INFLUENCE OF TRANSFORMATIONAL LEADERSHIP ON STUDENTS’ BEHAVIOUR: A CASE OF ORGANIZATIONAL DEVELOPMENT GRADUATE STUDENTS AT UNITED STATES INTERNATIONAL UNIVERSITY – AFRICA

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A Research Project submitted to the Chandaria School of Business in Partial Fulfillment of the Requirement for the Degree of Master of Science in Management & Organizational Development (MOD)

UNITED STATES INTERNATIONAL UNIVERSITY – AFRICA

SUMMER 2019
STUDENTS DECLARATION

I undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University-Africa, Nairobi for academic credit.

Signed: ___________________________ Date: ___________________________

Murigi, Jacinta Nyambura (ID. No 656354)

This project has been presented for examination with my approval as the appointed instructor.

Signed: ___________________________ Date: ___________________________

Dr. Caren Ouma

Signed: ___________________________ Date: ___________________________

Dean, Chandaria School of Business
ABSTRACT

The purpose of this study was to examine the influence of transformational leadership on students’ behavior among management of organizational development graduate students at United States International University –Africa (USIU-A). The research questions of the study were; To what extent does individualized consideration influence behavior among management of organizational development graduate students at USIU-A? To what extent does intellectual stimulation influence behavior among management of organizational development graduate students at USIU-A? To what extent does idealized influence behavior among management of Organizational Development graduate students at USIU-A? And to what extent does Inspirational motivation influence organizational citizenship behavior among management of organizational development graduate students at USIU-A?

The study used descriptive research design with the target population of middle level managers studying MOD in USIU-A. This study adopted a census technique that involved incorporating the entire population in the research. The study used questionnaire to collect data that was analyzed through descriptive and inferential statistics.

The findings of the study on the first objective showed that individual consideration has a significant relationship with students’ behavior, \( r = 0.583, p < 0.006 \). Additionally, it was found that 1 unit increase in individualized consideration results in 0.263 units increase in students’ organizational citizenship behavior.

Results on the second objective showed that intellectual stimulation also had a significant impact on students’ Organizational Citizenship behavior, \( r = 0.486, p < 0.025 \). This was supported by the finding that 1 unit increase in intellectual stimulation increases students’ Organizational Citizenship behavior increases with 0.451 units.

Findings on the third objective showed that idealized influence had a significant impact on students’ Organizational Citizenship behavior, \( r = 0.558, p < 0.009 \). According to the findings, a unit increase in idealized influence results in 0.284 units increase in students’ behavior.

Findings on the fourth objective showed that inspirational motivation had a significant relationship with students’ behavior, \( r = 0.550, p < 0.010 \). According to findings a unit increase in inspirational motivation results on 0.267 units increase in students’ Organizational Citizenship behavior. In the regression analysis, the R value obtained was 0.629; this showed that the correlation in the model was high. The R-squared was 0.395, which indicated that 39.5% of students’ organizational citizenship behavior is determined
by transformational leadership practices in their leader. These practices include individualized consideration, intellectual stimulation, idealized influence and inspirational motivation.

Results led to the conclusion that the four dimensions of transformational leadership that include individual consideration, intellectual stimulation, idealized influence and inspirational motivation have a significant impact on student’s organizational citizenship behavior which is displayed through these 5 qualities; Conscientiousness, civic virtue, courtesy, sportsmanship and helping behavior. These factors have a positive influence on the organizational citizenship behavior of students.

The study recommends that leadership in the organization should give individual attention to each employee, respect and celebrate individual contribution of employees. This study further recommends that leaders seeking to impact positive behavior and attitude in their followers should clarify organizational goals. They should make their followers partners to make extraordinary things happen in the organizations. Additionally, it is recommended that leadership styles and approaches in the organization should strive to encourage and empower employees to develop and acquire more skills. Lastly it is recommended that leaders should develop a shared inspiring mission and vision in followers and involve their teams in attaining the overall organization’s objective and increase productivity.
ACKNOWLEDGEMENT

Thank you, my Lord and my God, for making it all possible. You are my Ebenezer. Thank you, Dr. Caren Ouma, for being so reliable and dependable from the onset of this Project to its completion. Thank you for guiding me through so skillfully, gently and patiently. I acknowledge, with appreciation, the formidable foundation provided by USIU-A during my graduate studies. Thank you.
DEDICATION
For Baba Grace, Grace and Gloria. You are my greatest blessings. Thank you for being my reason, my purpose, and the wind beneath my wings. I love you more than you can imagine! Here is to many more breaks, grace-filled years, to have and to hold, together as family. I love you.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>COPYRIGHT</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xi</td>
</tr>
<tr>
<td>CHAPTER ONE</td>
<td>1</td>
</tr>
<tr>
<td>1.0 INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statement of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>1.3 Purpose of the Study</td>
<td>7</td>
</tr>
<tr>
<td>1.4 Research questions</td>
<td>7</td>
</tr>
<tr>
<td>1.5 Significance of the Study</td>
<td>7</td>
</tr>
<tr>
<td>1.6 Scope of the Study</td>
<td>8</td>
</tr>
<tr>
<td>1.7 Definition of Terms</td>
<td>9</td>
</tr>
<tr>
<td>1.8 Chapter Summary</td>
<td>10</td>
</tr>
<tr>
<td>CHAPTER TWO</td>
<td>11</td>
</tr>
<tr>
<td>2.0 LITERATURE REVIEW</td>
<td>11</td>
</tr>
<tr>
<td>2.1 INTRODUCTION</td>
<td>11</td>
</tr>
<tr>
<td>2.2 Individualized Consideration Influence on Organizational Behavior</td>
<td>17</td>
</tr>
<tr>
<td>2.3 Intellectual Stimulation Influence on Organizational Behavior</td>
<td>21</td>
</tr>
<tr>
<td>2.4 Idealized Influence on Organizational Behavior</td>
<td>25</td>
</tr>
<tr>
<td>2.5 Inspirational Motivation Influence on Organizational Behavior</td>
<td>29</td>
</tr>
<tr>
<td>2.6 Chapter Summary</td>
<td>33</td>
</tr>
<tr>
<td>CHAPTER THREE</td>
<td>34</td>
</tr>
<tr>
<td>3.0 RESEARCH METHODOLOGY</td>
<td>34</td>
</tr>
<tr>
<td>3.1 Introduction</td>
<td>34</td>
</tr>
<tr>
<td>3.2 Research Design</td>
<td>34</td>
</tr>
<tr>
<td>3.3 Population and Sampling Design</td>
<td>35</td>
</tr>
<tr>
<td>3.4 Data Collection Methods</td>
<td>36</td>
</tr>
<tr>
<td>3.5 Research Procedures</td>
<td>36</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table 4.1: Response Rate

Table 4.2: Individualized Consideration

Table 4.3: Intellectual Stimulation

Table 4.4: Idealized Influence

Table 4.5: Inspirational Motivation

Table 4.6: Students’ Behavior

Table 4.7: Relationship between Students’ Behavior and Transformation Leadership

Table 4.8 Model Summary

Table 4.9: ANOVA

Table 4.10: Coefficients
LIST OF FIGURES

Figure 4.1: Respondents’ Gender .......................................................... 40
Figure 4.2: Respondents’ Age ............................................................... 40
Figure 4.3: Current Manager ............................................................... 41
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Problem

Activities are increasingly spanning departments or functional boundaries, and this demands collaboration, joint efforts and consultative activities to be extraordinary high (López-Domínguez, Enache, Sallan, & Simo, 2013). Improved conduct is highly required in today’s fast-paced business environment, though it is not clearly stated in corporate jobs. Leaders focus on organizational development more than employees conduct and opinions. As a result, most research focus on Organizational Development as compared to Organizational citizenship behavior (OCB) which is widely thought of and described as voluntary positive behavior, which is more than job necessity, that is, not outlined in the job description.

In an organization, if the employees are involved in good behavior, the next important question to be addressed would be: How can organizations increase the good behavior? This will be useful to the Organization if its members are involved in good behavior. Leadership is defined as the power to affect behaviors of persons in working environment (Halle, 2016). Productive leaders are a powerful tool in working environment as they are such great human factor assets compared to any other asset as they can harness all other factors of production to meet the organization’s objectives. In an organization, a good leader should have the ability to influence other members to engage in activities that are profitable in a working environment. Thus, it is important to use the right selection criteria when identifying leaders and training them sufficiently in order to have effective leaders. The focus of research in this study is the impact of leaders on employees’ behavior. OCBs are conduct expressed by workers beyond job roles and assignments. These behaviors are important as they are linked to the productivity of the organization (Brumfield, 2014).

Transformational leadership is described as a relationship whereby leaders work with supporters to uplift members to enhance levels of morality and motivation. It is a kind of leadership whereby relations between interested parties are planned around a common drive in a manner that changes, inspires and improves the activities and principled objectives of followers (Lussier & Achua, 2015). It aims at transformations in followers and that attains ideal changes through the plan and arrangement of the organization (Geib
Transformational leadership can be seen in low levels as a relationship between people and in high level, as development that brings change in both social systems and organizations. Many researches have indicated transformational leadership leads to higher efficiency and more job satisfaction (Asrar-ul-Haq & Kuchinke, 2016; Ekaningsih, 2014).

Transformational leadership produces extremely high performance and positive subordinate additional effort, along with advanced levels of obligation, unity, strength, identification, trust, and gratification (Seval & Yonca, 2017). According to Xenikou (2017) transformational leadership goes beyond the transactional base in generating positive attitude in the working environment, employees working hard and improves employees’ productivity. The relationship between Transformational leadership and organizational citizenship conduct in overall in the schools specifically, has been found to have positive effect (Nasra & Heilbrunn, 2015). Nasra and Heilbrunn (2015) carried out a study to inspect the results of organizational citizenship conduct in relation to transformational leadership in the Arab educational system in Israel. They concluded that transformational leadership had a direct relationship with OCB although they were indirectly correlated to employees’ conviction in manager and job fulfillment. Nasra and Heilbrunn, (2015) showed that several researches indicate that, organizational citizenship behavior is prevalent in teachers who worked under leaders who practiced transformational leadership. Nasra and Heilbrunn, (2015) concluded that transformational leadership and organizational citizenship behavior have a significant connection.

This paper seeks to establish the role of leaders in manipulating the rise of OCB among followers in transformational leadership style. Leadership contributes hugely in creating and enhancing the conduct of employees in organizations (Khalili, 2016). Most researchers defined leadership as the process that involves one individual deliberately using power and influence over other persons to give directions, control and guide actions and associations among individuals; in addition, leadership styles are different depending on personalities and the situation at hand. (Lussier & Achua, 2015).

Transformational leadership can be viewed from different angles. Different researchers have suggested several concepts that constitute transformational leadership. There is however a comprehensive model of transformational leadership that identifies four
components that outlines transformational leadership style. The four components include individualized consideration, intellectual stimulation, idealized influence and Inspirational motivation (Savović, 2017). This research examines the influence of the four aspects of transformational leadership and their influence on organizational citizenship behavior. Nasra and Heilbrunn, (2015) describes Organizational citizenship behavior as the contributions of employees to the sustenance and the improvement of the social and psychological context which supports job performance. OCB consists of those activities started by employees willingly outside their stipulated work, not necessarily linked straight to compensation or pay but still supporting the organization and organizational growth (Nasra & Heilbrunn, 2015).

As Humphrey (2012) argued, the firm requires and expects the employees to have good behavior, though the employees are not compensated for demonstrating this good behavior but instead the team decides to show such behaviors on their own accord. Especially, leaders affect followers’ organizational behaviors (Yukl, 2010) and positive behavior cannot be excluded. Past research has been done on the connection between leadership and OCB and has specifically considered Transformational Leadership (TL) style. Following the research of Burns (1978), who researched this leadership theory, the nature and impacts of TL in organizations has built firm foundation. According to Bryman (1992), TL requires both spear header and followers to build each other’s goals and sense of drive. They have a purpose and are driven by a common spirit to achieve shared values and organizational goals which regulate the level of efforts the leaders and members can associate themselves with.

Transformational leaders motivate employees to work exceedingly above their contract expectations and encourage them to challenge the status quo, they encourage employees to work extra beyond of what they are required so as to surpass their contract requirement and depiction and thus portray more OCB (Bass & Avolio, 1990; Podsakoff, MacKenzie, Moorman & Fetter, 1990). Purvanova, Bono and Dziewczynski, (2006, p. 3) states that “transformational leaders influence the way employees think about their work, leading them to view it as more rewarding, challenging, and meaningful, which affects the extent to which they engage in citizenship performance.” The staff working under transformational leaders are likely to associate themselves with their leaders; this encourages these staff to be involved in extra-role behavior (Boerner, Dütschke & Wied,
Leaders practicing transformational leadership inspire subordinate commitment to the goals and the values of the organization and encourage them through the establishment of mutual beliefs and goals (Guay & Choi, 2015).

One of the Masters’ degree program offered in USIU-A is Master of Science in Management & Organizational Development (MOD). USIU-A is made up of 5 schools that include, School of business, School of Humanities and Social sciences, School of Science and Technology, School of Graduate Studies, Research and Extension, School of Pharmacy and Health Sciences. It has a vision of growing to a premier organization of academic excellence with a global perspective (USIU-A, 2019).

The primary task is on making sure knowledge and skills are learnt and intelligence is enhanced in a manner which make students productive and upright in fast paced technological environment. The university mission is achieved through specific high quality undergraduate and graduate degree programs, which inculcate; critical thinking, knowledge, global understanding and varied views, preparedness for job, leadership and morals, community service and growth (USIU-A, 2019).

The mission of the School of Business is to provide various knowledge, abilities, behavior and increase capacity to enable students provide solutions to management issues in both profit and non-profit making organization in the today’s turbulent and disruptive environment. In today’s organizations, managers are being sought to help the organization get solution to their issues and enable them to prepare for the future. The MOD program teaches students to critically evaluate the fast changing and volatile environment so as to align organizational learning, information management and revolution of organization. The program is meant for managers in the corporate world (USIU-A, 2019).

Upon completion of the program, one is expected to have the capacity to; create and evaluate accounting and financial data that can be useful in managerial decision, evaluate organizational behavior and offer appropriate solution on the development of the organization, apply transformational leadership and change skills in administration, study and judge strategic management and staff management options and strategies, develop and analyses Corporate Social Responsibility (CSR) plans and practices in a varied set up,
develop funding suggestions used in acquiring money and show capacity to control project resources and come up with research proposal, gather data and write research project reports (USIU-A, 2019).

