

Transformational Leadership and OCTAPACE Culture - A Study of Academic Staff in Select Universities

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Abstract

Organizational culture plays a critical role in improving employee performance and organizational effectiveness. A favourable culture is a prerequisite for the overall success of any institution irrespective of their size, control, and nature of work. An unhealthy work culture is detrimental for organizational growth and development. It calls for the role of academic leaders to bring qualitative changes towards developing their institutional culture. Academic leaders are considered important pillars for institution building and as such their role is pivotal in facilitating and promoting sound institution culture. Keeping this in view, the present study is aimed to examine the relationship between transformational leadership and OCTAPACE Culture and subsequently to study the effect of transformational leadership on OCTAPACE Culture. Moreover, the present study is also aimed to analyse the perception of academic staff across demographic variable namely designation. Simple random sampling technique has been employed to gather information from the respondents comprising of 220 teaching staff engaged from four universities from within the state of J&K. The data whatsoever collected were analysed using descriptive and inferential statistics. Results of the study revealed that there is a positive and significant relationship between transformational leadership practices and OCTAPACE Culture in the sample select universities; moreover, transformational leadership significantly influences OCTAPACE Culture. Further on the basis of the research findings, it was found that variable designation significantly influences transformational leadership while teaching perception towards OCTAPACE Culture did not significantly vary across designation. The study findings suggest that transformation leadership and OCTAPACE

Culture prevailing in sample study universities need to be more strengthened, which would ensure to develop healthy work culture. Moreover, academicians and policy makers must take into consideration the relevance of transformational leadership for improving OCTAPACE Culture for better performance and in making institutions more competitive, effective, and result oriented.

Keywords: Leadership, Transformational Leadership, Culture, OCTAPACE

Introduction

The effectiveness of institutions, irrespective of their nature, largely depends upon their human resources who contribute significantly towards attaining their organizational objectives. As such, it becomes crucial for management to ensure that their employees are contended with organizational environment. A sound and healthy institutional culture is critical for increasing commitment and enhancing performance of employees. Accordingly, a favourable culture of an organization will lead towards their overall growth and development. The success factor in today's competitive work environment is more or less dependent on the working culture that an organization fosters and promotes among its employees at individual, group, and institutional levels. In this respect, educational institutions are also facing immense challenge to meet the aspirations of their employees, in general, and overall academic community, in particular. It has become critical for academic institutions to promote

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productive environment and sound culture at workplaces characterized with experimenting with new thoughts and perspectives, sharing of ideas with freedom, working collectively in groups, giving autonomy and entrusting responsibility, gaining of trust and respect, and encouraging innovation. Here, the role of academic leaders who can transform their institutions to higher levels becomes all the more important. It is the academic leadership that is prerequisite for fostering a climate of favourable culture, which would lead towards bringing qualitative changes at workplaces. Therefore, policy makers and academicians must encourage competitive environment at workplaces where critical and rational thinking is promoted and constructive criticism is encouraged. It calls for the need for transformational leaders in higher academic institutions who can encourage faculty members to work towards organizational progress through developing and sustaining smooth institutional culture.

Review of Literature

Transformational Leadership

Over the years, transformational leadership theory has gained immense popularity in becoming a very effective leadership style for enhancing individual performance and increasing institutional effectiveness. Transformational leadership behaviour contributes significantly towards attaining organizational goals and in determining its success (Amin & Hassan, 2010; Laohavichien, et al., 2009; Burns, 2004). Transformational leadership determines the extent to which a leader is able to increase the morale, confidence, and commitment among his followers. It encompasses in identifying and developing the potential of individuals to perform better at their workplaces and forgo their self interest for the overall good of the organization (Bass & Riggo, 2006; Berson & Avolio, 2004; Bono & Judge, 2003). Transformational leadership helps individuals to identify their talent and develop their capacity and competencies for improving the performance in their organization (Grant, 2012; Judge & Piccolo, 2006). Leadership behaviours which leaders demonstrate at their workplace like inspirational motivation, individual consideration, idealized attribute, idealized behaviour, and intellectual stimulation all go in hand in hand in developing the talent of followers, motivating them to excel and in creating an environment

where individuals are encouraged to be creative which leads in displaying a sense of commitment among individuals towards their organizations.

