

**Leadership Styles, Motivation and Quality of Work Life as Determinants of
Organisational Citizenship Behaviour among Lecturers in Private Universities in
Southwest, Nigeria**

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Certification

This is to certify that **Suebu Olaide LAMIDI** with the matriculation number **LCU/PG/001497** carried out this research work titled: ‘**Leadership Styles, Motivation and Quality of Work Life as Determinants of Organisational Citizenship Behaviour among Lecturers in Private Universities in Southwest, Nigeria**’ in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Philosophy Degree (PhD) in Guidance and Counselling and that this has not been previously submitted.

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Dedication

This work is dedicated to the glory of Almighty God for His sustenance, protection and love. Also to the memories of my late parents Alhaji Ayeriyina Abdul-Hameed Ishola and Mrs Ayeriyina Mariam Abegbe

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Abstract

The observed issues of sabotage, floating and ready-to-leave attitude among some academic staff in private universities may be detrimental to a university's interests. There is scarcity of empirical researches investigating influence of leadership styles, motivation and quality of work life on organisational citizenship behaviour of lecturers in private universities. This study investigated leadership styles, motivation and quality of work life as determinants of organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria. The study adopted the descriptive survey research design. One thousand, one hundred and forty four lecturers in private universities in Southwest, Nigeria were selected using the multistage sampling procedure. Data were generated with a questionnaire on Leadership Styles, Motivation, Quality of Work Life and Organisational Citizenship Behaviour ($\alpha = .831$). Data were analysed using descriptive and inferential statistics at 0.05 alpha level. The result showed that: there is a significant joint influence of leadership styles, motivation and quality of work life on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria ($R^2 = .931$, $F_{(3,1140)} = 5129.764$); there is a significant relative influence of leadership styles ($\beta = 0.312$; $t = 6.186$), motivation ($\beta = 1.111$; $t = 15.739$) and quality of work life ($\beta = 0.492$; $t = 28.278$) on organisational citizenship behaviour of lecturers in private universities in Southwest, Nigeria; there is a significant positive relationship between quality of work life and organisational citizenship behaviour ($r = 0.785$) among lecturers of private universities in Southwest, Nigeria; there is a significant moderating role of gender in the influence of quality of work life on organisational citizenship behaviour (Male, $\beta = -.855$; $t = -39.297$ and Female, $\beta = .914$; $t = 53.848$) among lecturers of private universities in Southwest, Nigeria. Quality of work life should be enhanced among lecturers in private universities to ensure organisational citizenship behaviour, among other recommendations.

Keywords: Leadership Styles, Motivation, Quality of Work Life, Organisational Citizenship Behaviour, Lecturers,

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Chapter One

Introduction

1.1 Background to the Study

In the present time, the world of work is featured by challenges, dynamics and circumstances that may be beyond the control of individual workers and organisations. These challenges which includes global and national economic meltdown, rising situations in governance and state affairs, health emergencies such as the Coronavirus pandemic and Ebola Virus to mention but a few; all keep tasking people to elicit certain behaviours. Many lecturers in private universities in Nigeria may not be insulated from these challenges just as they are also observed to be grappling with issues surrounding stress, burnout, workloads, adjustment to the new normal of digitisation and ICT integration. Rising to these inherent challenges may make some of them to develop certain characteristics and coping mechanisms such as prosocial behaviours, escape behaviours, survival behaviours and learned helplessness. The level of voluntary commitment of some academic staff in private universities at critical times like these is indeed interesting to organisational behaviour experts.

In private universities, there are situations where lecturers could be faced with downtimes regarding career advancement, self-actualisation, career identity, personal and social adjustment, quality of life and life satisfaction. It may be expected of some of them to develop incongruence, careless attitude, poor work engagement and other behaviours such as loafing, boycott, sabotage, absenteeism, lateness to work, lack of teaching effectiveness, low productivity and turnover. Other lecturers may however rise above these incongruences and develop good work ethics in that work environment. Although, formal job description is one way of guiding worker's behaviour, it is also known that there is more to employee performance than simply carrying out formal job duties. In order for higher institutions to achieve performance and be able meet up with current ratings among their contemporaries all

over the world, it has to devise several other ways of influencing staff behaviour towards performance. Some activities that are not part of worker's job description, not rewarded by any formal systems and yet still contribute positively to the organisation readily comes to mind. These activities are known as Organisational Citizenship Behaviours (OCB).

It might be surprising to find workers' Organisational Citizenship Behaviour (OCB) unusual in crises period in the university environment, but when the coast is clear and there is a return to normal situations at work, do workers deem it fit to care about their altruistic, prosocial behaviours? When lecturers of private tertiary institutions are well-managed, motivated and they enjoy job security with great feedback system, what can be said of their Organisational Citizenship Behaviour (OCB)? It is indeed quite important for lecturers to develop Organisational Citizenship Behaviour in university system because lecturers as teachers are at the centre of the educational system. Lecturers play crucial roles in the attainment of university education goals, university mission and vision, students' successful and timely completion of academic and professional programmes, and recording good academic outcomes of students to mention but a few. Lecturers' Organisational Citizenship Behaviours (OCB) may further boost effectiveness and create a better university work environment that is progressive and socially-enabling.

Organisational Citizenship Behaviour (OCB), a discretionary trait of an individual could be described as an approach-oriented behaviour that contributes positively to the organisation and the workforce. It is observed to be opposed to counterproductive work behaviour, bad work ethics resulting from experiencing negative emotions, pressures, and stressors. Organisational Citizenship Behaviour (OCB) of lecturers will not only benefit the universities but also the society at large.

Nigeria as a country is observed to be facing both leadership and followership problems, with citizens' egocentric and ethnocentric tendencies. A major way to solve these problems could be to develop civil behaviours and to be less selfish. For lecturers in private universities, extra-role and Organisational Citizenship Behaviours (OCB) could be in the areas of conflict resolution and transformation, students and staff mentoring and coaching, assisting colleagues, volunteering in other units in the university, contributing to positive job attitudes, improving organisational communication and even training of other staff members in a newly honed skill. When these are in place, the products of university education, being the highest skilled labour are deemed fully baked trained by lecturers who played extra roles. Organisational Citizenship Behaviour (OCB) of lecturers will not only benefit the universities but also the society at large. This is because lecturing is a highly interactive field and the lecturers with Organisational Citizenship Behaviours (OCB) would have mentored the students to become great citizens for local and global relevance.

In the last decade, several scholars have directed their research efforts towards exploring topics pertaining to Organisational Citizenship Behaviour (OCB). As an exemplification, during the last three years, research on Organisational Citizenship Behaviour (OCB) has placed particular emphasis on several domains such as hospitals, IT professionals, the nursing profession, building projects, and educational institutions^{1,2,3,4,5,6,7,8,9}. Typically, these investigations include a range of theoretical and practical issues. Numerous studies have shown the significant impact of workers on the overall performance of a business. Consequently, it is via effective motivation strategies that enhanced measures of success may be attained. The profession of lecturing is characterised by high demands, as it entails engaging in a socially-oriented occupation that necessitates frequent interactions with individuals from various cultural backgrounds, ethnicities, genders, sexual orientations, religious beliefs, and special circumstances. In higher education settings, it is often required

that teachers assume the role of in-loco parentis to students, provide assistance to other staff members, and beyond the requirements outlined in their official job descriptions.

In the contemporary and dynamic landscape, businesses, especially those in the realm of higher education, are engaged in a competitive endeavour to achieve their objectives of attracting and retaining personnel who possess skills and capabilities that extend beyond the confines of their designated roles. The ongoing growth in employee contributions to value creation within a dynamic and competitive business system has resulted in a shift in the perception of managers towards workers, moving away from seeing them just as a source of production and instead recognising them as organisational citizens¹⁰. While this metric may serve as a reliable benchmark for evaluating success within the realms of business and industry, it may not be well-suited for assessing performance within the context of higher education. Assessing success in the realm of higher education may provide challenges due to many factors such as the institutions' not being formed with the primary objective of generating profit, the process of student admission which involve the participation of several stakeholders, including staff members, students themselves, government authorities, and agencies as well as the challenges associated with assessing learning outcomes and the progression of students and employees among several others.

While all that may be a challenge, it is equally important to ascertain the most effective methods of influencing performance metrics in order to achieve favourable outcomes across various institutions. One potential approach to attaining this objective is exerting influence on the behaviour and performance of personnel. While official job descriptions serve as a means to direct employees' conduct, it is widely recognised that employee success encompasses more than the mere fulfilment of legal job responsibilities¹¹. Several tasks that go beyond the scope of employees' job descriptions, lack official recognition mechanisms, and yet

nonetheless make beneficial contributions to the organisation is the Organisational Citizenship Behaviours (OCB).

Organisational Citizenship Behaviour (OCB) encompasses discretionary employee actions that fall beyond the scope of their prescribed responsibilities and are not explicitly acknowledged by the official organisational incentive structure, but contribute to the overall efficacy of the organisation¹². This term was first used in the year 1988, and it comprised a total of five constituent elements under its purview. The five dimensions of Organisational Citizenship Behaviour (OCB) are as follows: (i) Altruism, which refers to voluntary contributions made by individuals towards others, involving acts of sacrifice, promoting peace, instilling hope and morale, and preventing work-related events; (ii) Conscientiousness, which encompasses behaviours that guide individuals to perform their duties at a level that exceeds expectations, including punctuality in task completion; (iii) Sportsmanship, which entails tolerating complications and inevitable problems that arise in the workplace without objection; (iv) Civic virtue, which involves responsible partnership and commitment to the overall life of the organisation; and (v) Courtesy, which encompasses polite behaviours aimed at preventing workplace problems, such as assisting others to prevent issues or taking action to alleviate the problems faced by others¹³.

Within the context of Nigerian private tertiary institutions, there are certain factors that may either foster or hinder dedication, which are influenced by the activities of leaders. Instances occur when the leadership within institutions actively promotes and fosters the development of their subordinates by entrusting them with responsibilities and demanding tasks, delegating authority, and preparing them for future leadership roles via the use of a participative leadership style. Undoubtedly, all of these factors contribute to work happiness, which in turn leads to a heightened level of Organisational Citizenship Behaviours (OCB). Conversely, it is possible that instances of administrative injustices may occur, which are marked by

inequitable termination of employment, significant reductions in salary disbursements, inadequate recruitment and selection procedures, insufficient compensation for employees, unfavourable working conditions, and promotions that are not determined by merit or abilities. These factors have the potential to result in work unhappiness and a decline in Organisational Citizenship Behaviour (OCB).