1.2 Statement of the Problem

Although wide research has been conducted in different organizational environment in several nations showing the effect of transformational leadership on workers’ organizational citizen behavior (e.g. Humphrey, 2012; Hur, Park, Suh & Park, 2011; Jha, 2014; López-Domínguez et al., 2013; Purvanova et al., 2006; Wang, Oh, Courtright & Colbert, 2011), investigation on the outcome of transformational leadership on workers’ OCB in third world nations like Kenya is rare. Thus, this study will specifically seek to establish the extent to which a Manager’s TL style influences or causes a subordinate to exhibit OCB. The choice of the population was informed by the fact that one of the desired outcomes of the MOD program offered at USIU-A is for the graduate students to exhibit transformational leadership in their leadership engagements. This is demonstrated in several course outcomes that are offered under the MOD program such as effective leadership, organizational development and strategic management (USIU-A, 2019). Specifically, in this study, the researcher will examine how the four dimensions of transformational leadership; inspirational motivation of leaders, idealized influence of leaders, intellectual stimulation, and individualized consideration of leaders inspires organizational citizenship behavior in MOD students at USIU-A.

Research confirmed that followers of leaders, who had received training, viewed their leaders as being powerful on all the four areas of transformational leadership (Simola, Barling, & Turner, 2012). Nasra and Heilbrunn (2015) indicated the positive results of TL on OCB in a research on the Arab educational system in Israel. Equally, in a research of 636 managers and employees of two large organizations which were divisions of Fortune 500 companies, Purvanova et al., (2006) indicated that TL behaviors helps in growing employees’ OCB. Transformational leaders are sensitive to culture and diversity. The three primary transformational dimensions of individualized consideration, intelligence inspiration, and idealized influence demonstrate a strong correlation with each other (Ishikawa, 2012). Researchers proposed to conduct further research to explore mediating links between transformational leadership and work outcomes (Ozbag, Cekmecelioglu, & Ceyhun, 2014; Pandey, Davis, Pandey, & Peng, 2015).
Though many researches have been conducted in different countries in different organizational contexts to show effect of TL on workers’ OCB (e.g. Humphrey, 2012; Hur et al., 2011; Jha, 2014; López-Domínguez et al., 2013; Purvanova et al., 2006; Wang et al., 2011), research on the effects of TL on employees’ exhibition of OCB in developing countries such as Kenya is scarce. Therefore, this study will specifically seek to establish the extent to which a Manager’s TL style influences or causes a subordinate to exhibit OCB.

The selection of the population was because one the goals of MOD program in USIU-A is to enable graduates acquire transformational leadership skills and use them in their leadership tasks and responsibilities. This is portrayed in a number of courses taught in MOD, which include, leadership, development and management, as listed in MOD program brochure (USIU-A, 2019). This research will concentrate on how transformational leadership through its four dimensions influence the behavior of the students undertaking the MOD program at USIU-A.

The research contributes knowledge to the subject of leadership and organizational citizen behavior in a number of ways; the current study has a significant role in inspiring positive behavior through transformational leadership practices, again the research enhances the background information on employees’ positive behavior and improving the technique which to a great extent points to transformational leadership. In addition, the research extents the knowledge of earlier research by theoretically dissecting the association between transformational leadership and positive employee behavior. Additionally, findings here will benefit managers and business organization since outlining leadership practices that enhance positive employee behavior is needed for developing intervention tools in leadership training programs.

Despite the goal of MOD program, not all individuals who partake this course have demonstrated positive behavior at work. Some of them seem to give a negative feedback about their organization, their work responsibilities, their colleagues and managers. They are not comfortable where they work and most of them aren’t passionate about their work. Some are even pursuing further education so that they can be able to move to other jobs. This study thus sought to find how transformational leadership can impact positive behavior in the MOD graduate students in USIU-A.
**1.3 Purpose of the Study**
The purpose of the study was to determine the influence of transformational leadership on students’ organizational citizenship behavior among management of organizational development graduate students at United States International University – Africa.

**1.4 Research questions**
1.4.1. To what extent does individualized consideration influence behavior among management of organizational development graduate students at United States International University - Africa?
1.4.2. To what extent does intellectual stimulation influence behavior among management of organizational development graduate students at United States International University-Africa?
1.4.3. To what extent does idealized influence behavior among management of Organizational Development graduate students at United States International University - Africa?
1.4.4. To what extent does Inspirational motivation influence organizational citizenship behavior among management of organizational development graduate students at United States International University – Africa?

**1.5 Significance of the Study**
The results of this research are essential in enhancing organizational policies as organizations increase their leader’s ‘levels of positive leader – member exchange’ and its influence on the organization’s effective use of its resources in achieving organizational objectives and efficiency, and on the expanding field of research through developing a conceptual model that elaborates the link between antecedents of transformational leadership and their influence on the tendency of the teams to demonstrate organizational citizenship behaviors.

**1.5.1 Business Owners**
As a main enabler of a great performance and efficient organizational culture, both existence of or lack thereof of transformational leadership has effects on organizational strategy and performance, it can either hasten or hinder. The study will increase the business owners’ awareness and knowledge of the importance of building inspirational leadership within work relationships, particularly between themselves and their workers.
It also hopes to help the business owners to understand how transformational leadership influences organizational citizenship behaviors which lead to improvement in processes such as communication, cooperation, and information sharing, and how these affect productivities positively.

1.5.2 Managers
Management depends on leadership establishment since it is the solid floor which holds the entire manager-employee relationship. Lack of strong foundation results to shaky relationship, and no member will follow the lead of a manager they don’t draw inspiration from. The study, therefore, will provide managers or the management with insight on the development and cultivation of transformational leadership styles and relationships between themselves and their employees, which is expected to facilitate demonstration of organizational citizenship behaviors that result to more cohesive, effective and highly productive teams and organizations.

1.5.3 Future Researchers
The study broadens the understanding of the theoretical constructs of transformational leadership, organizational citizenship behaviors and their linkage and will therefore be invaluable to future researchers who will wish to contribute towards the advancement of knowledge on this discipline.

1.6 Scope of the Study
This study was conducted at United States International University (USIU) among the graduate students in the Chandaria School of Business, undertaking Master of Science in Management and Organizational Development (MOD) program. The study took a descriptive approach through survey questionnaire that collected data among respondents. The study respondents were the class of 2018-2019. A total of 110 graduate students who are middle level managers filled in questionnaires. The data used spread for a period of 24 months, from 2018 to 2019. The study focused on how the manifestation of transformational leadership style by the middle-level managers studying the program, which is a key outcome of the program, influences the teams they lead to exhibit organizational citizenship behaviors, which results to efficiency and greater organizational performance.
1.7 Definition of Terms

1.7.1 Organizational Citizenship Behaviors (OCB)
Organizational citizen behavior is the contributions of the employees to the upkeep and upgrading social and psychological context, which support job performance. It entails those activities started by employees willingly beyond their stipulated work, not necessarily related directly to compensation but still supporting the organization and its growth (Nasra & Heilbrunn, 2015).

1.7.2 Transformational Leadership (TL)
Transformational leadership is a kind of leadership whereby relations concerning interested parties are planned around a common drive in a manner that change, inspire and improve the actions and moral objectives of followers. It aims at transformations in followers and that attains preferred changes through the plan and structure of the organization (Simola, Barling, & Turner, 2012; Geib & Swenson, 2013).

1.7.3 Individualized Consideration
According to Odumeru and Ogbonna (2013), individualized consideration is the extent to which leaders give attention to each follower's needs, acting as counselors, respecting each individual and recognizing each person’s contribution to the group. This boosts each individual’s self-fulfillment and self-worth, inspiring followers to achieve more and grow.

1.7.4 Intellectual Stimulation
This refers to the extent to which a leader challenges the norms, encourages and inspires inventiveness in his subordinates through the provision of structure for subordinates to see how they link to their leader, the firm, each other, and the objective (Odumeru & Ogbonna, 2013).

1.7.5 Idealized Influence
This is the extent to which the leader acts in a benevolent way and shows beliefs and takes standpoints, which make subordinates want to associate with the leader because s/he has a set of clear values and the leader is like a role model to his subordinates (Odumeru & Ogbonna, 2013).
1.7.6 Inspirational Motivation

Inspirational motivation is the extent to which leaders deliver a vision that appeals to and inspires the team members with positivity about future goals and offers meaning for the current tasks at hand (Odumeru & Ogbonna, 2013).

1.8 Chapter Summary

This chapter has outlined the background of the research, how transformational leadership styles of middle level managers studying the MOD program at USIU-A influence the teams they supervise to exhibit organizational citizenship behaviors and how this in return leads to greater organizational efficiency and performance. This chapter also analyses the problem statement, purpose of the study, research questions, and the importance of the study, scope and the definition of key terms used in the research. Chapter two of the research proposal will cover the literature review in relation to the subject of study. The literature review will be done around the subject of study and will be aligned to the research questions.

Chapter two of the research paper will discuss the literature review on each research questions. This review of other studies will be presented. Chapter three of the research paper will discuss the research methodology to be used during the research. This will include the research designs, techniques and tools that will be used during this process. The population of the study will be defined, and specific data collection methods will be specified. Chapter four will be presenting the research finding and results analysis. This will include the discussion of the analysis and findings. Chapter five will present the summaries. It will also discuss the research results, conclusions and highlight recommendation for further studies.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 INTRODUCTION

This chapter investigates literature in relation to the extent to which transformational leadership styles influence organizational citizenship behaviors (OCB) that affect the efficiency and performance of an organization. The chapter analyzes the literature review in accordance to the stated four research questions in the first chapter. The literature review investigates the research questions and analyzes the relationship between transformational leadership and organizational citizenship behaviors.

2.1.1 Theoretical Foundation

The theoretical frameworks underlying this study are Bass (1985) transformational leadership theory and Organs (1988) OCB theory (Bass, 1985; Organ, 1988). This section will discuss each of the theoretical frameworks under separate headings. This chapter presents an extensive review of each theory’s origin as well as a review of scholarly peer literature.

2.1.2 Transformational Leadership Theory

The relationship that existed in the 1950s between an employee and the organization, which was more authoritative, is no longer as such (Bass, 1985; Ishikawa, 2012). In those early days, employees were dedicated to the organization and placed the organization’s interest above their own interests. Currently, the employee’s interests must be in line with the organization’s interests before the employees can fathom going beyond their own interests (Pandey, Davis, Pandey, & Peng, 2015), which is one of the components of transformational leadership.

Burns (1978) developed transactional and transformational leadership, which he described as types of political leadership. While transactional leadership involved an exchange of value taking place between two parties, transformational leadership focuses more on followers’ compliance (Crossan, Byrne, Seijts, Monzani & Gandz, 2016; Hannah et al., 2012). Burns believed transformational leadership could convert followers to become leaders and leaders to become moral agents. Bass (1985) applied Burns’ concepts to organizations as he felt that transactional leaders improved and maintained quality and quantity of performance in small increments while transformational leaders inspired their
followers to a higher level of awareness influenced by the self-confident leader and maintained quality and quantity of performance in greater increments (Crossan et al., 2016).

Burns and Bass did not produce a framework to highlight which personal differences resulted in the two types of leadership. The authors proposed a framework based on constructive/developmental personality theory, which presented a dynamic view of the two types of leaders. Transformational leadership that motivates followers evolved from personal values for instance justice and integrity (Crossan et al., 2016; Hannah et al., 2012). Transactional leadership, on the other hand, emanated from an exchange between the leader and the follower (Crossan et al., 2016). Burns (1978) suggested that there was a difference between transactional and transformational leaders while Bass (1985) discovered the different dimensions of transactional and transformational leadership behaviors (Krishnan, 2012; Leroy, Palanski, & Simons, 2012). Leadership that is described as transactional, employs dependent rewards as an indication to an employee how his work should be conducted so that the follower may benefit from compensation from the organization (Garcia-Morales et al., 2012; Hemsworth, Muterera, & Baregheh, 2013; Jirawuttinaunt, 2013; Lin, 2014). This nonexperimental quantitative study will focus on transformational leadership as one of the variables of this research study.

Transformational leadership is beneficial for individuals, teams, and the organization as a whole (Garcia-Morales, Jimenez-Barrionuevo, Gutierrez-Gutierrez, 2012; Hannah, Schaubroeck, & Peng, 2016; Pandey, Davis, Pandey, & Peng, 2015). Bass (1985) theorized that loyalty, commitment, performance of the employees and involvement resulted from leadership described as being transformational. Bass stated that transformational leadership comprises four different dimensions, namely individualized consideration, idealized influence, inspirational motivation, and intellectual stimulation. Leadership described as being transformational uses motivation and inspiration to influence their followers while leadership termed as being transactional utilizes actions based on compliance of employees (Bass, 1985). Leaders who are transformational inspire and stimulate their followers who go on to develop their leadership capabilities while achieving great results (Bass, 1985).
Transformational leaders react to the employees’ needs in a bid to develop and expand the employees to become leaders (Grant, 2012). Transformational leaders empower their members and align the goals and objectives of the leader and the employees with the goals of the organization (Grant, 2012). Transformational leaders view intra- and extra-organizational factors as being part of the organizational system (Bass, 1985; Pandey, Davis, Pandey, & Peng, 2015). Transformational leaders serve as models for their followers and act according to the organization’s values, which motivate and inspire employee creativity and self-confidence (Hirak, Peng, Carmeli, Schaubroeck, 2012; Pandey, Davis, Pandey, & Peng, 2015). Transformational leaders stimulate creative thinking among their followers and encourage them to question old ways to transform the old ways into new, innovative ways (Barnes et al., 2013; Jirawuttinaunt, 2013). Followers are encouraged to challenge social and basic organizational assumptions.

Transformational leaders acknowledge individual differences of their followers and motivate them to achieve their full potential (Garcia-Morales et al., 2012; Hirak et al., 2012; Pandey, Davis, Pandey, & Peng, 2015). Transformational leaders provide inspirational meaning to their followers and foster supportive environments (Barnes, Christensen, Stillman, 2013; Jirawuttinaunt, 2013). A transformational leader needs to ensure that the goals of employees are in alignment with the organization’s goals (Jirawuttinaunt, 2013; Simola, Barling, & Turner, 2012; Wang, Tsai, & Tsai, 2014). Transformational leaders demonstrate more developed morals than transactional leaders (Hirak et al., 2012).

Transformational leadership can be directive or participative and research has demonstrated that transactional leaders affect the organization’s performance less than transformational leaders (Hirak et al., 2012; Pandey, Davis, Pandey, & Peng, 2015). This impact of transformational leaders on organizational performance indicates that inspiring and motivating followers bring out more of the follower, than using the contingent reward system of transactional leadership (Barnes et al., 2013; Hirak et al., 2012; Korkmaz, Yucel, Aksoy, Cesim, & Gumus, 2014; Krishnan, 2012; McKnight, 2013; Schuh et al., 2013; Simola, Barling, & Turner, 2012; Wang, Tsai, & Tsai, 2014). Factors such as changes in the economy, outsourcing, increasing absence of job security, and flattened organizational hierarchy have necessitated this need for moral leadership. Research indicates that leaders may use empowerment of their employees to nurture followers into

Dimensions of transformational leadership, which are, charismatic and inspirational leadership, intellectual stimulation, and individualized consideration, result in followers performing beyond expectations (Bass, 1985; Grant, 2012; Pandey, Davis, Pandey, & Peng, 2015). Transformational leaders transform their followers through inspiring and motivating acts while transactional leadership achieves results through rules and punishment (Bass, 1985; Pandey, Davis, Pandey, & Peng, 2015).