Anderson and Johnson (2006) and Bolden et al. (2008) acknowledge that this style of leadership is highly appropriate for the higher education sector because it focuses on shared accountability, thus, enhancing the hierarchical structures that exist in higher education. Middlehurst et al. (2009) advocated for transformational leadership in higher education whereby a leader inspires followers through a shared vision for the future. Bass and Riggio (2006) viewed that transformational leadership style is very effective in inspiring members of organization to be committed towards the vision of their institution; helps members to be innovative and problem solvers and develops individual's leadership capacity for better performance through coaching and mentoring. Transformational leaders play a critical role in empowering, motivating, and enhancing the commitment of individuals by moulding their behaviour and attitude for the purpose of achieving organizational goals and objectives (Yukl, 2013; Bono & Judge, 2003; Walumbwa & Lawler, 2003). Transformational leaders help in articulating a vision through which they emphasize on the need of followers to align their values and put efforts in achieving the laid down goals. Hoffman et al. (2011) and Shoaf (2004) pointed out that due to the changes in the academic environment effective leaders are needed with talents and capability as they can manoeuvre resources for the good of academic community instead of traditional leadership.

OCTAPACE Culture

OCTAPACE Culture refers to the extent to which openness, confrontation, trust, autonomy, proactivity, authenticity, collaboration, and experimentation are valued and promoted in an organization (Rao & Abraham, 1999; Ganihar & Nayak, 2007). Organizational culture includes beliefs, views, norms, assumptions, and shared values which are available in the organization. Hill and Jones (2014) opine that organizational culture is a set of beliefs that are shared and valued among members of an organization. Similarly, Schein (1996) and Mitchell and Yate (2002) believed that values, beliefs, and feelings shared by the groups in an organization are the basic

assumptions of the organizational culture. Organizational culture creates an environment where every individual freely expresses themselves which helps in enhancing their performance at individual and group level in an organization (Gunter & Furnham, 2014; Panagiotis et al., 2014). Institutional culture plays a critical role in determining how individuals put their efforts at workplaces and is very critical for the overall success of organization (McDermott & O'Dell, 2001; Leal-Rodríguez et al., 2014). Culture helps in developing an atmosphere of trust and openness and engulfs collaboration, proactivity, confrontation, and experimentation among all the members of an institution. Universities need to develop sound academic culture where every faculty members repose faith in the system and performs as per his/her potential in realizing his/her individual as well as institutional goals.

Relationship of Transformational Leadership and Institution Culture

Bass and Avolio (1994), while studying the relationship between transformational leadership and organizational culture, opined that organizational culture, which is influenced by transformational leadership, leads in developing a sense of purpose among every member of an organization and makes transformational leaders to act as role models for enhancing employees' commitment towards their organization's purpose and vision. Schein (1992) opines that institutional leader, with a sense of purpose and set of values, lays the foundation for developing a strong culture which leads to enhancing commitment of employees towards the organization (Hunt & Dodge, 2000; Cameron & Quinn, 1999; Kouzes & Posner, 1997).

Past research studies (Aydogdu & Asikgil, 2011; Karaminia et al., 2010; Block, 2003; Lucas & Valentine, 2002; Rayj & Hosseini, 2000) have found that there exists a positive and favourable relationship between transformational leadership and organizational culture, which leads to better organizational performance.

Abdullah et al. (2015) pointed out that although many studies have been conducted to examine the relationship of organizational culture with organizational change (Rashid et al., 2003), performance (Denison, 2000),

and organizational effectiveness (smart, 2003), very less number of studies have been made to examine the influence of organizational culture and transformational leadership.

While organizational culture might have been studied with transformational leadership in other sectors but service sector, in general, and education sector, in particular, have found very less mention.

Keeping the above facts in view, the present study will make an attempt to examine the effect of transformational leadership on organization culture in sample select universities.

Research Objectives

On the basis of review of literature, the following objectives have been laid down for the present study:

- To study the relationship that exists between transformational leadership and OCTAPACE Culture.
- To examine the effect of transformational leadership practices on OCTAPACE Culture.
- To analyse the perception of teaching personnel towards transformational leadership and OCTAPACE Culture across designation.

Research Hypotheses

Keeping in view the above objectives, the following hypothesis has been formulated for the present study:

H1: There exists a positive relationship between transformational leadership practices and OCTAPACE Culture.

H2: Transformation leadership significantly influences OCTAPACE Culture.

H3a: Perception of teaching personnel towards transformational leadership significantly varies across designations.

H3b: Perception of teaching personnel towards OCTAPACE Culture significantly varies across designations.

