders and followers build interpersonal ties (2001). Leaders who have this dimension can describe and develop the requirements of each of their followers (Luthans & Doh, 2012).

2.7. INTELLECTUAL STIMULATION

Intellectual stimulation entails stimulating an individual's cognitive abilities so that he or she can think independently while doing job duties (Jung et al., 2003). Intellectual stimulation appeals to the demands of followers for success and progress in appealing ways. In order to think creatively and discover solutions to complex situations, transformational leaders push their followers with intellectual stimulation. Leaders will simply tell their followers to look for fresh solutions to current difficulties, as well as encouraging them to be creative in problem-solving (Marn, 2012).

2.8. EMPLOYEE MOTIVATION

Motivation is a management method that pushes employees to perform harder for the benefit of the business as a whole by giving them with unmet needs-based reasons. Motivation, according to Robbins and Judge (2013), is a willingness to put forth significant effort in order to achieve goals of the company. Fernet et al., (2012), described motivation as a driving force that is ascribed to one's desire to do or not do something. Employee motivation is demonstrated in their level of energy, dedication to their jobs, and overall ingenuity. It is the process that inspires individuals to strive for and achieve their objectives (Hanus et al. 2015). Motivation is described as a set of domain-specific perceptions, beliefs, behaviours, values, and interests (Lai, 2011). Motivated employees are more likely to achieve their goals. Employee motivation facilitates coordination and collaboration, allowing for the most efficient utilisation of human resources (Shahzadi et al., 2014). Universities must provide a motivating work environment where students want to remain and succeed (Waiyaki, 2017). Employee motivation may be impacted by training since satisfaction grows as a result of it (Rowden and Conine Jr 2005), and happy employees perform better (Tsai et al., 2007). Another fascinating notion is self-determination theory, which supports human behaviour and innate motivation. This concept asserts that different types of motivation are not cumulative, and it facilitates in the differentiation of them. It also claims that, according to agency theory, more incentives and compensations do not always indicate better results (Olafsen et al., 2015). Employees have two sorts of motivation: intrinsic and extrinsic incentive.

2.9. INTRINSIC MOTIVATION

This sort of motivation stems from an individual's enjoyment or interest in the job, and it does not include working on tasks for the sake of receiving outward rewards; rather, it demands a sense of inner pleasure in the action itself. It may be thought as as a force that motivates people to do things they wouldn't otherwise do. Individuals are intrinsically driven when they seek enjoyment, interest, gratification of curiosity, and self-expression, according to Yukl (2008). Organizations must give work diversity, task identity, task importance, skill variety, autonomy, and feedback for intrinsic motivation, whereas compensation, job stability, and strong commitment to peers and supervisors are required for extrinsic drive (Obiekwe, 2016). Intrinsic motivation, often known as motivation without money, is when a person wants to accomplish something just because they want to.

Employees are not under any external pressure to complete the task or enhance their performance. According to Hennessey et al., (2015)'s exploratory investigation, internal stimuli promote motivation.

2.10. EXTRINSIC MOTIVATION

Extrinsic motivation is elicited by a wide range of circumstances. Both social and environmental components may be found in these elements. It is the polar opposite of intrinsic drive, and it refers to doing something for the sake of getting something else. Extrinsic motivation is defined as an individual's incentive to complete a task based on external goals (Hennessey et al., 2015). An individual's physical environment is the source of extrinsic motivation. Extrinsic drive is fueled by more employment advantages, a higher income, bonuses, and work advancement. Individuals with strong intrinsic drive, according to Story et al., (2009), enjoy hard cognitive activities and can self-regulate their behaviour, therefore delivering rewards or establishing external objectives or deadlines will be ineffective unless they also have high extrinsic motivation. According to previous research, employees may be motivated both intrinsically and extrinsically, and both can be derived from a variety of rewards. The employee's own self-interest drives intrinsic motivation. Intrinsic motivation is for one's own sake, whereas extrinsic motivation is for monetary gain and recognition, according to Silva, Arrieta and Castaneda (2018).

2.11. ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Organizational citizenship behaviour is defined as individual behaviour that is discretionary, not immediately or explicitly recognised by the formal incentive structure, and in aggregate improves the company's proper running. For example, supporting new employees at work, enhancing the advancement procedure, working additional hours, attending corporate events, and offering helpful growth ideas are all examples of OCB (Bambale & Shamsuddin, 2014). In the case of OCB, leadership has been regarded as critical in a variety of areas and organizations (Bottomley et al., 2016). In industrial organizations, TransL has been found to have a favorable impact on OCB. Furthermore, such a link has received very little attention in colleges. To increase performance, the association between leadership and OCB has been discovered in the banking and industrial sectors (Irshad & Hashmi, 2014). The literature significantly supported OCB at educational institutions such as universities since it not only functioned aggressively and sufficiently, but it also had an effect on student performance. As summed up by (Kernodle & Noble, 2013), Indeed, OCB has been highlighted as an emerging subject of research in education that has the potential to significantly improve the overall efficiency of institutions

Teaching is one of the occupations that requires employees to engage in opportunistic behaviour (OCB) to assist pupils and coworkers. In universities, the instructor is the one who has the most effect on the students. Teachers are looked forward to by their students as role models. As a result, raising a teacher's OCB has a direct impact on educational quality. According to a previous study, the high degree of the personality characteristic of humility-honesty shown in the personalities of leaders that helps them build a favourable impression towards their subordinate workers is the reason for lower staff turnover and citizenship in

behaviours. By directing their followers in the correct direction, defining individual tasks, and developing good attitudes in them, transformational leaders inspire their followers. According to Javed et al., there is a definite link between transformative leadership and leader member exchange (2020). A similar link between transformative leadership and OCB was established by Hameed and Anwar (2018).