2.1.3 Organizational Citizenship Behavior

Organ (1988) developed OCB and he first called this theory pro-organizational behavior (Carpenter, Berry, & Houston 2013; Randhawa & Kaur, 2015). Initially, Organ viewed OCB as unrewarded by the organization and as being discretionary behavior; in 1997, Organ redefined OCB to include these two aspects (Bono, Hooper & Yoon, 2012; Wang, Walumbwa, Wang, & Aryee, 2013). Written evaluations do not measure OCB (Alzayed, Jauhar, & Mohaidin, 2017; Chowdhury, 2013; Kernodle & Noble, 2013; Organ, 1988; Randhawa & Kaur, 2015; Tehran, Abtahi, & Esmaeili, 2013; Wang et al., 2013). Examples of OCB efforts would include, representing the organization, punctuality, cooperation with peers, helping others, accepting extra duties, ensuring efficient use of office hours, and sharing ideas with other employees (Alzayed, Jauhar, & Mohaidin, 2017; Chowdhury, 2013; Kernodle & Noble, 2013; Organ, 1988; Randhawa & Kaur, 2015; Tehran et al., 2013; Wang et al., 2013).

Antecedents of OCB are procedural justice, job satisfaction, and organizational commitment, and OCB dimensions include sportsmanship, courtesy, altruism, conscientiousness, and civic virtue (Chernyak-Hai & Tziner, 2012; Harrison & Motowidlo, 2012; Organ, 1988). OCB issues are controversial as the responses differ amongst employees and the particular situations (Carpenter, Berry, & Houston 2013; Randhawa & Kaur, 2015) and these issues are similar to the definition of contextual performance (Organ, 1997). Some employees exhibit OCB that is beyond the requirements specified in the job description. Leaders cannot enforce the presence of OCB, and its absence cannot be penalized (Carpenter, Berry & Houston, 2013). Organ
(1997) suggested that OCB comprised of five dimensions: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue.

There are two traditional theories of OCB proposed by Organ (1997) and Harper (2015). Organ’s original OCB model included courtesy, altruism, sportsmanship, civic virtue, and conscientiousness (Alzayed, Jauhar, & Mohaidin, 2017; Kernodle & Noble, 2013; Organ, 1997; Tehran et al., 2013; Wang, Walumbwa, Wang, & Aryee, 2013). Researchers later expanded this model to include other dimensions for instance peacekeeping and cheerleading. There are different dimensions of OCB, which target the individual and the organization (Harrison & Motowidlo, 2012; Organ, 1997; Podsakoff et al., 2013). Organ’s model added to include two other constructs: OCB individual (OCBI) and OCB organization (OCBO) (Chih, Yang, & Chang, 2012).

These two constructs cover any OCB geared towards the benefit of individuals within the organization and focuses on the benefit of the organization (Bono, Hooper, & Yoon, 2012; Organ, 1997; Wang et al., 2013). This conceptual framework includes courtesy, cheerleading behaviors, altruism, and peacekeeping with examples of OCBI being conscientiousness, while OCBO examples include sportsmanship and civic virtue. In addition to the factors of OCBI and OCBO, there are other constructs for example interpersonal helping, interpersonal facilitation, helping co-workers, and interpersonal harmony constructs (Kehoe & Wright 2013; Podsakoff, Whiting, Welsh, & Mai, 2013). OCBO was also extended to include other constructs, for instance organizational loyalty, endorsing, supporting, and defending organizational objectives, job dedication, voice behavior, individual initiative, and promoting the company’s image (Kehoe & Wright 2013; Podsakoff, Whiting, Welsh, & Mai, 2013). OCBO effects on the organization have been shown to be related to organizational effectiveness measures for example production quantity, efficiency, profitability, and reduction of costs (Kehoe & Wright 2013; Podsakoff, Whiting, Welsh, & Mai, 2013).

2.1.3.1 Altruism
Altruism consists of discretionary helping behaviors by employees, directed to fellow employees within or outside of the organization (Carpenter, Berry, & Houston, 2013; Clark, Zickar, & Jex, 2014; Randhawa & Kaur, 2015). Altruism benefits the organization from altruism, because over time, it is advantageous to the organization’s performance.
An advantage of altruism presence in organizations is that it is not necessarily observable each time an employee exhibits some helping behavior. Dash and Pradhan (2014) postulated that altruism included all helping behavior and volunteering, and this fostered healthy interpersonal relationship between employees and their leaders, which resulted in positive work climate. Employee retention is prominent in organizations resulting from the effects of altruism (Dash & Pradhan, 2014).

2.1.3.2 Sportsmanship

Sportsmanship is evident when an employee is willing to succumb to less ideal organizational conditions without complaining about the issue (Organ, 1997; Wang et al., 2013). It is apparent when employees accept the change within an organization even though they may not like or agree with it (Carpenter et al., 2013; Clark et al., 2014). Exhibition of this dimension reduces the time and effort of leaders to deal with employee complaints (Carpenter et al., 2013; Clark et al., 2014; Randhawa & Kaur, 2015). Dash and Pradhan (2014) suggested that the dimensions’ sportsmanship and courtesy, fostered employee retention in organizations.

2.1.3.3 Conscientiousness

Conscientiousness includes behaviors that surpass the minimum role requirements of the organization (Carpenter et al., 2013; Clark et al., 2014; Randhawa & Kaur, 2015). When an employee exhibits this dimension, it shows that the person understands, accepts, and adheres to the organization rules, regulations, and procedures (Carpenter et al., 2013; Clark et al., 2014). Dash and Pradhan (2014) conceived that consciousness and altruism fostered job satisfaction among employees. They further stated that conscientiousness and civic virtue dimensions reduced employee absenteeism in organizations.

2.1.3.4 Courtesy

Courtesy consists of discretionary behaviors that an employee exhibits (Carpenter et al., 2013; Randhawa & Kaur, 2015). The employee exhibits this dimension in order to prevent work-related conflicts with others, and by consulting others before taking action (Carpenter et al., 2013; Clark et al., 2014). Courtesy compares to helping behavior that aims to prevent conflicts or problems starting. Other ways of exhibiting this behavior occur when an employee is polite and considerate of others.
2.1.3.5 Civic Virtue

Civic virtue characterizes behavior that shows the employee’s deep concern for the organization (Clark et al., 2014). The employee is actively interested in the life of the organization as he shows positive involvement in the organization’s concerns and activities (Carpenter et al., 2013; Clark et al., 2014). The employee indicates this dimension on different scales (Carpenter et al., 2013; Clark et al., 2014). Civic virtue exhibits on a larger scale through an employee’s loyalty to the organization’s policies and practices and by the employee defending them when challenged by someone. Employees display civic virtue on a smaller scale by attending meetings for updates on all that goes on in the organization (Carpenter et al., 2013; Clark et al., 2014). OCB produces both individual and organizational outcomes (Harrison & Motowidlo, 2012; Kasemsap, 2012; Kehoe & Wright 2013; Morrison, 2014).

Organizations that are high in the use of OCB have lower employee absence rates and more employee compliance with company rules. Other advantages to organizations that use OCB are that employees utilize office time for official issues, and employees take appropriate breaks, which increases organizations’ efficiency (Morrison, 2014). Organizational efficiency relates to a high productivity of its employees. Some individual level outcomes produced by OCB include managerial ratings of employee performance, reward allocation decisions, and reduced level of absenteeism. Some organizational level outcomes produced by OCB include productivity, efficiency, reduced costs, and customer satisfaction (Carpenter et al., 2013; Clark et al., 2014).

2.2 Individualized Consideration Influence on Organizational Behavior

Individualized consideration is the component of transformational leadership where leaders provide individualized attention to their followers and recognize each of their differences and efforts (Garcia-Morales et al., 2012; Hannah, Schaubroek, & Peng, 2016; Jirawuttinaunt, 2013; Lin, 2014). Bass (1985) stated that coaching and developing followers is an intricate part of an individualized consideration. Additionally, the personalized attention followers receive from their leader assist in the development of the followers’ self-confidence (Simola, Barling, & Turner, 2012).

Individualized consideration is described as the extent to which the front runner respects and appreciates each follower’s influence on the group, takes care of each person’s needs
and acts as the mentor. According to Odumeru and Ogbonna (2013) findings, in doing that the leader accomplishes and improves self-fulfillment and self-worth of each person in the group thus motivating them to achieve more and grow. The leader must be keen on the follower’s growth needs in order to factor that aspect in decision making in every situation. (Jiang, Zhao & Ni, 2017). The followers are people with different wants and ambition. Some may need superior leadership positions; others may prefer restricted roles and others may want opportunities in education.

A transformational leader must achieve the balance between organizational prosperity and needs of each person. This can be realized when there is strong communication skills and solid trust between the leader and the followers. The spear header will ensure growth needs of followers are achieved and ensures supporters they will not be condemned or ostracized because of their needs. One emergent aspect of the study is the idea of personal wisdom and emotional intelligence as a result of individual consideration (Zacher, Jimmieson & Bordia, 2014). Individualized consideration is achieved if the leader shares their experiences and conceptual development with their members; the followers get personalized consideration and guidance from their leader. Consequently, this improves their personal deliberation and develops a better-quality leader-member relationship (Zacher, Jimmieson & Bordia, 2014).

Recognizing the value that followers can add to a situation, the transformational leader must pay close attention to the growth needs of the followers (Bass & Riggio, 2006). The followers are individuals, with individual needs and goals. Some may want greater authority, while others may want a more limited role, and others may want educational opportunities. A transformational leader must plan for the individualized approach while keeping the needs of the greater organization in mind. Again, this component depends on strong communication skills and an establishment of trust between the leader and the follower. The follower sharing growth needs must trust they will not be criticized and that the leader will move forward to meet those needs. One emerging area of research is the concept of personal wisdom as a contribution to individual consideration (Zacher et al., 2014). If the leader shares personal experiences and conceptual development with followers, the followers receive individualized attention and education from the leader. As a result, this enhances their individualized consideration and creates a higher quality leader-member exchange (Zacher et al., 2014).
In later years, studies have shifted focus from transactional leadership, to the leader-follower dyad relationship. Mutera et al. (2018) carried out a study to examine the connection between leader and followers’ opinions of transformational leadership and its influence on job satisfaction and organizational performance. They were able to observe that transformational leadership has beneficial influence as it results in; confidential and trust-based relationship with employees, job satisfaction, motivation and improved organizational performance in overall. Colette (2016) sought to examine the benefits of the helping behavior in leader-follower dyads. He debated that follower helping behaviors can disrupt both leaders’ and followers’ expectations of each other and it affects male leaders mostly because of gender-role stereotypes. According to his findings helping behavior build satisfactory relationships causing leaders to willingly receive goodwill from followers. He however found that follower helping behaviors negatively affected transformational leadership ratings for male as compared to female leaders (Colette, 2016).

Many researchers have presented various dimensions that are believed to characterize the leader-member exchange. Vukonjanski et al. (2015) carried out a research on the effect of leader-member exchange influence on organizational culture in respect to future orientation, power distance, human orientation and performance orientation. Vukonjanski et al. (2015) argued that all leaders should be skilled in order to develop excellent relationships with their team members and enabling work environment for their team to not simply survive but prosper. This is because the quality of leader-member relationship positively affects various organizational variables such organizational citizen behavior which is the subject of this study. Vukonjanski et al. (2015) showed that the individuals in the group with high leader-member exchange have common trust, team cohesion, respect, influence, loyalty, connection, strong group norms and responsibility towards the leader.

The findings of the study of Vukonjanski et al. (2015) showed that a great level of leader-member exchange dimensions positively influence the growth of certain dimensions of organizational culture. However, Vukonjanski et al. (2015) study demonstrated that power distance which is a factor of organizational culture had a negative but statistically
significant relationship with leader-member exchange. Vukonjanski et al. (2015) recommended that leaders should focus on increasing culture sensitivity so as to embrace culture diversity in the organizational which in effect will spur business effectiveness in their firms through their personal behavior adaptation and modification and the influence the actions they take.

The final dimension outlined by the researchers was affection, whereby members of the dyad display mutual affection among themselves. This affection is based on personal friendships that go beyond work or professional values (e.g., genuine care and support for each other that goes beyond prescribed workplace expectations). Once strong and high-quality and weak low-quality relationships were identified, researchers strived to explain how these high-quality dyadic partnerships formed and were sustained. Relationship development is built through the process of emotional contagion and affective empathy which is developed when the leaders’ affective expressions serve as affective nuances affecting the emotions of members (Cropanzano, Dasborough & Weiss, 2017).

LMX is a dyadic relationship and naturally, the leaders and members will not always agree, the parties involved in the relationship will not be equally active at every developmental stage, and neither will this process follow any method cast on stone. It is worth to note however that the affect dimension of LMX plays a major role in leader-member exchange processes (Tse, Troth, Ashkanasy, & Amy, 2017). In relationship development during the early role-taking stage, when the participant lacks official power, the leader’s charisma is very key and can subtly dictate the group norms. The leader here offers members the opportunity for a higher-quality relationship and the affective expressions by the leader serves as an anchor, influencing follower emotions through emotional contagion and laying the foundation for future interactions. After the forming and storming phases, both members and the leader get into norming and role-making stage, where the affective experience of the leader and member may become emotionally entrained and guides the group interactions especially where there are no formal written down guidelines (Cropanzano, Dasborough & Weiss, 2017).

Leadership, specifically transformational leadership, has been shown to promote OCB (Lopez-Dominquez, Enache, Sallan, & Simo, 2013). Utilizing a sample of 602 Spanish employees in higher education, the researchers were able to demonstrate that the
transformational leadership component of individualized consideration especially had an impact on the employee performing OCB. Employees perceived that doing OCB was performing an act of reciprocity (Lopez-Dominquez et al., 2013) or paying off a past or future favor.

2.3 Intellectual Stimulation Influence on Organizational Behavior

Intellectual stimulation is the component of Bass’ transformational leadership theory that consists of leaders encouraging their followers to use their creative abilities to find innovative solutions to problems within the organization (Grant, 2012; Hemsworth, Muterera, & Baregheh, 2013; Jirawuttinaunt, 2013; Lin, 2014). In addition, followers are encouraged to rethink old problems using new ways to reexamine organizations protocols and standard assumptions to come up with solutions that are evidence-based reasoning instead of unsupported opinions in decision-making (Bass, 1985). Achen, Maestas, and McIntire (2014) posited that intellectual stimulation helps the leader to stimulate creativity in their followers. In times of organization change, leaders encouraging intellectual stimulation would lead their followers to accept organizational change and potentially move away from the old and less efficient practices (Achen et al., 2014).