Research Methodology

Research Instrument

To measure transformational leadership, Multifactor Leadership Questionnaire (MLQ 5X) was developed by Bass and Avolio (2004), was used. It comprised 20 items of transformational leadership across five dimensions namely i) idealized attribute, ii) idealized behaviour, iii) inspirational motivation, iv) individual consideration, and v) intellectual stimulation. For measuring OCTAPACE Culture, questions were adapted from HRD Climate survey developed by Rao and Abraham (1986), which gathered response towards eight OCTAPACE values namely i) openness, ii) confrontation, iii) trust, iv) authenticity, v) proactivity, vi) autonomy, vii) collaboration, and viii) experimentation. The reliability of the study scales of transformational leadership and quality of work life was found to be at 0.77 and 0.71, respectively.

Sample Study Institutions

The present study gathered responses from four universities from within the state of J&K. The sample institutions included University of Kashmir, University of Jammu, Baba Ghulam Shah Badshah University, and Shri Mata Vaishno Devi University. The selection of institutions was purposively done on the basis of age and nature of institution, i.e., having more than 10 years of establishment and running multidisciplinary courses.

Data Collection and Sample Respondents

A questionnaire was distributed among 220 teaching personnel of sample select institutions, out of which only 204 questionnaires were received back. Out of these 204 returned questionnaires, eight were found incomplete/inconsistent and hence were discarded. Thus, final analysis was done on 196 questionnaires with a usable response rate of 89.08%. The sampling unit for the present study included academic staff of sample select institutions consisting of 74 professors (37.75%), 57 associate professors (29.38%), and 65 assistant professors (34.53%). Male staff comprised of 107 faculty members

(54.59.%) whereas the female staff comprised 89 members (45.40%).

Sampling Technique and Tools

Simple random sampling technique was used to gather responses from the respondents of the present study. The data whatsoever collected were analysed using SPSS 20.0.Version. Descriptive statistics such as mean score, % mean score, correlation, regression, and frequency were used to study the academic staff’s perception towards transformational leadership practices and OCTAPACE Culture prevailing in sample study institutions.

Data Analysis and Findings

Table 1: Relationship between Transformational Leadership and OCTAPACE Culture

(Correlation)

		<i>Transformational Leadership</i>	<i>OCTAPACE Culture</i>
Transformational Leadership	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	N	196	196
OCTAPACE Culture	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	N	196	196

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

Source: Data compiled by the author

From Table 1, it can be seen that there is a positive and significant relationship between transformational leadership and OCTAPACE Culture in sample select universities. It depicts that the more we exhibit transformational leadership in universities the more it will result in creating a favourable culture in an organization. The correlation between transformational leadership practices and OCTAPACE Culture was found to be ($r = .652, p = 0.000$), which is both positive as well as statistically significant. Hence, research hypothesis 1 is empirically supported and accepted.

Table 2: Correlation between Transformational Leadership Practices and OCTAPACE Culture

Transformational Leadership Practices		OCTAPACE Culture
Idealized Attribute	Pearson Correlation	.313**
	Sig. level	(0.000)
Idealized Behaviour	Pearson Correlation	.320**
	Sig. level	(0.000)
Inspirational Motivation	Pearson Correlation	.326**
	Sig. level	(0.000)
Intellectual Stimulation	Pearson Correlation	.304**
	Sig. level	(0.000)
Individual Consideration	Pearson Correlation	.298**
	Sig. level	(0.000)

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

Source: Data compiled by the author

Similarly from Table 2, correlations were determined between transformational leadership practices and OCTAPACE Culture. It can be seen that all the dimensions of transformational leadership depicts positive and significant relationship with respect to OCTAPACE Culture. The most positive relationship was found in case of inspirational motivation with ($r = .326, p = 0.000$); it was followed by idealized behaviour

Table 4: Perception of Academic Staff Towards Transformational Leadership Across Designation

Factor	Dependent Variable	Group	(N)	Mean Score	ANOVA	Sig*
Designation	Transformational Leadership	Assistant Professor	67	3.17	4.567	.016*
		Associate Professor	57	3.29		
		Professor	74	3.35		

Note: *P< .05

Source: Data compiled by the author for the present study

Table 4 examines the difference in the perception of academic staff regarding transformational leadership on the basis of variable designation. It is revealed from Table 4 that among teaching personnel, professors have shown highest perception towards transformational leadership with mean score of (3.35), whereas assistant professors perceived least satisfaction level towards transformational leadership with a mean score of (3.17).

showed ($r = .320, p = 0.000$), idealized attribute ($r = .313, p = 0.000$), intellectual stimulation ($r = .304, p = 0.000$), and the least positive and significant was found towards individual consideration ($r = .298, p = 0.000$). All of these correlations were statistically significant.