The development of organisational success is contingent upon the desire of volunteers to engage in collaborative efforts. Employees that exhibit Organisational Citizenship Behaviour (OCB) go above and beyond their prescribed job duties, demonstrating their dedication and commitment by investing additional time, energy, and expertise to enhance their own capabilities and contribute to the overall success of the business. In this scenario, it is common for workers to subordinate their own interests and prioritise their obligations in the service of others. Accordingly, Organisational Citizenship Behaviour (OCB) has been associated with various positive outcomes in academic literature. These outcomes include enhanced productivity, improved performance, increased effectiveness, positive employee relationships, improved efficiency in resource allocation, and decreased maintenance costs. Consequently, OCB can provide organisations with the necessary flexibility to foster innovation and enhance customer service^{14,15,16}.

Moreover, exemplary corporate entities facilitate the optimal allocation of limited resources, as well as raise the proficiency and effectiveness of their employees and personnel. Organisations that actively foster civic behaviour are highly desirable work environments, as they possess the ability to effectively attract and retain top talent, while also cultivating trust and contentment among individuals¹⁷. In order for higher educational institutions to ensure their survival, the practise of Organisational Citizenship Behaviour (OCB) is deemed essential¹⁸. Furthermore, Organisational Citizenship Behaviour (OCB) plays a crucial role in enhancing the performance of firms within the dynamic and uncertain current business

landscape, while also fostering innovation and the adoption of fresh and creative ways. It is recommended that higher educational institutions do their best efforts to establish, sustain, and maintain a conducive work environment that promotes employee civic behaviour. It is also essential for institutions of higher education to embrace and promote Organisational Citizenship Behaviours (OCB) in order to cultivate a more favourable work environment and improve overall job performance¹⁹.

When employees exhibit Organisational Citizenship Behaviour (OCB), it is likely to enhance their level of commitment, leading to improved performance within higher education institutions. Consequently, these institutions will be better equipped to achieve their intended objectives and effectively serve the community²⁰. The identification of factors that might predict Organisational Citizenship Behaviours (OCB) has significant relevance for businesses, considering the favourable outcomes associated with such behaviours. Various variables have been examined as potential predictors of Organisational Citizenship Behaviour (OCB), including leadership styles, organisational trust, work satisfaction, organisational commitment, and organisational justice. These factors have been identified as influential in the formation and enhancement of OCB^{21,22,23,24,25}. One of the characteristics that presents a significant challenge is leadership style, which refers to the methodologies used to exert influence and guide the actions of individuals²⁶

In the most recent categorisation of leadership styles, leaders use two distinct sets of behaviours, namely transformational and transactional leadership, in order to exert influence on their followers²⁷. Transformational leadership is a multifaceted and ever-evolving phenomenon that endeavours to establish an affective connection with its adherents, wherein the leaders exert influence on their values, beliefs, and objectives. Leaders exert influence on the beliefs, attitudes, and ambitions of individuals, hence exerting a remarkable impact on their followers²⁸. Transformational leadership, which places a strong focus on follower

development, motivates individuals to achieve self-actualisation and beyond their expected responsibilities²⁹.

These leaders possess a distinct perspective on the future, prioritising the transformation of their employees' attitudes and assumptions regarding the mission and goals of the organisation. They motivate their employees by promoting values such as camaraderie, integrity, and accountability, urging them to consider the organisation's interests beyond their individual concerns³⁰. The transformative leader endeavours to instill in their subordinates the notion of acquiring enhanced capabilities and competencies, enabling them to address not just present challenges but also to approach them from a novel standpoint. Furthermore, the implementation of transformational leadership fosters a culture of organisational learning and establishes guidelines for crucial phases, hence enhancing organisational performance and facilitating its advancement³¹.

Employees that possess higher levels of skills, competences, and dedication, as a result of being influenced by transformational leadership, are more inclined to engage in work behaviours that are beyond their regular tasks and exceed the expectations set by the organisation³². Transactional leadership on the other hand is a leadership style that aligns with the principles of the leader-member exchange paradigm. Hence, within the framework of social exchange theory, leaders using this method use incentives and organisational sanctions as mechanisms to enhance the productivity of their subordinates.

Within this particular method, leaders establish a contractual connection or trademark with their followers, whereby workers are provided with real prizes for achieving greater performance and enhancing job execution. In contrast, those who do not adhere to the established norms and regulations, or who fail to reach the prescribed criteria, will be subject to disciplinary measures. Transactional leadership is a leadership style that directs followers'

attention towards their individual and interactive interests, so fostering their development and advancement. Nevertheless, a significant drawback of transactional leadership lies in its inability to foster enduring organisational commitment among personnel. Transformational leadership not only influences followers to behave in line with their anticipated norms but also encourages them to go beyond those expectations³³. When comparing the two leadership styles, it can be seen that transformational leadership has a higher degree of predictive capability in fostering corporate citizenship behaviour as opposed to transactional leadership³⁴. Furthermore, it is evident that there is a noteworthy and positive correlation between transformational and transactional leadership styles and Organisational Citizenship Behaviour (OCB), with transformational leadership exhibiting a greater predictive power with regard to OCB³⁵.

Individuals who possess the authority to make choices pertaining to the future of others or possess the capacity to unilaterally determine the operational framework of their organisations, corporations, or establishments are sometimes referred to as leaders. Leaders are often seen as individuals of elevated status who strive to enhance the well-being of their followers. Leadership, in essence, is the amalgamation of personal attributes and responsibilities, with the aim of rescuing both individuals and organisations, therefore rectifying any existing issues³⁶. Indeed, the comprehension of authentic leadership is rather uncomplicated, and genuine leaders may be found inside almost any little collective of individuals.

Some individuals possess an innate propensity for leadership, sometimes referred to as being "born leaders," whilst others acquire and cultivate this characteristic via diligent effort and actively positioning themselves in prominent roles³⁷. The exercise of leadership requires a substantial breadth of knowledge and a commitment to personal growth on the side of the leader, since assuming the responsibility of an entire enterprise or organisation alone is a

formidable task. When a leader receives support and encouragement from others, it ultimately leads to success, not just for the leader themselves but also for all others who are impacted by their activities³⁸. Leadership is a social phenomenon that necessitates the involvement of individuals, with leaders relying on the presence of followers. A genuine leader is characterised by possessing a set of refined abilities, resilience, and expertise, which enable him to see his followers not as a disadvantaged collective, but rather as individuals for whom they actively seek out novel prospects and facilitate their accomplishments³⁹.

Leadership may manifest in many sectors of society, including governmental bodies, grassroots activist collectives, established institutions, academic institutions, local enterprises, and other similar entities. Contemporary leaders are primarily focused on safeguarding the integrity of the whole system and enhancing its overall state. The possession of leadership qualities is essential for individuals at all levels within an organisation or system, as it enables them to effectively fulfil their respective obligations. Consequently, it is imperative that every individual within such organisation or system be adequately equipped and educated to assume decision-making responsibilities⁴⁰. Leaders within organisations and workplaces are responsible for cultivating a pleasant climate that fosters optimal performance among all individuals. Effective leadership enhances individuals' attitudes and fosters a heightened feeling of responsibility towards their professional endeavors⁴¹.

Leaders have the capacity to exert influence on others under their purview, therefore fostering a sense of cooperation among subordinates in order to achieve collective success inside the workplace. Leadership plays a crucial role in the establishment of an effective organisational structure. It facilitates the coordination and supervision of many duties, ensuring that individuals attend to each component diligently and strive to address their shortcomings. A highly effective and noteworthy leader facilitated the development and enhancement of their team's competence. Additionally, it fosters a competitive atmosphere among workers and

members of the organisation, whereby they strive to perform at their highest level and have the most significant impact on both internal efficiency and external achievements, ultimately enhancing customer satisfaction⁴².

All efforts to enhance one's development as an effective and accomplished leader, both inside a small group and within a larger organisation, have been taken into account^{43,44,45,46}. Within the realm of leadership research, scholars have explored numerous styles of leadership, such as spiritual leadership, transformational leadership, and ethical leadership, among others. Previous research has also examined the impact of ethical and transformative leadership on many aspects of organisational corporate social responsibility⁴⁷. Additionally, the situational leadership style is founded on the principle that there is no universally applicable approach to managing employees. The leadership style in question is often contingent upon the precise environment and distinct to the circumstances under consideration. Nevertheless, the exploration of this particular topic remains limited in the southwest region of Nigeria, particularly within the context of private colleges.

The only means of cultivating a positive attitude towards diligent work among individuals is via the provision of motivation. In contemporary society, it is important for individuals to possess a comprehensive understanding of the underlying motivations driving their diligent efforts. Motivation among individuals within a company varies significantly. When discussing employee motivation, it may be succinctly described as "an indication of the extent to which employees of a company exhibit high levels of energy, dedication, and innovation in their work. The primary responsibility of a manager within an organisational setting is to effectively facilitate the completion of tasks by leveraging the efforts and capabilities of workers. In order to accomplish this objective, it is essential for the manager to possess the ability to effectively inspire and incentivize personnel. However, implementing this idea is more challenging than just expressing it. The themes of motivation practise and

theory provide considerable complexity as they intersect with several academic fields. Despite extensive study, both in terms of fundamental and practical studies, the concept of motivation remains inadequately understood and often implemented in an unsatisfactory manner. In order to comprehend motivation, it is necessary to possess a comprehensive understanding of the fundamental essence of human nature. This issue is evident and presents a challenge. The nature of humanity exhibits both simplicity and complexity. A comprehensive comprehension and admiration of this concept is a fundamental need for achieving efficient employee motivation within the workplace, thereby leading to excellent management and leadership.

Enhancing motivation, commitment, and engagement levels has become a crucial focus inside contemporary organisations. The establishment of pay policies plays a crucial role in incentivizing employees to achieve elevated levels of performance, exert discretionary effort, and make significant contributions. The process of motivation often starts when an individual acknowledges the presence of an unfulfilled need. Subsequently, a specific objective is set out with the intention of attaining it, so fulfilling the aforementioned need. In order to enhance individuals' performance in achieving a certain objective, it is possible to use rewards and incentives. The social setting has a crucial role in determining an individual's degree of motivation⁴⁸. This research examines the expression of motivation via several factors like salary, training, capacity development and timely promotion.

Compensation, including salary, allowances, monetary incentives, bonuses, and overtime pay, has significant importance for lecturers as it serves to enhance their motivation and enthusiasm towards their employment⁴⁹. Motivation has a long-term impact on all employees. The provision of training and capacity building opportunities plays a crucial role in facilitating the ongoing growth of skills within private institutions. When lecturers get sponsorship for training aimed at enhancing their effectiveness in their profession, they

demonstrate improved performance and achieve desired outcomes. The provision of training and capacity building provide a significant avenue for professional growth, enabling academics to enhance their skills, acquire new information, and stay abreast of emerging trends in order to enhance their effectiveness. Academic staff members place great value on acquiring extensive knowledge and enhancing their abilities in order to effectively disseminate relevant information to their students and cultivate a highly skilled workforce capable of thriving in the contemporary dynamic work environment, particularly in the context of the fourth industrial revolution. Promotion serves as a significant indicator of motivation, as it recognises the diligent efforts, accumulated experience, valuable contributions, and professional growth of lecturers, resulting in their advancement from one rank or level to a higher one.