2.12. THEORETICAL FRAMEWORK

This study is based on two theories: Blau's social exchange theory and Herzberg's two-factor theory (1959). The integration of social exchange theory into the construction of this research adds depth (Gooty & Yammarino, 2016). According to Blau (2017), the leader and follower form a two-way connection in which one party receives something valuable from the other, and the other party is obligated to react in kind. Employees can be motivated or demotivated, according to Herzberg's Two-Factor Theory. This theory not only distinguishes between intrinsic and extrinsic motivation, but also explains how to apply this distinction to motivate employees. According to Herzberg, employee motivation involves both internal and external motivators.

2.13. RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP WITH OCB

TransL, create a climate that encourages knowledge generation, sharing, and inquiry. Transformational leaders improve workers' readiness to show citizenship behaviors through attributes such as inspiring motivation and customized attention. Transformational leaders inspire and motivate their followers to go above and beyond in their citizenship behavior. Choudhary et al., (2016) conducted a study on the impact of transformative leadership on OCB followers. There was a considerable link between transformative leadership and OCB in China and Australia, but only partially in India, according to the data. According to Giacalone and Promislo (2013), supporting TransL and OCB as a consequence of the study's findings may assist companies in promoting TransL and encouraging OCB. TransL instil a sense of fulfilment in their followers, motivating them to take on additional responsibilities (Jung & Yoon, 2012). Other research, according to Anwar (2017), have verified that charismatic leadership has a significant impact on OCB. Organizational justice theory has also been demonstrated to influence the effects of OCB through perceived restrictiveness in previous investigations. However, investigations on TL theory and its four dimensions have found that they have a considerable impact on OCB (Jiang et al., 2017). Inspiring leadership motivates followers to commit to achieving beneficial outcomes.

It's also thought that if an employee is more responsible when it comes to taking on extra work tasks and has a good attitude about it, it suggests that the employee has more promising behaviours when it comes to the influencing power of OCB. As a result, it is clear from the research that TransL theory has a considerable influence on organisational citizenship behaviour. The current study looks on the relationship between TransL style and academics' OCB in Pakistan's public universities. It is hypothesised, based on the literature, that;

H1. TransL (Idealized influence, Individualized Consideration, Inspirational motivation, Intellectual Stimulation) has a significant impact on OCB.

2.14. RELATIONSHIP OF TRANSFORMATIONAL LEADERSHIP (TRANSL) WITH INTRINSIC AND EXTRINSIC MOTIVATION

TransL enhances followers' motivation, morale, and performance by employing a variety of strategies. The influence of leadership on public administration has gotten less attention. As a result, efforts were made to include motivation in the study of leadership style, as well as a thorough examination of the relationship between leadership style and motivation in the field of public administration, with the conclusion that motivation and leadership complement each other in leadership management and organisational job performance. A study conducted by Kuvaas, Buch et al., (2017) in Norway, employee performance gets affected by intrinsic motivation.

H2. TransL (Idealized influence, Individualized Consideration, Inspirational motivation, Intellectual Stimulation) has a significant impact on intrinsic motivation.

H3. TransL (Idealized influence, Individualized Consideration, Inspirational motivation, Intellectual Stimulation) has a significant impact on Extrinsic motivation.

2.15. RELATIONSHIP OF EMPLOYEE MOTIVATION WITH OCB

OCB is described as discretionary individual behaviour that is not directly or overtly recognised by the formal incentive structure but adds to the overall success of the business. Individual motivation is significantly connected to organisational citizenship initiatives, according to research (Finkelstein & Penner, 2004). Individuals who have a high level of Intrinsic motivation motivates people to do what they enjoy, which leads to more pleasant work settings. On the surface, people who want to have a good time at work are more likely to help others and promote a positive work environment. Individuals who have a high level of intrinsic motivation engage in tasks that they love and that also result in pleasant working conditions. On the surface, people who want to have a good time at work are more likely to help others and promote a positive work environment. Individuals who have a high level of intrinsic motivation engage in tasks that they love and that also result in pleasant working conditions.

Previous study has found a link between sources of motivation and the actions of leaders (Barbuto, 2005). As a result, it is envisaged that an employee's sources of motivation will be linked to their OCB. Individuals who have a high level of intrinsic motivation engage in tasks that they love and that also result in pleasant working conditions. On the surface, people who want to have a good time at work are more likely to help others and promote a positive work environment. Individuals with a high level of intrinsic motivation engage in tasks that they love and that also result in pleasant working conditions. On the surface, people who want to have a good time at work are more likely to help others and promote a positive work environment. As a result, recent research indicates that employee extra-role performance is influenced by motivation.

