

How Does Transformational Leadership Boost OCB among Millennial Lecturer? Unveiling the Empowering Role of Self-Efficacy

Diah Sofiah

Psychology Doctoral Study Program of Surabaya
University, Indonesia
s159119003@student.ubaya.ac.id

Markus Hartono

Psychology Doctoral Study Program of Surabaya
University, Indonesia markus@staff.ubaya.ac.id

Frikson Christian

Psychology Doctoral Study Program of Surabaya
University, Indonesia
frikson@staff.ubaya.ac.id

Abstract

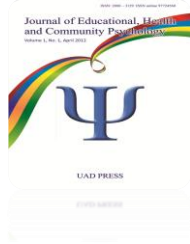
Nowadays, many lecturer positions in higher education are filled by millennials; by 2025, the number of millennial workers will reach 75%, which means three out of four workers are millennials. Millennials are also known as generation Y. Previous studies show that there are differences in the work values of millennials and previous generations, such that millennial workers may be reluctant to engage in Organizational Citizenship Behavior (OCB). OCB refers to extra-discretionary role behaviors that enhance the organizational environment, which supports task performance. In today's complex and fast-paced organizations, extra-role behaviors have become critical to organizational success. Transformational leadership and self-efficacy have been found to be strong predictors of OCB, but the underlying mechanisms are unclear. This study aims to examine the effect of transformational leadership on the OCB of millennial lecturers, for which self-efficacy is a mediator. This research is a quantitative study, involving 357 millennial lecturers in Indonesia as research subjects. The results of this study indicate that self-efficacy partially mediates the effect of transformational leadership on the OCB of millennial lecturers. An increase in transformational leadership will increase OCB, either directly or through an increase in lecturer self-efficacy. The results of this study can be utilized by the government and university managers as review material.

Keywords: OCB, Extra role behavior, Y generation, Lecturer, Higher education.

Received 14 June 2023/Accepted 16 September 2023 ©Author all rights reserved

Introduction

The education sector worldwide is undergoing a paradigm shift as a result of globalization. Higher education is being asked to demonstrate accountability similar to other areas of the



public sector (Broadbent & Guthrie, 2008; Humphrey & Miller, 2012; Hood, 1995; Hyndman & Liguori, 2016). Higher education systems in many developed countries have increasingly relied on the university corporation in recent decades (Parker, 2011). The model of higher education is no different from the model of the manufacturing industry (Robinson & Gahagan, 2010). Higher education is well-positioned to take advantage of business benefits such as increased efficiency and organizational effectiveness. However, educational institutions are more complex, especially in terms of raw materials, processes and products that do not die (Kusumastuti & Idrus, 2017; Salimova & Soldatova, 2021).

Educational institutions change is characterized by various demand-driven management changes, such as the emergence of output-oriented performance measures for teaching and research activities, the introduction of tuition, the repositioning of students as customers, the professionalization of university management, and a greater emphasis on top-down management approaches (Ginsberg, 2011; Kallio et al., 2016; Marginson & Considine, 2000; M. Parker, 2014; Tuchman, 2009). In this regard, lecturers who are willing to help colleagues, show high compliance with organizational rules, and actively participate in general organizational improvement are needed. Organ, 1988; 1989; 2018; Shapiro-Coyle et al., 2004) refers to this behavior as Organizational Citizenship Behavior (OCB).

OCB is a discretionary behavior that is not directly or explicitly recognized by the formal reward system, and its aggregation promotes efficient and effective organizational functioning (Organ, 1988; 2018) There are five dimensions of OCB; (1) altruism refers to behavior directed toward specific individuals with relevant organizational problems, (2) conscientiousness refers to behavior above and beyond minimum required expectations, (3) sportsmanship refers to behavior in unpleasant situations without complaining, (4) courtesy refers to behavior to help prevent problems, and (5) citizenship virtue refers to behavior involving participation in overall organizational issues (Organ, 1988).

OCB is a significant indicator of organizational performance (MacKenzie et al., 1999). According to Organ (1988; 2018) OCBs are essential for organizational survival due to their

positive outcomes at both the individual, group, and organizational level. Individual-level consequences of OCB are lower turnover intention and contribution to workplace socialization (Kumar et al., 2016). The consequences of OCB at the group level are a reduction in turnover at the group level and an increase in work group efficiency (Koopman et al., 2016). At the organizational level, consequences of OCB include efficiency, cost reduction, and increased profitability (Organ et al., 2005; 2018). OCB increases organizational performance and productivity and improves the organization's ability to attract and retain the best employees (Podsakoff et al., 2014; Tambe & Shanker, 2014).

Currently, a large number of lecturer are being filled by millennials. By 2025, the number of millennials working is expected to reach 75%, which means that three out of four working are millennials (Brant & Casro, 2019). In 2018, there were 113,965 or about 36.38% of millennial lecturers in Indonesia (Kemenristekdikti, 2018). Millennials have different characteristics from previous generations. The term millennial generally refers to those born between 1980 and 2000 (Rudolph et al., 2018), although the boundaries of the millennial group are not strictly defined. Millennials have different values, expectations, and unique attitudes compared to previous generations. Therefore, the changing characteristics of this generation in the workforce will create opportunities and challenges for organizations (Chou et al., 2021).

