

Impact of Paternalistic Leadership on Higher Education Institutes Effectiveness: Mediating Role of Organizational Citizenship Behavior

 Maham Shahid¹

 Zohaib Naeem Babar²

How to cite this article:

Shahid, M., & Babar, Z. N. (2022). Impact of paternalistic leadership on higher education institutes effectiveness: Mediating role of organizational citizenship behavior. *Journal of Excellence in Management Sciences*, 1(1), 38–58.

Received: 10 March 2006 / Accepted: 13 April 2022 / Published online: 28 May 2022

Abstract

The study has aimed at examining the impact of organizational citizenship behavior of university teachers as a possible mediator between paternalistic leadership style of supervisors and overall effectiveness of the educational institute. Since, Pakistan is a developing country, and to advance towards a developed country, education needs to be in major and vital focus. Top 10 universities, chosen from the Higher Education Commission of Pakistan's current list, were investigated. Pal Scale was distributed to the faculty members of the universities (N=322), reporting about their supervisor's leadership style. Moreover, employees were told to address about their extra-role behavior, i.e. organizational citizenship behavior, by using the scale developed by Welbourne, Johnson and Erez (1996). In addition to this, employees evaluated the overall effectiveness by using the organizational effectiveness scale for Higher Education Institutes of Kwan and Walker. This investigation supported the substantial and significant impact of organizational citizenship behavior of the relationship between paternalistic leadership and effectiveness of higher education institutes. Moreover, direct relationship among variables is also found. Thus, the supervisors must recognize, foster and realize the importance of paternalistic leadership as this may eventually influence organizational citizenship behavior and effectiveness of higher education institutes.

Keywords: Paternalistic Leadership, Organization Citizenship Behavior, Effectiveness

1 Introduction

Since ancient times, people living in troops, groups or tribes survived and strived hard for the common goal attainment. But industrial revolution changed this system of survival for the same goal in groups and termed it as organization (Taylor, [1989](#)). An organization is a social entity,

¹University of Management and Technology, Lahore, Pakistan

Corresponding Author: maham.shahid17@gmail.com

²University of Waikato, New Zealand

which involves in economic and environmental activities (Ali et al., [2015](#); Jiakui et al., [2023](#); Su et al., [2021](#)). It comprises of human resources (HR) that exhibit certain behavior in crisis challenges (Ali et al., [2015](#); Su et al., [2021](#)) to attain common goals. According to Resource Based Theory, these resources (HR) have the characteristics of being valuable, inimitable, rare and non-sustainable (Barney, [1991](#)). In other words, Resource Based Theory of firms highlights the significance of HR (Blau [1986](#); Barney, [1991](#)) in the achievement of the targeted goals, tasks, performances and competitive advantage effectively (Barney, [1991](#)). Thus, the main goal of human resource is to achieve organizational performance and effectiveness.

Business houses succeed due to smart leaders as they affect employees' mental wellbeing and business success. (Abbas et al., [2023](#); Iorember et al., [2022](#); Jiakui et al., [2023](#); Mubeen et al., [2021](#); Peter et al., [2017](#)). Besides, value addition in the workplace and related work helps in the increase workers productivity, leadership decisions help assume green investments. It accepts technology acceptance and staff mental health measures (Hafeez et al., [2023](#); Local Burden of Disease, [2021](#); Micah et al., [2023](#); Su et al., [2021](#)). Besides, politically aware and economic situations, food security, operatives' wellbeing under pandemic crisis only leaders dealt in effective ways (Farzadfar et al., [2022](#); Moradi et al., [2021](#); Su et al., [2022](#); Zafar et al., [2022](#); Zhuang et al., [2022](#)). Business success and competitiveness with management decisions affect business environment and profitability in the industry (Ge et al., [2022](#); Hussain et al., [2017](#); Liu et al., [2022](#); Yu et al., [2006](#); Zhang et al., [2022](#)). Thus, quality in business is vital. Leadership believes to work for the stakeholders to achieve firms' profitability (Abbas et al., [2009](#); Aqeel et al., [2022](#); Li et al., [2022](#); Li et al., [2022](#); Schmidt et al., [2022](#)). Teacher leadership indorses pro-social actions that benefits commercial companies, their workforce wellbeing, and personable as a whole (Azhar et al., [2018](#); Geng et al., [2022](#); Li et al., [2022](#); NeJhaddadgar et al., [2022](#); Zeidabadi et al., [2022](#)). This leadership incorporates a strong ethical component, which leads to organizational success (Aman et al., [2021](#); Aman et al., [2022](#); Lebni et al., [2021](#)). Leadership decisions are crucial to safeguard employees' health, wellbeing administrative progress in crisis situation (Azizi et al., [2021](#); Lebni et al., [2021](#); Mohammadi et al., [2021](#); Shoib et al., [2022](#); Soroush et al., [2021](#); Su et al., [2021](#)).

Likewise, teachers are one of the most significant human resources of educational organization as they educate for social, economic, and energy use benefits (Al Halbusi et al., [2022](#); Asad et al., [2017](#); Azadi et al., [2021](#); Mubeen et al., [2021](#); Shuja et al., [2020](#)). Leadership theory displays connection to qualities, morality, and ethics is servant leadership (Hussain et al., [2017](#)). Teachers play the most critical and fundamental role in making the educational organization effective and efficient (Ozdem, [2012](#)). To ensure that an organization functions effectively and ultimately achieves expected organizational performance (Al-Sulaiti & Baker, [1997](#); Al-Sulaiti & Baker, [1998](#); Asad et al., [2020](#); Khattak et al., [2013](#)). Thus, employees need to exhibit certain (Bolino et al., [2002](#)) behaviors. Academic literature has paid attention towards these behaviors that is considered as the most significant contributor to organizational effectiveness and performance (Ali & Irfan, [2020](#); Malik et al., [2017](#); Naveed et al., [2019](#); Shahzad et al., [2019](#); Zhu et al., [2012](#)). According to several researcher, these behavior are the teachers' extra-role behavior (OCB) that they exhibit willingly, regardless of formal requirements (Ehtiyar et al., [2010](#)). Somech & Ron, ([2007](#)) explain the rationale behind this demonstration. According to them, goals of the educational organization teachers can never be defined and supervised quantitatively (Ali et al., [2021](#); Badar & Irfan, [2018](#); Irfan [2017](#); Malik et al., [2017](#)). Thus, the teachers (resource persons or faculties) have to go beyond in-role duties and responsibilities as the job definitions are not vivid (Somech & Drach-Zahavy, [2000](#)). As empirically shown by Impact of Paternalistic Leadership on Higher Education Institutes Effectiveness: Mediating Role of Organizational Citizenship Behavior 3 Somech and Ron, ([2007](#)), success of educational organization highly depends on the teachers' willingness to act above and beyond their job responsibilities and duties. Also stated by George & Brief ([1992](#)), OCB is essential for the educational organizations as in-role activities alone cannot

lead to students' learning and organizational effectiveness (Somech & Ron, [2007](#)).

Besides, staying after counseling hours, help students in their learning and class material, giving over time to the institute, helping colleague (Ahmad et al., [2021](#); Irfan et al., [2017](#); Zhang et al., [2012](#)). The pandemic and health challenges has affected service industry organizations (Maqsood, et al. [2021](#); Shuja et al. [2020](#); Lebni et al. [2020](#)). They have heavy workload and or was absent from work (Inandi & Buyukozkam, [2013](#)), doing task or activities for no monetary benefits, giving and accomplishing innovation change suggestion can help for the overall improvement of the education organization (Bogler & Somech, [2005](#)). In addition to this, planning substitute lectures in place of absent colleague, organizing joint activities with parents above the norm, volunteering for school or university committees or CSR activities (Bogler & Somech, [2004](#)), preparing special assignment for the different category (intelligent, average or below average) students, talking good and favorably about the institute outside (with outsiders) or giving suggestion and improving the pedagogical issues and ways, would enhance the organization's performance. Teachers' work for the improvement of classroom performance and enhances the ability to deal with the student's discipline and needs which eventually leads to the overall performance, effectiveness and efficiency. According to Conley and Bacharach ([1990](#)), teachers understand work processes and current and upcoming challenges better than administrators, personnel, etc. Thus they (teachers) must participate in decision making processes, which not only benefits the educational organizations but also inculcates their (teachers) interest. Involvement of teachers' in decision making, increases the empowerment and indulge them in OCB and greater job satisfaction (McNeely & Meglino, [1994](#)). Teachers, who are made part of decision-making process, feel the sense of control and empowered on their job, hence experiences high level of OCB (Wilson & Coolican, [1996](#)).

OCB enhances the educational organization's effectiveness Podsakoff & MacKenzie, ([1997](#)) coordinates internal activities, make teachers more responsible towards students learning and enables them (teachers) to adjust and adapt in the dynamic environment assuring the maximum level of success of the student and institute. All these collectively, create the sense of trust and fairness in the organization (Folger et al., [1996](#)), higher level of persistence and motivation self-fulfillment, higher students' achievement, institutes image and reputation is also established (Oplatka, [2009](#)). Also supported by DiPaola and Tschannen-Moran, ([2001](#)) educational institutes have the power and ability to create and enhance OCB. But these behaviors and beliefs can be affected by leadership styles (Podsakoff et al., [1997](#)).