This is the extent by which a leader challenges followers’ beliefs, inspires and increases inventiveness in the subordinates through the provision of a framework for followers to see how they link to their leader, the firm, each other, and the organizational objectives in its entirety. This creates meaningfulness and significance of one’s work and team members are able to clearly see how their contribution connects to the larger organizational strategy (Odumeru & Ogbonna, 2013). Transformational leaders serve as role models to their followers and enact the espoused organizational values, which motivate and inspire employee confidence, trust and positively impact on organizational commitment (Hirak, Peng, Carmeli & Schaubroeck, 2012; Pandey, Davis, Pandey, & Peng, 2015). Transformational leaders unlock the potential of their followers by stimulating creative thinking among their followers and encouraging them to challenge status quo and instead transform the old ways into new, bold, daring, efficient and edge cutting innovative ways (Jirawuttinaunt, 2013). Followers are encouraged to challenge social and basic organizational assumptions by providing a safe space where divergent perspectives are celebrated.
Transformational leaders help followers’ scale to the next growth level by promoting innovation and creativity. This will force the leader to be adaptable and accepting and flexible to incorporate new approaches, changes in assumptions, and have a readiness to experiment and explore (Lucy, 2017). Strong communication, collaboration and risk-taking skills are essential in creating innovative environment. In the process of encouraging followers to innovate solutions to both common place and complex problems, the leader must be ready to offer support to the follower and admit the disappointments that come along gracefully. Stipulated by the social exchange principles, this requires the leader to be reliable and give their viewpoints and feedback so that followers can benefit by the exchange in return and do better.

Transformational leadership is a type of normative theory of leadership that indicates how leaders ought to behave (Grant, 2012; Hyypia & Parjanen, 2013; Olafsen, Halvari, Forest, & Deci, 2015). Bass’ (1985) transformational leadership theory indicated that followers felt admiration, loyalty, and trust and focused on followers’ impact and influence of their leaders (Bass, 1985; Pandey, Davis, Pandey, & Peng, 2015). Transformational leadership theory, according to Bass, consisted of leaders behaving ethically by inspiring and providing intellectual stimulation to followers to curtail the employees’ individual interests and focus on a higher purpose, which broadens the leadership scope (Bello, 2012; Hirak et al., 2012; Krishnan, 2012; McKnight, 2013).

Transformational leadership focuses on the parameters of ethics of leaders and non-leaders/followers (Bass, 1985; Pandey, Davis, Pandey, & Peng, 2015). Transformational leadership assimilates traditional ethics theories where leaders encourage moral behaviors and the dissolution of selfishness for the betterment of others (Bass, 1985; Pandey, Davis, Pandey, & Peng, 2015; Sahin, Cubuk & Ushi, 2014). Effective leadership empowers employees and this empowerment can be manifested in four ways, firstly by employees feeling valued, by employees learning, employees being a part of a community, and work being exciting (Hogg, Van, Knippenberg & Rast, 2012; Olivier, 2011; Siegel, 2015; Voegtlin, Patzer, & Scherer, 2012).

Transformational leaders present a vision complimentary to their organization’s mission with a focus on the empowerment and inspiration of all those working within the organization (Bass, 1985). Transformational leaders demonstrate moral and ethical
behaviors to their followers via interpersonal interactions (Choudhary et al., 2013; Mayer, Aquino, Greenbaum, & Kuenzi, 2012; Wang, Walumbwa, Wang, & Aryee, 2013). Transformational leadership theory encourages leaders to inspire employees by establishing organizational objectives, promoting a vision amid personnel, and influencing change within the organization via inspiration (Bello, 2012; Hirak et al., 2012; Krishnan, 2012; McKnight, 2013).

As applied to this study, the independent variable, transformational leadership, has an influence on the dependent variable, OCB, as leaders inspiring actions and high energy levels can motivate employees. Followers will exhibit behaviors that goes beyond their official duties as described in their job descriptions when their leaders perform OCBs. For the independent variable, transformational leadership is defined as leaders who transform the attitudes and beliefs of their followers as well as bring challenge and meaning to followers via collaboration by spotlighting the seriousness of surpassing ones’ own interest for the betterment of the group and organization (Garcia-Morales, Jimenez-Barrionuevo, & Gutierrez-Gutierrez, 2012; Hannah, Schaubroeck, & Peng, 2016; Pandey, Davis, Pandey, & Peng, 2015).

OCB is defined as discretionary individual behavior, which is neither indirectly nor explicitly recognized by any formal reward system, which promotes the efficient organizational functioning (Alzayed, Jauhar, & Mohaidin, 2017; Kernodle & Noble, 2013; Randhawa & Kaur, 2015; Tehran, Abtahi, & Esmaeili, 2013). Discretionary behaviors are not required acts to perform a specific job. Discretionary job behaviors are personal choices and performed at the will of the employee. Hence, there are no reprimands for an employee who fails to exhibit discretionary behaviors (Podsakoff et al., 2013).

Prior research suggests that several factors serve as key determinants of the OCB. One of the factors that can be considered as paramount determinant is leadership concept (Feng, 2017). In a study with a sample of registered nurses that entailed conceptualization of leadership and a three-component commitment model to analyze the relationship between these constructs, it was found that the affective commitment had a strong positive relationship with the TLBs (Feng, 2017). Furthermore, the strong positive relationship between the TLBs and the affective commitment scale was significantly higher than those
involving the continuous commitment scale and the normative commitment scale (Feng, 2017).

Leader-member exchange theory is founded on the notion that leaders create a social exchange association with each of their subordinate beyond employment environment and this kind of association influences the way that the leader relates to each staff. Strong exchange relationship entails mutual trust, benevolence, respect, support, and allegiance between the leader and the employees, deep levels of social relationships and bidirectional influence. According to Asgari, Silong, Ahmad, and Abu Samah (2008) observed that the leader-member exchange (LMX) and Organizational Citizenship Behavior (OCB) are the main pillars of managing diversified work environment in new era of globalized world. It is important to understand the effects of LMX relationships on performance behaviors, (for example, OCB) as they are vital in advancing leadership in the organization (Asgari et al., 2008).

Earlier researches have indicated LMX is affected by the five main OCB factors; as a result, OCB becomes a very important antecedent of the quality of the exchange relationship between leaders and followers. As a result, the five dimensions may dictate the quality of LMX in a work unit and thus impact on the level of OCB showed by the employees. The employees may be motivated to perform citizenship behaviors for the work entity and organizations if the quality of LMX is deemed to be high.

The cycle of citizenship behavior for reciprocal accomplishment of goals helps further strengthen the quality of the LMX (Nandedkar & Brown, 2017). This research is backed up by other researchers, where they recommended that group members or a work entity that has a high quality LMX may receive different types of rewards that are formal and informal. Employees would do extra-roles by providing citizenship behavior to the managers, who in return provide mutual support and greater opportunities to the members. Similarly, it is observed that leaders do not formally and directly reward subordinates who perform OCB although he or she may be casually rewarded in terms of supplementary resources and support from the leader which will enable the subordinate stay ahead of the curve and have better chances in their career. Therefore, the subordinate will be encouraged to continue to sustain the favorable relationship (Asgari et al., 2008). Despite that, it was noted that the individual who received some favor from the other parties may feel obliged to return the favor or develop a habit of giving back and this
interaction is known as positive reciprocity (Duarsa & Riantoputra, 2017). In a situation of LMX and OCB, this type of interaction can be used, this is because when a specific employee is provided with support, better leadership and other benefits from the leader, the employee tends to develop a habit of returning the favor to the leader, and better still, paying it forward. This can be observed when the employees perform the duties out of formal employment contract; this is known as citizenship behaviors. Taken together, LMX has an important effect on the level of OCB among employees as a high quality of LMX may inspire employees to show extra-role behaviors without any formal prizes from the organization and literally become ambassadors of their organization as true and fierce citizens of their organizations.

2.4 Idealized Influence on Organizational Behavior

Idealized influence is whereby the followers identifies with the leader who has clear set of values and acts as mentor for the followers, and the leader who behaves in a commendable way that inspires followers to want to do better and be better (Odumeru & Ogbonna, 2013). Transformational leaders epitomize traits such as; honesty and trustworthiness, they behave in a manner that permits them to be role models for the followers. The followers associate with the leader’s personality, abilities, and actions and desire to emulate them (Copeland, 2014). In part, this factor allows the leader to inspire a shared mission and vision and aid the followers to own the mission and vision.

As reviewed earlier, transformational leadership research that involves individual work structures has found that TLBs is linked positively to all the five dimensions of OCB. In addition, it was reported that managers’ benevolence toward their juniors, which is a form of TLBs, had an optimistic influence on employees in lower ranks willingness to provide their supervisors with extra-role efforts (Feng, 2015). According to Feng (2015) transformational leadership, which is characterized by leading, encouraging and inspiring supporters, may impact OCB in a team context because the leader’s behavior in providing support and showing concern for to the work team, which is a form of OCB, is exhibited by the team members.

Literature has recommended that the main purpose of transformational leadership is to elevate ordinary people to excellent people who uphold greater standards and make followers to do more than they are contractually required and to unlock their potential
(Yukl, 2010). Many theoretical and empirical researches have suggested that there is a solid positive relationship between TLBs and OCB. Besides the direct relationship the main transformational leadership theory has with the OCB, there are very few researchers found on how each behavior of transformational leader link directly to OCB (Irshad & Hashmi, 2014). Recently, Nguni, Sleegers and Denessen (2006) found a positive direct relationship between two of the TLBs with OCB, which are individual consideration and intellectual stimulation.

Leader member exchange (LMX) theory is a different major style of leadership. It concentrates on the distinctive relationships that leaders cultivate with each follower (Bauer & Erdogan, 2015). In this theory, the leader-follower relationship is considered as a social exchange or exchanged transaction. Diverse types of exchange relationships are developed by leaders from encounters with their followers. Different followers have very personal and specific needs and personalized consideration would reach deeply as compared to a blanket and generalized consideration and it is thus critical for the leader to understand what will make more sense to each person in their team. Therefore, leaders must endeavor to create a favorable safe space where followers may discuss about the expectations they have from their leader (Ahmadi, Tajabadi, Nagahi & Nagahisarchoghaei, 2014).

In terms of promoting and encouraging followers to attain higher levels of organizational performance, transformational leadership does better than transactional leadership (Hamstra, Van, Yperen, Wisse, & Sassenberg, 2014). The effect of transformational leadership on OCB depends on the idea that OCB is a psychological attribute linked between a person and organization (Kao, 2015). This relationship is fixed in the social exchange process, which suggests that psychologically people observe self and organization as separate entities. According to this opinion, transformational leadership has effects for the exchange process, associating members and their organization, because supervisors’ behaviors are always considered as imitations of the organization’s intentions.

Transformational leadership influence followers’ OCB by encouraging leaders to involve followers when planning, encouraging followers to use new approaches for solving problems, rewarding edge-cutting perspectives and identifying different needs of each
employee and their inspirations and motivations (Verma & Krishnan, 2013). In the transformational process, the followers feel appreciated and involved, attain high level of confidence, and are flexible to ensure the vision of the organization as presented by the leader is achieved. As a result, followers reciprocate the leader’s efforts with higher levels of commitment and performance (Norvapalo, 2014).

This view has been backed up by empirical research. The study of Gathungu, Iravo and Namusonge (2015) carried out through empirical review that showed that transformational leadership influences certain behaviors related to the follower such as commitment to excellence in carrying out stipulated deliverables. According to Gathungu, Iravo and Namusonge (2015) achievement of organizational goals requires committed, devoted and hardworking leaders and employees who pool together their strengths, special capabilities, skills and talents to create synergies that enable them to deliver organizational goals efficiently. In another instance, Amin, Akram, Shahzad and Amir (2018) examined the impact of transformation leadership on employee’s loyalty to the organization. They argued that leadership style of an organization can be used to increase the employee’s loyalty and citizenship within the firm. This is because leadership style affects employee’s attitude, employee’s motivation level and performance that ultimately impact on the levels of organizational commitment. The study of Amin, Akram, Shahzad and Amir (2018) demonstrated a positive and strong association between transformational leadership and staff loyalty, commitment citizenship behavior. In addition, it demonstrated an autonomous impact of all tenets of transformational leadership on staff OCB, hence showed that there is a strong and substantial link between the two.

Gillet and Vandenberghe (2014) argued that even though the influence of transformational leadership on staff commitment is acknowledged, the technique, which demonstrate this association is still vague. In a bid to explore the technique, Gillet and Vandenberghe (2014) were of the opinion that transformational leadership can impact staff commitment by influencing subordinate’s opinion of work characteristics (skill variety, task identity, task significance, autonomy and feedback) to achieve job enrichment. In another research that used structural equation modeling to investigate several employees from across different organizations in France (N=488) it was established that the connections between transformational leadership and organizational commitment demonstrated through affective, normative, perceived sacrifice, and few
alternatives commitment, was partially enabled by followers’ insights of job characteristics (Gillet & Vandenberghe 2014).

Leader – member exchange (LMX) theory is another major approach to leadership. It focuses on unique relationships that leaders develop with each follower (Ilies et al., 2007). In this theory, the leader-follower relationship is conceived as a social exchange or negotiated transaction. Leaders develop different types of exchange relationships with their followers. Leaders and followers have some role expectations from each other, and the quality of the exchange relationships affects the attitudes and behaviors of leader and members. Leaders provide some tangible or intangible rewards in return for their followers’ efforts, and followers identify how they want to be treated by the leaders and what they want from the leaders as a reward (Wang et al., 2005; Ilies et al., 2007). Thus followers may negotiate about the expectations conveyed by the leader (Wang et al., 2005). LMX also contributes to organizational effectiveness due to the fact that the effect of high-quality relationships between the leader and the followers has influences on employees to perform OCB (Ilies et al., 2007).

According to Njoroge (2015) leadership is the backbone of organizational success. This is because the main purpose of leaders is to manage change and have the power and authority to get things done through others. Njoroge (2015) carried out a study with the purpose of determining how transformational leadership style influences organizational commitment as moderated by employee involvement in technical institutions in Kenya. According to the findings of Njoroge (2015) transformational leadership style has an important effect on organizational commitment. The study showed that idealized influence, individualized consideration and intellectual stimulation were significant predictors of organizational commitment.

A leader with transformational leadership tenets purposes to transform, encourage and inspire his/her followers for them to perform beyond expectations. Therefore, transformational leadership makes it easy to incorporate ways of improvement and increasing employees’ commitment to the organization because employees will embrace feedback objectively and not view it as mere witch-hunt (Gulluce, Kaygin, Kafadar & Atay, 2016). According to Gulluce et al., (2016) an employee who works with a good leader will feel more secure, content and this will in effect increasing his/her
responsibility and ownership to the corporation. Gulluce et al., (2016) findings contend there is a moderate relationship between the transformational leadership and the organizational commitment.

Transformational leaders influence followers' OC by encouraging followers to look for new approaches for solving problems, involving followers in decision-making processes, and identifying different needs of each follower to develop his or her personal potential (Avolio et al., 2004). In the transformational process, the followers feel supported, obtain high level of self-esteem, and are eager to adjust and commit themselves to the leader's vision (Kent, 2001). As a result, followers reciprocate to the leader's efforts with higher levels of commitment (Avolio et al., 2004; Walumbwa et al., 2005).