The promotion of lecturers from one rank to another has the potential to have a beneficial impact on their Organisational Citizenship Behaviour (OCB). Once lecturers have been appropriately promoted, they exhibit an increased desire for further promotions, therefore motivating them to enhance their performance beyond the level that first led to their promotion. The promotion of lecturers within the institution is contingent upon several factors, including but not limited to the quantity of papers they have authored and the number of students they have supervised. During promotional evaluations, academic staff members are expected to present and submit their scholarly work to the management. The standards used should be seen as equitable and stringent. Promotion has been seen to incentivize academic employees, motivating them to enhance their performance via increased remuneration, sponsorships, and recognition. Consequently, this may lead to improvements in their Organisational Citizenship Behaviour (OCB). The act of being promoted is associated with several advantages, including psychological well-being, a sense of fulfilment and self-worth, increased financial compensation and salary, enhanced prospects and opportunities, as

well as recognition and regard within the academic community. Various sources of motivation may be included into an institution's human resource policy in order to optimise employee performance^{50,51}.

Quality of Work Life (QWL) is another important variable that may have an impact on the Organisational Citizenship Behaviours (OCB) of lecturers. The significance of work-life quality is increasingly recognised as a crucial factor in attaining organisational objectives across several sectors, including education, tourism, service, manufacturing, banking, and other industries⁵². The concept of Quality of Work Life (QWL) encompasses several factors that contribute to the overall well-being and happiness of employees within an organisation. These factors include the work environment, rewards and incentives, organisational commitment, acknowledgement of employees' contributions, participatory management practises, work-life balance, provision of welfare services, effective handling of complaints, and job satisfaction⁵³. The concept of Quality of Work Life (QWL) refers to the subjective experience of workers in relation to their work, including their level of comfort, job interest, and overall contentment⁵⁴. Quality of Work Life (QWL) is determined by employees' objectives pertaining to several aspects of their employment, such as working settings, pay and professional advancement, the balance between professional and private life, and security and connections with colleagues in the workplace⁵⁵.

The concerns pertaining to unhappiness, burnout, and job discontent raise inquiries about the equilibrium between one's personal and professional life. When employees face elevated levels of job-related stress, burnout, and other negative occurrences, it is likely that their overall quality of work life will diminish. The concept of Quality of Work Life (QWL) has been found to have a significant impact on various aspects of employee behaviour and organisational outcomes. Specifically, when employees experience a high level of QWL, they are more likely to develop a strong organisational identity, which in turn leads to improved

job performance. Additionally, QWL is positively associated with higher levels of job satisfaction and vocational initiatives among employees. On the other hand, a favourable QWL environment has been found to reduce absenteeism, intention to quit, and levels of burnout among employees. Consequently, organisations that prioritise QWL are more likely to achieve effectiveness and efficiency in their operations⁵⁶. It has been empirically shown that workers who have favourable attitudes of the quality of their work life are likely to exhibit a reduction in unproductive work behaviors⁵⁷.

The perception of lecturers at the university on the quality of work life may have a significant role in influencing organisational commitment, job commitment, and performance. The extent to which a lecturer achieves a balance between their personal and professional life may significantly impact their degree of job satisfaction and general well-being. Job security, autonomy, organisational communication, and pay satisfaction are significant factors that greatly impact the teaching, research, and community participation levels of academic employees.

The influence of work-life quality on job happiness, organisational commitment, job satisfaction, and safety among university faculty members has been empirically validated^{58,59,60,61,62}. Maximising the productivity of educational achievements at universities is of paramount importance, necessitating the establishment of an appropriate life-work balance, fostering happiness, and cultivating a feeling of fun within the workplace⁶³. The operational dynamics of the tripod that contributes to the precariousness of university teaching labour, encompassing academic productivism, excessive administrative workload, bureaucratic activities, and substandard working conditions, have a detrimental impact on the well-being of lecturers, their overall quality of work life, and the calibre of work they produce within the academic setting⁶⁴. In order to achieve the desired goal and vision of the

university system and ensure the production of high-quality graduates, it is essential to prioritise the quality of work life inside the institution.

An investigation is imperative to determine if gender has a substantial impact on the moderating effect of Quality of Work Life (QWL) on Organisational Citizenship Behaviours (OCB) among lecturers in private universities. Consequently, gender is used as a moderating variable in this research. There is evidence to suggest that male and female lecturers may exhibit variations in their workplace behaviour as a result of factors such as family obligations, the pursuit of a healthy work-life balance, responses to stress, coping strategies, emotional tendencies, and inherent psychological resources. Studies examining the relationship between gender and organisational citizenship behaviours among academics have yielded intriguing findings. For example, one research did not discover any noteworthy gender moderating impact, but another study identified a strong moderating influence of gender on organisational citizenship conduct^{65,66}. The research indicates that there are notable associations between gender and Organisational Citizenship Behaviour (OCB). Specifically, female employees tend to exhibit a higher inclination towards engaging in communal OCB, such as altruistic acts, compared to their male counterparts. Conversely, male employees tend to display a greater propensity for engaging in agentic OCB, such as acts of sportsmanship, in comparison to female employees. However, it is worth noting that there is inconsistent evidence on the moderating influence of gender in relation to Organisational Citizenship Behaviour (OCB) performance. Despite this, supervisors do not seem to exhibit differential ratings based on the gender of their employees^{67,68}. Therefore, the present research aimed to examine the influence of leadership styles, motivation, and quality of work life on organisational citizenship behaviour among academics in private universities located in the Southwest region of Nigeria.

1.2 Statement of the Problem

In the current landscape of private universities, characterised by rapid growth and complexity, it is essential for a significant number of lecturers to demonstrate behaviour that extend beyond their statutory responsibilities so that the performance of private universities in Southwest Nigeria may be significantly influenced. The identified issues pertaining to the absence of personal commitment, lack of civic conduct such as non-attendance of meetings, refusal to read one's mail, not keeping abreast of larger issues involving the universities, not sharing a useful and innovative ideas with colleagues, and feeling unconcerned about the universities' assignment or a challenge all calls for serious thought. The observed refusal of lecturers in helping behaviours especially towards prospective students and colleagues on work rules and procedures, the unwillingness to tolerate the slightest inconveniences and imposition of work without complaining and to accommodate other's excesses also called for serious concern. Closely related to that are the observed absence of attitude of courtesy which could help in preventing interpersonal problems, expression of gratitude and display of apology as an admission of guilt which fosters cohesion.

There is also the presence of some concerns such as sabotage, lack of commitment, and a disposition to depart from responsibilities among these academic personnel at private universities which is indeed disconcerting. Lecturers in these institutions have been observed to prioritise their own interests over and above the welfare of the universities. The major task and job descriptions are seen to be attended to without effectiveness, how much more duties outside their job descriptions even if it leads to the growth of the university. The implications of lack of these organisational citizenship behaviour is felt in the individual lecturers who are limited in functionality, students who may have wrong models and private university environments which may be stunted in growth pace. Lecturing job which is basically about teaching, modelling, nurturing, mentoring, and having civil behaviour more often than not,

requires doing more because lecturers deal with lives and future of young people. Aside the fact that not many studies been carried out on Organisational Citizenship Behaviour (OCB) in educational setting, especially among lecturers in private universities⁶⁹, the links between Organisational Citizenship Behaviour (OCB) and variables such as leadership styles, motivation and Quality of Work Life (QWL) are yet to be empirically determined. In view of all these, this study investigated leadership styles, motivation and quality of work life as determinants of organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria.

1.3 Aim and Objectives of the Study

The study aimed at investigating leadership styles, motivation and quality of work life as determinants of organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria. The objectives were to:

- i. identify the level of organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria;
- ii. identify the prevalent leadership style (transformational, transactional, situational) adopted by the management of private universities, in Southwest, Nigeria;
- iii. ascertain the most enjoyed kind of motivation (remuneration, opportunity for capacity building, promotion) by lecturers of private universities in Southwest, Nigeria;
- iv. ascertain the state of quality of work life (autonomy, life-work balance, university job environment) among lecturers of private universities in Southwest, Nigeria;
- v. determine the joint influence of leadership styles (transformational, transactional and situational) motivation (remuneration, opportunity for capacity building, promotion) and quality of work life (autonomy, life work balance university job environment)

on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria;

- vi. examine the relative influence of leadership styles (transformational, transactional and situational) motivation (remuneration, opportunity for capacity building, promotion) and quality of work life (autonomy, life work balance, university job environment) on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria;
- vii. examine the relationship between quality of work life (autonomy, life work balance, university job environment) and organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria; and
- viii. determine the moderating role of gender (male, female) in the influence of quality of work life (autonomy, life work balance, university job environment) on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria.

1.4 Research Questions

The following research questions would guide the study:

1. What is the level of organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria?;
2. What is the prevalent leadership style (transformational, transactional and situational) adopted by the management of private universities, in Southwest, Nigeria?;
3. What is the most enjoyed kind of motivation (remuneration, opportunity for capacity building, promotion) by lecturers of private universities in Southwest, Nigeria?; and
4. What is the state of quality of work life (autonomy, life work balance, university job environment) among lecturers of private universities in Southwest, Nigeria?

1.5 Hypotheses

The following null hypotheses were tested at 0.05 alpha level:

H₀₁: There will be no significant joint influence of leadership styles (transformational, transactional and situational), motivation (remuneration, opportunity for capacity building, promotion) and quality of work life (autonomy, life work balance, university job environment) on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria;

H₀₂: There will be no significant relative influence of leadership styles (transformational, transactional and situational) motivation (remuneration, opportunity for capacity building, promotion) and quality of work life (autonomy, life work balance, university job environment) on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria;

H₀₃: There will be no significant relationship between quality of work life (autonomy, life work balance, university job environment) and organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria; and

H₀₄: There will be no significant moderating role of gender (male, female) in the influence of quality of work life (autonomy, life work balance, university job environment) on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria.

1.6 Significance of the Study

The study is important because there have not been many empirical research studies on leadership styles, motivation and quality of work life as regards their influence on organisational citizenship behaviour among lecturers of private universities in Southwest,

Nigeria. The findings of the study should be useful to the following stakeholders if consulted: lecturers, private universities policy makers, careers and counselling psychologists, future researchers in career counselling and personnel psychology.

The study should be significant to every academic staff of private universities in the area of self-assessment, appraisal and evaluation on leadership and motivation structure for equity and fairness and in expressing themselves, where needed. Also lecturers should benefit from this study in the area of knowing about the multidimensionality of quality of work life and how it is perceived so as to guard against distress, burnout, and take seriously matter of life-work balance. Also, these lecturers should gain from information on organisational citizenship behaviour and how it serves their purpose and gives a win-win situation on the university campus. Lecturers in private universities should learn that organisational citizenship behaviour is a global best practice needed for mutual growth of staff members and development of the university where they work. As male and female lecturers differ, this study should illuminate how gender is a protective factor for both quality of work life and organisational citizenship behaviour.