As stated by leadership Niu et al. ([2009](#)) is the foremost factor that has an impact on performance of organizations, organizational effectiveness, managers, employees, OCB and organizational politics (Klein & House, [1995](#)). Leadership is an interaction between two or more group of people that structures or re-structure the situation and fulfill the expectations or perceptions of the member of that particular group. Additionally, expressed by Aycan ([2006](#)), leaders who express liberal consideration and generous care towards their subordinates can rouse the subordinates' motivation level. All in all, a leader is the father like figure of the association, organization or followers who portrays the benevolent, self-sacrificing and parental thought. This happens when group members help and guide each other in order to enhance motivation or competencies of others in a group impacting on organizational or individual performance. Moreover, (Bass, [2000](#)) paid attention on the factor of leadership in educational organizations. He claimed that leaders (principals, teachers) need to make effortless and genuine endeavor to motivate, inspire and invigorate the students. Proactive approach should be the strategy of the leaders in order to avoid the upcoming challenges of the dynamic environment or by students.

Culture plays an important role in identifying which leadership style will be followed and executed in the organizations. In the extant literature, many researchers have observed and then stated that leadership style and its effectiveness vary specifically when the culture varies in an organization

(Hofstede & Hofstede, [2001](#)). According to various cross-cultural leadership theorists believe that the individualism and collectivism cultural dimension has the single largest impact on leadership. Hence wherever culture is different leadership style will ultimately be different depending upon which dimension of culture that place is following. Leadership in West is based on individualistic approach; whereas leadership in East is based on collectivistic approach. Besides, according to (Lok & Crawford, [2004](#)), culture of Asian firms is centralized, hierarchical and bureaucratic. Redding 1990 observed that paternalistic leadership (PL) approach is being followed in Asian firms which ultimately results in the rise of job satisfaction and organizational citizenship behavior. Commonly practiced leadership style in Asia and Middle-East is paternalistic leadership style.

According to Aycan ([2001](#)), PL in Eastern countries has positive connotation i.e. leaders practicing such leadership style are more caring, considerate and guiding. However, in West PL stands as negative connotation: manipulative acts. Several studies in the literature of leadership and management theories have shown significant and effective results in the organizations that followed PL. Researchers like, (Martinez, [2007](#); Pellegrini & Scandura, [2008](#)), have shown the effective implementation of PL in East countries such as Taiwan, Mexico, Japan, Turkey, Pakistan, China, India, etc. Moreover, their studies also challenged the Eastern leadership approach's assumptions. Therefore, the study has focused on paternalistic leadership style.

PL model views the organization as family, leader as the father or parent of the family, who needs to strong, firm and is required and expected to go about or act as the leader of the family. PL covers three dimensions, benevolence, morality and authority. Besides, two dimensions of paternalistic leadership, benevolence and morality, have an unfavorable impact on OP (and favorable impact on OCB). While the third dimension, i.e. authority, favors OP that ultimately influence OCB reversely. Collectively PL enhances motivation, trust in supervisor, OCB, work performance, job satisfaction, job commitment, loyalty and reduces turnover (Gelfand et al., [2007](#)). Ultimately, it improves the employees' outcome (Niu et al., [2009](#)) that plays an important role in meliorating the organizational effectiveness eventually. To support this view, many researchers have shown that PL is the most effective way to achieve organizational effectiveness in Non-Western organizations (Aycan, [2006](#); Farh, [2008](#)) However, researchers have not investigated the existence and importance of PL in educational organizations. Therefore, this thesis has aimed to investigate the substantial impact of PL in Higher Education Institutes (HEIs).

The extant literature has highlighted the importance of OCB and PL on Organizational Effectiveness (OE). OE is a more extensive idea that covers the proficiency, efficiency, effectiveness and viability of all the outward and inward operations (Venkatraman & Ramanujam, [1986](#)). As stated in the literature, organizational performance is interchanged by organizational effectiveness. Different tools have been introduced in the literature to measure effectiveness. Likewise, (Cameron et al., [1978](#)) established a tool to organizational effectiveness in the educational institutes particularly. He has proposed various dimensions of educational effectiveness, like: student education satisfaction, student academic development, student career development, student personal development, faculty and administrator employment satisfaction, professional development and quality of the faculty, system's openness and community interaction, ability to acquire resources, and organizational health.

To conclude, in the extant literature, we have seen researches about the significance of OCB in educational organizations but mostly done in schools and colleges and very few in universities. Therefore, this study has focused on Universities that are given overall top 10 positions in the country by HEC Pakistan. Besides, various researchers have investigated the importance of different leadership style to attain maximum organizational effectiveness in educational organizations such as transformational leadership and transactional leadership. However, the

extant literature has validated the optimum existence and practice of PL in Asia. Hence, the study has aimed to inquire the importance of PL in educational organizations of Pakistan.

1.1 Research Objective

The study makes a unique contribution to the theory of OCB, by testing about the factors that can improve OCB in order to achieve organizational effectiveness. Given the above milieu of factors that, when seen from the perspective of OCB and organizational effectiveness provide a venue for investigation where leadership is seen to be an important contributor to the overall framework of relationships. Therefore, this thesis aims to study the impact of paternalistic leadership and OCB in achieving high organizational effectiveness. It will also provide a conceptual framework as well as conceptual model.

1.2 Research Questions

Following research questions will be answered:

1. What is the impact of organizational citizenship behavior and organizational effectiveness?
2. Does organizational citizenship behavior mediate between paternalistic leadership and HEIs effectiveness?

2 Theoretical Framework & Hypotheses

According to Schultz's in 1961, education plays an important and significant role in the economic growth of a country — irrespective of whether the country is developed, developing or under developed. Therefore, improving the quality of education is not only ameliorating educational organizations effectiveness and performance, but will also contribute to the economic growth indirectly and directly. Another researcher, (Psacharopoulos & Patrinos, [2004](#)), supported Schultz's point of view by stating that the educated workers not only give raise to national income but also improves the productivity of the organizations effectively and efficiently. This is because good and high education raises the marginal productivity of an individual as they get soft and hard skills to manage the work with minimum input.

To conclude, for an economy, education can be its competitive advantage. (Barney, [1991](#)) has shared the key to attain and sustain the competitive advantage. According to him, an organization can have competitive advantage only if the resources are VRIN (valuable, rare, inimitable and non-sustainable). Although natural resources, technology and economies of scale create values and are considered source of competitive advantage, but in view of resource-based these can easily be imitated. Therefore, human resource is considered as a source of sustained competitive advantage. Therefore, VRIN is the characteristic that HR of an organization possesses. Similarly, (Özdem, [2012](#)) stated that teachers are the VRIN resources of an educational organization. They (teachers) play an important and significant role in the building effective and efficient educational organization.

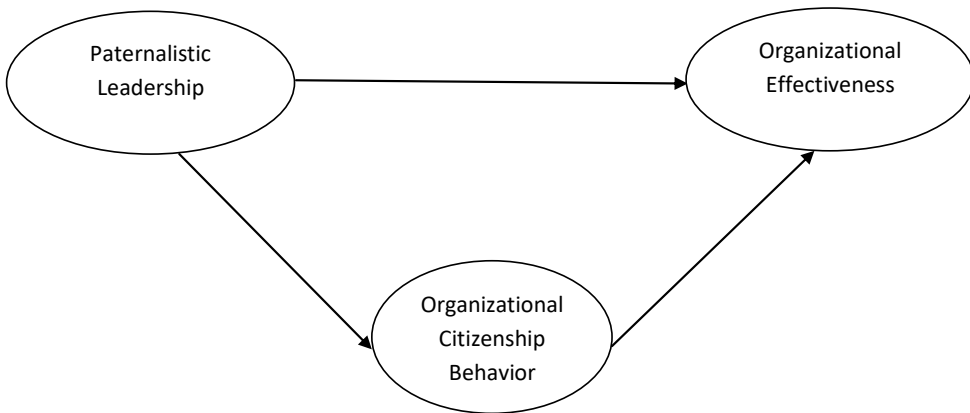
Furthermore, the fact that to run an educational organization effectively, the role of leadership is substantial. Thus, supervisors of teachers in any educational institute are the leaders, who act like a parent, care about the followers' and organizations interest and look after all the upcoming challenges strategically. This creates strong motivation in the employees (teachers or followers) to exhibit extra-role behavior. They spend maximum time for the students' and organization's interest, talk good about the institute with outsiders, create affiliation and determination in students against studies and put maximum effort to motivate and inspire the students. Moreover, as stated by several researchers, such demonstration of voluntary extra-role behaviors (other than job definition and description) results in the effective achievement of goals and overall organizational success (Bogler & Somech, [2004](#)).

The research model, below, depicts a relationship between leadership, organizational citizenship behavior (OCB) and organizational effectiveness (performance). The model investigates the role of extra-role behavior (OCB) as a mediator in the relationship between leadership and effectiveness of the organization. The rationale, logic and principle of the model come from two theories i.e. Social Exchange theory and Leader-Member Exchange (LMX) theory. Social exchange theory laid emphasis on the norm of reciprocity. Social exchange postulates that an individual always consider it a compulsion to repay when they feel that they are being valued, respected, appreciated and acknowledged. It recommends that social exchange perceptions can play a vital role in determining the employees' behavior. Organizations that treat the employees in a good manner have more tendencies to cultivate employees' commitment and their hard work. Thus, this is appreciated and acknowledged by the employer of the organizations. Employees have the capacity to see the organization's push to compensate their commitments, furthermore, such perception goes in favor to the organization and it enhances the employee attachment towards it. As said, such employees exhibit positive way of behavior towards job, people and organizations. Ultimately, job performance and organizational effectiveness and performance improvise.