One contextual factor that is widely recognized for its substantial impact on Organizational Citizenship Behavior (OCB) within organizations is leadership, as highlighted by (Ocampo et al., 2018). Among various leadership styles, transformational leadership stands out as the most extensively examined and acknowledged as one of the most impactful approaches (Pradhan & Kaur, 2016). Notably, the studies conducted by (Long, 2017) and Valldeneu et al (2021) reveal that transformational leadership specifically proves effective for the millennial generation.

Transformational leadership has been associated with changes in followers' attitudes, behaviors, and performance at the individual and collective levels (Avolio, 1999; Kirkpatrick & Locke, 1996). This mediation mechanism explains that changes in follower' self-beliefs about task performance occur when followers are able to adopt the leader's values, goals, and

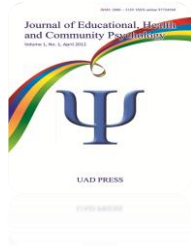
aspirations. Referring to Social Cognitive Theory, individual beliefs related to themselves are often influenced by the social environment, including the inspiration provided by role models. This means that leaders who succeed in providing vision and values will make individuals confident about what must be done. (Bandura 1997; Beauregard, 2012; Hoog and Vaughan, 2018) refers to this self-confidence as self-efficacy, is a belief in one's ability to organize and carry out the actions needed to produce the desired achievement.

Nohe & Hertel (2017) study used LMX to explain the effect of transformational leadership on OCB. Although, empirical evidence consistently supports a positive correlation between transformational leadership behavior and OCB (Nohe & Hertel, 2017), the psychological mechanisms underlying this relationship are less clear. Halbesleben & Bellairs (2016) explained that cognitive factors play an important role in explaining the relationship between a number of predictors and OCB.

According to (Heuvel et al., 2015) self efficacy mediates the influence of leadership on OCB. Self efficacy makes followers feel competent, confident and motivated. Self-efficacious follower therefore experience more engagement towards their work and eventually perform better (Xanthopoulou et al., 2009). The purpose of this study examines the role of transformational leadership on OCB both directly and through lecturer self-efficacy as a mediator. We contribute by examining the role of self-efficacy as a mediator in the relationship between transformational leadership and OCB.

OCB in Millennials

Experts and researchers use the period around the 1980s as the beginning of the birth of millennials until the beginning of the 2000s as the end of the birth. Previous studies show that there are differences in the work values of Millennials and previous generations, namely Millennials expect close relationships and frequent feedback from supervisors by expecting open communication from their managers (Valenti, 2019). Millennials are motivated by work-life balance, training and development, social and environmental responsibility, and diversity (Alsop, 2008). Millennials want to be mentored by role models in the workplace and believe



that managers know them personally (Byrne, 2007; Gursoy et al., 2008).

We found inconsistent results in studies of OCB in the millennial generation. Gong et al., (2018) show that millennials are the generation with the lowest level of OCB in comparison to previous generations. More specifically, the findings (Gong et al., 2018) show that there are significant differences in four dimensions of OCB between millennials and non-millennials, while there is a significant difference in the civic virtue dimension. However, Parumasur and Govender (2016) showed different results, in their study, no significant differences in OCB were found between millennials and previous generations.

Transformational and OCB

Leadership and duty orientation are two sides of the same coin because they influence employees' work habits and point them in the direction of goal orientation. According to Jha (2014)) transformational leadership behavior affects a number of organizational factors, such as how much extra effort is perceived, OCB, and work satisfaction. Transformational leaders influence their followers to accomplish tasks beyond their own responsibilities that are considered important to the organization.

The idealized influence dimension is demonstrated by the fact that transformational leaders set examples and serve as role models of behavior, attitudes, and commitment for their subordinates. Through such influence, subordinates will respect, admire, and trust their leaders and thus want to do the same as the leader. The second dimension is inspirational motivation, which is demonstrated when transformational leaders motivate and inspire their subordinates by clearly communicating high expectations, using various symbols to focus efforts or actions, and expressing important goals in simple ways. The third dimension is intellectual stimulation. Transformational leaders seek to create a climate conducive to the development of innovation and creativity. Differences of opinion are seen as commonplace.

Hypothesis 1: transformational leadership affects the OCB of millennial lecturers.

Self efficacy and OCB

In higher education, (Major & Dolly, 2003; Sharp et al., 2013) lecturer self-efficacy can be defined as the belief in the lecturer's ability to organize and carry out the actions necessary to produce certain achievements in the areas of teaching, research and related services and other administrative activities. Self-efficacy is one of the individual-level factors, which can motivate to accept responsibility and extra-role behavior (Bogler & Somech, 2005). Self-efficacy becomes a kind of internal motivation (McDonald & Siegall, 1992), which is able to generate positive thinking (Phillips & Gully, 1997) and plays an important role in improving individual performance (Norman et al., 2010). According to (Chen & Chang, 2012), individuals who are confident in their talents, skills and abilities are likely to obtain successful outcomes. Self-efficacy is directly related to high levels of control taking (Morrison & Phelps, 1999) and initiative (Frese et al., 2007). Both of these constructs are oriented towards OCB. Studies by Bandura and Locke from 2003 demonstrate the significance of efficacy for establishing higher goals (Vrugt & Koenis, 2002) that are difficult and fruitful. In line with these findings, Salanova et al (2002) study on a number of professionals indicated that self-efficacy can help people gain more control over their own work and that people view increased workloads as tests of their own abilities. Millennial lecturers who have high self-efficacy more task-oriented (Ullah et al., 2021) pursue goals, and have confidence in their ability to complete tasks on time and even ahead of schedule. López-Domínguez et al(2013) shows that self-efficacy is an important variable that affects OCB.