The research work should be of benefits to private universities policy makers in establishments towards understanding the various challenges face by the staff as regards the type of leaders and various leadership styles as well as adequacy of motivation since it has been mentioned that the amount of motivation available affects the employees organisational citizens behaviour. Management staff and owners of private universities should also take cues from the findings of the study regarding gender role and strive to create a work environment where male and female lecturers alike can work and make tremendous impacts. The study should also be significant to the tertiary institutions' management staffs to help in adjusting their leadership and motivation techniques so as to increase staff commitment and

performance at work and thereby increase the organisational citizenship behaviours in their institutions.

Careers and counselling psychologists should benefit from this study in the area of organising periodic seminars for academic staff on civil behaviour expected of them in the university. Issues around quality of work life can also be addressed among lecturers by these professionals. Interventional strategies can be employed to manage lecturers who may be screened to have deficit organisational citizenship behaviour. The information contained in the study can assist these experts in the formation of treatment packages of all staff of universities and lecturers in particular.

It will also help the future researches and researchers in the field of career counselling and personnel psychology on how leadership, motivation and quality of work life determine organisational citizenship behaviour in all areas of human endeavours and especially in the work place. This study should benefit future researchers in the domain of equipping them with information to carry out further studies on enhancing organisational citizenship behaviour and focus on both organismic and contextual variables among lecturers in universities for efficiency and effectiveness.

1.7 Scope of the Study

The study focused on leadership styles, motivation and quality of work life as determinants of organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria. In terms of the geography, the study was carried out in states located in the Southwestern part of Nigeria. The participants in the study included both male and female academic staff of private universities in Southwest, Nigeria.

1.8 Limitation of the Study

A major limitation was in the areas of finance and time constraint encountered by the researcher. This study was also limited by the population- lecturers in private universities; the non-academic staff also display organisational citizenship behaviour which help in university administration but were left out in this study. Also, lecturers in public universities were not part of the study; this study would have had a dimension of comparison of variables of interest between private and public universities. The researcher encountered delayed progress in the administration and collection of questionnaires due to the extremely tight schedules of lecturers in the private universities used in the study. Despite these areas of limitation, the findings of this study are still adjudged to be valid.

1.9 Operational Definition of Terms

The following terms are defined as used in the study:

Organisational Citizenship Behaviour: This refers to lecturers' discretionary behaviours that are outside their formal job description and beyond the call of duty such as being altruistic with staff and students and displaying civic virtue in the university community.

Leadership Styles: These refer to the unique manner or approach that administrators and management staff of private universities in Southwest, Nigeria deploy in directing lecturers to work and implementing plans and policies on the university campuses, which could be transformational, transactional or situational.

Transformational Leadership Style: This refers to the leadership style that management staff use which is characterised by challenging lecturers to take responsibility/ownership of their work, connecting lecturers' sense of identity, allowing academic freedom, driving inspiration and building confidence of lecturers.

Transactional Leadership Style: This is the leadership style in a university setting where the management staff focuses on leadership on a strict system of reward and punishment, communicating messages that induce fear and threats, with little or no consideration for lecturers' behaviour motives.

Situational Leadership Style: This school of leadership style adopts spontaneous behaviours subjected to the demands of different teachers in different situations in the school.

Motivation: Motivation in this study refers to remuneration, opportunity for capacity building and promotion enjoyed by lecturers of private universities in Southwest, Nigeria.

Remuneration: This refers to the payment of monetary benefits in terms of salary, honorarium, allowance to lecturers of private universities in Southwest, Nigeria.

Opportunity for Capacity Building: This is the career development opportunities in terms of upskilling and reskilling training ventures given to lecturers of private universities in Southwest, Nigeria.

Promotion: Promotion in this study defines the periodic exercise of moving lecturers of private universities in Southwest, Nigeria to the next higher cadres based on set criteria.

Quality of Work Life: This refers to private university lecturer's autonomy, life-work balance and job environment experienced in private universities which are critical to attract and retain them at their jobs.

Lecturers: These are male and female academic/teaching staff of private universities in Southwest, Nigeria.

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Chapter Two

Literature Review

This chapter focuses on relevant literature (theoretical and empirical) which serves as a foundation upon which the postulations of all the variables (dependent and independent) are reviewed and discussed.

2.1 Conceptual Review

2.2 Theoretical Review

2.2.1 Social Exchange Theory

2.2.2 The Big Five Personality Theory

2.2.3 Leadership

2.2.3.1 Leadership Styles

2.2.3.2 Leadership Theories

2.2.4 Motivation

2.2.4.1 Motivational Theories

2.2.4.2 Motivational Strategies

2.2.5 Quality of Work Life

2.2.5.1 Development of the Concept of Quality of Work Life

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2.1 Conceptual Review

Organisational Citizenship Behaviour

The notion of Organisational Citizenship Behaviour (OCB) has a lengthy historical background. Despite being first proposed by Organ in 1977, the idea of Organisational Citizenship Behaviour (OCB) continues to be regarded as a relatively recent theoretical framework. Among the several theories pertaining to human conduct within a workplace setting, the study of Organisational Citizenship Behaviour (OCB) has emerged as a crucial and significant subject of investigation¹. The OCB theory has been expanded and applied to other fields, including management and the business sectors. Prior research has shown that Organisational Citizenship Behaviour (OCB) serves as a contributing element to employee support, hence exerting an impact on organisational success. In this context, businesses anticipate that workers will beyond the prescribed job responsibilities, exhibit professional growth, foster collaboration, and demonstrate a desire to assist their colleagues and team members. The behaviours in question are clearly delineated within the framework of Organisational Citizenship Behaviour (OCB) in an organisational context.

Similarly, Organisational Citizenship Behaviour (OCB) has been shown to have a beneficial impact on the advancement of companies. This includes enhancing service quality, fostering organisational engagement, promoting effective governance in universities, increasing work satisfaction, and fostering organisational commitment in the context of higher education^{2,3,4,5}.

The aggregation of OCB through time and among persons is expected to result in increased organisational performance and efficiency. For an organisation to achieve ongoing growth and success, it is necessary for its leaders to include the important assets of Organisational Citizenship Behaviour (OCB) as supplementary elements.

The true essence of Organisational Citizenship Behaviour (OCB) refers to the conduct shown by workers inside an organisation with the intention of reducing the need for control mechanisms and associated costs. The concept may be categorised into two primary behaviours: role behaviour and extra-role conduct. In essence, Organisational Citizenship Behaviour (OCB) refers to discretionary actions undertaken by individuals inside an organisation that are not expressly acknowledged by the formal structure, but collectively contribute to the efficient operation of the entity⁶. Examples of Organisational Citizenship Behaviour (OCB) include aiding colleagues with their tasks, engaging in extracurricular programmes, supporting the company in charitable events, and several other activities. Therefore, it may be deduced that Organisational Citizenship Behaviour (OCB) is an attitude that necessitates adoption by several companies. Organisational Citizenship Behaviour (OCB) is seen as advantageous for firms that are unable to include it into formal contractual agreements or incentive systems based only on official roles and obligations. Consequently, OCB serves as a component that enhances the overall functioning of the company⁷.

An Examination of Organisational Citizenship Behaviour (OCB) Practises within the Context of Higher Education.

Organisational Citizenship Behaviour (OCB) is conceptually associated with the theories of human development and social exchange, whereby it is characterised as a voluntary inclination to engage in cooperative actions. Individual discretionary behaviour refers to actions taken by employees that are not expressly acknowledged or rewarded by the official incentive system. However, these actions collectively contribute to the overall effectiveness of the firm⁸. Discretionary behaviour refers to actions that are not obligatory or mandated by the specific responsibilities outlined in a position or job description. The inclusion of this word in the individual's employment agreement with the organisation is clearly defined and may be specified. On the contrary, the conduct in question is seen as a matter of individual

discretion, and hence, its exclusion is not often perceived as deserving of punishment. Bateman and Organ (1983) were early adopters of the paradigm of organisational citizenship behaviour in their research on the correlation between employee engagement and civic activity.

Employee engagement is a crucial element within the field of organisational behaviour, since it has been shown to significantly enhance overall organisational performance. Bateman and Organ coined the term "supra-role citizenship behaviour" to refer to a set of behaviours exhibited by individuals within an organisation. These behaviours include assisting co-workers in resolving job-related issues, complying with orders without resistance, enduring temporary inconveniences without expressing dissatisfaction, maintaining cleanliness and organisation in the work area, providing timely and constructive feedback about the work unit, fostering a work environment that is conducive and minimises disruptions caused by interpersonal conflicts, and safeguarding and conserving organisational resources. For lack of a more suitable terminology, this research will use the phrase "citizenship behaviours" to refer to these actions.

The cultivation of civic conduct is an essential need for organisations worldwide, regardless of whether they operate in the public or private sector. This need is especially pronounced within the realm of higher education. Based on this premise, institutions of higher education play a crucial role in enhancing the standard of education and fostering exceptional tertiary education to effectively compete on a global scale. The development of Organisational Citizenship Behaviour (OCB) within the higher education sector is crucial in cultivating a positive work attitude that may significantly impact the overall performance of the organisation. Organisational Citizenship Behaviour (OCB) is distinguished by a notable level of employee engagement, enhanced work productivity, active involvement of workers in

decision-making processes, a pleasant work atmosphere with subordinates, community engagement, mutual respect, cooperative behaviour, and a sense of organisational pride⁹.

In addition, the impact of Organisational Citizenship Behaviour (OCB) inside Higher Education Institutions (HEIs) has been observed in terms of its effect on employee conduct and work attitude, highlighting the significant role played by HEIs in this regard. In addition to imparting advanced information and skills, it serves as a crucial platform for cultivating a proficient workforce, which is vital for maintaining an educated labour force^{10,11,12,13,14}. The employee's inclination to exceed the expectations of their official employment is crucial in achieving the university's vision, purpose, goals, and objectives, which are intended to enhance the overall efficacy of the institution.

The concept of Organisational Citizenship Behaviour (OCB) also encompasses the cultivation of a positive-oriented human resource and the branding of workers' conduct and attitudes that go beyond their official obligations. The effects have shown to be extremely beneficial for individuals and, more broadly, advantageous for the professional environment¹⁵. In the context of higher education in Indonesia, Organisational Citizenship Behaviour (OCB) has emerged as a noteworthy precursor for institutions to enhance, foster, and enhance employee performance.