On the other hand, LMX theory examines the influence of leader on each subordinate through dyadic relationships, and evaluates quality of their relationship. LMX theory describes the norm of reciprocity, the social exchange theory. LMX states that the leaders create an environment, where they and the followers have different types of exchange relationships. Such high quality of exchange affects the attitudes and behavior of both the leader and follower (Gelfand et al., [2007](#)). Subordinates following leaders with high LMX are more inclined towards greater job responsibility and extra-role behavior. Researchers have shown that they contribute not only in their units but also in other units of the organizations (Liden & Graen, 1980). Thus, the nature of the LMX impacts levels of appointment, obligation, and self-sufficiency and thus, employees see more prominent scope, influenced by decisions, and high contribution towards leader, colleagues and organizations (Gomez & Rosen, [2001](#)). A four-dimensional LMX model involving contribution, loyalty, affect, and professional respect. Several researches have shown the influence of LMX on task performance, organizational performance, OCB, job satisfaction and commitment towards organizations and supervisors (Farouk, [2002](#)).

To summarize, as per both the theories, it is the duty, responsibility and obligation of the leader to make the organizational environment reciprocal, complementary, fair and reasonable that satisfies the needs, expectations, interest and desires of the people and follower at the individual and managerial level, as well as at the organizational level. This line of speculation has been utilized as a part of various studies (Deluga, [1994](#)). Case in point, (Ferris & Rowland, [1981](#)) contended that the job perception of employees can be affected by leader's behavior and attitude, eventually attitude of employees towards job, output, performance and effectiveness will be influenced. In this manner, the employees' attitude and behavior towards the organization, like organizational citizenship behavior (OCB), may mediate between leadership and organizational effectiveness (OE). Later a stud, analyzed the relationship between paternalistic leadership (PL), OCB and organizational effectiveness (OE). Below is the figure of the proposed model derived from the literature review and theories as discussed above?

3 Proposed Model



3.1 Hypotheses

Paternalistic leaders are father like figure in an organization with authority, benevolence and morality (J.-L. Farh & Cheng, [2000](#)). They align the interest of their followers with the organizational interest. They play an intermediate and positive role between the organization and the followers. Besides, they develop an exchange of information, guidance, mentoring, coaching, etc. with their followers. Such exchange between leader and follower fulfill the underlying assumptions of LMX-theory. It reduces the communication gap between leader and followers, strengthening the trust level. Once their (followers) trust on supervisor or leader is established, an environment is created where followers follow the commands or decisions of their leader. Leaders are supposed to restructure the situation, fulfill the expectations and perceptions of the follower. Thus, upgrading reasonable social exchange relations may lessen the politics of the organizations and put a positive impact on organizational performance and effectiveness.

Furthermore, according to social exchange theory it is the responsibility of the leader to create an environment where every follower willingly and enthusiastically gives the best output. Social exchange theory juxtapose that whenever a leader make an employee feel valued, respected, recognized, appreciated, acknowledged and benefited, then the employee reciprocate. When a supervisor help employees, the employees then consider it as compulsion to repay the leaders making sure the exchange is mutually beneficial. Employees reciprocate through job and organization performance. This eventually, results in the maximum profit, performance, effectiveness and efficiency of the organization. Thus, paternalistic leadership strengthens the communication between leader and follower. They motivate their subordinates that indirectly and directly increase organizational effectiveness(Uhl-Bien et al., [1990](#)). Many other researchers have presented the direct and indirect impact of PL over. Therefore, the study suggests the first hypothesis as followed:

H1: *Paternalistic leadership has a positive impact on organizational effectiveness.*

It is the responsibility of the leader to create an environment which is mutual, fair and fulfills all the expectations of the employees as well as the organization. A leader shall treat the employees fairly when social exchange relation is improved among employees; it will reduce politics and OCB will ultimately increase. This is much in line with the notion of social exchange theory. Employees revert back positively towards the organizations through extra-role behaviors. Likewise, paternalistic leadership (PL) is the fulfillment of the employees' interest or benefits. Such fulfillment and fairness reduces the perception of politics (Van der Veer, [1986](#)) and

employees repay positively through extra work behavior. Moreover, paternalistic leader tries to make a family-like environment in the work place. Paternalistic leaders agitate the employees to exceed their basic job requirements out of the personal motivation, challenge, or the craving to imitate the leader and be viewed as a part of his successful protégés. Paternalistic leadership motivates the employees and improves employee as well as organizational performance. It entertains extra-role performance (behavior) and promotes social cohesion. He/she frequently thinks about the supporters' close to home issues and family life, counsels adherents on employment matters, what's more to give, offers guidance to the supporters on diverse matters as though he/she were a senior relative. In making such a family feel, the pioneer's kindness toward supporters takes after that of a senior relative (father/mother, senior sibling/sister); subsequently devotees will probably move past their in-part practices and take part in additional part exercises to advantage the pioneer and the family-like bigger gathering, like a tyke's push to advantage the folks, senior kin or the entire gang. This is much in line with notion of LMX (Deluga, [1994](#)), such exchange in relationship influence the followers with great feeling of responsibility and contribution towards organizations. Hence PL has positive impact on employees' behavior or attitude (OCB) towards the organization (Gelfand et al., [2007](#)). Therefore, the study suggests the second hypothesis as followed:

H2: Paternalistic leadership has a positive impact on OCB.

Different researchers in the extant literature have shown the relationship of OCB with respect to job performance, organizational performance (Niu et al., [2009](#)) and competitive advantage achievement. Besides, lack of citizenship behavior leads to negative behaviors like, no sharing of knowledge and information, increase in envious factor among the employees, turnover, absenteeism. Furthermore, social cohesion, unity and team work of the organization is damaged. All these negative behaviors combine to affect the performance and effectiveness of individual, team and in general organizations. Individual decides to behave in a particular manner, just because they are motivated to exhibit such behavior. Moreover, this motivation thus results in in-depth concentration and serious attention towards achievement of goals. Ultimately, overall organizational performance and effectiveness is influenced through OCB (Ozer, [2011](#)). Accordingly, the study suggests the third hypothesis as followed:

H3: OCB has a positive impact on organizational effectiveness.

The extant literature has discovered the substantial relationship between paternalistic leadership and organizational citizenship behavior along with its impact on organizational effectiveness. Paternalistic leadership is the fulfillment of the employees' interest or benefits. Paternalistic leaders have the ability to create reward and punishment systems that are essential for the social and economic interactions in the organizations. PL motivates employees to practice extra-role behavior (L. J. Farh et al., [2000](#)). Such intertwined relation helps in improving efficiency and effectiveness of the organization, turnover rate, job satisfaction, commitment, employee engagement, team work, absenteeism, job performance and competitive advantage. Moreover, the impact of leadership and performance can be influenced by extra-role behavior (OCB). This speculation is in line with the notion of (Pillai & Meindl, [1991](#)). According to him, leadership and effectiveness (performance) is always mediated by different variables. Hence, the study has tried to explore OCB as mediator between PL and OE.

Literature to date shows that there has been negligible effort made to investigate the potential mediating effect of OCB on the relationship between PL and OE. Because of the dearth of the studies regarding this kind of impact, this thesis has for the first time aimed at examining the mediating impact on OCB on the relationship between PL and OE. Therefore, the study suggests the fourth hypothesis as followed:

H4: *The relationship between PL and OE is mediated by OCB.*

4 Research Methodology

4.1 Research Paradigm

Inductive approach is the collection of data and a theory is developed as a result of the data. It emphasizes on gaining an understanding of the meanings humans attach to events and collection of qualitative data (stands by the notion of interpretivism). As the data of the study is quantitative and needs to test hypothesis, deductive approach is applied that discuss under the Positivism. Positivism paradigm is to use the data to find the empirical facts, form hypothesis, use the hypothesis to deduce testable predictions, test the hypotheses with collected data and to finally evaluate the outcome of testing. So, this is the quantitative study so researcher use deductive approached for explore the phenomenon. Besides, since our study focused on short term data collection, it is adopting cross-sectional studies that allows the conclusion to be drawn about the phenomena. Cross-sectional studies frequently utilize the survey strategy (Easterby-Smith et al., 2008). They may be trying to portray the incidence of a phenomenon (for illustration, the leadership skills possessed by the leaders in one organization at a given point in time) or to explain the relation of factors in different organizations (e.g. the relationship between leadership ship on behavior for organizations profits and revenue).

In this study target the education sector of Pakistan as it has high expectation from its employees and plays vital role in the development of the country overall. Education sector is directly related with future of the country which is ever growing sector in Pakistan. This great importance has increased the competition among the organizations of this sector. Consequently, to address such competition, employees have to exhibit organizational citizenship behavior (OCB) that may lead to sustainability of the competitive edge. Moreover, at this point, the role of leader becomes vital. The intent of the thesis is to investigate the relationship between OCB and organizational effectiveness where paternalistic leadership has its own impact.