H4. Employee Motivation has a significant relationship with OCB.

2.16. MEDIATING ROLE OF EMPLOYEE MOTIVATION BETWEEN THE RELATIONSHIP OF TRANSFORMATIONAL LEADERSHIP (TransL) AND OCB

Social exchange theory has been used to construct the interaction between the Transformational leader and the OCB. According to previous research, they have a favourable and substantial association with one another. Many intervening variables have been studied in respect to these two correlations. Previous research on TransL has looked at the function of OCB in mediating the effects of TransL on long-term employee performance (Jiang et al., 2017, Rashid et al., 2019). This research, on the other hand, will look at the effect of employee motivation in mediating the relationship between TransL and OCB. Masvaure et al., (2014) did another study that found that job motivation improves extra-role performance.

According to previous literature, workers' motivation has been found to be a mediator of the relationship between TransL and job satisfaction in the public sector, while an extrinsic motivator mediates the effect of transactional leadership on job satisfaction in the private sector (Park & Rainey, 2008). Similar findings have been reported by Paarlberg and Lavigna (2010). Work attachment may mediate the effect of a transformational leader and job motivation on OCB, meaning that OCB is not directly affected by TransL and job motivation, but the effect emerges because there is a strong conviction that the company has a trustworthy leader (Humphrey, 2012). Employee motivation is thought to regulate the link between TransL and OCB, according to earlier research.

H5. Employee motivation mediates the relationship between TransL and OCB.

2.17. RESEARCH FRAMEWORK

Based on the literature review, a research framework is developed for this study. Therefore, an empirical study can be conducted in the future.

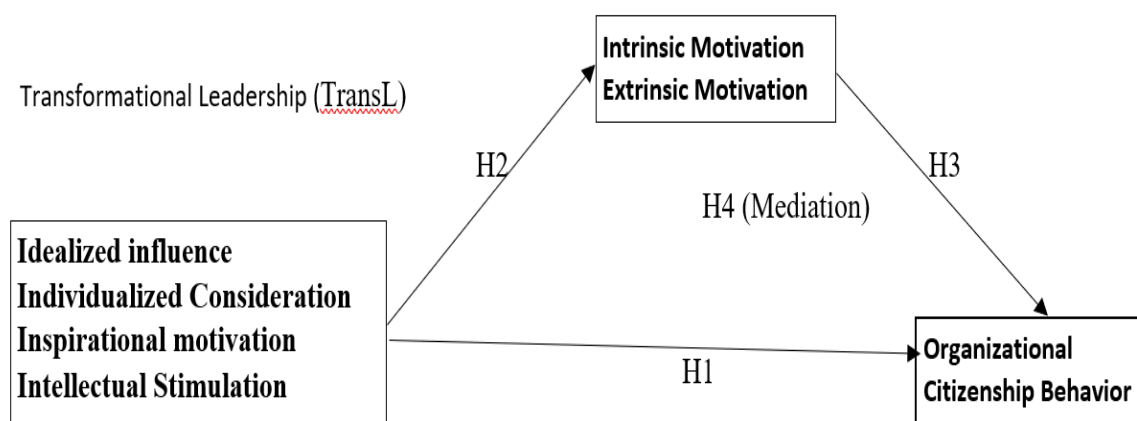


Fig. 1. Research Framework

3. METHODOLOGY

3.1. RESEARCH DESIGN

It is a literature review paper which focuses to establish the relationship between TransL and OCB through the mediating role of employee motivation. Therefore, due to time constraints for the research, this paper does not empirically test the relationship between these variables though it provides the framework to establish the foundations for the future researchers to collect data and perform empirically tests. The researchers themselves plan to take this study forward by empirically testing it in various geographical and demographic settings. The independent variables should be TransL attributes (inspiring motivation, idealised influencer, tailored consideration, and intellectual stimulation). The dependent variable in this equation is OCB.

4. CONCLUSION

This paper explains the importance of the role of the leadership during the pandemic, as it seems to contribute towards employee motivation. While, the employee motivation has been linked to the performance of the employees historically. This takes us to the research framework where employee motivation mediates the relationship between the TransL and the employee performance during the covid times. This research leads researchers to empirically test this relationship to provide evidence, which will be provided in the second part of this research work.

4.1. IMPLICATIONS OF THE STUDY

This study has several implications most importantly for the academics, and educational industry as it leads towards the efforts to care the employees during tough time of pandemic and keep them motivating for better OCB. This is very important study as it paves way for the many empirical researchers on the developed research framework.

4.2. RECOMMENDATIONS

This study has provided a base for the empirical study to contribute to the literature related to COVID-19. However, the study had several constraints, most importantly, it has not tested the model which will be tested through Structural equation modeling after the data collection. Moreover, it will not focus on a single university, instead engaging staff from a variety of Pakistani public universities. Finally, future researchers might incorporate other factors into their research models to give evidence for other correlations during the COVID-19 pandemic.

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