The study has shown that Organisational Citizenship Behaviour (OCB) has a noteworthy and constructive impact on the performance of lecturers within the university context¹⁶. Faculty members who adhere to the established norms and procedures of the institution will have the capacity to surpass the essential responsibilities of the university in order to support the three primary objectives of higher education. The greater the level of satisfaction experienced by lecturers in their profession, the more likely they are to engage in additional roles and behaviours, whether on a global scale, driven by intrinsic motivations, or influenced by social factors. Consequently, they will exhibit a higher willingness to engage in civic activity. A

further investigation on Organisational Citizenship Behaviour (OCB) within the context of higher education was undertaken at 14 private institutions located in Bandung, Indonesia. This research yielded similarly noteworthy findings.

The findings of the research indicate that in order to enhance the civic behaviour of academics, it is important for university administration to focus on improving job happiness and work ethics among lecturers. Moreover, subsequent findings have shown that effective university administration and performance are closely linked to the success of the Organisational Citizenship Behaviour (OCB). Effective university administration enhances the association between Organisational Citizenship Behaviour (OCB) and university success¹⁷. Given that Organisational Citizenship Behaviour (OCB) has become a prominent aspect of human behavioural development, it is imperative to delve further into how management at higher education institutions may enhance employee conduct to foster a positive work environment.

In order to align the significance, objectives, vision, and goals of higher education institutions, a driven employee will use their emotions and behaviours to exhibit additional Organisational Citizenship Behaviours (OCBs) that demonstrate perseverance. The beneficial impact would be an exceptional achievement above anticipated outcomes, as the resilient personnel who possess emotional stability would contribute to favourable behavioural reactions inside the organisations. Therefore, it is important for top management to acknowledge the conduct and attitude of their workers, as this will result in increased dedication and a more productive working and learning environment. Consequently, this will enhance Organisational Citizenship Behaviour (OCB) and overall performance.

Characteristics and Antecedents of Organisational Citizenship Behaviour (OCB)

OCB refers to the cooperative behaviour exhibited by employees and faculty members, which contributes to both institutional and individual performance. The performance

outcomes of an organisation, as well as the conduct and efficacy of its faculty members within their respective work environments, are contingent upon the behaviour of workers and the proficiency of the human capital. The optimal development and promotion of Organisational Citizenship Behaviours (OCBs) may be achieved by choosing the most efficient, effective, expedient, and least disruptive model for the creation of procedural system¹⁸.

Organisational Citizenship Behaviour (OCB) plays a substantial role in the overall enhancement of organisational performance, particularly within the higher education sector, where it is seen as an important and influential issue. The primary focus of prominent researchers in the past was mostly focused on the conceptualization of organisational citizenship conduct and the factors that contribute to organisational efficiency. The efficiency and productivity of an institution are influenced by several elements, and one of such is the pro-social behaviour shown by higher education employees and faculty members. Furthermore, the phenomenon of Organisational Citizenship Behaviour (OCB) is intricately connected to several fundamental concepts of organisational administration, including but not limited to organisational change management, leadership, awareness, and diverse organisational designs.

Consequently, scholars have deduced that there has been a growing inclination towards the acceptance and concept of Organisational Citizenship Behaviour (OCB) and its correlation with efficiency and the element of organisational effectiveness. An important business should strive to cultivate a work climate in which workers demonstrate a willingness to do tasks beyond their assigned responsibilities inside the workplace^{19,20,21}. This will ultimately enhance the overall level of organisational performance within the context of a fast evolving environment that necessitates collaboration and collective effort among all members of the organisation.

Numerous studies have shown a positive correlation between Organisational Citizenship Behaviour (OCB) and both organisational commitment and employee advancement. Research studies have shown that individuals tend to engage in Organisational Citizenship Behaviour (OCB) to a greater extent when they get real rewards as a result of their valuable contributions towards the advancement of the organisation's aims and objectives^{22,23,23}. Consequently, the prospect of future rewards has the potential to enhance an employee's conscientiousness towards their responsibilities. The increased engagement in OCB may serve as a motivating factor for individuals to voluntarily participate. In contrast, previous research has shown that there is often no consistent association between Organisational Citizenship Behaviour (OCB) and measurable outcomes²⁵. The presence of Organisational Citizenship Behaviour (OCB) does not have a positive impact on the overall performance of a company that is built around a reward structure.

Therefore, other scholarly works have also discussed that Organisational Citizenship Behaviour (OCB) is not accurately described just by rewarded and traditional calculative reasons, and these motives cannot be considered the ultimate framework for understanding the five dimensions of OCB. Perceived Organisational Citizenship Behaviour (OCB) is positively correlated with organisational fairness, which subsequently enhances the motivation of model-driven workers towards organisational valuing^{26,27,28}.

This implies that individuals' engagement in Organisational Citizenship Behaviours (OCB) is inherently linked to their own beliefs, hence motivating them to actively participate in various responsibilities within the workplace. When workers engage in Organisational Citizenship Behaviour (OCB), it fosters a favourable sense of the underlying connection between the employee and the business. The aforementioned organisation, particularly within the context of higher education institutions, continues to lack financial support. Additional investigation

is required in order to get the appropriate framework for the implementation of Organisational Citizenship Behaviour (OCB) at Higher Education Institutions (HEIs).

Meaning and Nature of Organisational Citizenship Behaviour

Organisational Citizenship Behaviour (OCB) is an integral part of the broad discipline of Organisational Behaviour (OB). Organisational Behaviour is a discipline that investigates or study the roles that the collective individuals, groups or structure plays in an organisation with the sole aim of using such discovered findings or knowledge towards the betterment of the organisation. Equally, it is a study that involve looking at individual and group behaviours in an organisation. It is also seen as a collection of volunteer and non-obligatory behaviour that is not defined in the official employee job descriptions but contribute to effective improvement of task and roles in an organisation²⁹.

The term OCB has to be understood very differently from behaviours that are compensated for when carried out and those that are punished when not done. OCB and other activities that are related to it should not be construed as part of those behaviours that are rewarded but it is considered independent of regular reward system. First used by Organ and his cohorts during the earlier periods of the 80s though originally linked to Barnad's work in 1938, while applying systemic methods in studying organisation.

Before the inception of OCB, employees would strictly adhere to the job description also called task performance only which is the fulfilment of the organisation's term of contract entered into between them and the employer described by Rousseau as commitment and mutual obligations³⁰. There is therefore the imperative to welcome and appreciate individuals who demonstrate organisational citizenship behaviour for the establishment to progressively advance.

Of all the behaviours require of the employees to function well in an institution, a significant factor is enticing the workers to be retained within the organisation which will subsequently

enable them to do the job as expected and any other role as may be assigned to them. With these, employees should also be able to be innovative in his duties, work spontaneously and work beyond individual schedule of their job. Put differently, it could be clarified that working over and beyond the expected task does not hinder an employee from meeting the task in his job but it rather enriches his efficiency, as such attitudes such as OCB is a good booster to task performance. In another way, all behaviours that have positive impacts on organisational performance efficiency and its social-psychological environment can be described as OCB while all behaviours that impacts positively on the core technical aspects in an organisation can be called task performance.

In a hypothetical study conducted by Organ, a correlation was identified between job happiness and organisational civic behaviours, as opposed to task performance. Therefore, it has been anticipated that the prediction of organisational citizenship behaviour, also known as contextual performance, may be enhanced by considering personality traits, whereas the prediction of task performance is more accurately achieved by assessing general mental capacity. In the last twenty years, there has been a significant rise in awareness of conduct that aligns with the conceptualisation of Organisational Citizenship Behaviour (OCB).

Nevertheless, there has been a lack of uniformity among researchers in terms of the vocabulary used to designate it. Organ (1988) identified many areas of activity that have similarities with Organisational Citizenship Behaviour (OCB). These domains include pro-social organisational behaviour, organisational spontaneity, and extra-role behaviour. Despite the considerable overlap in the behavioural areas of Organisational Citizenship Behaviour (OCB) and Contextual Performance, there were originally significant disparities in their definitions. The first proposition posited that Organisational Citizenship Behaviour (OCB) should be characterised by voluntary actions that are not motivated by rewards, in contrast to contextual performance.

Nearly ten years later, Organ acknowledged the conceptual challenges linked to these criteria. The concept of discretion exhibits significant variability across individuals and across different circumstances. Consequently, Organisational Citizenship Behaviour (OCB) was subsequently described as conduct that actively contributes to the preservation and improvement of the social and psychological environment that facilitates effective job execution. Organisational Citizenship Behaviour (OCB) refers to the actions shown by individuals that extend beyond their prescribed job responsibilities. These discretionary behaviours are not explicitly acknowledged by the official incentive system, but collectively contribute to the overall effectiveness of the company³¹. This definition places emphasis on the choice nature of the activity, rather than it being mandated by a function or being a formal work duty.

The application of the need to differentiate between in-role and extra-role behaviour poses challenges due to the variability of this difference across different occupations, positions, organisations, and temporal contexts. The examination of discretionary efforts to engage in task-related activities (intra-role) against non-prescribed activities that fall outside of designated responsibilities (extra-role) has been taken into account. In the context of intra-role behaviour, discretionary voluntary effort refers to the level of effort exerted by an individual that surpasses the minimum task performance requirements in the workplace. In other words, it entails dedicating more effort to work than what is necessary to simply avoid negative consequences such as reprimands or resignations. This concept encompasses working with utmost efficiency in the assigned tasks, surpassing the minimum threshold of performance. Organisational Citizenship Behaviour (OCB) is conceptually differentiated from compulsory in-role performance, since it represents elective extra-role activity. In-role behaviour encompasses the many actions that workers are obligated to execute as outlined in their official employment contract. On the other hand, Organisational Citizenship Behaviour

(OCB) pertains to a broader spectrum of activities that extend beyond the statutory job requirements.

The Dimensions of Organisational Citizenship Behaviour (OCB).

This refers to the many aspects or components that constitute this construct within an organisational context. OCB is a voluntary and discretionary behaviour shown by individuals that goes beyond their formal job requirements and contributes to the growth of the organisation.

Scholarly conjectures suggest that the behavioural component of Organisational Citizenship Behaviour (OCB) exhibits a significant degree of inconsistency. The operationalisation of OCB initially included two distinct components, namely Altruism (benevolence) and Obedience. (i) Altruism refers to a behavioural inclination aimed at providing assistance to a particular individual. (ii) The second feature, obedience, encompasses adherence to general standards and conformity to societal expectations. Subsequently, it became necessary to enhance and refine the notion into a five-dimensional framework including altruism, conscientiousness, sportsmanship, civility, and civic virtue. While the concepts of civility and generosity were traditionally seen as primarily advantageous to the individual, the attributes of conscientiousness, sportsmanship, and civic virtue are now recognised as contributing to the overall benefit of the organisation³². This phenomenon has resemblance to the categorisation of Organisational Citizenship Behaviour (OCB) into two distinct categories based on five parameters. The concept of Organisational Citizenship Behaviour (OCB) may be categorised into two types: OCB-O and OCB-1. OCB-O refers to actions that contribute to the overall benefit of the organisation, while OCB-1 encompasses behaviours that are advantageous to a person and subsequently provide value to the organisation³³.