Hypothesis 2: self-efficacy affects OCB of millennial lecturers.

Transformational leadership Self-efficacy, and OCB

Transformational leadership stimulates individuals to exchange ideas and produce goals in the organization (Cetin & Kinik, 2015) The relationship that exists between leaders and follower in the context of transformational leadership reaches the value system. In order to achieve organizational goals, transformational leaders are able to change beliefs, change attitudes, and goals of their follower, even able to go beyond the agreed goals (Yukl, 1989;

R. H. Humphrey, 2002). Previous research found that transformational leadership affects self-efficacy in three of the four ways described by (Bandura, 1995). According to (Bandura, 1995) the most important source of strong self-efficacy is mastery experience, which refers to one's perceived skill in a particular area. Transformational leaders train and develop followers, which increases their skill level. The motivational aspect of inspiration is the expression of a positive attitude. Thus, followers of transformational leaders receive more positive feedback on what they have successfully accomplished, which leads to mastery experience. The second way to develop self-efficacy is through vicarious experience. Transformational leaders lead by example, allowing them to make vicarious experience available. The third way to develop self-efficacy is through social persuasion. Individuals who are systematically persuaded of their skills, abilities, and potential to achieve success tend to have higher self-efficacy. Through the idealized influence dimension, transformational leaders give followers reasons to believe in their future success. Intellectual stimulation, leaders ask followers to share ideas and use skills and abilities to solve problems. Intellectually stimulating leaders display confidence in followers' abilities and foster their self-confidence. Therefore, transformational leadership strengthens self-efficacy, which in turn can strengthen OCB. Individuals with higher self-efficacy choose more challenging goals, put more effort into achieving goals, and persist in meeting goals despite obstacles (Bandura, 1995). Lecturers with high self-efficacy are able to motivate themselves to accept greater responsibility and produce greater extra-role behavior (Bogler & Somech, 2005b).

Hypothesis 3: self-efficacy mediates the effect of transformational leadership on OCB of millennial lecturers.

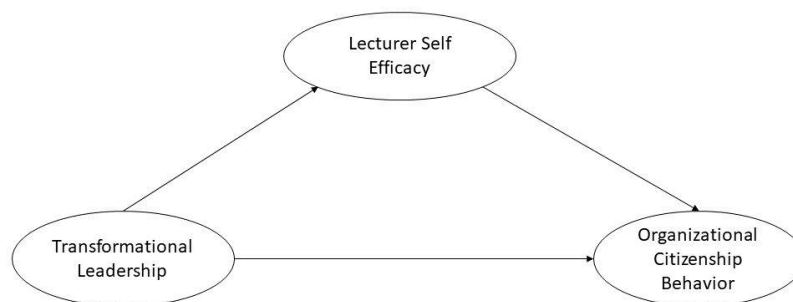
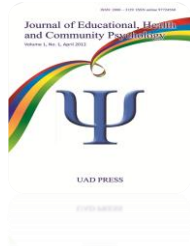


Fig 1. Conceptual Framework



Method

Participants

The population of this study were millennial generation lecturers at universities in Indonesia. The sampling technique used in this study was convenience sampling. The criteria for the subjects of this study, namely lecturers from the millennial generation workforce, are lecturers who were born in the range of 1981 to 2000 (Strauss & Howe, 1991).

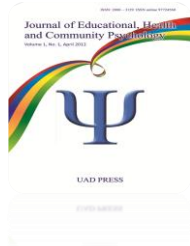
Data Collection Procedures

Data collection techniques at all scales in this research will be carried out using a survey method in the form of self-report with convenience sampling. Data was collected April 19, 2022 to June 20, 2022. The subjects of this research were 357 millennial lecturers from 150 universities in Sumatra, Sulawesi, Java, Kalimantan, Bali, NTB, NTT and Papua. We got 164 lecturers from state universities and 193 lecturers from private universities. The scale filling procedure is preceded by obtaining the research subject's consent through informed consent.

Instrument

OCB Scale.

The scale that will be used to obtain OCB data is a scale compiled by (P. M. Podsakoff et al., 1990). The (P. M. Podsakoff et al., 1990) is one of the most widely cited scales in research conducted in western contexts and has satisfactory psychometric properties, as shown in previous studies (MacKenzie et al., 1999, 1998; Podsakoff & Mackenzie, 1994). The OCB scale consists of 24 items, the reliability of this scale is shown with $\alpha = 0.96$. This scale is in the form of a Likert model scale with a rating range from 1 (strongly disagree) to 5 (strongly agree). High scores on this scale indicate high OCB in lecturers, conversely low scores indicate low OCB in lecturers. Examples of questions on the OCB scale are "I help coworkers who have excessive / heavy workloads", "Is the classic "squeaky wheel" that always needs greasing", "Believes in giving an honest day's work for an honest day's pay".



Transformational Leadership.