This view has been supported by empirical studies. The study of Avolio et al., (2004), performed by collecting data in the public healthcare industry in Singapore, has showed that there is a positive association between transformational leadership and affective commitment. The results of the study of Walumbwa et al., (2005) indicated that that transformational leadership has positive significant relationships with organizational commitment. In their study, organizational commitment measures emotional attachment to the organization, i.e., affective commitment. Kent (2001), performed research using data collected from a large Midwestern university athletic department, which revealed that transformational leadership is positively related to affective and normative commitment. His study, in which continuance commitment was not investigated, indicated that transformational leadership is more highly correlated with affective commitment than with normative commitment.

2.5 Inspirational Motivation Influence on Organizational Behavior

Inspirational motivation is the extent to which leaders utter a vision that appeals to and inspires the members with positivity about future goals and offers meaning for the current tasks at hand (Odumeru & Ogbonna, 2013). By their behavior and communication skills, transformational leaders can give meaning and challenge to the work of their followers (Hughes, 2014). By permitting each worker to see their personal contributions as part of a greater, larger goal, the work takes on enhanced significance. This results to greater job fulfillment and team spirit. Within the social exchange network, the leader assists the followers to attain their highest level of success and offers them the resource of self-esteem, self-achievement, and recognition for achievement.
By their behavior and communication skills, transformational leaders are able to provide meaning and challenge to the work of the followers (Bass & Riggio, 2006). By allowing the workers to see their individual contributions as part of a greater, larger goal, the work takes on enhanced significance. This leads to greater job satisfaction and team spirit. Within the social exchange network, the leader assists the followers to achieve their highest level of achievement and offers them the resource of self-esteem, self-achievement, and recognition for achievement.

Nusair et al., (2012) posit that, rapid environmental changes and uncertainties call for a flexible and determined leadership which can inspire employees to participate enthusiastically to achieve organizational goals and that a weak leadership results in having weak and unmotivated employees who are not effective in their performance. To effectively deal with transformation, followers must share the leader’s vision and be willing to commit themselves to accomplishing it.

Scholars have contended that OCBs are positively related to measures of organizational effectiveness or performance as well as employee outcomes (Givens, 2008). A study by Podsakoff (2009) to provide a meta-analytic examination of the relationships between OCBs and a variety of individual and organizational level outcomes, based on 168 independent samples indicated that OCBs are related to a number of individual level outcomes, including managerial ratings of employee performance, reward allocation decisions, and a variety of withdrawal related criteria (for example, employee turnover intentions, actual turnover, and absenteeism). In addition, OCBs were found to be related to a number of organizational level outcomes (for example, productivity, efficiency, reduced costs, customer satisfaction, and unit level turnover).

The literature reviewed shows that transformational leadership enhances positive employee outcomes, and these have a positive effect on the overall productivity and performance of organizations (Givens, 2008). Smith (2005) states that people make up organizations and are the real sources of and vehicle for change and thus are the ones who will embrace or resist change. Elias (2009) argues that organizational Transformation strains both the organization and the individuals within the organization. He further argues that if an organization is to successfully implement change, the change strategy must take the employees psychological processes into consideration. Whittington (2002)
in support of these arguments, states that good people management is more important than all other factors in predicting profitability

Competent and people focused leadership that can motivate employees to get involved in achieving organizational goals is required in a fast-changing environment and that is increasingly fluid. It was observed command & control and uninvolved leadership leads to unmotivated and uninterested employees who are not productive in their performance and do the bare minimum simply to get by (Mbithi, K’Obonyo, & Awino, 2016). In order to have effective transformation, leaders must practice intentional leadership so that followers share the leader’s vision and be willing to commit themselves to achieve it, even against insurmountable hardships. The literature reviewed shows that transformational leadership produces positive results from employees, and this has a positive effect on the overall output and performance of organizations (Mbithi, K’Obonyo & Awino, 2016).

People are the most important building blocks of organizations and are the main agents of change and thus are the ones who will embrace or resist change (Jost, 2015). It thus is very critical that in organizational transformation efforts, a lot of focus is directed towards organization people transformation not just the structural and systematic transformation as has been the central focus traditionally. In addition, if an organization is to positively implement change, the change strategy must take the employees psychological processes into consideration (Sartori, Costantini, Ceschi & Tommasi, 2018). Similarly, it is noted that good people management is more important than all other factors in compounding profitability. Transformational leaders are said to influence followers by encouraging and inspiring them to attain organizational goals as if they were their own goals (Alahmad, 2016).

Scholars have contended that OCBs are certainly connected to measures of organizational effectiveness or performance as well as employee outcomes (Njoroge, 2015). A study by Dash & Pradhan (2014) critically examined literature and rationalized the determinants and consequences of organizational citizenship behavior in Indian context. Dash and Pradhan (2014) argued that in the current competitive business environment, organizations continually strive towards attaining excellence by enhancing employees’ competence and efficiency. According to Dash and Pradhan (2014) one way of
accomplishing excellence by enhancing employees’ competence and efficiency is through improving behavior of the individuals. The findings of Dash and Pradhan (2014) showed that OCB is accepted as an indispensable condition for improved organizational performance and efficiency and it has got many positive influences on the organization like increasing job satisfaction of employees and reducing employee turnover.

Since the introduction of transformational leadership in behavioral studies and later the transformational-transactional theory that predicted among other things a positive relationship between transformational leadership and organizational performance, many scholars have established this relationship (Xenikou, 2017). Scholars have shown that these outcomes hold for different organizational contexts including the educational. Despite the wide research in transformational leadership, still little is known about the mediating processes in the connection between transformational leadership and organizational performance. Despite many scholars commending further research in this area, this disadvantage is still experienced (Mbithi, K’Obonyo & Awino, 2016).

Most studies on mediation of the relationship between transformational leadership and organizational performance use other constructs other than employee outcome behaviors like potency and cohesion, self-efficacy and group cohesion and leader-follower relations (Lau, 2014). The transformational-transactional typology states that transformational leaders inspire employees to achieve extra-ordinary outcomes by providing meaning and understanding, aligning individual goals with those of the organization as well as providing support, mentoring and coaching employees (Rothfelder, Ottenbacher & Harrington, 2013).

Despite this proposition, it is observed that studies on mediation between transformational leadership and organizational performance mostly involve constructs like follower trust, group cohesion, self-efficacy, and intrinsic motivation, among others, and hardly on employee outcome behavior constructs like the OCB, affective commitment and job satisfaction (Hendrix, Born & Hopkins, 2015). This study aimed at bridging this gap by analyzing the mediating role of employee outcome behaviors as operationalized on the relationship between transformational leadership and organizational performance. The literature reviewed established that not many studies have been done to investigate the
mediating effect of commitment, job satisfaction, and the organizational citizen behavior on the relationship between transformational leadership and organizational performance. Despite research showing that transformational leaders affect employee results such as the OCB, organizational obligation, job gratification, effort, and in-role performance, not many studies have been done to investigate the mediating effect of commitment, job satisfaction, and OCB on the relationship between transformational leadership and organizational performance (Mbithi et al., 2016).

2.6 Chapter Summary
This chapter has presented a review of literature concerning transformational leadership and organizational citizen behavior. Literature has been outlined according to the research questions that this study sought to answer. Chapter three provides the research methodology it contains such as the research design, study population, the sampling technique research procedure and the data analysis technique.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This section talks about the methods that were used to conduct the research. It explains how information was collected, evaluated, understood and delivered. In addition, it gives information about the target population, sample size, sampling frame and sampling technique that was used to conduct research.

3.2 Research Design

According to Yin (2013), research design is defined as the best whole plan used by researcher to obtain clear and sound research objectives by incorporating different study works. Research design can also be defined of being method of examining research questions and obtaining answers and help scholar to choose the best method to carry out research using the available materials (Sekaran & Bougie, 2016).

In this research, descriptive research design was preferred. A descriptive study design aims at gauging consciousness, conduct, attitudes, views, and knowledge including internally and externally in the institution (Zikmund, Babin, Carr & Griffin, 2010). According to Saunders, Lewis, and Thornhill (2008), the use of descriptive research design provides the researcher with additional strength on the process and through sampling; it eases the generation of findings representing the whole population cheaply than collecting statistics for a whole population.

According to Sekaran and Bougie (2016), a descriptive research design helps the scholar to comprehend the behavior of the group in a certain situation, think steadily about aspects and give suggestions for further investigation in a given situation, which helps in formulating simple decisions at the end of the research. The descriptive research design was suitable in this research since it aimed at examining the extent to which transformational leadership style influenced students’ behavior through a case study of middle level managers studying MOD program in USIU Africa.
3.3 Population and Sampling Design

3.3.1 Population
A target population is a well-defined group of people or objects with related behaviors (Sekaran & Bougie, 2016). Generally, a population is a distinct group of people or objects considered for numerical purposes (Sekaran & Bougie, 2016). The target population used in this study was the middle level managers studying MOD in USIU-A. There were 110 students who were enrolled for MOD program in 2018 Spring Semester in the 2018/19 academic year, only these participated in the study.

3.3.2 Sampling Design

3.3.2.1 Sampling Frame
Hair, Money, Samouel, and Page, (2008) show that a sample frame is an inclusive list of all components where the sample is obtained. The sampling frame for this research was the list of all masters’ students who were enrolled for studies in the MOD program at USIU-A in 2018 Spring Semester in the 2018/19 academic year.

3.3.2.2 Sampling Technique
According to Zikmund et al. (2010) sampling technique is the process of choosing the specific units from the population to be used in a study. Several sampling methods exist which include stratified sampling, simple random sampling, cluster sampling, multistage sampling and systematic sampling (Alvi, 2016). This study adopted a census technique that involved incorporating the entire population in the research. The target population was 110 respondents, a census was conducted where all the middle level managers studying MOD were surveyed. The use of census technique helped to address the variables under study as it provided a wider perspective of every individual in the population of study.

3.3.2 Sample Size
Sample size is the representative entity of the population in the study, upon which data obtained from this entity is assumed to reflect the perception of the whole population (Sandelowski, Leeman, Knafl & Crandell, 2013). Samples are used to facilitate the assumption of characteristics of a large population (Saunders, Lewis & Thornhill, 2008). Owing to the size of the population of study, the whole population was involved in the study. The total population was 110 and thus all of them participated in the study.
3.4 Data Collection Methods

The researcher conducted a census analysis. According to (Saunders et. al., 2008), census involves the gathering of data from the entire population. Each respondent was requested to answer similar set of questions in a determined order. In this study, structured questionnaires designed and guided by research questions were used to collect data. The questionnaires were designed starting with the introductory remarks, which outlined the purpose of the study and maintained the anonymity of the respondents. The questionnaires were split into five parts with the first of this capturing demographic information and the remaining sections designed to achieve the study objectives. A Likert scale containing reports of either favorable or unfavorable attitude toward the subject of interest was used (Cooper & Schindler, 2014). In this study, the participants were asked (using a Likert scale) to either agree or disagree with selected statements and each response was given an arithmetic mark to determine the extent of favorableness. These scores, according to Cooper and Schindler (2014), were summed to measure the member's overall assertiveness.

3.5 Research Procedures

This study used original data often referred to as primary data. According to Quinlan, (2011), the main source provides authentic information or proof and is considered the first evidence of a phenomenon being observed and recorded. The researcher obtained IRB letter from the Dean, Chandaria School of Business, USIU-A. The IRB letter was then used to apply for the NACOSTI permit, which is a license from National Commission For Science, Technology & Innovation that allows a researcher to conduct the specified research outlined in the application. The researcher issued introductory letters before obtaining permission from the faculty. After the permission to collect data had been granted by the faculty, the researcher proceeded to seek the consent of the respondents to interview them.

A pilot study was first performed on 10 participants; this helped in correcting any errors that were overlooked in the formulation of the questionnaire. Importantly, the pilot study enabled the researcher to observe the objectivity of the research questions in the questionnaire and appropriateness in capturing the information being sought in the study. After the review of the questionnaire informed by the pilot study the researcher proceeded to the actual study.
The actual study was done through the pick and drop method, this involved distributing the questionnaires to the respective respondents. The respondents were then be allowed enough time to complete the questionnaire. The researcher revisited the respondents to pick the completed questionnaire. This helped ensure a high response rate since participants were allowed enough time to respond to the questionnaire. The researcher also ensured respondents information remained private and was used for educational purpose only, this enabled cooperation from the respondents and enabled an ethical research.

3.6 Data Analysis Methods

Data analysis included drawing inferences from raw data. It was important that raw data be managed well for ease of analysis (Boeije, 2010). According to Quinlan (2011) data analysis is conducted in order to examine, clean, transform and model data with the purpose of categorizing and emphasizing important information which helps in making decision. Data analysis was preceded by data preparation, which involved editing, coding, and entry. The preparation of data ensured that such data was accurate as well as necessitating conversion of raw data into reduced forms which could easily be subjected to analysis (Cooper & Schindler, 2011). Data collected with the help of questionnaire in this study was cleaned, coded, keyed in a spreadsheet and edited thoroughly. Data coding involved assigning a numerical value to the contributors’ answers so that they could be keyed in a spread sheet (Sekaran & Bougie, 2016). Data was then categorized and analyzed in line with the study objectives using the statistical package for the social sciences (SPSS) program.

Measures of central tendencies i.e. mean as well as frequencies were estimated using descriptive statistics. The results then were presented by the use of pie charts, graphs, and tables. Descriptive statistics was also complimented by inferential statistics. In cases where data had been collected from a sample as opposed to the census, statistical inferences rely on data obtained from such a sample to make conclusions and generalizations about the entire population from which units of analysis are drawn from (Quinlan, 2011). Multiple regression was used to estimate how transformational leadership affected students’ behavior.
3.7 Chapter Summary

The study methodology has been covered in this chapter. This included a discussion on the research design, study population, sampling technique and sample Size, data collection methods, research procedures and data analysis methods. Each methodological aspect that was used has been mentioned in details and justification has been made accordingly. Chapter four presents the study findings and the results according to the research questions of the study.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter presents the results and findings as obtained from the analysis of data obtained from the field. Results here are presented in line with the research questions, which include, to what extent does individualized consideration influence behavior among management of organizational development graduate students at USIU-A? To what extent does intellectual stimulation influence behavior among management of organizational development graduate students at USIU-A? To what extent does idealized influence behavior among management of Organizational Development graduate students at USIU-A? And to what extent does Inspirational motivation influence organizational citizenship behavior among management of organizational development graduate students at USIU-A? The chapter first presents a background information on the research respondents.