Following this further, the unit of analysis for this study is the teaching faculty of the educational institutes. Designations that come under teaching faculty are visiting faculty, lecturers, assistant professors, associate professors and professors. Nevertheless, overall top 10 ranking universities have been selected to get the survey done from the list of 2014 presented by Higher Education Commission (HEC) of Pakistan. Basis of the ranking are: quality assurance, teaching quality, research, finance and facility and social integrity and community development.

The study aimed at testing the impact of paternalistic leadership and OCB on organizational effectiveness. As the study was supposed to be conducted in education sector, top 10 overall ranking universities from the current list of 2014 were chosen. To test the hypothesis, a questionnaire carrying 46 questions was formed from adopted measures. Moreover, grounded on the formulae of Hair et al. 2008, each item or question was multiplied by 7 in order to get total number of responses. Therefore, $46 \times 7 = 322$ total numbers of respondents were required to be surveyed at least. Addition to this, respondents were required to be half male faculty and half female faculty i.e. 161 respondents female and 161 males. Purpose behind keeping the equal proportion of genders is to avoid biasness and gain accurate results. Therefore, from each university (out of 10), 32 respondents (faculty member) were the minimum responses needed ($322 / 10 = 32$). Out of these 32 respondents, half respondents were females (50%) and remaining half were males (50%). These participants comprised of visiting and permanent employees. Therefore, the sampling technique used in the study is convenience sampling.

Data collection Response rate through email was very less as only 11 responses (0.05% response rate through emails) were received. Notwithstanding, majority data was collected on first hand (99.94%). The whole data collection process was completed in 3 months' time.

4.2 Measurement

To conduct the study, the instrument used for the study is adopted (Farh & Cheng, 2000). Moreover, these measures are the modified version of the original scales (except OCB scale) that have already been used in other related studies too (J.-L. Farh & Cheng, 2000). Language of the questions was not changed as it fit the requirement of this study and was easy to understand too. Like, Organizational effectiveness has eight dimensions: student education satisfaction, student academic development, student career development, student personal development, faculty employment satisfaction, professional development and quality of the faculty, system openness and community interaction and ability to acquire resources. Items that measure organizational effectiveness consisting of 30 items are adopted. It is the short and modified version of the original 36-items scale of (Cameron et al., 1978). The rating scale was from 1 (strongly disagree) to 5 (strongly agree). Here, strongly agree option indicates the effectiveness of the organization.

Items that measure OCB, by (McNeely & Meglino, 1994), consisting of 4 items is adopted. Five-point likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Authoritarianism, benevolence and morality are the three dimensions of paternalistic leadership. Pal Scale of shortened and modified 12 items (Yuan et al., 2006) is adopted to measure Paternalistic Leadership. This modified scale was driven from the original scale of 26 items developed by (J.-L. Farh & Cheng, 2000).

5 Results, Analysis & Discussions

This chapter has presented the deep analysis of the data and its statistical results. Moreover, it has also profoundly discussed about the results and compared it with the extant empirical evidences.

Total numbers of filled questionnaires collected were 322, out of which no missing value was found. Table 2 shows the profile of respondents, 50% of the respondents were male and remaining 50% females. Of all 322 respondents, approximately 34.8% (N = 112) of the respondents were PhD, 32.6% (N = 105) MS / M.Phil, 29.5% (N = 95) Masters and only 3.1% (N = 10) Bachelors. The respondents have worked for the current institutes for minimum 2 years and maximum 30 years.

Later the normality test was done, 21 outliers were deleted from construct OE as it was necessary to make the data and result reliable and valid. This made the data normally distributed leaving 302 responses behind. Below Table 3 has shown the descriptive values for all three constructs: PL, OCB and OE. The table shows negligible difference among the means of PL and OE, where standard deviation is higher for OE. However, the mean of OCB is little different than that of PL and OE but with small standard deviation. Thus the respondents perceive more OCB as its mean is greater than PL and OE.

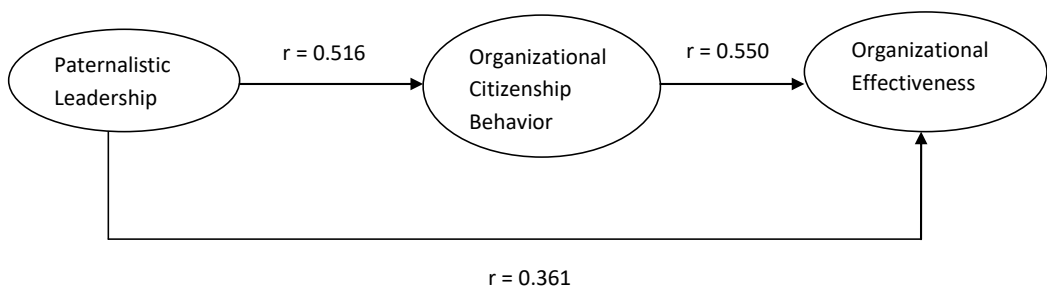
5.1 Internal Consistency

All the measures used in the study were adopted and had strong internal consistency. Yet their reliability was checked through Cronbach alpha which is above 70% for all the variables. Test for Cronbach alpha was run for OCB, PL and OE — 0.709, 0.755 and 0.922 respectively. However, shows internal consistency of all the dimensions of OE and PL. OE has eight dimensions, named as: student education satisfaction, student academic development, student career development, student personal development, faculty employment satisfaction, professional development and quality of faculty, system openness and community interaction and ability to acquire resources. They scored 0.7323, 0.7579, 0.8177, 0.7618, 0.8704, 0.7768, 0.7644 and 0.8035 Cronbach alpha respectively. On the other hand PL has three dimensions: authoritarianism, benevolence and morality scoring 0.79, 0.78 and 0.76 Cronbach alpha.

5.2 Correlations

Test for correlation has shown positive inter-relation among the variables. Further, correlations among the variables are in support to the extant literature and moving towards the expected direction of this study. Expectedly, the table has represented significant existence of relationship among PL and OE with $r = 0.361$ ($p < 0.01$). This representation of correlation addresses the first hypothesis, H1, of the study (i.e. PL has significant relation with OE). Likewise, it bolsters the relationship between PL and OCB with $r = 0.516$ ($p < 0.01$), which is highly significant. Thus the finding is in line with hypothesis H2. In addition a positive relation was found between OCB and OE with $r = 0.550$ ($p < 0.01$). This finding supports the hypothesis H3. All these results are in line with hypothesis H4. See Appendix Table 5.

6 Correlations among IV and DV



6.1 Hypotheses Testing and Interpretation

Below is the result of hypothesis of the study and its related tables and analysis.

	Model 1		Model 2	
	Paternalistic Leadership		Organization Effectiveness	
Items	<i>B</i>	<i>p</i>	β	<i>p</i>
Paternalistic Leadership			0.361	0
Organization Citizenship Behavior	0.475	0	0.475	0
R Square	0.234		0.13	
N	322			

Based on the above table, the significance value is less than 0.05 that depicts the significant impact of PL over OE. R square shows significant presence of the positive relation between Paternalistic Leadership and Organizational Effectiveness. It indicates the extent to which PL (independent variable) can explain the variation in the OE (dependent variable). The value of R square is 0.13 ($p > 0.5$), which means that whenever PL is followed 13% variation in OE.

In addition to this, beta (β) standardized coefficient represents the amount of dependent variable change when independent variable increases or decreases by one unit or percentage. Beta value is 0.361 that means 1 standard deviation change in PL results in 36.1%. It also gives support to the positive correlation observed in table 5, $r = 0.282$. H1 is accepted, i.e. there is positive relationship between PL and OE. Therefore, the proposed model of the study is substantially supported.

Table 6 has purported the significant impact of PL on OCB, as the p value is less than 0.05. To examine the variance resulted on OCB through PL, is checked from the value of R square. R square for the model (see Table 7) is .266 ($p > 0.5$); means 26.6% variance exists between PL and OCB which is significant. Further, one unit change in PL can either increase or decrease OCB's effect. Thus, the value of beta (in Table 6) has shown this changing effect i.e. 0.516. It suggests that one standard deviation change in PL results in 51.6% of change in OCB. Thus, there is positive and significant relationship between PL and OCB. Also endorse the positive correlation among them, $r = 0.475$. All these are significant, where the confidence interval is 95% ($p > 0.5$). Hypothesis H2 is accepted.

Table 6 has demonstrated the significant relation among OCB and OE. Value of R square (in Table 8) is 0.227; significant relationship between OCB and OE exists. It can be interpreted in a way that there is 22.7% of variance between OCB and OE. Likewise, beta coefficient (Table 8) is 0.479 — 0.479% increase in OE will occur with increase in one standard deviation of OCB. These values support the positive correlation between them too ($r = 0.479$). There is positive relationship between OCB and OE, $p > 0.5$; H3 accepted.