We used the Multifactor Leadership Questionnaire scale (MLQ-5X; $\alpha = .93$) (Bass & Avolio, 1994); to obtain transformational leadership data. Respondents were asked to rate their immediate supervisor in the current work situation by indicating the extent to which their supervisor engaged in transformational leadership behaviors. The response format of the MLQ ranges from 1 (not at all) to 5 (often, if not always). The lower the respondent's score, the less they perceive their immediate supervisor as having transformational characteristics. An example question on this scale is "I respect others the way my manager respects them", "Inspiring pride for being associated with him or her", "Transcending self-interest for collective good".

Self Efficacy.

Data on lecturer self-efficacy was obtained using the lecturer self-efficacy scale developed by (Hemmings & Kay, 2009). This scale consists of 16 items and is in the form of a Likert scale. The score on each item on this scale moves from very incapable (1) to very capable (5). A high score on this scale indicates that the lecturer has a good competency assessment regarding the ability to fulfill teaching, research and service tasks. An example of a question on this scale is "presenting research findings in a scientific meeting forum for lecturers", "Delivering conference papers", "Attending conferences" and "Preparing conference papers".

Data Analysis

Measurement Model

The confirmatory factor analysis (CFA) analysis of the OCB scale shows that the valid items in the altruism aspect are items 1, 10, 13, and 15 with a range of SLF from .585 to .689. Canceled item is 23, SLF .492. In the Sportsmanship aspect, the valid items are 7, 16, and 19 with an SLF range of .550 to .686, while the dropped item is item 2 with an SLF of .162. In the aspect of Conscientiousness, the valid items are items 18 and 21 with an SLF range of .653 to .691, while the dropped items are items 4, 22, and 24 with an SLF range of -.227 to .245. In the Civility aspect, all items are valid with an SLF range of .517 to .676. In the aspect of courtesy, the valid items are items 8, 14, 17, and 20 with an SLF range of .514 to 0.638, while

the fallen items are item 5 with an SLF of .405.

Confirmatory factor analysis (CFA) of the lecturer self-efficacy scale shows that the valid items in the teaching aspect are 1, 2, 3, 4, 5, 6 with a range of SLF .648 to .823. In the research aspect, the factors are 7, 8, 9, 10, 11, with a range of SLF values from .701 to .882. In the service aspect, the factors are 12, 13, 14, 15, 16, with SLF values ranging from .590 to .752. Confirmatory factor analysis (CFA) of the transformational leadership scale shows that all of the 20 statement items are valid items with a range of SLF values from .617 to .911. A summary of validity and reliability is in Table 1.

Table 1.
Summary of Validity & Reliability Research Scale

Variabel	Items	Alpha	Factor Loading	CR	AVE
Transformational Leadership	20	.976	.617 - .911	.957	.847
Lecturer Self Efficacy	16	.916	.590 - .882	.807	.583
Organizational Citizenship Behavior	18	.793	.514 - .691	.654	.324

The demographic data of respondents in this study is in Table 2.

Tabel 2.
Frequency and percentage of respondent's demographic data

Variables	Content	Frequency (N=357)	Percent
Gender	Male	138	39%
	Female	219	61%
Tenure	< 5 year	165	46%
	6 – 10 year	121	34%
	11 – 15 year	57	16%
	>15 year	8	2%
	other	6	2%
Early Millennials	1981–1990 (32 - 41 year)	244	68 %
Late Millennials	1991–2000 (31 - 22 year)	113	32 %

Structural model

Using structural equation modeling (SEM) The test results show a fit model on several criteria in goodness of fit: Goodness of Index (GFI) (value .921: cut off value > .9) RMSEA (value .082; cut-off value <.1), Tucker-Lewis Index (TLI) (value .933; cut-off value > .9), Comparative Fit Index (CFI) (value .948; cut-off value ≥ .9), Normo Fit Index (NFI) (value .928; cut-off value ≥ .9). A summary of the test results on the structural model is in Table 3.

Table 3 Fit indices for structural models

GFI	RMSEA	TLI	CFI	NFI
.921	.082	.933	.948	.928

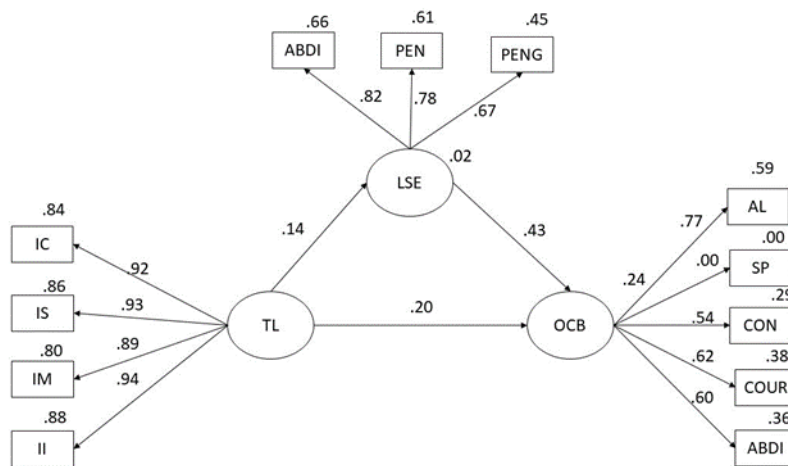


Fig 2. Mediation Model Result

Result

The first hypothesis, transformative leadership influences the OCB of millennial lecturers, is accepted. Transformational leadership was found to influence millennial lectures' OCB by .196 ($p = .001 < .01$). Hypothesis 2 is accepted, which argues that there is a relationship between lecturers' self-efficacy and OCB. In this study, it was discovered that millennial lecturer' self-

efficacy influenced OCB by .425 ($p=.000 < .01$) significance. Hypothesis 3 is accepted, which argues that self-efficacy mediates the influence of transformative leadership on millennial lecturers' OCB. The association between leadership and OCB via self-efficacy was determined to be .061 ($p=.014 < .05$).