4.2 Response Rate

This study got a response rate of 93% after distributing 110 questionnaire and receiving 102 questionnaires back. The response rate was adequate to proceed with the data analysis. The findings are shown in Table 4.1.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of Questionnaires</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returned</td>
<td>102</td>
<td>93%</td>
</tr>
<tr>
<td>Not Returned</td>
<td>8</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100%</td>
</tr>
</tbody>
</table>

4.3 Background Information

4.3.1 Respondents’ Gender.

This study sought to find out the respondent’s gender, according to result as shown in Figure 4.1. 57.1% of the respondents were female while 42.9% of the respondents were male. This shows that both genders were represented in the study even though there were more men than women among the respondents.
This study also sought to find out the age of the respondents, results show that 43.6% of the respondents were age between 26-35 years old. Again 26.4% of the respondents were aged between 18 - 25 years while 21.0% of the respondents were aged. Lastly, 9.0% of the respondents were aged between 41 – 45 years old. The results show that majority of the respondents were aged between 26 – 45 years.

**Figure 4.2: Respondents’ Age**
4.3.3 Current Manager
This study also asked respondents the duration of time they had been working under their current manager. According to the findings shown in Figure 4.3, 61% of the respondent had worked under their current manager for over two year while 39% of the respondents had worked under their current manager for less than two years. Clearly, most of the respondents had worked under their current manager for more than 2 years.

![Current Manager](image)

Figure 4.3: Current Manager

4.4 Individualized Consideration
Results showed that respondents agreed that leaders in their organization gave personal attention to individual employees, this had a mean 2.1 and a standard deviation 0.6. Again, respondents agreed that leaders in their organizations respected individual contribution that each employee makes to the team. This had a mean of 1.8 and a standard deviation 0.9. Further, respondents agreed that leaders in their organizations celebrate the individual contribution that each employee makes to the team. This had a mean of 1.9 and a standard deviation of 0.7. In addition, respondents agreed that their leaders were sensitive to specific knowledge that employees have when assigning them tasks and duties, this had a mean of 2.2 and a standard deviation of 0.8. Lastly, respondents also agreed that leaders in their organizations were sensitive to specific capabilities. This had a mean of 2.4 and a standard deviation of 0.7. As illustrated in the findings here leaders were shown to have been attending to each individual follower's needs and were like a
mentor or coach and also respected their followers and appreciated the individual’s contribution to the team. These results are further illustrated in Table 4.4.

### Table 4.2: Individualized Consideration

<table>
<thead>
<tr>
<th>Description</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders in our organization give personal attention to individual employees</td>
<td>2.1</td>
<td>0.6</td>
</tr>
<tr>
<td>Leaders in our organization respect individual contribution that each employee makes to the team</td>
<td>1.8</td>
<td>0.9</td>
</tr>
<tr>
<td>Leaders in our organization celebrate the individual contribution that each employee makes to the team</td>
<td>1.9</td>
<td>0.7</td>
</tr>
<tr>
<td>Leaders in our organization are sensitive to specific knowledge that employees have when assigning them tasks and duties</td>
<td>2.2</td>
<td>0.8</td>
</tr>
<tr>
<td>Leaders in our organization are sensitive to specific capabilities</td>
<td>2.4</td>
<td>0.7</td>
</tr>
</tbody>
</table>

### 4.5 Intellectual Stimulation

Results showed that respondents agreed that leaders in their organizations were responsible for clarifying goals to employees. This was shown with a mean of 1.9 and a standard deviation of 1.3. However, respondents disagreed when asked whether leaders in their organizations gave creative ideas for solving problems. This had a mean of 3.0 and a standard deviation of 1.1. Additionally, respondents agreed that leaders in their organizations permitted employees to "think outside the box" as illustrated with a mean of 2.0 and a standard deviation of 1.0. It was also showed that leaders in organizations encouraged employees to try new ways of looking at problems as agreed with respondents. This had a mean of 2.3 and a standard deviation of 1.0. Further, respondents agreed that leaders in their organizations helped employees to develop innovative strategies. This had a mean of 1.9 and a standard deviation of 1.0.

However, respondents could neither agree nor disagree whether leaders in their organizations took into consideration the sentiments of employees - even if they did not conform to the views held by the leaders. This had a mean of 3.1 and a standard deviation of 1.1. Markedly, respondents remained neutral when asked whether leaders in their
organizations constantly got creative ideas for solving problems from all organizational members. This had a mean of 3.0 and a standard deviation of 1.1. On the other hand, respondents agreed that leaders in their organizations encouraged employees to openly approach issues without fear of any negative consequences. This had a mean of 2.4 and a standard deviation of 0.9. Lastly, employees agreed that leaders in their organizations always directed employees to find solutions to problems in a logical manner. As per the findings here, it is clear that leaders to some extent demonstrated the aspect of intellectual simulation; demonstrated by among other aspects, serving as models to their followers and acting according to the organization’s values, which motivated and inspired employee creativity and self-confidence. These results are displayed in Table 4.3.

**Table 4.3: Intellectual Stimulation**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders in our organization are responsible for clarifying goals to employees</td>
<td>1.9</td>
<td>1.3</td>
</tr>
<tr>
<td>Leaders in our organization have creative ideas for solving problems</td>
<td>3.0</td>
<td>1.1</td>
</tr>
<tr>
<td>Leaders in our organization permit employees to &quot;think outside the box&quot;</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Leaders in our organization encourage employees to try new ways of looking at a problem</td>
<td>2.3</td>
<td>1.0</td>
</tr>
<tr>
<td>Leaders in our organization help employees to develop innovative strategies</td>
<td>1.9</td>
<td>1.0</td>
</tr>
<tr>
<td>Leaders in our organization take into consideration the sentiments of employees - even if they do not conform to the views held by the leaders</td>
<td>3.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Leaders in our organization constantly get creative ideas for solving problems from all organizational members</td>
<td>3.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Leaders in our organization encourage employees to openly approach issues without fear of any negative consequences</td>
<td>2.4</td>
<td>0.9</td>
</tr>
<tr>
<td>Leaders in our organization always direct employees to find solutions to problems in a logical manner</td>
<td>2.2</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**4.6 Idealized Influence**

Results showed that respondents neither agreed nor disagreed on whether leaders in their organizations inspired employees. This had a mean of 3.1 and a standard deviation of 1.1. Respondents disagreed that leaders in their organizations communicated the vision of the
organization effectively. This had a mean of 3.5 and a standard deviation of 1.2. Respondents disagreed that leaders in their organizations constantly attended to the welfare of employees, as shown with a mean of 4.2 and a standard deviation of 1.2. Respondents agreed that leaders in their organizations valued the contribution of employees to the planning process. This had a mean of 2.2 and a standard deviation of 1.1. Again, respondents were neutral when asked whether leaders in their organizations were always willing to take risks to attain organizational goals, this had a mean of 3.1 and a standard deviation of 0.9.

Further, respondents agreed that leaders in their organizations encouraged employees to develop and learn. This had a mean of 1.9 and a standard deviation of 0.9. Respondents also agreed that leaders in their organizations had a direct effect on the quality of interpersonal relationships among team members. This had a mean of 2.0 and a standard deviation of 1.1. Respondents were neutral when asked whether leaders in their organizations facilitated team cohesion through behaviors like rapport building and empathetic language. This had a mean of 3.3 and a standard deviation of 1.2. However, respondents agreed that leaders in their organizations established goals for the teams, as shown with a mean of 2.0 and a standard deviation of 1.0. Results also showed that respondents agreed that leaders in their organizations verbally motivated employees to believe in their own abilities. This had a mean of 2.2 and a standard deviation of 1.2. Respondents also agreed that leaders in their organizations encouraged the participation of employees in decision making processes. This had mean of 2.1 and a standard deviation of 1.0. Lastly, respondents agreed that leaders in their organizations articulated the importance of the work employees are doing. This had a mean of 2.4 and a standard deviation of 1.0. The results here demonstrated that leaders employed idealized influence to impact their followers. These leaders acted in admirable ways, displayed convictions and took stands that led followers to identify with the leaders who had a clear set of values and acted as role model for followers. These findings are illustrated in Table 4.4.
Table 4.4: Idealized Influence

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders in our organization inspire employees</td>
<td>3.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Leaders in our organization communicate the vision of the</td>
<td>3.5</td>
<td>1.2</td>
</tr>
<tr>
<td>organization effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders in our organization constantly attend to the welfare of</td>
<td>4.2</td>
<td>1.2</td>
</tr>
<tr>
<td>employees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders in our organization value the contribution of employees</td>
<td>2.2</td>
<td>1.1</td>
</tr>
<tr>
<td>to the planning process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders in our organization are always willing to take risks to</td>
<td>3.1</td>
<td>0.9</td>
</tr>
<tr>
<td>attain organizational goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders in our organization encourage employees to develop and</td>
<td>1.9</td>
<td>0.9</td>
</tr>
<tr>
<td>learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders in our organization have a direct effect on the quality</td>
<td>2.0</td>
<td>1.1</td>
</tr>
<tr>
<td>of interpersonal relationships among team members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders in our organization facilitate team cohesion through</td>
<td>3.3</td>
<td>1.2</td>
</tr>
<tr>
<td>behaviors like rapport building and empathetic language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders in our organization establish goals for the teams</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Leaders in our organization verbally motivate employees to</td>
<td>2.2</td>
<td>1.2</td>
</tr>
<tr>
<td>believe in their own abilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders in our organization encourage the participation of</td>
<td>2.1</td>
<td>1.0</td>
</tr>
<tr>
<td>employees in decision making processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders in our organization articulate the importance of the</td>
<td>2.4</td>
<td>1.0</td>
</tr>
<tr>
<td>employees are doing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.7 Inspirational Motivation

Findings showed that respondents agreed that leaders in their organizations provided followers with an inspiring mission and vision. This had a mean of 2.2 and a standard deviation of 1.0. Respondents also agreed that leaders in their organizations involved employees in achieving a positive vision of the future. This had a mean of 2.3 and a standard deviation of 1.1. Respondents were however not certain whether leaders in their organizations encouraged employees to become part of the overall organizational culture. This had a mean of 3.0 and a standard deviation of 0.9. On the other hand, respondents agreed that leaders in their organizations acted as role models towards the attainment of organizational goals. This had mean of 2.0 and a standard deviation of 0.9.
Further, respondents also agreed that leaders in their organizations encouraged employees to achieve more, as shown with a mean of 2.4 and a standard deviation of 1.1. Respondents agreed leaders in their organizations communicated high expectations that employees needed to achieve. This was shown with a mean of 1.9 and a standard deviation of 1.1. However, respondents remained neutral when asked whether leaders in their organizations promoted optimism, as illustrated with a mean of 3.4 and a standard deviation of 1.1. Lastly respondents agreed that leaders in their organizations facilitated communication among employees as shown with a mean of 2.0 and a standard deviation of 1.0. As revealed in the findings, transformational leadership was also evident in leaders through inspirational motivation. The leaders articulated a vision that was appealing and inspiring to the followers. This sparked optimism about future goals and offered meaning for the prevailing tasks at hand. By their behavior and communication skills, transformational leaders were able to provide meaning and challenge to the work of the followers. These results are shown in Table 4.5.

**Table 4.5: Inspirational Motivation**

<table>
<thead>
<tr>
<th>Description</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders in our organization provide followers with an inspiring mission and vision</td>
<td>2.2</td>
<td>1.0</td>
</tr>
<tr>
<td>Leaders in our organization involve employees in achieving a positive vision of the future</td>
<td>2.3</td>
<td>1.1</td>
</tr>
<tr>
<td>Leaders in our organization encourage employees to become part of the overall organizational culture</td>
<td>3.0</td>
<td>0.9</td>
</tr>
<tr>
<td>Leaders in our organization act as role models towards the attainment of organizational goals</td>
<td>2.0</td>
<td>0.9</td>
</tr>
<tr>
<td>Leaders in our organization encourage employees to achieve more</td>
<td>2.4</td>
<td>1.1</td>
</tr>
<tr>
<td>Leaders in our organization communicate high expectations that employees want to achieve</td>
<td>1.9</td>
<td>1.1</td>
</tr>
<tr>
<td>Leaders in our organization promote optimism</td>
<td>3.4</td>
<td>1.1</td>
</tr>
<tr>
<td>Leaders in our organization facilitate communication among</td>
<td>2.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**4.8 Students’ Behavior**

Results showed that respondents strongly agreed that they helped new colleagues and freely gave time to others, as shown with a mean of 1.4 and a standard deviation of 0.6. Respondents also agreed that they efficiently used their time and went beyond minimum expectations, as illustrated with a mean of 1.7 and a standard deviation of 0.7. Results
also showed that respondents agreed that they avoided complaining and whining. This had a mean of 2.0 and a standard deviation of 1.1. Respondents also strongly agreed that they advanced notices, reminders and communicated appropriate information, as illustrated with a mean of 1.4 and a standard deviation of 0.6. Additionally, respondents agree that they took voluntarily services in the community and willingly attended functions, as shown with a mean of 1.8 and a standard deviation of 1.1. As revealed in the findings, students demonstrated that they behaved in an appropriate manner. Some of their positive behavior included; helping new colleagues and freely giving time to others, efficiently using their time and going beyond minimum expectations. They also avoided complaining and whining while they advanced notices, reminders and communicated appropriate information. They as well took voluntarily services in the community and willingly attended work-related functions. These findings are shown in Table 4.6.

**Table 4.6: Students’ Behavior**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I help new colleagues and freely give time to others</td>
<td>1.4</td>
<td>0.6</td>
</tr>
<tr>
<td>I efficiently use my time and go beyond minimum expectations</td>
<td>1.7</td>
<td>0.7</td>
</tr>
<tr>
<td>I avoid complaining and whining</td>
<td>2.0</td>
<td>1.1</td>
</tr>
<tr>
<td>I advance notices, reminders and communicate appropriate information</td>
<td>1.4</td>
<td>0.6</td>
</tr>
<tr>
<td>I take voluntarily services in the community and willingly attend functions</td>
<td>1.8</td>
<td>1.1</td>
</tr>
</tbody>
</table>

4.9 The Relationship between Students’ Behavior and Transformation Leadership

A correlation analysis was carried out to examine the relationship between the dependent variable and the independent variables. According to results, individual consideration had significant relationship with students’ behavior, \( r = 0.583 \), \( p < 0.006 \). Intellectual stimulation also had a significant relationship with students’ behavior, \( r = 0.486 \), \( p < 0.025 \). Idealized influence similarly had a significant relationship with students’ behavior, \( r = 0.558 \), \( p < 0.009 \). Inspirational motivation was also found to have a significant relationship with students’ behavior, \( r = 0.550 \), \( p < 0.010 \). These results are as shown in Table 4.7.
4.10 Influence of Transformational Leadership on Students’ Behavior

The influence of transformational leadership practices on students’ behavior was examined using regression analysis. The regression analysis was carried out with students’ behavior as the dependent variable and the four aspects of transformational leadership as the independent variables. The independent variable included, individualized consideration, intellectual stimulation, idealized influence and inspirational motivation.