Mediation Test Table 7

Variable	R square	Standardized Coefficient Beta	Significance
PL-OE	0.08	0.282	0.23
PL-OCB-OE	0.234	0.446	0

The test that was used to verify the mediation role of OCB was proposed by Barren and Kenny in 1986. It shows significant and substantial positive relationship between PL and OE where OCB is a mediator ($p > 0.05$). The variance between, R^2 , PL and OE is 0.08 which was significant as shown in table 7. But when OCB was taken as mediator this impact of PL on OE went insignificant (see table 7). However, when OCB is taken as mediator, R square increases to 0.234 which is significant. It indicates that 23.4% variance is in between PL and OE when OCB is mediator (see Table 7). Most important, when OCB was incorporated as mediator R square changed and elevated by 0.154, from 0.080 to 0.234. It poses the significant role of OCB that it has in the relationship between PL and OE. This rise means that whenever OCB will mediate the relationship between PL and OE, variance will be increased by 15.4%. In addition, beta is 0.446 for OCB as mediator which is significant. It represents that 1% increase in OCB will have 44.6% rise on the impact of PL on OE. Therefore, fourth hypothesis is accepted too.

The discoveries of this study likewise take after past thoughts created by Pillai and Meindl (1991), MacKenzie et al. (2001), and Parry (2003). These studies demonstrated that there are diverse situational variables that intercede in the relationship between leadership and organizational effectiveness. Expanding on this methodology and also on the LMX approach (Wang et al., 2005), the ebb and flow research attempted to support the hypothesis that employees' perception of citizenship is a noteworthy perceptual variable that may influence the way of the relationship between leadership and effectiveness. Our discoveries can in this way be characterized as blended on the grounds that the intervening relationship exists one next to the other with an immediate relationship between leadership and effectiveness.

7 Limitations & Future Directions

As this study contributes, however it additionally has various restrictions. Firstly, main concern of the study has its basis on sampling. On account of limited time and resources, only overall top 10 universities were chosen for the study from HEC's list. Despite of the fact that HEC has also ranked remaining Pakistani universities under different categories, like: general, engineering and technology, business education, agriculture and veterinary, medical and arts and design. Therefore,

in future, researchers can investigate the existence of this relationship (paternalistic leadership and organizational effectiveness with the impact of OCB as mediator) in the rest of the categories.

The study concerns service industry of Pakistan. This study has chosen education service organizations as it is conspicuous and significant service provider of Pakistan. Nevertheless, colleges and schools were not the center of attention. Thus, future speculation can base on the exploration of the relations' existence in schools and colleges. Further to this, colleges and schools can be sub categorized, for instance: A levels, F.Sc, F.A, I.com, B.com, B.Sc, etc may be the categories for colleges. Matriculation, O levels, secondary level, primary level, pre-school level for schools. Studies in these sub division of school and colleges might also help in meliorating performance of organizations, students and nation. Other than this, at all these levels or subcategories, comparisons will also help the educational organizations to improve their effectiveness and efficiency. Pursuing this further, at university level, comparison between honors degree and non-honors degree will aid the students to make better decision as it will prove the hard work of the teachers and institutes in it. Besides, the study has taken both public and private universities. But in future a detailed comparison between public and private institutes would throw some light on the other factors that can improve organizational effectiveness.

7.1 Conclusion & Implications

Education is the key for any nation to succeed towards the progress from a developing to a developed country. The study has tried to probe and examine the crucial and significant factors needed for HEIs effectiveness. All the recent studies have highlighted the potential role of leaders in running an educational institute effectively. In current scenario, the study has chosen paternalistic leadership based on Pakistan's collectivistic culture. Paternalistic leadership style's first and basic assumption is the existence of collectivistic culture. Despite of the fact that West has overcome in many aspects of our country, yet the collectivistic values, still, has its firm grip and significance in the educational organizations. Therefore, one of the most important findings based on the result of the study, educational institutes are practicing paternalistic leadership, as the study has shown its significant presence.

Additionally, this study has identified the direct impact of PL on OCB. Supervisors (following paternalistic leadership pattern) behave like father; nurture, care, consideration and authority for fulfilling the needs of employees and organizations are their first priority. Supervisors of the teachers act as leaders; they develop trust in teachers that results in OCB. This has been supported by the study, that teachers who are following paternalistic leaders have high tendency to exhibit OCB.

Faculties of universities have agreed upon the fact in the study that they demonstrate extra role behavior to increase the efficiency level of students as well as for the organizations. Working over the expected timings, helping colleagues who are present at work or absent from work, talking good about the organizations, help in reducing the weaknesses by bringing in advance pedagogical ways of learning, exceeds the job responsibility voluntarily, looking forward to fulfill the interests of organizations and students, etc. In conclusion, teachers not only think best for the institute but also for students.

Moreover, the study has shown significant direct relationship between PL and OE. Paternalistic leaders always incorporate organization's benefit, interest and vision in their strategies. They stream the main purpose of organization with the benefits of employees that leads to effective and efficient achievement of the goals. However, when the study examined the direct relation of PL and OE with OCB as mediator had a greater impact empirically. This indicates that despite of the fact that PL has direct impact on OE when OCB mediates this relation, it brings good percentage change on OE.

In view of this study, the primary application for the HEIs is to concentrate on the significance of observing an extensive variety of training employees' practices and not to place accentuation singularly on those undertakings that are identified with the expected set of responsibilities prerequisites. In addition, in HEIs, it is vital to support conduct that goes past the part depiction and contributes essentially in the HEI. It is important for HEIs to receive and urge OCBs to create a better workplace and to upgrade work execution.

Additionally, HEIs must bring paternalistic leadership pattern in their practice. This practice will not only encourage employees to demonstrate OCB but will also benefit institute's effectiveness. Supervisor's awareness about the PL will directly and indirectly put impact on students. Students become more productive as the exhibition of this proposed model will elevate their marginal productivity with limited inputs. Furthermore, the study can be focused by the government and they (government) must aware education institutions of all the levels to introduce PL and adopt OCB environment that will meliorates the education system level at both the nationally and internationally. Below is the table (Table 10) that has summarized all the results along with respective hypothesis.

7.2 Conflict of interest

The authors declared no potential conflicts of interest with respect to the research, authorship and/or publication of this article.

7.3 Funding

The authors received no financial support for the research, authorship and/or publication of this article.

7.4 Data availability

Data will be furnished upon request

8 References

- Abbas, J., Raza, S., Nurunnabi, M., Minai, M. S., & Bano, S. (2019). The impact of entrepreneurial business networks on firms' performance through a mediating role of dynamic capabilities. *Sustainability*, 11(11), 3006. <https://doi.org/10.1016/j.tourman.2004.12.001>
- Abbas, J., Wang, L., Belgacem, S. B., Pawar, P. S., Najam, H., & Abbas, J. (2023). Investment in renewable energy and electricity output: Role of green finance, environmental tax, and geopolitical risk: Empirical evidence from China. *Energy*, 269, 126683. <https://doi.org/10.1016/j.energy.2023.126683>
- Ahmad, N., Naveed, R. T., Scholz, M., Irfan, M., Usman, M., & Ahmad, I. (2021). CSR communication through social media: A litmus test for banking consumers' loyalty. *Sustainability*, 13(4), 2319. <https://doi.org/10.3390/su13042319>
- Al Halbusi, H., Al-Sulaiti, K., Abbas, J., & Al-Sulaiti, I. (2022). Assessing factors influencing technology adoption for online purchasing amid COVID-19 in Qatar: Moderating role of word of mouth. *Frontiers in Environmental Science*, 1039. <https://doi.org/10.3389/fenvs.2022.942527>
- Ali, M. H., Irfan, M., & Zafar, S. (2021). Effect of leadership styles on education quality in public universities with the interaction of organizational politics: Using the partial least square algorithm. *Journal of Social Sciences and Humanities*, 1(2), 1–13. <https://doi.org/10.53057/josh/2021.1.2.1>
- Ali, N., Anwer, M., Jaffar, A., & Zaidi, S. M. R. (2015). *The Cement Industry of Pakistan: A Swot Analysis*. 01(02).
- Ali, R. A., & Irfan, M. (2020). The impact of corporate governance, fundamental and