Table 4.
Summary of path coefficient of standardized direct effect

	Lecturer Self Efficacy	Transformational Leadership
Transformational Leadership	.143*	.000
OCB	.425**	.196**

* $p < .05$; ** $p < .01$

Table 5.
Summary of path coefficient of standardized indirect effect

	Transformational Leadership
Lecturer Self Efficacy	.000
OCB	.061*

* $p < .05$; ** $p < .01$

Next, a post hoc probing analysis was carried out to determine whether the relationship between the predictor and outcome was significantly reduced when the mediator was introduced into the model. The results of this study show that lecturer self-efficacy has a significant mediating effect with a lower limit of .014 and an upper limit of .068 ($p = .008 < 0.01$). A summary of the results of the post-hoc probing analysis is in Table 6.

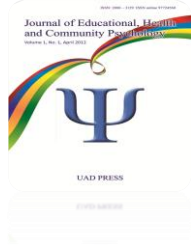
Table 6.
Summary of Post hoc analysis using bootstrap

	Lower-bounds OCB	Upper-bounds OCB	Two-tailed Sig
Lecturer Self Efficacy	.014	.068	.008**

* $p < .05$; ** $p < .01$

Discussion

The results of this research indicate that there is an influence of transformational leadership on millennial lecturers' OCB through lecturers' self-efficacy as mediators. Self-efficacy is a variable that plays an important role in the relationship between transformational leadership

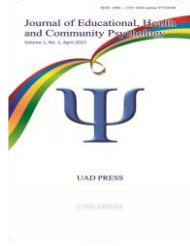


and OCB in millennial lecturers. Although transformational leadership can also have a direct influence on OCB, the relationship between leadership and OCB will decrease if lecturer self-efficacy is controlled.

The results of this research explain that transformational leadership is positively and significantly related to OCB through increasing lecturers' self-efficacy as a mediator between transformational leadership and OCB. Which means that transformational leadership has a positive effect on self-efficacy, and self-efficacy in turn has a positive effect on OCB.

Halbesleben & Bellairs (2016) explained that cognitive aspects have a proximal role in predicting OCB. In Bandura's social cognitive theory, self-efficacy is an important cognitive component because it influences individual behavior. A person's beliefs about their ability to succeed in a task or situation will influence the extent to which they will try, persist in the effort, and evaluate themselves in that context. Thus, self-efficacy is a cognitive factor that plays an important role in an individual's motivation, decision-making, and behavior.

As a role model, leaders are able to increase followers' self-efficacy with mastery experience. Transformational leaders improve skills and provide more positive feedback about what they have succeeded in achieving, which leads to mastery experience. Transformational leaders lead by example, enabling them to make vicarious experiences available. Leaders provide systematic persuasion regarding their skills, abilities, and potential to achieve higher success. This mechanism then triggers an increase in self-efficacy in lecturers. Lecturers with high self-efficacy are able to achieve performance that exceeds requirements. As noted, the way individuals perceive their roles (i.e., role cognition) and the way individuals interpret the specific context of a situation have been identified as proximal antecedents of OCB (Kim et al., 2013; Halbesleben & Bellairs, 2016). This research confirms research by Heuvel et al. (2010), which revealed that self-efficacy is a mediator of a number of variables originating from the work environment, such as leadership on OCB.



Research limitations and recommendations for future research

Although the findings support all the research hypotheses, this research still has certain limitations. First, the university's workforce consists of lecturers and academic staff, but this research subject consists only of millennial lecturers. Future research needs to involve academic staff so that the OCB can be discussed comprehensively. Second, the use of cross-sectional data may not fully capture the true nature of constructs such as transformational leadership, self-efficiency, and organizational citizenship behavior because each represents one's perceptions, emotions, and psychological states. Thirdly, this study uses a survey design because it focuses on empirical evidence for organizational outcomes. Further research could raise the OCB phenomenon by considering the socio-cultural context and the overall system of millennial lecturer values, which would enhance the theoretical understanding of the construction. Fourthly, this study found only idealized influences that significantly influenced the OCB of millennial lecturers in Indonesia with a culture of collectivism. It might be different if applied to millennial lecturers from different cultures.

Conclusion

The results of this study indicate that lecturers' self-efficacy partially mediates the effect of transformational leadership on OCB. Transformational leadership also has a direct effect on millennial lecturers' OCB, Lecturer self-efficacy also has a direct effect on millennial lecturers' OCB. Although the direct effect of transformational leadership variables and lecturer self-efficacy on OCB of millennial lecturers is greater than the indirect effect, the existence of lecturers' self-efficacy as a mediator is significant in mediating the relationship between transformational leadership and OCB.