The model summary shown in table 4.8, shows an R value of 0.629. This shows the correlation in the model, and in this case the degree of correlation is high. The R-squared is 0.395. Based on this model 39.5% of students’ behavior is determined by transformational leadership practices in their leader. These practices include individualized consideration, intellectual stimulation, idealized influence and inspirational motivation. The remaining 60.5% of students’ behavior is determined for by other factors outside this model.
Table 4.8 Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.629a</td>
<td>.395</td>
<td>.244</td>
<td>.50371</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Inspirational Motivation, Individualized consideration, Intellectual Stimulation, Idealized Influence

The ANOVA table exemplifies how good the regression equation fits the data, as shown in the Table 4.9, the regression model predicts the dependent variable significantly well, as shown with the p < 0.004.

Table 4.9: ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>2.653</td>
<td>4</td>
<td>.663</td>
<td>2.614</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>4.060</td>
<td>16</td>
<td>.254</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6.712</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Students ‘Behavior
b. Predictors: (Constant), Inspirational Motivation, Individualized consideration, Intellectual Stimulation, Idealized Influence

The regression coefficient for individualized consideration is .263. This shows that 1 unit increase in individualized consideration results in 0.263 units increase in students’ behavior. The regression coefficient for intellectual stimulation is .451. This shows that 1 unit increase in intellectual stimulation results in 0.451 units increase in students’ behavior. The regression coefficient for idealized influence is .284. This shows that 1 unit increase in idealized influence results to 0.284 units increase in students’ behavior. The regression coefficient for inspirational motivation is .267. This shows that 1 unit increase in inspirational motivation results to 0.267 units increase in students’ behavior. These results are illustrated in Table 4.10

The regression equation derived from this analysis is:

\[ y = a + b_1 x_1 + b_2 x_2 + b_3 x_3 + b_4 x_4 \]

\[ y = \text{students' behavior}; \]
\[ a = \text{constant}; \]
\[ b_1 = \text{Individualized consideration}; \]
\[ b_2 = \text{Intellectual Stimulation}; \]
\[ b_3 = \text{Idealized Influence} \]
\[ b_4 = \text{Inspirational Motivation} \]

\[ y = .952 + .263x_1 + .451x_2 + .284x_3 + .267x_3 \]

**Table 4.10: Coefficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>.952</td>
<td>.296</td>
</tr>
<tr>
<td>Individualized consideration</td>
<td>.263</td>
<td>.285</td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>.451</td>
<td>.446</td>
</tr>
<tr>
<td>Idealized Influence</td>
<td>.284</td>
<td>.470</td>
</tr>
<tr>
<td>Inspirational Motivation</td>
<td>.267</td>
<td>.294</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Students’ Behavior

**4.11 Chapter Summary**

This chapter has presented the results from the analysis of data that was collected from respondents. Respondents’ background information has been presented first, followed by descriptive data on each research objective presented. The results have been followed with inferential data that included the correlation and regression analysis that was done in line with the research questions. The resulted have been presented in graphs, charts and tables.
CHAPTER FIVE

5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the results in chapter four, the discussion is in accordance to the research objectives and comparison is made to empirical literature. Additionally, this chapter draws conclusion from the findings of the study and provides recommendation at the end. The chapter first provides a summary of the whole study.

5.2 Summary

This study sought to examine the effect of transformational leadership on students’ behavior among management of organizational development graduate students at USIU-A. The research questions of the study were; to what extent does individualized consideration influence behavior among management of organizational development graduate students at USIU-A? To what extent does intellectual stimulation influence behavior among management of organizational development graduate students at USIU-A? To what extent does idealized influence behavior among management of Organizational Development graduate students at USIU-A? And to what extent does Inspirational motivation influence organizational citizenship behavior among management of organizational development graduate students at USIU-A?

The study employed descriptive research design; the population targeted was middle level manages studying MOD program in USIU-A. This study adopted a census technique that involved incorporating the entire population in the research. The study used questionnaire to get data from respondents. Data was analyzed through descriptive statistics together with some inferential statistics.

Findings on the first objective showed that individual consideration and students’ behavior have a significant relationship, $r=0.583$, $p<0.006$. Again, it was found that 1 unit increase in individualized consideration results in 0.263 units increase in students’ behavior. Results on the second objective showed that intellectual stimulation and students’ behavior have also a significant relationship, $r=0.486$, $p<0.025$. It was also found out that with a unit increase in intellectual stimulation students’ behavior increases with 0.451 units.
Findings on the third objective showed that idealized influence and students’ behavior have a significant relationship, $r=.558$, $p<0.009$. According to findings a unit increase in idealized influence results in 0.284 units increase in students’ behavior. Findings on the fourth objective illustrated a significant correlation between inspirational motivation students’ behavior, $r=.550$, $p<0.010$. According to findings a unit surge in inspirational motivation results in 0.267 units increase in students’ behavior. In the regression analysis, the R value obtained was 0.629, this showed that the correlation in the model was high. The R-squared was 0.395, which indicated that 39.5% of students’ behavior is determined by transformational leadership practices in their leader.

5.3 Discussion

5.3.1 Influence of Individualized Consideration on Students’ Behavior

The findings on the influence of individualized consideration on students’ behavior showed an existence of a significant correlation between individualized consideration and students’ behavior. According to the findings a unit increase in individual consideration results in 0.263 units increase in students’ behavior. Individualized consideration is described as the extent that a leader considers their supporter’s needs and attend to those needs and also mentor and coach his/her followers while respecting everyone’s effort to the team. According to Odumeru and Ogbonna (2013) this attention from the leader consequently motivates subordinates to aspire to more accomplishment and progression (Odumeru & Ogbonna, 2013).

Similarly, Vukonjanski, Nikolić, Terek, Ivin and Gligorović (2015) performed a study on leader-member exchange influence and its impact on organizational culture in respect to future orientation, power distance, human orientation and performance orientation. Vukonjanski et al. (2015) argued that leaders need to be coached so as to grow a quality association with their followers. This is because the quality of leader-member relationship considerably influences different variables in the organization such as organizational citizen behavior.

In another study Piccolo and Colquitt (2006) linked intrinsic motivation to organizational citizen behavior. According to Piccolo and Colquitt (2006), people carried by self-generating prizes (intrinsic motivation) tend to have discretionary behaviors which are hardly linked with external rewards. The findings also affirm the results of a meta-
analytic that was carried out by Nohe and Hertel (2017) to examine the underlying mechanism on the connection between transformational leadership and OCB. According to Nohe and Hertel (2017) findings, a significant direct connection exists between transformational leadership and organizational citizen behavior. This study has also confirmed these observations by Nohe and Hertel (2017). Findings here also correlates with the findings of Sechudi and Olivier (2016) who observed that transformational leadership has an important impact on organizational citizen behavior. They noted that from the four dimension of transformational leadership only individual consideration was significant in predicting organizational citizen behavior.

The results here that revealed that individual consideration has a significant influence on students’ behavior corresponds with the findings of Al Zefeiti, (2017). In his study Al Zefeiti, (2017) sought to find out the effect of different dimension of transformational leadership on employees’ behavior in relation to organizational commitment. According to the findings of Al Zefeiti (2017) transformational leadership has an important influence on employees’ affective, continuance and normative commitment to the organization. Specifically, Al Zefeiti, (2017) showed that individual consideration plays an important role in affecting employee commitment to the organization. These findings have been confirmed in this study.

Findings here showed that individualized consideration has a significant influence on students’ behavior. These findings are in line with Marinda, Saudi, Dora and Saudi (2018) study that sought to examine the effect of transformational leadership and employee engagement on organizational citizen behavior. In their findings Marinda et al., (2018) noted that transformational leadership has a significant impact on organizational citizen behavior. They observed that a leader provides effect to the ideal and motivational inspirational motivation to their followers. Contrary to the findings of this study Marinda et al., (2018) noted that a leader provides no effect to intellectual stimulation and individualized consideraiton to his/her followers, which make followers be less obliged to come up with inventive ideas and be innovative at work and also create that feeling of less attention to the followers on their job conditions and also care in the form of guidance and advice which may enhance their productivity and department.
5.3.2 Influence of Intellectual Stimulation on Students’ Behavior

Intellectual stimulation is the extent that a leader challenges the norms, encourages and inspires inventiveness in his subordinates through the provision of structure for subordinates to see how they link to their leader, the firm, each other, and the objective (Odumeru & Ogbonna, 2013). According to Barnes et al., (2013) and Jirawuttinaunt (2013) transformational leaders stimulate creative thinking among their followers and encourage them to question old ways and subsequently transform the old ways into new, innovative ways.

This study findings showed that intellectual stimulation significantly correlates with students’ behavior $r=0.486$, $p<0.025$. Again, findings showed that with 1 unit increase in intellectual simulation students’ behavior increased by 0.451 units. These findings are however contradicting to the findings of Jiang, Zhao and Ni (2017) who carried out a study to test the mediating effect of organizational citizen behavior on the correlation between transformational leadership and employee sustainable performance.

Jiang, Zhao and Ni (2017) evaluated TL with respect to intellectual stimulation and other dimensions of transformational leadership. According to their findings intellectual stimulation in transformational leadership has no direct influence on the self-development of organizational citizen behavior. Nonetheless intellectual stimulation had a positive impact on the other factors of organizational citizen behavior such as, helping behavior, taking initiative, participation in group activities, relational performance and task performance (Jiang, Zhao & Ni 2017).

The findings here also support those obtained in a different study by Prabandari and Riani, (2018). Prabandari and Riani, (2018) carried out a research to examine the influence of transformational leadership and work motivation on organizational citizen behavior. According to their findings transformational leadership has a positive and significant influence on organizational citizen behavior indicating that leader’s approach that inspires and motivates followers, fuels creativity and innovation in followers, train and offer direction for followers, will enhance the follower’s organizational citizen behavior.
The results here showed that intellectual stimulation has an impact on the behavior of students. This confirms the findings of Al Zefeiti (2017) who in his own research found out that transformational leadership through intellectual stimulation and other dimension carry a substantial impact on employees’ behavior in relation to their commitment to the organization. According to Al Zefeiti, (2017) findings transformational leadership through intellectual stimulation carries a significant influence on normative commitment and continuance commitment.

Study results here differ from the observation made by Sechudi and Olivier (2016) in a South African combat military unit. While the results here showed that intellectual stimulation has a significant influence on organizational citizen behavior, Sechudi & Olivier (2016) showed that intellectual stimulation has had no significant impact on organizational citizen behavior. Sechudi and Olivier (2016) study was carried out to investigate the effect of transformational leadership on organizational citizenship behavior among military men. Their findings showed that transformational leadership was significant in predicting some positive behavior among the military men, however, when they examine the individual influence of the four dimensions of transformational leadership, they did not have a significant impact except for individualized consideration.

5.3.3 Impact of Idealized Influence on Students’ Behavior

Idealized influence is the extent to which a leader acts in a benevolent way and shows beliefs and takes standpoints, which make subordinates associate with a leader that has clearly established values and is like a role model for his subordinates (Odumeru & Ogbonna, 2013). Findings here showed that idealized influence has a positive impact of organizational behavior. This affirms Copeland (2014) argument that in leadership followers normally associate with the character of their leader, his abilities and deeds and wants to imitate him/her. However, the findings here were contrary to what Sechudi and Olivier (2016) findings were. The findings showed that idealized influenced did not significantly influence organizational citizen behavior.

This study findings however contradicted the observation made by Wang, Law, Hackett, Wang and Chen, (2005). According to Wang et al., (2005) idealized influence does not have a positive influence on organizational citizen behavior, self-development. In another study by Jiang, Zhao & Ni (2017) it was as well shown that idealized influence in TL has
no direct effect on the self-development of organization citizen behavior. However idealized influence had a positive impact on the other factors of organizational citizen behavior such as, helping behavior, taking initiative, participation in group activities, relational performance and task performance.

This study findings agree with the observation made by Thohirah (2011) who performed a research on the three aspect of transformational leadership and their impact on organizational citizen behavior. He carried out a Pearson correlation analysis and a regression analysis, according to the results of the two analysis the four dimensions of transformational leadership were significantly correlated with organizational citizen behavior in the Pearson correlation analysis. However, in the regression analysis only idealized influence showed a significant relationship with organizational citizen behavior.

This study however found out a significant association between the four dimensions of transformational leadership through both the Pearson correlation and regression analysis. In another study Ismaeelzadeh, Anjomshoa and Khorsandi (2016), were able to establish a significant relationship between idealized influence in transformational leadership and organizational citizenship behavior. These results are consistent with the observation made in this study. The results here further, agreed with the argument presented by Xenikou (2017) who noted that transformational leadership builds on the transactional base in generating positive attitude in working environment, employees working hard and improves employees’ productivity. The relationship between transformational leadership on organizational citizenship conduct in general and in the school system in specific has been found to have positive effect (Nasra & Heilbrunn, 2015).

Contrary to the findings of this study, Kim (2012) findings did not find any significant impact of transformation leadership on organizational citizen behavior. While results here indicate that transformational leadership through its four dimension that include idealized influence have a significant impact on organizational citizen behavior, Kim (2012) findings were different. Kim (2012) carried out a study to examine the effect transformational leadership through its four dimensions on organizational citizenship behavior. He was able to show that there is no direct significant influence of transformation leadership on organizational citizen behavior. However, the impact of transformational leadership on organizational citizen behavior was only significant with affective commitment mediating their relationship.
5.3.4 Influence of Inspirational Motivation on Students’ Behaviors

Inspirational motivation refers to the attribute and the level by which the leaders speak about the dream that vision of the organization and encourages followers to get involved and participate in the future objectives, and makes sense for the present work at hand (Odumeru & Ogbonna, 2013). Through their actions and communication skills, transformational leaders can offer significance and challenge to the work of the subordinates (Hughes, 2014). This study established that inspirational motivation has a significant correlation with students’ behavior. It was shown that a unit increase in inspirational motivation results on 0.267 units increase in students’ behavior. These results resonate with the observation made by Jiang, Zhao & Ni (2017) that revealed that all aspects of transformational leadership including inspirational motivation have a positive effect on organizational citizen behavior. Trying to explain the relationship between inspirational motivation and behavior. Davila and Finkelstein (2013) noted that organizational citizen behavior is a motive-based behavior and thus organizational citizen behavior will develop as a result of motivation.

The findings of this study are in line with a number of earlier researches that studied behavior as influenced by motivation. A study by Majeed, Ramayah, Mustamil, Nazri and Jamshed (2017) showed that transformational leadership’s four aspects were significantly correlated with organizational citizen behavior. Similarly, Ahmed and Khan (2016) in a study to examine whether motivation resulted in organization citizen behavior, observed that there is a significant association between employees’ organizational citizen behavior and their sources of motivation. They explained that employees engaging in organizational citizen behavior is influenced by the leader’s perception of employee motivations and expectation. Thus, there is a significant relationship between employee OCB and their sources of motivation. This observation is supported by the findings of this study that has demonstrated that behavior of students in middle level management was associated with the inspirational motivation of their leaders.