Table 3: Effect of Transformational Leadership Practices on OCTAPACE Culture (Regression Analysis)

Model Summary					
Model	R	R Square	Adjusted R Square	F-Value	Sig.
1	.652 ^a	.419	.418	124.68	.000a

^a. Predictors: (Constant), Transformational Leadership

Source: Data compiled by the author.

Further, in order to examine the effect of transformational leadership on OCTAPACE Culture, regression analysis was performed (Table 3). The regression analysis indicates that the perception of teaching staff regarding transformational leadership practices has a significant positive effect on OCTAPACE Culture prevailing in sample select institutions. The value of $R^2 = 0.419$ shows that 41.19% variance is explained by independent variable (transformational leadership) on dependent variable (OCTAPACE Culture). Thus, our hypothesis 2 is empirically supported and hence accepted.

The perceptual differences of academic staff regarding transformational leadership are statistically significant when the differences were examined on the basis of designation (ANNOVA = 4.567; $p < .05$). Hence, hypothesis 3a is accepted, indicating that there exists significant difference among academic staff across designation with respect to transformational leadership.

Table 5: Perception of Academic Staff towards OCTAPACE Culture Across Designation

Factor	Dependent Variable	Group	(N)	Mean Score	ANOVA	Sig*
Designation	OCTAPACE Culture	Assistant Professor	67	3.26	1.286	.066
		Associate Professor	57	3.31		
		Professor	74	3.34		

Note: *P < .05

Source: Data compiled by the author for the present study

Table 5 examines the difference in the perception of academic staff regarding OCTAPACE Culture on the basis of variable designation. It is revealed from Table 5 that professors are having highest perception towards OCTAPACE Culture with mean score of (3.34) whereas assistant professors showed least satisfaction towards OCTAPACE Culture with mean score of (3.26).

The perceptual differences of academic staff regarding OCTAPACE Culture is statistically insignificant when the differences were examined on the basis of designation (ANNOVA = 1.286; $p > .05$). Hence, hypothesis 3b is rejected, indicating that there exists no significant difference among academic staff towards OCTAPACE Culture across designation.

Conclusions and Suggestions

Due to the complexity and pressures in managing the affairs of business at workplaces, the organizations of any nature and background believe that institutional culture is considered very critical in determining their success and failure. Institutional culture helps in promoting the morale and confidence of individuals in performing their assigned duties and tasks and thereby leads to institutions effectiveness. But, this is possible if academic leaders of educational institutions demonstrate and exhibit sound leadership practices which should not only be accepted by the members of an institution, but must also be result oriented as well.

Keeping this in view, the present study tried to examine the relationship between transformational leadership and OCTAPACE Culture. On the basis of research findings, it can be concluded that there exists a positive and significant relationship between transformational leadership practices and institution culture. There is still a scope to strengthen transformational leadership practices

in the sample select institutions for promotion of culture.

The study also determined the effect of transformational leadership on institution culture. Regression analysis showed that transformational leadership influences institution culture as there was a significant influence of transformational leadership on institution culture. It revealed that transformational leadership contributes significantly in promoting strong culture in an organization. Findings of the study highlight the relevance and significance of transformational leadership in developing sound institution culture in higher educational institutions. Moreover, the study tried to examine whether the designation of academic staff could influence their perception towards transformational leadership and OCTAPACE Culture. It was revealed from the results that designation of academic staff did have a significant influence on transformational leadership but it did not significantly influence their perception towards OCTAPACE Culture.

Results obtained from this study are applicable for practical and theoretical purposes. The present study is faced with some limitations. Firstly, the results of the study cannot be generalized as the study targeted a very small sample by considering only four universities from within the state of J&K. Therefore, future research can incorporate more universities so as to reveal a better picture towards study population. Secondly, the present study gathered responses from academic staff; therefore, future research can include the perception of non-academic staff as well in order to gather deep insights towards the functioning of sample study institutions. Lastly, the present study ignored the effect of other demographic variables such as gender, age, and experience. Therefore, it is suggested that studying these variables in future research would present a more holistic picture of sample study universities in the state.

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