References

- Alexandra Beauregard, T. (2012). Perfectionism, self-efficacy and OCB: The moderating role of gender. *Personnel Review*, 41(5), 590–608. <https://doi.org/10.1108/00483481211249120>
- Alsop, R. (2008). *he trophy kids grow up: How the millennial generation is shaking up the workplace*. John Wiley & Sons.
- Avolio, B. J. (1999). *Full leadership development: Building the vital forces in organizations*. Sage.
- Bandura, A. (1994). *Encyclopedia of mental health* (Vol. 4). Academic Press.
- Bandura, A. (1995). 0005-7916(95)00034-8 Comments on the crusade against the causal efficacy of human thought. In *J. Behav. Ther. & Exp. Psychiat* (Vol. 26, Issue 3).
- Bass, B. M., & Avolio, B. J. (1994). Transformational leadership, organizational culture. *International Journal of Public Administration*, 17(3–4), 541–554. <https://doi.org/10.1080/01900699408524907>
- Beauregard, T. A. (2012). Perfectionism, self-efficacy and OCB: The moderating role of gender. *Personnel Review*, 41(5), 590–608. <https://doi.org/10.1108/00483481211249120>
- Bogler, R., & Somech, A. (2005a). 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>
- Bogler, R., & Somech, A. (2005b). 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>
- Broadbent, J., & Guthrie, J. (2008). Public sector to public services: 20 years of “contextual” accounting research. *Accounting, Auditing and Accountability Journal* (Vol. 21, Issue 2). <https://doi.org/10.1108/09513570810854383>
- Burns, J. M. (2012). *Leadership*. Open Road Media.
- Byrne, M. M. (2007). Generation Y? *AP Australian printer magazine*, SEPT., 70–71. https://doi.org/10.1300/j123v42n01_06
- Cetin, M. O., & Kinik, F. S. F. (2015). An analysis of academic leadership behavior from the perspective of transformational leadership. *Procedia - Social and Behavioral Sciences*, 207, 519–527. <https://doi.org/10.1016/j.sbspro.2015.10.122>
- Chen, Y. S., & Chang, C. H. (2012). Enhance green purchase intentions: The roles of green perceived value, green perceived risk, and green trust. *Management Decision*, 50(3), 502–520. <https://doi.org/10.1108/00251741211216250>
- Cherian, J., & Jacob, J. (2013). Impact of self efficacy on motivation and performance of employees. *International Journal of Business and Management*, 8(14). <https://doi.org/10.5539/ijbm.v8n14p80>
- Cho, C.-C., & Kao, R.-H. (2022). *Developing sustainable workplace through leadership: perspectives of transformational leadership and of organizational citizenship behavior*.
- Chou, S. Y., Bove, F., Ramser, C., & Han, B. (2021). Millennials as organizational citizens: Conceptualization and measurement development. *Journal of Social Psychology*, 161(5), 632–651. <https://doi.org/10.1080/00224545.2021.1874256>
- Frese, M., Krauss, S. I., Keith, N., Escher, S., Grabarkiewicz, R., Luneng, S. T., Heers, C., Unger, J., & Friedrich, C. (2007). Business owners’ action planning and its relationship to business success in three African countries. *Journal of Applied*

- Psychology*, 92(6), 1481–1498. <https://doi.org/10.1037/0021-9010.92.6.1481>
- Ginsberg, B. (2011). *The Fall of the faculty*. Oxford University Press.
- Gong, B., Greenwood, R. A., Hoyte, D., Ramkissoon, A., & He, X. (2018). Millennials and organizational citizenship behavior: The role of job crafting and career anchor on service. *Management Research Review*, 41(7), 774–788. <https://doi.org/10.1108/MRR-05-2016-0121>
- Gursoy, D., Maier, T. A., & Chi, C. G. (2008). Generational differences: An examination of work values and generational gaps in the hospitality workforce. *International Journal of Hospitality Management*, 27(3), 448–458. <https://doi.org/10.1016/j.ijhm.2007.11.002>
- Halbesleben, J., & Bellairs, T. (2016). What are the motives for employees to exhibit citizenship behavior? A review of prosocial and instrumental predictors of organizational citizenship behavior. In *The Oxford Handbook of Organizational Citizenship Behavior* (Vol. 1, Issue September). <https://doi.org/10.1093/oxfordhb/9780190019000.013.16>
- Hemmings, B., & Kay, R. (2009). <Hemmings 2009.pdf>. 19(3), 243–254.
- Hood, C. (1995). Control over bureaucracy: Cultural theory and institutional variety. *Journal of Public Policy*, 15(3), 207–230. <https://doi.org/10.1017/S0143814X00010023>
- Humphrey, C., & Miller, P. (2012). Rethinking impact and redefining responsibility: The parameters and coordinates of accounting and public management reforms. *Accounting, Auditing and Accountability Journal*, 25(2), 295–327. <https://doi.org/10.1108/09513571211198773>
- Humphrey, R. H. (2002). *The Many Faces of Emotional Leadership*.
- Hyndman, N., & Liguori, M. (2016). Public sector reforms: changing contours on an NPM landscape. *Financial Accountability and Management*, 32(1), 5–32. <https://doi.org/10.1111/faam.12078>
- Jha, S. (2014). Transformational leadership and psychological empowerment. *South Asian Journal of Global Business Research*, 3(1), 18–35. <https://doi.org/10.1108/sajgbr-04-2012-0036>
- Kallio, K. M., Kallio, T. J., Tienari, J., & Hyvönen, T. (2016). Ethos at stake: Performance management and academic work in universities. *Human Relations*, 69(3), 685–709. <https://doi.org/10.1177/0018726715596802>
- Kemenristekdikti. (2018). Indonesia higher education statistical year book 2018. *Pusdatin Kemenristekdikti*, 15(21), 1–7.
- Khan Jadoon, A., Amjad, S., Ali, W., Raza, B., & Ullah, S. (2021). Linking self-efficacy and organizational citizenship behavior: A moderated mediation model international journal of organizational leadership. *International Journal of Organizational Leadership*, 10(3):233-247.
- Kim, Y. J., Van Dyne, L., Kamdar, D., & Johnson, R. E. (2013). Why and when do motives matter? An integrative model of motives, role cognitions, and social support as predictors of OCB. *Organizational Behavior and Human Decision Processes*, 121(2), 231–245. <https://doi.org/10.1016/j.obhdp.2013.03.004>
- Kirkpatrick, S. A., & Locke, E. A. (1996). Direct and indirect effects of three core charismatic leadership components on performance and attitudes. *Journal of Applied Psychology*, 81(1), 36–51. <https://doi.org/10.1037/0021-9010.81.1.36>