The findings of this study further draw a parallel conclusion as that of the study by Ismaeelzadeh, Anjomshoa and Khorsandi (2016) on the influence of motivation on behavior among employees. According to Ismaeelzadeh, Anjomshoa and Khorsandi (2016) study that looked at the influence of transformational leadership on organizational citizenship behavior in physical education teachers, individuals who are intrinsically
motivated to organizational goals without expectation of personal reward and immediate and tangible achievements tend to purpose to go beyond the formal role entrusted to them in work. Similarly, the findings of Sechudi and Olivier (2016) contradict the findings of this study. According to Sechudi and Olivier (2016) inspirational motivation does not significantly impact organizational citizen behavior.

In another study that draws similar conclusion with this study, Bottomley, Mostafa, Gould-Williams and León-Cázares (2016) sought to find out the impact of transformational leadership on organizational citizenship behaviors, conditional to public service motivation. According to Bottomley et al., (2016) findings, transformational leadership motivates followers to use discretionary effort directed at organizational citizen behavior for both the organization and the individuals.

The regression results revealed that transformational leadership effect size was 39.5% on students’ behavior. These results are close enough the findings of Tresna (2016) who through a regression analysis observed that the size effect of transformational leadership on organizational citizen behavior was at 30.2%. Similarly, the regression analysis in this study showed that transformational leadership significantly correlates with the students’ behavior. This observation is supported by the study of Nasra and Heilbrunn (2016) that was performed to examine transformational leadership and organizational citizenship behavior in the Arab educational system in Israel. According to the findings of Nasra and Heilbrunn (2016) transformational leadership has a direct impact on organizational citizenship behavior.

Contrary to the findings of this study that showed transformational leadership has a positive relationship with students’ behavior, Caillier (2016) had a different observation. Caillier (2016) study was carried out in South Korea public sector with the goal of examining the mediating role of affective commitment on the relationship between transformational leadership and organizational citizen behavior. According to the findings of Caillier (2016) in the absence of affective commitment, transformational leadership has no significant relationship with organizational citizen behavior. However, the relationship between transformational leadership and organizational citizen behavior becomes significant when affective commitment is introduced in the relationship.
5.4 Conclusion

5.4.1 Influence of Individualized Consideration on Students’ Behavior
This study concludes that individual consideration has a significant relationship with students’ behavior. Further, it is concluded that individual consideration positively influences the students’ behavior. It is conclusive that positive behavior among employees is influenced by leadership style that give individual attention to employees, respect and celebrate individual contribution of employees. Positive behavior is influenced by leaders who exhibit individual consideration and remain sensitive to specific knowledge and capabilities of employees in assigning them tasks.

5.4.2 Influence of Intellectual Stimulation on Students’ Behavior
This study concludes that relationship between intellectual stimulation and students’ behavior is significant. It is also established that intellectual stimulation has a positive influence on students’ behavior. Further, this study demonstrated that students’ behavior is influenced by intellectual stimulation by their leaders through; goal clarification, leadership creativity and innovativeness, employee freedom and empowerment. With these practices, leaders are able to drive their followers or subordinate into positive behavior and also go the extra mile beyond their job descriptions.

5.4.3 Impact of Idealized Influence on Students’ Behavior
This study concludes that idealized influenced correlates significantly with students’ behavior. Idealized influence has also a positive impact on students’ behavior as demonstrated in the findings of this study. Transformational leaders who seek to influence positive behavior in their followers can be able to attain this by, encouraging employees to develop and learn and verbally motivating them to believe in their own abilities. Further, transformational leaders should set goals for the teams and encourage the participation of employees in decision making processes while also articulating the importance of the work employees are doing in the organization.

5.4.4 Influence of Inspirational Motivation on Students’ Behaviors
This study concludes that inspirational motivation has a significant relationship with students’ behavior. It is also cognizant of the fact that inspirational motivation positively affects students’ behavior. According to the findings, inspirational motivation in transformational leadership is attained through such practices as; creating an inspiring
mission and vision in followers, involving subordinate in attaining positive vision. The leaders should also be role models in goal attainment while they encourage followers to attain more. Moreover, leaders should communicate a high expectation (Pygmalion effect) of what they want employees to achieve and this results to a self-fulfilling prophecy of high performance.

5.5 Recommendation

5.5.1 Influence of Individualized Consideration on Students’ Behavior
This study recommends that leadership in the organization should give individual attention to each employee, respect and celebrate individual contribution of employees. Further, leaders should be sensitive to specific knowledge and capabilities of employees in assigning tasks in the organization. Further, it is recommended that leaders who wish to cultivate a positive behavior among their subordinates, should to a great extent put into consideration their needs and attend to those needs. They should also mentor and coach their followers while respecting their contribution to the team. The attention given to followers should satisfy and support their needs for self-fulfillment and self-worth and thus motivate them to develop and be more productive.

5.5.2 Influence of Intellectual Stimulation on Students’ Behavior
This study recommends that leaders seeking to impact positive behavior in their followers should clarify organizational goals. These leaders will also need to be creative and innovative. Further they should empower and allow employee freedom. Also, in order to grow positive behavior in follower, transformational leaders should challenge the norms, encourage and inspire inventiveness in their subordinates by offering them structure for them to understand how they link to the organizational leadership, the organization, to their colleagues, and the organizational objectives. Organizational leaders should also strive to stimulate creative thinking among their followers and encourage them to question old ways to transform the old ways into new, innovative ways.

5.5.3 Impact of Idealized Influence on Students’ Behavior
This study calls for leaders to behave in such a way that shows beliefs and takes standpoints (backbone). This will make subordinates associate with the leader due to his/her clear established values. Further, the leader should be like a role model for his subordinates. All this will help build a positive behavior among the followers. In addition,
this study recommends here that leadership in the organizing should strive to encourage employees to develop and learn. They should also verbally motivate employees to believe in their own abilities. Further, leaders should set goals for the teams and encourage the participation of employees in decision making processes while also articulating the importance of the work employees are doing in the organization. This will enable the organization to foster a positive behavior among its workforce.

5.5.4 Influence of Inspirational Motivation on Students’ Behavior
This study recommends for leaders to articulate positive dreams that are relatable and encourage followers with positivity about the future objectives and make sense for the present work at hand. This will grow a positive behavior among the followers. In addition, leaders should inspire work meaningfulness and challenge their followers through their actions and communication. It is further recommended that leaders in the organization in an effort to cultivate positive behavior among employees, they need to develop an inspiring mission and vision in followers and involve the subordinate in attaining positive vision. The leaders should also be role models in goal attainment while they encourage followers to attain more. Importantly, leaders ought to communicate a high expectation that employees want to achieve.

5.6 Recommendation for Further Studies
This study was carried out to examine the influence of transformational leadership on students’ organizational citizenship behavior. Further research should be carried out to find out how other aspects of transformational leadership such as modelling the way, encouraging the heart, challenging the process, enabling others to act and inspiring a shared vision affects the job performance of employees and thus their contribution to the overall performance of the organization. Research can also be carried out with a narrow focus on one of the dimensions of transformational leadership which will ensure the study is exhaustive and far-reaching.
REFERENCES


APPENDICES

Appendix I: Introductory Letter

Dear Respondent,

I am Jacinta Murigi. A graduate student at United States International – Africa (USIU), studying Msc. Management and Organizational Development (MOD). I am currently doing an academic research project to establish the extent to which transformational leadership influences organizational citizenship behavior: A case study of middle level managers studying MOD program at USIU, class of 2018-19. You being one of the middle-level manager studying this program, I humbly seek your indulgence, through filling in the questionnaire.

Kindly spare approximately 15 minutes for the exercise. The researcher would like to assure you that the information gathered will be kept confidential and used strictly for the purpose of this study only. The usefulness of this information to the researcher will solely depend on your honesty. I would like to take this opportunity to express my heartfelt gratitude for your active involvement in assisting me in my educational endeavors. If you require additional information or have any questions, please contact me here: jacintnyambura@gmail.com

Thank you for your time.

With gratitude,

Jacinta Murigi
Appendix II: Questionnaire

Part 1: General questions

The following questions are prepared to get general profile information about the respondent. Please respond by ticking the appropriate box.

1. Please indicate your gender:
   i. Male [ ]
   ii. Female [ ]

2. Please indicate your age by ticking appropriately:
   i. 18 – 25 [ ]
   ii. 26 – 35 [ ]
   iii. 36 – 45 [ ]
   iv. 41 – 45 [ ]
   v. 46 – 55 [ ]
   vi. Over 55 [ ]

3. For how long have you worked under your current manager?
   i. Under 2 years [ ]
   ii. Over 2 years [ ]

4. Kindly, indicate your current occupation by ticking appropriately:
   i. Employment {}  ii. Business {}
   ii. Student {}

Part II: Influence of Transformational Leadership on Students’ Behavior

In this section, the researcher seeks to identify transformational leadership style used by leaders in your organization, by examining the four aspects of transformational leadership which include; individualized consideration, intellectual stimulation, idealized influence and inspirational motivation.

How do you view leadership in your organization?

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Do your leaders do the things highlighted in this section? Please answer by ticking in the appropriate box that indicates your choice from the options that range from 1 - “Strongly Agree (SA)”, 2 - Agree (A)”, 3 - “Neutral (N)”, 4 - Disagree (D),” 5 - Strongly Disagree (SD”).

<table>
<thead>
<tr>
<th>Individualized consideration</th>
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<tbody>
<tr>
<td><strong>1</strong> Leaders in our organization give personal attention to individual employees</td>
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<td><strong>2</strong> Leaders in our organization respect individual contribution that each employee makes to the team</td>
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<td><strong>3</strong> Leaders in our organization celebrate the individual contribution that each employee makes to the team</td>
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<td><strong>4</strong> Leaders in our organization are sensitive to specific knowledge that employees have when assigning them tasks and duties</td>
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<tr>
<td><strong>5</strong> Leaders in our organization are sensitive to specific capabilities</td>
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<th>Intellectual Stimulation</th>
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<tr>
<td><strong>6</strong> Leaders in our organization are responsible for clarifying goals to employees</td>
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<td><strong>7</strong> Leaders in our organization have creative ideas for solving problems</td>
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<td><strong>8</strong> Leaders in our organization permit employees to “think outside the box”</td>
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<td><strong>9</strong> Leaders in our organization encourage employees to try new ways of looking at a problem</td>
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<td><strong>10</strong> Leaders in our organization help employees to develop innovative strategies</td>
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<td><strong>11</strong> Leaders in our organization take into consideration the sentiments of employees - even if they do not conform to the views held by the leaders</td>
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<tr>
<td><strong>12</strong> Leaders in our organization constantly get creative ideas for solving problems from all organizational members</td>
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<td><strong>13</strong> Leaders in our organization encourage employees to openly</td>
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</tbody>
</table>
approach issues without fear of any negative consequences

14 Leaders in our organization always direct employees to find solutions to problems in a logical manner

**Idealized Influence**

15 Leaders in our organization inspire employees

16 Leaders in our organization communicate the vision of the organization effectively

17 Leaders in our organization constantly attend to the welfare of employees

18 Leaders in our organization value the contribution of employees to the planning process

19 Leaders in our organization are always willing to take risks to attain organizational goals

20 Leaders in our organization encourage employees to develop and learn

21 Leaders in our organization have a direct effect on the quality of interpersonal relationships among team members

22 Leaders in our organization facilitate team cohesion through behaviors like rapport building and empathetic language

23 Leaders in our organization establish goals for the teams

24 Leaders in our organization verbally motivate employees to believe in their own abilities

25 Leaders in our organization encourage the participation of employees in decision making processes

26 Leaders in our organization articulate the importance of the work employees are doing

**Inspirational Motivation**

27 Leaders in our organization provide followers with an inspiring mission and vision

28 Leaders in our organization involve employees in achieving a positive vision of the future
Leaders in our organization encourage employees to become part of the overall organizational culture

Leaders in our organization act as role models towards the attainment of organizational goals

Leaders in our organization encourage employees to achieve more

Leaders in our organization communicate high expectations that employees want to achieve

Leaders in our organization promote optimism

Leaders in our organization facilitate communication among employees

i. Do you feel included in your organization?
   Yes[  ]   No [  ]

ii. What are some of the things that leaders do, or they don’t do to make you feel part of the organization?

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iii. Do your leaders stimulate you intellectually?
   Yes[  ]   No [  ]

iv. What are some of the things they do, or they don’t do to stimulate you intellectually?

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v. Do you think your leader makes you feel better?
   Yes[  ]   No [  ]

vi. What are some of the things they do, or they don’t do to make you feel good about yourself?

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vii. Do leaders in your organization inspire you to do more?
Yes [   ] No [   ]

viii. What are some of the things they do, or they don’t do to inspire you do more?
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Part III: Students’ Behavior
In this section, the researcher seeks to examine how transformational leadership through, individualized consideration, intellectual stimulation, idealized influence and inspirational motivation has influenced student’s behavior.

Please answer by ticking in the appropriate box that indicates your choice from the options that range from 1 - “Strongly Agree (SA)”, 2 - Agree (A)”, 3 - “Neutral (N)””, 4 - Disagree (D),” 5 - Strongly Disagree (SD”).

<table>
<thead>
<tr>
<th>Behavior</th>
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<tr>
<td>1 I help new colleagues and freely give time to others</td>
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<td>2 I efficiently use my time and go beyond minimum expectations</td>
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<td>3 I avoid complaining and whining</td>
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<td>4 I advance notices, reminders and communicate appropriate information</td>
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<tr>
<td>5 I take voluntarily services in the community and willingly attend functions</td>
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</table>

i. Do you think your behavior has been shaped by leadership in your organization?
Yes [   ] No [   ]

ii. How does your leadership in your organization influence your behavior?
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THANK YOU!
10 July 2019

To whom it may concern

RESEARCH PROJECT BY—JACINTA NYAMBURA MURIGI: ID 656354

The bearer of this letter is a student at the United States International University-Africa pursuing a Master of Science in Organizational Development.

As part of the program, she is required to undertake a research project on “Influence of Transformational Leadership on Students’ Behaviour: A Case Of organizational Development Graduate Students at United States International University–Africa.” This requires her to collect data and information from various relevant institutions.

Kindly assist by enabling her access data, information and contacts with respondents who can complete his questionnaires. I assure you that the information provided will be treated with the utmost confidentiality.

Should you have any queries regarding the student research please feel free to contact me on my email, ddringe@usu.ac.ke or phone, +254 723116419

Yours sincerely,

[Signature]

Dr. Teresa Ling
Associate Dean, Chandra School of Business
Appendix IV: NACOSTI Permit

Ref No: 241480

Date of Issue: 29/July/2019

RESEARCH LICENSE

This is to certify that Ms. Jacinta Murugi of United States International University Africa, has been licensed to conduct research in Nairobi on the topic: Influence of Transformational Leadership On Students' Behavior; A Case Of Organizational Development Graduate Students At United States International University – Africa for the period ending: 29/July/2020.

License No: NACOSTI/9/19/144

241480

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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