A taxonomy of Organisational Citizenship Behaviour (OCB) may be conceptualised using four dimensions. (a) The first level is social participation, which entails active engagement in

organisational matters. This dimension is akin to the concept of "altruism." (b) Obedience, akin to the traits of conscientiousness and civic virtue. (c) The concepts of loyalty and functional participation have been taken into account in this analysis. Loyalty refers to the commitment to organisational values and objectives, demonstrated by remaining with and working for the organisation regardless of the circumstances. This can be likened to the concept of sportsmanship. (d) On the other hand, functional participation is akin to the conceptualisation of job task citizenship performance. In general, the five-dimensional model has garnered a substantial body of empirical research, commonly known as the big five dimensions. These dimensions are categorised as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Consequently, the subsequent paragraph will examine each of the five dimensions of Organisational Citizenship Behaviour (OCB) in detail.

Altruism

Altruism is a conceptual framework that is often understood as a kind of prosocial action characterised by the voluntary provision of aid to others in the context of work-related tasks³⁴. For example, an adept employee who chooses to provide guidance on work norms and procedures to a newly hired employee is characterised as displaying altruistic behaviour. Altruism may be defined as a kind of voluntary action in which individuals engage in acts of assistance towards others, particularly in the context of an organisational task or challenge. Additionally, it encompasses the assistance behaviour shown by workers to support others inside the firm, as well as the behaviours directed towards conflict prevention. In essence, it encompasses conduct that is purposefully directed at providing assistance to an individual during interpersonal encounters³⁵.

Conscientiousness

Conscientiousness refers to the tendency to go above and beyond the minimal requirements expected within an organisational context, which is comparable to practises often referred to

as general compliance. This statement delineates certain job behaviour shown by an employee that is beyond the basic expectations. In essence, it entails a genuine commitment to the organisation, along with adherence to its regulations that goes beyond the organisation's anticipated standards³⁶. A conscientious worker is an employee who tries to ascertain the smooth progress of work throughout their absence from the workplace. The concept may also be described as an employee's conscientiousness towards the norms and regulations of the business, with the real intention of benefiting the firm.

Sportsmanship

Sportsmanship is a manifestation of an employee's inclination or readiness to endure the unavoidable difficulties and impositions of work without expressing discontent, which may also be interpreted as possessing a sense of camaraderie within a team^{37,38}. One may argue that maintaining an optimistic outlook is a means of accommodating the excessive behaviours of others. In line with this, sportsmanship is characterised by a cheerful attitude and demeanour shown by individuals, especially in challenging situations, without harbouring any feelings of anger. The behaviour of an employee who willingly takes on an additional temporary task without complaint, even when they have the right to object, can be seen as a polite gesture aimed at preventing work-related conflicts. This behaviour is characterised by consulting with others before taking action, fostering goodwill in the workplace, recognising positive aspects of work, and displaying tolerance towards irritations. These behaviours can be categorised as exemplifying sportsmanship³⁹.

In alternative terms, one could describe it as the inclination of an employee to maintain a positive and tolerant attitude towards the challenges encountered in the professional setting, demonstrated through their willingness to endure minor and temporary inconveniences and work-related impositions without expressing grievances, complaints, appeals, accusations, or protests.

Civic Virtue.

This is often understood as a demonstrated desire to actively engage in the affairs of an institution, particularly in relation to matters that concern the organisation. Civic virtue refers to the act of actively engaging in organisational processes, such as reading correspondence, participating in meetings, and being informed about broader matters pertaining to the company. This phenomenon may be characterised as a behavioural manifestation of an individual's active engagement in community activities and their unwavering dedication to an organisation, reflecting a high level of interest or an optional inclination that employees have towards organisational affairs. Organisational participation may also be defined as the active engagement of employees in organisational matters, driven by the pursuit of virtuous ideals. This involvement encompasses several aspects of organisational governance, such as the expression of opinions and the exchange of new ideas with colleagues⁴⁰. The process entails offering a constructive proposal that encompasses intentional acts of creativity and innovation within organisational contexts.

Civic virtue is primarily concerned with the cultivation of self-disciplined habits, such as diligent work ethic and proactive problem-solving in a professional setting⁴¹. One may argue that it encompasses the fortitude and resolve that propel individuals to engage in purposeful actions aimed at advancing the interests of the organisation. Therefore, it is conceptualised as the inclination of workers to engage actively in the activities of the business^{42,43}.

Courtesy

The concept of courtesy refers to the practise of displaying polite and considerate behaviour towards others. Courtesy is a crucial aspect in fostering healthy relationships within an organisation, particularly during cooperative procedures. It plays a significant role in mitigating and preventing work-related challenges that may arise due to individual problems, mostly via the cultivation of a positive attitude. One approach to enhancing courteous

conduct among workers is through prioritising their well-being. Courtesy may be seen as a proactive behaviour that assists in averting interpersonal conflicts by, for instance, providing advance notification of one's work schedule to those who may want this information or seeking input from others before doing acts that may potentially disturb them⁴⁴. It is evident that a conscientious approach is used to mitigate potential issues for colleagues, such as ensuring that the copier or printer is left in a functional state for the benefit of subsequent users⁴⁵. Courtesy encompasses a set of behaviours that prioritise proactive measures to avert issues and promptly undertake appropriate actions to mitigate their potential impact. Furthermore, the act of demonstrating respect may serve as a positive gesture, such as expressing thanks towards a colleague or offering an apology as a means of acknowledging one's wrongdoing, therefore fostering a sense of unity and cooperation among employees.

Public Service Motivation (PSM) as an Antecedent of OCB

In recent years, there has been a growing body of evidence supporting a favourable correlation between Public Service Motivation (PSM) and Organisational Citizenship Behaviour (OCB). The importance of PSM in Organisational Citizenship Behaviour (OCB) has been well acknowledged. Interpersonal civic activity, also known as helpful behaviour aimed towards co-workers, is considered a significant predictor⁴⁶. The Positive Stereotype Measure (PSM) has been seen to have a predictive relationship with favourable citizen actions, including political involvement, prosocial acts (such as charitable giving), and recognition of civic rights. This finding was derived from a survey conducted to assess national attitudes in Australia⁴⁷. Individuals exhibiting a high level of Public Service Motivation (PSM) has a strong inclination towards fulfilling their civic obligations and are driven by a desire to pursue the collective welfare of society. Within a professional setting, individuals often demonstrate motivation by their actions, which are directed towards the advancement of the business or providing assistance to colleagues in ways that go beyond

official expectations. Previous research has shown that PSM, in conjunction with other indicators such as organisational commitment and work satisfaction, has a direct and favourable impact. Furthermore, empirical data supports a favourable correlation between Public Service Motivation (PSM) and Organisational Citizenship Behaviour (OCB)^{48,49}. While the body of research on Public Service Motivation (PSM) in the private sector is relatively limited compared to the public sector, and there is even less research exploring the connection between PSM and Organisational Citizenship Behaviour (OCB), it is worth noting that PSM has a positive association with a comparable concept known as community civic behaviour.

Scholarly investigations in the field of public administration have shown notable differences in the motives and attitudes of workers when comparing the private and public sectors. One such distinction is the concept of Public Service Motivation (PSM). Public sector employees sometimes exhibit greater levels of Public Service Motivation (PSM) due to their inclination towards prosocial goals, which motivates them to seek employment in public sector companies⁵⁰. Public service professionals are distinguished by their distinct inclination to serve society, in contrast to their colleagues in the private sector. Even within the private sector workforce, people with a high level of Public Service Motivation (PSM) are more inclined to manifest a desire to transition to the public sector for their future professional endeavours.

Nevertheless, there are other distinctions between the public and private sectors that extend beyond mere motive and include variations in behaviours. The field of Public Sector Management (PSM) has been dedicated to the exploration of behaviours that are predominantly or exclusively associated with public institutions and organisations. The theoretical underpinnings of Public Service Motivation (PSM) as a core value in the public

sector imply significant behavioural outcomes, which may also have implications for Organisational Citizenship Behaviour (OCB).

If there is a greater presence of Public Service Motivation (PSM) in the public sector as opposed to the private sector, it raises the inquiry as to whether the conversion of motivations into observable behaviours, such as Organisational Citizenship Behaviour (OCB), may likewise be more prevalent. The multiple aspects of Public Service Motivation (PSM) exhibit notable similarities to typologies of Organisational Citizenship Behaviour (OCB). The fourfold scale is a prominent concept within PSM, including compassion and self-sacrifice. These dimensions have resemblance to altruism and sportsmanship, which are found in OCB⁵¹. Hence, within the context of an organisational environment, it is plausible that such attributes are prone to engender Organisational Citizenship Behaviours (OCBs) characterised by selfless acts aimed at assisting colleagues.

Moreover, it is posited that the presence of Public Service Motivation (PSM) may contribute to elevated levels of Organisational Citizenship Behaviour (OCB) inside the public sector. In this regard, public administration theory offers a potential framework for elucidating the underlying process via which this association occurs. The underlying premise in this context is that the manifestation of Public Service Motivation (PSM) within the functions of public institutions is not consistently reflected in official systems of incentives, thereby allowing for its demonstration via means that extend beyond prescribed duties. Public sector personnel are responsible for enhancing the overall public domain, but without any explicit statutory obligation to prioritise their own organisations, similar to their counterparts in the private sector. However, in an informal context, it is possible that the behaviours shown towards one's social group might also be applicable to their professional community. Public sector personnel have a reduced inclination towards being motivated by pecuniary incentives^{52,53}. Within the realm of the public sector, it is plausible for workers to experience intrinsic

happiness while providing assistance to their colleagues, even in cases when such actions are not acknowledged inside the established system of rewards.

Public service motivation (PSM) is not only a prominent trait shown by people who choose to pursue careers in the public sector, but it is also reinforced and solidified by social mechanisms that occur inside public organisations^{54,55}. These social processes encompass the development of employees' self-concept by means of identifying meaningful roles, observing the outcomes of individual and collective tasks, modifying behaviour, and experiencing typical changes in attitudes and cognition that enhance organisational identification through alignment of individual and organisational values. The motivation of employee conduct is believed to be influenced by self-concept, which is cultivated via the process of identifying with organisational values and preferences that are acquired through social interactions within the company⁵⁶.

Prosocial Behaviour

This is a phenomenon that may be understood through the lens of resource control theory. This theory posits that both prosocial and antisocial behaviours are fundamental patterns of resource management within the realm of human psychological and social functioning. Employees need a range of resources, including informational, material, and social resources, in order to effectively perform their duties within an organisational context. Interpersonal relationships provide a means of obtaining valuable resources such as support for achieving goals, knowledge and connections⁵⁷. From a theoretical standpoint, it may be argued that friendships formed inside the workplace should be seen as a valuable asset that people actively endeavour to cultivate and sustain. There exists a contention that individuals who exhibit strong cooperative tendencies have enhanced job performance and longevity compared to those who exhibit weak cooperative tendencies. Moreover, it is posited that

adopting a pro-social orientation may potentially serve as an optimal strategy for achieving success.