- Koopman, J., Lanaj, K., & Scott, B. A. (2016). Integrating the bright and dark sides of ocb: a daily investigation of the benefits and costs of helping others. *Academy of Management Journal*, 59, 414–435.
- Kumar, M., Jauhari, H., & Singh, S. (2016). *R&D Spillovers & Productivity Growth: Evidence from Indian Manufacturing*. <https://www.researchgate.net/publication/327098303>
- Kusumastuti, D., & Idrus, N. (2017). Nurturing quality of higher education through national ranking: a potential empowerment model for developing countries. *Quality in Higher Education*, 23(3), 230–248. <https://doi.org/10.1080/13538322.2017.1407400>
- La Ringgasa, N. I. M. (2017). *Pengaruh pemberdayaan dan efikasi diri terhadap organizational citizenship behavior (OCB) pegawai IAIN Kendari*. Master thesis, IAIN Kendari.
- Long, S. (2017). *Exploring which leadership styles are effective with millennial employees*. Doctoral Dissertation, Walden University.
- López-Domínguez, M., Enache, M., Sallan, J. M., & Simo, P. (2013). Transformational leadership as an antecedent of change-oriented organizational citizenship behavior. *Journal of Business Research*, 66(10), 2147–2152. <https://doi.org/10.1016/j.jbusres.2013.02.041>
- MacKenzie, S. B., Podsakoff, P. M., & Ahearne, M. (1998). Some possible antecedents and consequences of in-role and extra-role salesperson performance. *Journal of Marketing*, 62(3), 87–98. <https://doi.org/10.2307/1251745>.
- Major, C., & Dolly, J. (2004). The importance of graduate program experiences to faculty self-efficacy for academic tasks. *Journal of Faculty Development*, 19(2) 89-100 2004
- Marginson, S., & Considine, M. (2000). *The enterprise university: power, governance and reinvention in Australia*. Cambridge University Press.
- McDonald, T., & Siegal, M. (1992). The Effects of Technological Self-Efficacy and Job Focus on Job Performance, Attitudes, and Withdrawal Behaviors. *Journal of Psychology: Interdisciplinary and Applied*, 126(5), 465–475. <https://doi.org/10.1080/00223980.1992.10543380>
- Morrison, E. W., & Phelps, C. C. (1999). Taking charge at work: Extrarole efforts to initiate workplace change. *Academy of Management Journal*, 42(4), 403–419. <https://doi.org/10.2307/257011>.
- Nohe, C., & Hertel, G. (2017). Transformational leadership and organizational citizenship behavior: a meta-analytic test of underlying mechanisms. *Frontiers in Psychology*, 8(AUG). <https://doi.org/10.3389/fpsyg.2017.01364>
- Norman, S. M., Avey, J. B., Nimnicht, J. L., & Pigeon, N. G. (2010). The interactive effects of psychological capital and organizational identity on employee organizational citizenship and deviance behaviors. *Journal of Leadership and Organizational Studies*, 17(4), 380–391. <https://doi.org/10.1177/1548051809353764>
- Ocampo, L. A., Tan, T. A. G., & Sia, L. A. (2018). Using Fuzzy DEMATEL in modeling the causal relationships of the antecedents of organizational citizenship behavior (OCB) in the hospitality industry: A case study in the Philippines. *Journal of Hospitality and Tourism Management*, 34, 11–29. <https://doi.org/10.1016/j.jhtm.2017.11.002>
- Organ, D. W. (1988a). *Organizational Citizenship Behavior: The Good Soldier Syndrome*. Lexington books/DC.
- Organ, D. W. (2018b). Annual review of organizational psychology and organizational