- macroeconomic factors on stock prices: An evidence from sugar and allied industry of Pakistan. *Pakistan Journal of Social Sciences*, 40(3), 1329–1341.
- Al-Sulaiti, K. I., & Baker, M. J. (1997). *Qatari consumers perceptions and selections of domestic vs. Foreign airline services*. Department of Marketing, University of Strathclyde.
- Al-Sulaiti, K. I., & Baker, M. J. (1998). Country of origin effects: A literature review. *Marketing Intelligence & Planning*, 16(3), 150-199. doi:10.1108/02634509810217309
- Aman, J., Abbas, J., Lela, U., & Shi, G. (2021). Religious affiliation, daily spirituals, and private religious factors promote marital commitment among married couples: Does religiosity help people amid the COVID-19 crisis? *Frontiers in Psychology*, 12, 657400.
- Aman, J., Abbas, J., Shi, G., Ain, N. U., & Gu, L. (2022). Community wellbeing under China-Pakistan economic corridor: Role of social, economic, cultural, and educational factors in improving residents' quality of life. *Frontiers in Psychology*, 12, 6718. <https://doi.org/10.3389/fpsyg.2021.816592>
- Aqeel, M., Rehna, T., Shuja, K. H., & Abbas, J. (2022). Comparison of students' mental wellbeing, anxiety, depression, and quality of life during COVID-19's full and partial (smart) lockdowns: A follow-up study at a 5-month interval. *Frontiers in Psychiatry*, 13.
- Asad, A., Abbas, J., Irfan, M., & Raza, H. M. A. (2017). The Impact of HPWS in Organizational Performance: A Mediating Role of Servant Leadership. *Journal of Managerial Sciences*, 11.
- Asada, A., Basheerb, M. F., Irfanc, M., Jiangd, J., & Tahir, R. (2020). Open-Innovation and knowledge management in Small and Medium-Sized Enterprises (SMEs): The role of external knowledge and internal innovation. *Revista Argentina de Clínica Psicológica*, 29(4), 80–90. doi: 0.24205/03276716.2020.808
- Aycan, Z. (2001). Human resource management in Turkey-Current issues and future challenges. *International Journal of Manpower*, 22(3), 252–260. <https://doi.org/10.1108/01437720110398347>
- Aycan, Z. (2006). Paternalism: Towards conceptual refinement and operationalization. *Indigenous and Cultural Psychology: Understanding People in Context*, 445–466.
- Azadi, N. A., Ziapour, A., Lebni, J. Y., Irandoost, S. F., Abbas, J., & Chaboksavar, F. (2021). The effect of education based on health belief model on promoting preventive behaviors of hypertensive disease in staff of the Iran University of Medical Sciences. *Archives of Public Health*, 79(1), 69. doi: 0.24205/03276716.2020.808
- Azhar, A., Abbas, J., Wenhong, Z., Akhtar, T., & Aqeel, M. (2018). Linking infidelity stress, anxiety and depression: Evidence from Pakistan married couples and divorced individuals. *International Journal of Human Rights in Healthcare*, 11(3), 214–228. <https://doi.org/10.1108/IJHRH-11-2017-0069>
- Azizi, M. R., Atlasi, R., Ziapour, A., Abbas, J., & Naemi, R. (2021). Innovative human resource management strategies during the COVID-19 pandemic: A systematic narrative review approach. *Heliyon*, 7(6), e07233. <https://doi.org/10.1016/j.heliyon.2021.e07233>
- Badar, M. S., & Irfan, M. (2018). Shopping mall services and customer purchase intention along with demographics. *Journal of Market-Focused Management*. . <https://halshs.archives-ouvertes.fr/halshs-01839613/>
- Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99–120.
- Bass, B. M. (2000). The future of leadership in learning organizations. *Journal of Leadership Studies*, 7(3), 18–40. <https://doi.org/10.1177/107179190000700302>
- Blau, P. (1986). *Exchange and power in social life*. New Brunswick, NJ: Transaction. Inc.
- Boerner, S., Eisenbeiss, S. A., & Griesser, D. (2007). Follower behavior and organizational performance: The impact of transformational leaders. *Journal of Leadership & Organizational Studies*, 13(3), 15–26. <https://doi.org/10.1177/10717919070130030201>
- Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational*

- Administration Quarterly*, 37(5), 662–683. <https://doi.org/10.1177/00131610121969460>
- Bogler, R., & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and Teacher Education*, 20(3), 277–289. <https://doi.org/10.1016/j.tate.2004.02.003>
- Bogler, R., & Somech, A. (2005). Organizational citizenship behavior in school: How does it relate to participation in decision making? *Journal of Educational Administration*, 43(5), 420–438. <https://doi.org/10.1108/09578230510615215>
- Bolino, M. C., Turnley, W. H., & Bloodgood, J. M. (2002). Citizenship behavior and the creation of social capital in organizations. *Academy of Management Review*, 27(4), 505–522. <https://doi.org/10.5465/amr.2002.7566023>
- Cameron, J. S., Turner, D. R., Ogg, C. S., Chantler, C., & Williams, D. G. (1978). The long-term prognosis of patients with focal segmental glomerulosclerosis. *Clinical Nephrology*, 10(6), 213–218.
- Cheng, B. S., Huang, M. P., & Chou, L. F. (2002). Paternalistic leadership and its effectiveness: Evidence from Chinese organizational teams. *Journal of Psychology in Chinese Societies (Hong Kong)*, 3(1), 85–112.
- Chu, P. C., & Hung, C. C. (2009). The relationship of paternalistic leadership and organizational citizenship behavior: The mediating effect of upward communication. *Journal of Human Resource and Adult Learning*, 5(2), 66–73.
- Conley, S. C., & Bacharach, S. B. (1990). From school-site management to participatory school-site management. *The Phi Delta Kappan*, 71(7), 539–544.
- Cork, M. A., Skryabin, V. Y., & Zastrozhin, M. S. (2021). Local Burden of Disease HIV Collaborators. Mapping subnational HIV mortality in six Latin American countries with incomplete vital registration systems. *BMC Med*, 19, 4.
- Deluga, R. J. (1994). Supervisor trust building, leader-member exchange and organizational citizenship behaviour. *Journal of Occupational and Organizational Psychology*, 67(4), 315–326. <https://doi.org/10.1111/j.2044-8325.1994.tb00570.x>
- Dipaola, M., & Tschannen-Moran, M. (2001). Organizational citizenship behavior in schools and its relationship to school climate. *Journal of School Leadership*, 11(5), 424–447. <https://doi.org/10.1177/105268460101100503>
- Easterby-Smith, M., Thorpe, R., Jackson, P., & Lowe, A. (2008). *Management research*, 3rd edn London. Sage Publications.
- Ehtiyar, V. R., Aktas Alan, A., & Oemueris, E. (2010). The role of organizational citizenship behavior on university students' academic success. *Tourism and Hospitality Management*, 16(1), 47–61. <https://doi.org/10.20867/thm.16.1.4>
- Farh, J.-L., & Cheng, B.-S. (2000). A cultural analysis of paternalistic leadership in Chinese organizations. *Management and Organizations in the Chinese Context*, 84–127.
- Farh, J.-L., Cheng, B.-S., Chou, L.-F., & Chu, X.-P. (2014). Authority and benevolence: Employees' responses to paternalistic leadership in China. In *China's Domestic Private Firms* (pp. 230–260). Routledge.
- Farh, L. J. L. (2008). *Paternalistic Leadership in Chinese Organizations: Research progress and future research direction*. doi: 10.1017/CBO9780511753763
- Farh, L. J., Cheng, B. S., & Chou, L. F. (2000). A triad model of paternalistic leadership: Constructs and measurement. *Indigenous Psychological Research in Chinese Societies*, 14, 3. <https://hdl.handle.net/1783.1/32506>
- Farouk, A. M. (2002). Elements of justice and organizational commitment: The impact of leader-member exchange. *Unpublished MBA Thesis, Penang: University Science Malaysia*.
- Farzadfar, F., Naghavi, M., Sepanlou, S. G., Moghaddam, S. S., Dangel, W. J., Weaver, N. D., Aminorroaya, A., Azadnajafabad, S., Koolaji, S., & Mohammadi, E. (2022). Health system performance in Iran: A systematic analysis for the Global Burden of Disease Study 2019.

- The Lancet*, 399(10335), 1625–1645. [https://doi.org/10.1016/S0140-6736\(21\)02751-3](https://doi.org/10.1016/S0140-6736(21)02751-3)
- Ferris, G. R., & Rowland, K. M. (1981). Leadership, job perceptions, and influence: A conceptual integration. *Human Relations*, 34(12), 1069–1077. <https://doi.org/10.1177/001872678103401204>
- Folger, R., Cropanzano, R., Timmerman, T. A., Howes, J. C., & Mitchell, D. (1996). Elaborating procedural fairness: Justice becomes both simpler and more complex. *Personality and Social Psychology Bulletin*, 22(5), 435–441. <https://doi.org/10.1177/0146167296225001>
- Frontiers | Challenges Facing Women Survivors of Self-Immolation in the Kurdish Regions of Iran: A Qualitative Study. (n.d.). Retrieved March 18, 2023, from <https://doi.org/10.3389/fpsy.2020.00778>
- Fu, Q., Abbas, J., & Sultan, S. (2021). Reset the industry redux through corporate social responsibility: The COVID-19 tourism impact on hospitality firms through business model innovation. *Frontiers in Psychology*, 6686.
- Gelfand, M. J., Erez, M., & Aycan, Z. (2007). Cross-cultural organizational behavior. *Annu. Rev. Psychol.*, 58, 479–514.
- Geng, J., Haq, S. U., Abbas, J., Ye, H., Shahbaz, P., Abbas, A., & Cai, Y. (2022). Survival in pandemic times: Managing energy efficiency, food diversity, and sustainable practices of nutrient intake amid COVID-19 crisis. *Frontiers in Environmental Science*, 10. <https://doi.org/10.1108/IJEFR-10-2018-0691>
- George, J. M., & Brief, A. P. (1992). Feeling good-doing good: A conceptual analysis of the mood at work-organizational spontaneity relationship. *Psychological Bulletin*, 112(2), 310.
- Gomez, C., & Rosen, B. (2001). The leader-member exchange as a link between managerial trust and employee empowerment. *Group & Organization Management*, 26(1), 53–69. <https://doi.org/10.1177/1059601101261004>
- Hafeez, A., Dangel, W. J., Ostroff, S. M., Kiani, A. G., Glenn, S. D., Abbas, J., Afzal, M. S., Afzal, S., Ahmad, S., & Ahmed, A. (2023). The state of health in Pakistan and its provinces and territories, 1990–2019: A systematic analysis for the Global Burden of Disease Study 2019. *The Lancet Global Health*, 11(2), e229–e243. [https://doi.org/10.1016/S2214-109X\(22\)00497-1](https://doi.org/10.1016/S2214-109X(22)00497-1)
- Hofstede, G. H., & Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations*. Sage.
- Howard, A. E. (1995). *The changing nature of work*. Jossey-Bass.
- Hussain, S. T., & Abbas, J. (n.d.). Lei., Haider, MJ, and Tayyaba Akram, T.(2017). Transactional leadership and organizational creativity: Examining the mediating role of knowledge sharing behavior. *Cogent Business and Management*, 4(1), 1–25. <https://doi.org/10.3390/su9060972>
- Inandi, Y., & Buyukozkan, A. S. (2013). The Effect of Organizational Citizenship Behaviours of Primary School Teachers on Their Burnout. *Educational Sciences: Theory and Practice*, 13(3), 1545–1550.
- Iorember, P. T., Iormom, B., Jato, T. P., & Abbas, J. (2022). Understanding the bearable link between ecology and health outcomes: The criticality of human capital development and energy use. *Heliyon*, e12611. <https://doi.org/10.1016/j.heliyon.2022.e12611>
- Irfan, M., Asad, A., & Ali, M. (2017). Impact of Financing on Sales Growth: A Case from Pakistan. *Journal of Managerial Sciences*, 11.
- Irfan, M., Malikb, M. S., Aslam, L., Afzal, N., & Ali, M. H. (2021). Structured Equation Model on Strategic Quality Planning, HR Utilisation, Information Analysis and Hospital Quality Performance. *International Journal of Innovation, Creativity and Change*, 15(7), 495–515.
- James, K., Chen, D.-L., & Cropanzano, R. (1996). Culture and leadership among Taiwanese and US workers: Do values influence leadership ideals? <https://doi.org/10.1016/j.tate.2004.02.003>
- Jiakui, C., Abbas, J., Najam, H., Liu, J., & Abbas, J. (2023). Green technological innovation, green