Organisational Citizenship Behaviour (OCB) is widely recognised as a fundamental aspect of prosocial conduct within organisational contexts. OCB, or Organisational Citizenship Behaviour, is a term used to describe acts that contribute to the social and psychological context in which tasks are performed⁵⁸. These behaviours exemplify the discretionary acts of employees, such as assisting colleagues and participating in non-mandatory events, which contribute to the smooth functioning of the business, although not being integral to the immediate job at hand⁵⁹. The presence of Organisational Citizenship Behaviour (OCB) among people has been shown to positively impact organisation performance. It encompasses activities that are performed without the anticipation of acknowledgment or remuneration. The idea of Organisational Citizenship Behaviour (OCB) has been defined as a construct consisting of two dimensions: OCB-O, which encompasses behaviours aimed at benefiting the organisation as a whole, and OCB-I, which pertains to actions directed towards colleagues.

Interpersonal assisting, particularly in the form of Organisational Citizenship Behaviour (OCB), may account for a substantial portion of the variability seen in production and performance quality, efficiency, and effectiveness. Organisational Citizenship Behaviours (OCBs) serve the purpose of enhancing social facilitation and mitigating social friction within groups by directing the attention of group members towards their tasks rather than interpersonal relationships or disputes. It has the potential to enhance individual performance efficiency. Organisational Citizenship Behaviours (OCBs) have the potential to improve people performance via the development of coordination skills⁶⁰. Organisational Citizenship Behaviour (OCB) has the potential to enhance organisational performance via its positive impact on the productivity of colleagues and managers. This is achieved through fostering

cooperation across different work groups and allowing the company to effectively respond to environmental changes⁶¹. The act of participating in Organisational Citizenship Behaviours (OCB) has been contended to have a positive impact on workers' vitality. This, in turn, adds to the augmentation of employees' resources, ultimately leading to improved well-being⁶².

2.2 Theoretical Review

2.2.1 Social Exchange Theory - A Sociological Perspective

Based on the insights obtained from a comprehensive analysis of relevant literature, it becomes evident that each notion and construct is rooted in a specific theoretical framework. This framework serves as a valuable tool for researchers, enabling them to enhance their comprehension of the subject matter being examined. Based on this finding, the idea of organisational citizenship conduct has been associated with a focus on the social exchange theory. The social exchange theory was developed with the aim of deepening comprehension about human conduct inside social contexts⁶³. The Social Exchange Theory (SET) is widely regarded as one of the foremost conceptual frameworks for comprehending workplace conduct. The idea essentially originated from the convergence of economics, psychology, and sociology, leading some researchers to classify it as a Socio-psychological theory.

Noteworthy figures in the advancement of social exchange theory include Homans (1958), Blau (1964), and Emerson (1972). Exchange theory is a theoretical framework that aims to comprehend the exchange of both tangible and intangible resources among individuals and groups collaborating within a certain organisational context^{64,65}. In contrast to economic exchange theory, which primarily focuses on defining tangible transactions and their corresponding compensating value, social exchange is characterised by its discretionary nature. The timing of reciprocation in social trade is often unspecified and lacks enforceability in cases of non-compliance. The prevailing norm promotes equality in terms of

both receiving and reciprocating assistance, suggesting that the significance attributed to the trading relationship is rooted in individualism.

Additionally, this implies that the recipient of assistance often has a sense of obligation towards the provider of support, such as a colleague or supervisor, particularly when they are generously supplied with something they urgently need^{66,67}. Individuals often engage in and sustain interpersonal relationships based on the extent to which their own needs are fulfilled, while also ensuring that the overall benefits outweigh the associated costs⁶⁸. Every person will want to optimise their financial gains and minimise their financial losses in their interactions with others.

In order to uphold interpersonal connections, individuals often strive to sustain interactions that have proven to be satisfying in the past while discontinuing those that are perceived as more burdensome than beneficial. Additionally, individuals seek to establish new relationships that have a higher likelihood of being advantageous rather than burdensome. In accordance with these manifestations, social exchange is a behavioural process grounded on the principle of reciprocity. This implies that when one person provides assistance to another person, whether by verbal or non-verbal methods, the provider always maintains the expectation that the recipient will eventually reciprocate with some kind of compensation.

However, the timing of such return may vary, either being immediate or delayed, depending upon the specific circumstances surrounding the provision of such assistance. Based on the findings of the literature review conducted so far, it is evident that organisational citizenship behaviour is closely aligned with the principles of social exchange theory. Therefore, it is deemed appropriate to use social exchange theory as the theoretical framework for this research. The voluntary nature of an individual's behaviour motivated by a social exchange mentality is evident, as it is noted to be provided without any sort of compulsion from either

party. Hence, the people who participate in such actions are mostly driven by their proximity and intimate connection with the recipient of their assistance.

Furthermore, this behaviour is motivated by the individual's expectations of the benefits they anticipate receiving from the recipient of assistance, whether in the present or near future. This action or duty is often nonspecific, since it might manifest in several forms. Social exchange refers to the concept of individuals having unspecified duties, which are rooted in their faith that the persons involved in the trade would fulfil their commitments equitably over an extended period of time. This framework also enables the exchange partners to willingly reciprocate their actions⁶⁹. Nevertheless, in order to demonstrate gratitude for the assistance received from the organisation, the person has the opportunity to repay by exhibiting high levels of work performance.

Psychological Perspective

Based on the works of Bolino, Hsiung, Harvey, and LePine, it may be argued that social exchange theory in isolation is inadequate in comprehensively elucidating the cognitive, emotional, and unconscious mechanisms that underlie the dynamic manifestations of organisational citizenship behaviour within contemporary varied workforces. In order to address this issue, it was recommended to adopt a theoretical framework that specifically focuses on the intra-individual growth in the context of organisational citizenship conduct. Citizenship conduct is conceptualised as a long-term process that is strongly influenced by an individual's self-concept beliefs. Self-concepts refer to cognitive representations that individuals have on their personal attributes, social roles, and aspirations. Nevertheless, self-concepts may exhibit variations in their orientation, with people seeing themselves as separate entities (referred to as individual orientation), as interconnected with others (known as relational orientation), or as integral components of a broader collective (referred to as collectivistic orientation).

Furthermore, these orientations may vary in their level of inherent nature (referred to as chronic orientation) or be influenced by situational factors (known as working orientation). Chronic orientations can be characterised as enduring and relatively stable, exhibiting a consistent but gradual enhancement over time. On the other hand, working orientations can be perceived as self-concepts that are influenced by temporal factors, resulting in inconsistent fluctuations in an individual's motivation to engage in organisational citizenship behaviour. In addition, it has been observed that self-concept orientations have an indirect impact on an individual's development of organisational citizenship behaviour. These orientations play a significant role in determining the nature and extent of citizenship behaviours that individuals exhibit, as well as the timing of their display and any subsequent modifications in their behaviour⁷⁰. It has been emphasised that individuals who possess a self-concept mentality, whether it is temporary or enduring, are likely to engage in Organisational Citizenship Behaviour (OCB) as a result of issues related to image management. These individuals use OCB as a strategy to attain their desired outcomes.

Issues of Diversity

In the contemporary global context, individuals from many origins engage in interactions to actively participate in the global economy. Due to the growing phenomenon of globalisation and heightened competition, the workforce in industrialised nations has experienced a gradual diversification facilitated by technological advancements. This has effectively bridged the gap between individuals and geographical locations, enabling managers to readily recognise and effectively manage the diverse range of characteristics exhibited by employees⁷¹. Organisations are striving to enhance their competitive edge by fostering creativity, innovation, and adaptability via the pursuit of diversification. In order to achieve competitive advantages, it is imperative to go beyond mere recognition of individual differences such as

age, gender, ethnicity, etc. Instead, it is crucial to embrace these diversity as significant assets for organisational development.

Workforce diversity encompasses the notable variations and commonalities that exist among individuals within an organisation⁷². Furthermore, it symbolises the distinctiveness encompassing an individual's personal attributes, such as their personality traits, age, gender, ethnicity/race, religious affiliation, marital status, financial level, and professional background (among other factors)⁷³. Similarly, diversity may be defined as the amalgamation of employees with different sociocultural origins collaborating within an organisational setting. The qualities of a social grouping may serve as indicators of the extent of objective or subjective disparities that exist among groups⁷⁴.

The aforementioned categories encapsulate the notion that diversity pertains to the distinguishing or shared attributes among individuals, such as gender, age, colour, ethnic origin, religious views, and so on. However, it has been observed by some experts that there exist additional attributes referred to as deep level diversity, in contrast to the surface level variety that is often acknowledged. The categorisation of surface and deep level diversity may also be referred to as primary and secondary diversity^{75,76}.

(a) Surface Level Diversity

It refers to the observable characteristics of individuals within a group or organisation, such as age, gender, race, and physical abilities.

Surface-level variety is a prominent factor that highlights the significant differences among individuals and has a profound influence on early interactions. These visible characteristics may be readily seen and shape people's perspectives and perceptions of the world. Visible identity features include several aspects of an individual's personal attributes, such as gender, age, sexual orientation, physical ability, ethnicity, race, and others. These immutable traits

play a crucial role in shaping one's self-perception and have enduring effects throughout their lifetime. They contribute to the formation of an individual's fundamental sense of identity⁷⁷.

(b) The Concept of Deep Level Diversity

Deep-level variety often manifests in several aspects, including disparities in values, personalities, and job preferences, which gradually assume more significance in determining the degree of resemblance between individuals as they grow better acquainted with one another. These characteristics seem to possess a lower degree of visibility, have a more fluctuating impact on individuals, and provide a nuanced complexity to the superficial level of variety. Deep level diversity, sometimes referred to as secondary or experience-based diversity, encompasses a broad spectrum of characteristics that are acquired, relinquished, or altered over the course of an individual's lifetime. Consequently, these differences have less significance in relation to one's fundamental identity.

Age (When Seen as a Surface Level Diversity Problem)

Age diversity is a prevalent occurrence seen across many social units, including families, educational institutions, and team settings, whereby individuals from distinct age groups coexist. These individuals possess diverse life experiences that are influenced by the historical context of their respective generations. A generation refers to a collective of individuals that share a birth period, and as a result, possess shared attitudes, preferences, knowledge, and experiences that influence their cognitive processes, values, convictions, and actions^{78,79}. The term "generation" refers to a collective of individuals who share a common social and historical upbringing. This shared background, characterised by a similar birth year and exposure to significant life events during formative stages, contributes to the identification of this group as a distinct entity⁸⁰. Each generation brings unique perspectives and expectations to the workplace.