- behavior organizational citizenship behavior: Recent trends and developments. *Annu. Rev. Organ. Psychol. Organ. Behav*, 80, 17–18. <https://doi.org/10.1146/annurev-orgpsych>
- Organ, D. W. (2018c). Annual review of organizational psychology and organizational behavior organizational citizenship behavior: Recent trends and developments. *Annu. Rev. Organ. Psychol. Organ. Behav*, 80, 17–18. <https://doi.org/10.1146/annurev-orgpsych>
- Organ, D.W., & Konovsky, M.A. (1989). Cognitive versus affective determinants of organizational citizenship behavior. *Journal of Applied Psychology*, 74, 157-164.
- Organ, P., Podsakoff, P., & MacKenzie. (2005). *Organizational Citizenship Behavior: Its Nature, Antecedents, And Consequences*. Sage Publication Inc. DOI: <https://doi.org/10.4135/9781452231082>.
- Parker, L. (2011). University corporatization: Driving redefinition. *Critical Perspectives on Accounting*, 22(4), 434–450. <https://doi.org/10.1016/j.cpa.2010.11.002>
- Parker, M. (2014). University, Ltd: Changing a business school. *Organization*, 21(2), 281–292. <https://doi.org/10.1177/1350508413502646>
- Parumasur, B., Sanjana & Govender, P. (2016). Organizational citizenship behaviour: Do generational and biographical differences exist? *Corporate Ownership and Control*. 14. 10.22495/cocv14i1c4art8.
- Phillips, J. M., & Gully, S. M. (1997). Role of goal orientation, ability, need for achievement, and locus of control in the self-efficacy and goal--setting process. *Journal of Applied Psychology*, 82(5), 792–802. <https://doi.org/10.1037/0021-9010.82.5.792>
- Podsakoff, N. P., Podsakoff, P. M., Mackenzie, S. B., Maynes, T. D., & Spoelma, T. M. (2014). Consequences of unit-level organizational citizenship behaviors: a review and recommendations for future research. *Journal of Organizational Behavior*, 35(SUPPL.1). <https://doi.org/10.1002/job.1911>
- Podsakoff, P. M., Mackenzie, S. B., Moorman, R. H., & Fetter, R. (1990). Transformational Leader Behaviors and Their Effects on Followers' Trust in Leader, Satisfaction, and Organizational Citizenship Behaviors. *Leadership Quarterly*, 1(2), 107–142.
- Podsakoff, P. M., & Mackenzie, S. B. (1994). Organizational citizenship behaviors and sales unit effectiveness. *Journal of Marketing Research*, XXXI, 351–363.
- Pradhan p, Kaur T (2016), Personality (Type A and Type B) In relation to organizational citizenship behaviour (OCB) among female nursing professionals, *International Journal of Indian Psychology*, Volume 4 (1),DIP:18.01.123/20160401,DOI: 10.25215/0401.123.
- Robinson, C., & Gahagan, J. (2010). Coaching students to academic success and engagement on campus. *About Campus: Enriching the Student Learning Experience*, 15(4), 26–29. <https://doi.org/10.1002/abc.20032>.
- Rudolph, C. W., Rauvola, R. S., & Zacher, H. (2018). Leadership and generations at work: A critical review. *Leadership Quarterly*, 29(1), 44–57. <https://doi.org/10.1016/j.leaqua.2017.09.004>
- Salanova, M., Peiró, J. M., & Schaufeli, W. B. (2002). Self-efficacy specificity and burnout among information technology workers: An extension of the job demand-control model. *European Journal of Work and Organizational Psychology*, 11(1), 1–25. <https://doi.org/10.1080/13594320143000735>

- Salimova, T., & Soldatova, E. (2021). *Bringing PBL to Education for Sustainable Development: University to Business (U2B) approach Competitiveness, Sustainable Development and Import Substitutions Problems in The Russian Federation View project Quality Management View project Bringing PBL to Education for Sustainable Development: University to Business (U2B) approach*. <https://www.researchgate.net/publication/353347425>.
- Sharp, J. G., Hemmings, B., Kay, R., & Callinan, C. (2013). An application of the revised “lecturer self-efficacy questionnaire”: An evidence-based route for initiating transformational change. *Journal of Further and Higher Education*, 37(5), 643–674. <https://doi.org/10.1080/0309877X.2011.645596>.
- Strauss, W., & Howe, N. (1991). *Generations: The history of America’s future, 1584 to 2069*. William Morrow and Company Inc.
- Tambe, S., & Shanker, M. (2014). A study of organizational citizenship behaviour (OCB) and its dimensions : A literature review. *International Research Journal of Business and Management*, 1(January), 67–73.
- Tuchman, G. (2009). *Wannabe U: Inside the corporate university*. University of Chicago Press.
- Valenti, A. (2019). Leadership preferences of the millennial generation. *Journal of Business Diversity*, 19(1). <https://doi.org/10.33423/jbd.v19i1.1357>
- Valldeneu, M., Ferràs, X., & Tarrats, E. (2021). Effect of transformational behavior on millennial job satisfaction. *Problems and Perspectives in Management*, 19(3), 421–429. [https://doi.org/10.21511/ppm.19\(3\).2021.34](https://doi.org/10.21511/ppm.19(3).2021.34)
- van den Heuvel, M., Demerouti, E., & Peeters, M. C. W. (2015). The job crafting intervention: effects on job resources, self-efficacy, and affective well-being. *Journal of Occupational and Organizational Psychology*, 88(3), 511–532. <https://doi.org/10.1111/joop.12128>
- Vrugt, A., & Koenis, S. (2002). Perceived self-efficacy, personal goals, social comparison, and scientific productivity. *Applied Psychology: An International Review*, 51(4), 593-607. <https://doi.org/10.1111/1464-0597.00110>
- Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2009). Reciprocal relationships between job resources, personal resources, and work engagement. *Journal of Vocational Behavior*, 74(3), 235–244. <https://doi.org/10.1016/j.jvb.2008.11.003>
- Yukl, G. (1989). Managerial leadership: A review of theory and research. *Journal of Management*, 15(2), 251-289.