- finance, and financial development and their role in green total factor productivity: Empirical insights from China. *Journal of Cleaner Production*, 382, 135131. . <https://doi.org/10.1016/j.jclepro.2022.135131>
- Khattak, M. A. O., She, Y., Memon, Z. A., Syed, N., Hussain, S., & Irfan, M. (2013). Investigating critical success factors affecting ERP implementation in Chinese and Pakistani enterprises. *International Journal of Enterprise Information Systems (IJEIS)*, 9(3), 39–76.
- Klein, K. J., & House, R. J. (1995). On fire: Charismatic leadership and levels of analysis. *The Leadership Quarterly*, 6(2), 183–198. [https://doi.org/10.1016/1048-9843\(95\)90034-9](https://doi.org/10.1016/1048-9843(95)90034-9)
- Lebni, J. Y., Toghroli, R., Abbas, J., Kianipour, N., NeJhaddadgar, N., Salahshoor, M. R., Chaboksavar, F., Moradi, F., & Ziapour, A. (2021). Nurses' work-related quality of life and its influencing demographic factors at a public hospital in western Iran: A Cross-Sectional Study. *International Quarterly of Community Health Education*, 42(1), 37–45. <https://doi.org/10.1177/0272684X20972838>
- Li, X., Abbas, J., Dongling, W., Baig, N. U. A., & Zhang, R. (2022). From cultural tourism to social entrepreneurship: Role of social value creation for environmental sustainability. *Frontiers in Psychology*, 13. doi:10.3389/fpsyg.2022.925768
- Li, Y., Al-Sulaiti, K., Dongling, W., Abbas, J., & Al-Sulaiti, I. (2022). Tax Avoidance Culture and Employees' Behavior Affect Sustainable Business Performance: The Moderating Role of Corporate Social Responsibility. *Frontiers in Environmental Science*, 1081.
- Liden, R. C., & Graen, G. (1980). Generalizability of the vertical dyad linkage model of leadership. *Academy of Management Journal*, 23(3), 451–465. <https://doi.org/10.5465/255511>
- Liu, Q., Qu, X., Wang, D., Abbas, J., & Mubeen, R. (2022). Product market competition and firm performance: Business survival through innovation and entrepreneurial orientation amid COVID-19 financial crisis. *Frontiers in Psychology*, 5487. <https://doi.org/10.3389/fpsyg.2021.790923>
- Lix, L. M., & Sajobi, T. T. (2010). Discriminant analysis for repeated measures data: A review. *Frontiers in Psychology*, 1, 146.
- Locke, E. A. (1976). The nature and causes of job satisfaction. *Handbook of Industrial and Organizational Psychology*.
- Lok, P., & Crawford, J. (1999). The relationship between commitment and organizational culture, subculture, leadership style and job satisfaction in organizational change and development. *Leadership & Organization Development Journal*. <https://doi.org/10.1108/01437739910302524>
- Lok, P., & Crawford, J. (2004). The effect of organisational culture and leadership style on job satisfaction and organisational commitment: A cross-national comparison. *Journal of Management Development*, 23(4), 321–338. <https://doi.org/10.1108/02621710410529785>
- Malik, M. S., Majeed, S., & Irfan, M. (2017). Impact of IT Investment on productivity of manufacturing organizations: Evidence from textile sector of Pakistan. *South Asian J. Banking Soc. Sci*, 2, 75–87.
- Maqsood, A., Abbas, J., Rehman, G., & Mubeen, R. (2021). The paradigm shift for educational system continuance in the advent of COVID-19 pandemic: Mental health challenges and reflections. *Current Research in Behavioral Sciences*, 2, 100011. <https://doi.org/10.1016/j.crbeha.2020.100011>
- Martinez, P. G. (2007). Paternalism as a positive form of leadership in the Latin American context: Leader benevolence, decision-making control and human resource management practices. In *Managing human resources in Latin America* (pp. 75–94). Routledge.
- McNeely, B. L., & Meglino, B. M. (1994). The role of dispositional and situational antecedents in prosocial organizational behavior: An examination of the intended beneficiaries of prosocial behavior. *Journal of Applied Psychology*, 79(6), 836. <https://doi.org/10.1037/0021-9010.79.6.836>
- Micah, A. E., Bhangdia, K., Cogswell, I. E., Lasher, D., Lidral-Porter, B., Maddison, E. R.,

- Nguyen, T. N. N., Patel, N., Pedroza, P., & Solorio, J. (2023). Global investments in pandemic preparedness and COVID-19: Development assistance and domestic spending on health between 1990 and 2026. *The Lancet Global Health*, 11(3), e385–e413. [https://doi.org/10.1016/S2214-109X\(23\)00007-4](https://doi.org/10.1016/S2214-109X(23)00007-4)
- Mohammadi, A., Pishgar, E., Firouraghi, N., Bagheri, N., Shamsoddini, A., Abbas, J., & Kiani, B. (2021). A geodatabase of blood pressure level and the associated factors including lifestyle, nutritional, air pollution, and urban greenspace. *BMC Research Notes*, 14(1), 1–4.
- Moradi, F., Ziapour, A., Abbas, J., Najafi, S., Rezaeian, S., Faraji, O., Moayeri, E., & Soroush, A. (2021). Comparing the associated factors on lifestyle between type 2 diabetic patients and healthy people: A case-control study. *International Quarterly of Community Health Education*, 0272684X211022158. <https://doi.org/10.1177/0272684X211022158>
- Mubeen, R., Han, D., Abbas, J., Álvarez-Otero, S., & Sial, M. S. (2021). The relationship between CEO duality and business firms' performance: The moderating role of firm size and corporate social responsibility. *Frontiers in Psychology*, 12, 669715. <https://doi.org/10.3389/fpsyg.2021.669715>
- Mubeen, R., Han, D., Abbas, J., Raza, S., & Bodian, W. (2022). Examining the relationship between product market competition and Chinese firms performance: The mediating impact of capital structure and moderating influence of firm size. *Frontiers in Psychology*, 12, 6178.
- Naveed, R. T., Irfan, M., Aslam, H. D., Anwar, B., & Ayub, A. (2019). The effect of general banking information technology system on customers' satisfaction with the moderating effect of customer trust: An empirical study from Pakistani commercial (Islamic) banks. *Al-Qalam*, 24, 387–401.
- NeJhaddadgar, N., Ziapour, A., Zakkipour, G., Abbas, J., Abolfathi, M., & Shabani, M. (2020). Effectiveness of telephone-based screening and triage during COVID-19 outbreak in the promoted primary healthcare system: A case study in Ardabil province, Iran. *Journal of Public Health*, 1–6.
- Niu, C.-P., Wang, A.-C., & Cheng, B.-S. (2009). Effectiveness of a moral and benevolent leader: Probing the interactions of the dimensions of paternalistic leadership. *Asian Journal of Social Psychology*, 12(1), 32–39. <https://doi.org/10.1111/j.1467-839X.2008.01267.x>
- Oke, A. E., Ogunsami, D. R., & Ogunlana, S. (2012). Establishing a common ground for the use of structural equation modelling for construction related research studies. *Australasian Journal of Construction Economics and Building, The*, 12(3), 89–94.
- Oplatka, I. (2009). Organizational citizenship behavior in teaching: The consequences for teachers, pupils, and the school. *International Journal of Educational Management*. <https://doi.org/10.1108/09513540910970476>
- Özdem, G. (2012). The relationship between the organizational citizenship behaviors and the organizational and professional commitments of secondary school teachers. *Journal of Global Strategic Management*. doi: 10.20460/JGSM.2012615773
- Ozer, M. (2011). A moderated mediation model of the relationship between organizational citizenship behaviors and job performance. *Journal of Applied Psychology*, 96(6), 1328.
- Pellegrini, E. K., & Scandura, T. A. (2008). "Paternalistic leadership: A review and agenda for future research": Erratum. <https://doi.org/10.1037/a0023644>
- Peter, S., Abbas, J., Aqeel, M., Akhtar, T., & Farooq, K. (2017). The moderating role of pregnancy status among coping strategies, depression, anxiety and stress across Pakistani married women. *Foundation University Journal of Psychology*, 1(2), 67–93. doi: <https://doi.org/10.33897/fujp.v1i2.55>
- Pillai, R., & Meindl, J. R. (1991). The effect of a crisis on the emergence of charismatic leadership: A laboratory study. *Academy of Management Proceedings*, 1991(1), 235–239. <https://doi.org/10.5465/ambpp.1991.4976966>
- Podsakoff, P. M., Ahearne, M., & MacKenzie, S. B. (1997). Organizational citizenship behavior

- and the quantity and quality of work group performance. *Journal of Applied Psychology*, 82(2), 262. <https://doi.org/10.1037/0021-9010.82.2.262>
- Psacharopoulos, G., & Patrinos*, H. A. (2004). Returns to investment in education: A further update. *Education Economics*, 12(2), 111–134. <https://doi.org/10.1080/0964529042000239140>
- Schmidt, C. A., Cromwell, E. A., Hill, E., Donkers, K. M., Schipp, M. F., Johnson, K. B., Pigott, D. M., & Hay, S. I. (2022). The prevalence of onchocerciasis in Africa and Yemen, 2000–2018: A geospatial analysis. *BMC Medicine*, 20(1), 1–12.
- Shahzad, M., Malik, M. S., & Irfan, M. (2019). Quality and customer loyalty in islamic banks: Religiosity as a moderator by using andrew hayes model. *Pakistan Journal of Humanities and Social Sciences*, 7(4), 379–396.
- Shoib, S., Buitrago, J. G., Shuja, K. H., Aqeel, M., de Filippis, R., Abbas, J., Ullah, I., & Arafat, S. M. Y. (2022). Suicidal behavior sociocultural factors in developing countries during COVID-19. *L'encephale*, 48(1), 78–82. <https://doi.org/10.1016/j.encep.2021.06.011>
- Shuja, K. H., Aqeel, M., Jaffar, A., & Ahmed, A. (2020). COVID-19 Pandemic and Impending Global Mental Health Implications. *Psychiatria Danubina*, 32(1), 32–35. <https://doi.org/10.24869/psyd.2020.32>
- Shuja, K. H., Aqeel, M., Khan, E. A., & Abbas, J. (2020). Letter to highlight the effects of isolation on elderly during COVID-19 outbreak. *International Journal of Geriatric Psychiatry*, 35(12), 1477–1478. <https://doi.org/10.1002/gps.5423>
- Somech, A., & Drach-Zahavy, A. (2000). Understanding extra-role behavior in schools: The relationships between job satisfaction, sense of efficacy, and teachers' extra-role behavior. *Teaching and Teacher Education*, 16(5–6), 649–659. [https://doi.org/10.1016/S0742-051X\(00\)00012-3](https://doi.org/10.1016/S0742-051X(00)00012-3)
- Somech, A., & Ron, I. (2007). Promoting organizational citizenship behavior in schools: The impact of individual and organizational characteristics. *Educational Administration Quarterly*, 43(1), 38–66. <https://doi.org/10.1177/0013161X06291254>
- Soroush, A., Ziapour, A., Abbas, J., Jahanbin, I., Andayeshgar, B., Moradi, F., Najafi, S., & Cheraghpouran, E. (2022). Effects of group logotherapy training on self-esteem, communication skills, and impact of event scale-revised (IES-R) in older adults. *Ageing International*, 47(4), 758–778.
- Su, Z., Cheshmehzangi, A., Bentley, B. L., McDonnell, D., Šegalo, S., Ahmad, J., Chen, H., Terjesen, L. A., Lopez, E., & Wagers, S. (2022). Technology-based interventions for health challenges older women face amid COVID-19: A systematic review protocol. *Systematic Reviews*, 11(1), 1–8.
- Su, Z., McDonnell, D., Abbas, J., Shi, L., Cai, Y., & Yang, L. (2021). Secondhand smoke exposure of expectant mothers in china: Factoring in the role of culture in data collection. *JMIR Cancer*, 7(4), e24984. doi:10.2196/24984
- Su, Z., McDonnell, D., Li, X., Bennett, B., Šegalo, S., Abbas, J., Cheshmehzangi, A., & Xiang, Y.-T. (2021). COVID-19 vaccine donations—vaccine empathy or vaccine diplomacy? A narrative literature review. *Vaccines*, 9(9), 1024.
- Taylor, V. (1989). Social movement continuity: The women's movement in abeyance. *American Sociological Review*, 761–775. <https://doi.org/10.2307/2117752>
- The Functions of the Executive*, by Chester Barnard. Cambridge, MA: Harvard University Press, 1938. 334 pages, soft cover | Academy of Management Learning & Education. (n.d.). Retrieved March 6, 2023, from <https://doi.org/10.5465/amle.2017.0329>
- Tourists' Health Risk Threats Amid COVID-19 Era: Role of Technology Innovation, Transformation, and Recovery Implications for Sustainable Tourism—PMC*. (n.d.). Retrieved March 18, 2023, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9022775/>
- Uhl-Bien, M., Tierney, P. S., Graen, G. B., & Wakabayashi, M. (1990). Company paternalism and

- the hidden-investment process: Identification of the "right type" for line managers in leading Japanese organizations. *Group & Organization Studies*, 15(4), 414–430. <https://doi.org/10.1177/10596011900150>
- Van der Veer, H. W. (1986). Immigration, settlement, and density-dependent mortality of a larval and early postlarval 0-group plaice (*Pleuronectes platessa*) population in the western Wadden Sea. *Marine Ecology Progress Series*, 29(3), 223–236.
- Venkatraman, N., & Ramanujam, V. (1986). Measurement of business performance in strategy research: A comparison of approaches. *Academy of Management Review*, 11(4), 801–814. <https://doi.org/10.5465/amr.1986.4283976>
- Wang, H., Law, K. S., Hackett, R. D., Wang, D., & Chen, Z. X. (2005). Leader-member exchange as a mediator of the relationship between transformational leadership and followers' performance and organizational citizenship behavior. *Academy of management Journal*, 48(3), 420–432.
- Wilson, S. M., & Coolican, M. J. (1996). How high and low self-empowered teachers work with colleagues and school principals. *The Journal of Educational Thought (JET)/Revue de La Pensée Educative*, 99–117.
- Yoosefi Lebni, J., Abbas, J., Moradi, F., Salahshoor, M. R., Chaboksavar, F., Irandoost, S. F., Nezhaddadgar, N., & Ziapour, A. (2021). How the COVID-19 pandemic effected economic, social, political, and cultural factors: A lesson from Iran. *International Journal of Social Psychiatry*, 67(3), 298–300.
- Yuan, Y.-L., Gretzel, U., & Fesenmaier, D. R. (2006). The role of information technology use in American convention and visitors bureaus. *Tourism Management*, 27(2), 326–341.
- Zafar, M. Z., Shi, X., Yang, H., Abbas, J., & Chen, J. (2022). The Impact of Interpretive Packaged Food Labels on Consumer Purchase Intention: The Comparative Analysis of Efficacy and Inefficiency of Food Labels. *International Journal of Environmental Research and Public Health*, 19(22), 15098.
- Zeidabadi, S., Abbas, J., Mangolian Shahrabaki, P., & Dehghan, M. (2022). The effect of foot reflexology on the quality of sexual life in hemodialysis patients: A randomized controlled clinical trial. *Sexuality and Disability*, 40(3), 567–581.
- Zhang, Q., Irfan, M., Khattak, M. A. O., Zhu, X., & Hassan, M. (2012). Lean Six Sigma: A literature review. *Interdisciplinary Journal of Contemporary Research in Business*, 3(10), 599–605.
- Zhang, X., Husnain, M., Yang, H., Ullah, S., Abbas, J., & Zhang, R. (2022). Corporate business strategy and tax avoidance culture: Moderating role of gender diversity in an emerging economy. *Frontiers in Psychology*, 13.
- Zhu, X., Muneer, S., & Naveed, R. T. (2021). Does employee psychological safety expediate employee performance and firm performance: Mediating role of employee task performance and helping behavior. *Rev. Argent. Clín. Psicol*, 30, 509–518. [10.24205/03276716.2020.4051](https://doi.org/10.24205/03276716.2020.4051)
- Zhuang, D., Abbas, J., Al-Sulaiti, K., Fahlevi, M., Aljuaid, M., & Saniuk, S. (2022). Land-use and food security in energy transition: Role of food supply. *Frontiers in Sustainable Food Systems*, 6.