The study examines individuals' perceptions of their expected behaviour, their ability to manage others, and their preferences for managerial styles, with a focus on identifying and harnessing their untapped potentials. A generation may also refer to a cohort of individuals who have collectively experienced significant societal events, such as news events, musical trends, prevailing attitudes, educational practises, parenting approaches, and other relevant factors, during a certain temporal period. Here, an analysis of four distinct generational cohorts are identified thus: The Veterans or traditionalist generation, including those born before to 1943; the Baby Boomers, born between 1943 and 1960; Generation X, born between 1960 and 1980; and Generation Y, sometimes known as the Millennials, born between 1980 and 2004. In this discourse, a succinct analysis of the personality traits shown by different generations within the context of the workforce will be provided.

(i) Individuals Belonging to the Veterans or Traditionalist Generation (Who Were Born Before 1943)

Traditionalists are individuals who were shaped by the profound hardships experienced during World War II, leading them to approach the world with a resolute determination to achieve success under prevailing economic downturn. Despite the many hurdles faced by these particular cohorts, they have managed to maintain their concentration, driven by their vision and diligent efforts. Their unwavering determination has served as the bedrock for the subsequent generations that have followed. The prevailing mentality that underpins global culture serves as an authoritative basis upon which other systems of thought depend.

The basic values of traditionalists are often identified as honour, patience, perseverance, sacrifice, hard work, prioritisation of duty above pleasure, adherence to rules, respect for authority, conformity, and a commitment to law and order⁸¹. Individuals in this group exhibit a high level of discipline, have a respectful attitude towards authoritative figures, prioritise collaborative efforts, and show a preference for in-person communication. Individuals in this

occupation have a propensity for adhering to established norms and demonstrate a consistent approach to fulfilling their professional responsibilities. The organisation has a collaborative and collective mindset.

(ii) Individuals Belonging to The Baby Boomers Generation (Born Between the Years 1943 and 1960)

The cohorts under consideration were born in the period including and after World War II, and were nurtured in an age characterised by favourable circumstances, heightened optimism, and substantial development. The individuals in question possess a reputation for exhibiting rationality, inclusivity, collaboration, task orientation, high productivity, and skillfulness. They possess a receptive disposition and exhibit optimism in their interactions with others. However, their need to maintain control sometimes hinders their ability to delegate effectively⁸².

(iii) Individuals Belonging to Generation X (Born Between the Years 1960 and 1980)

Generation X, often referred to as Busters, is recognised as the cohort succeeding the Baby Boomers' prosperous period. The generation often referred to as Generation X had the unique circumstances of being born into a socio-economic environment marked by the simultaneous occurrence of the AIDS pandemic and the conclusion of the Cold War. This period is characterised by the promotion of individual initiative and inventiveness. These cohorts were the first ones to experience the advent of mass media and technology. They exhibit a preference for immediate feedback and actively pursue personal fulfilment in their professional endeavours. Moreover, they possess the ability to effectively operate in diverse and multicultural environments. The individuals have a propensity for engaging in recreational activities, while also demonstrating a pragmatic approach towards attaining desired outcomes. Generation X individuals exhibit a sense of devotion towards their colleagues and supervisors, but in a concealed manner. This loyalty may be attributed to their

desire to safeguard their employment, which stems from the challenges they encountered due to the circumstances surrounding their upbringing⁸³.

(iv) Individuals Belonging to Generation Y or Millennials (Born Between the Years 1980 and 2004)

The individuals belonging to the cohorts born between 1980 and 2004 are sometimes referred to as the Echo Boomers, the Millennium Generation, or Generation Next⁸⁴. The current generation entering the work market holds technology in high regard, and they are supported, encouraged, and safeguarded by their parents, whom they see as their role models. They were born at a period characterised by globalisation, widespread media use, and rapid technological advancements, leading to a strong inclination towards social media consumption. This inclination manifests in their addiction to social media platforms, as well as their tendency to closely follow and engage with various social media trends and events on platforms such as Facebook, Twitter, LinkedIn, Instagram, WhatsApp, among others.

They establish connections with others from many parts of the world and maintain consistent communication with their beloved acquaintances, unless they are sleeping. These individuals highly prioritise collaboration, the ability to handle several tasks simultaneously, diligent effort, and attentiveness to the needs of others⁸⁵. Although millennials possess a dynamic and energetic disposition towards achieving organisational objectives, they prioritise their own ambitions and are more likely to leave positions that fail to acknowledge their individual demands⁸⁶. Individuals possess a substantial capacity to make valuable contributions to discussions, as they possess a strong inclination to express their thoughts and opinions while seeking recognition and esteem from others.

The individuals in question exhibit qualities of altruism, logical reasoning, and proficiency. Individuals do not exhibit resistance towards change; instead, they possess a favourable perspective towards change and see it as a desirable phenomenon. Individuals who possess a

preference for working autonomously and at their own tempo have an awareness of the fast pace at which technology is evolving. Consequently, they exhibit a strong inclination towards ongoing skill development, driven by their eagerness to promptly make valuable contributions within the organisational context. Individuals demonstrate loyalty and commitment to companies if they perceive that the company aligns with their own objectives.

Personality as a Deep Level Diversity Issues

As previously said, deep level variety pertains to variations in values, personality traits, and job preferences, which become more significant in establishing commonalities as individuals get a deeper understanding of each other. Personality refers to the comprehensive manner in which a person responds to and engages with others, including persistent traits that delineate their behavioural patterns. The Myers-Briggs Type Indicator (MBTI) has the distinction of being the most extensively used personality evaluation tool on a global scale⁸⁷.

The personality test consists of a set of 100 questions that inquire about individuals' typical emotional states and behavioural tendencies in certain situations. The findings of the study identified four distinct traits that categorise individuals into sixteen different personality types. These types include extroverts, who are characterised by their pleasant, outgoing, and forceful nature, and introverts, who exhibit traits such as timidity, shyness, submissiveness, silence, and inhibition. In addition, there exists the dichotomy between sense and intuition, thinking and emotion, as well as judging and perceiving. Individuals with sensing preferences tend to exhibit practical inclinations, displaying a preference for routine-oriented tasks and demonstrating a meticulous attention to detail.

The individuals with intuitive tendencies tend to focus on the broader perspective. The thinking type is characterised by their propensity for rationality, reasoning, and a focus on problem-solving, while the feeling type tends to prioritise their particular values and often exhibit heightened emotional responses. The individuals classified as judging types exhibit a

preference for control and structure, while those classified as perceiving types tend to display flexibility and spontaneity⁸⁸. The aforementioned categories together delineate the 16 distinct personality types, whereby each individual is characterised by a singular attribute from each of the four pairings. The following topic of discussion pertains to the Big Five Model, a personality evaluation model that aims to predict individuals' behaviour in real-life situations.

2.2.2 The Big Five Personality Theory (Five Factor Theory FFT)

Personality refers to the encompassing patterns of an individual's reactions and interactions with others, often conceptualised as a set of quantifiable attributes that a person displays⁸⁹. The "Big Five" personality traits include a complete taxonomy that effectively characterises human personality, with its validity being robustly substantiated by empirical research. Personality characteristics may be seen as fundamental inclinations that pertain to the inherent, abstract capacities of a person. On the other hand, attitudes, roles, relationships, and objectives can be seen as distinctive adaptations that manifest as a result of the interplay between these fundamental inclinations and the many demands imposed by the environment, which accumulate over the course of time. The five major personality traits are often referred to as the Big Five. These traits include extraversion, openness to experience, conscientiousness, agreeableness, and neuroticism, which is also known as emotional stability.

(i) The Construct of "Openness to Experience"

It refers to an individual's inclination to engage in novel and diverse experiences, as well as their willingness to explore new ideas, emotions, and sensations.

Individuals who possess a proclivity for openness to experience have a broad spectrum of interests and a profound captivation with novelty. Individuals with these characteristics possess a notable inclination towards openness, demonstrating qualities such as creativity, curiosity, and a heightened sensitivity towards artistic endeavours. In addition to the

aforementioned points, individuals who exhibit openness to experience may be characterised as possessing traits such as imagination, cultural awareness, curiosity, originality, broad-mindedness, intelligence, a desire for diversity, aesthetic sensitivity, and unorthodox ideals^{90,91}.

(ii) Conscientiousness

Conscientiousness is a personality trait that encompasses a set of characteristics including dependability, organisation, persistence, and responsibility. Individuals that possess a high level of conscientiousness often exhibit traits such as self-discipline and a tendency to surpass anticipated performance levels. These individuals demonstrate qualities such as tidiness, punctuality, attentiveness, and reliability.

(iii) Extroversion

The concept of extroversion refers to a personality trait characterised by a tendency to seek social interaction and get energy from external stimuli.

Individuals that exhibit extroversion traits tend to prioritise relationships, display sociability, assertiveness, and gregariousness. They also tend to possess dominant inclinations, ambition, a proclivity for taking action, a need for novel experiences, and a propensity for experiencing good emotions⁹². Individuals exhibiting this particular personality feature often have high levels of energy, positive affect, assertiveness, sociability, and verbal expressiveness.

(iv) The Concept of Agreeableness.

Individuals that exhibit elevated levels of agreeableness tend to possess greater levels of tender-mindedness, modesty, straightforwardness, trustworthiness, compliance, altruism, cooperativeness, helpfulness, courtesy, good-naturedness, friendliness, and flexibility. In other terms, it may be posited that individuals who get high scores in this dichotomy have greater levels of empathy, enabling them to establish more proficient interpersonal connections.

(v) Neuroticism

Neuroticism is a personality trait characterised by a tendency towards experiencing negative emotions such as anxiety, depression, and irritability.

Persons who exhibit high levels of neuroticism tend to be more prone to experiencing heightened stress levels and a greater susceptibility to negative emotions, including anxiety, anger, despair, self-consciousness, and impulsivity. This is in contrast to persons who exhibit lower scores on the aforementioned measuring scale and demonstrate emotional stability.

The Impact of Diversity on Organisational Citizenship Behaviour

Based on the perspectives of many researchers about the significance and characteristics of diversity within the contemporary economic context, it is reasonable to assert that variety is likely to have a favourable impact on the advancement and maintenance of behavioural tendencies, such as Organisational Citizenship Behaviour (OCB). The presence of variety inside an organisation facilitates the incorporation of individuals with diverse abilities and value systems, hence resulting in a competitive advantage and a useful phenomenon for the evolution of the institution⁹³.

In order to effectively accomplish their objectives within a diversified and competitive business environment, organisations should actively pursue workers who have a willingness to exceed the basic requirements and beyond established targets. In essence, the manifestation of Organisational Citizenship Behaviour (OCB) is an indispensable mechanism for thriving in a heterogeneous professional environment, including the competencies, expertise, disposition, and exertions of its personnel. Consequently, an increasing body of research has shown that the effective management of diversity is a significant determinant of employee behaviours and results, including Organisational Citizenship Behaviour (OCB)^{94,95,96,97}. Therefore, the topic of diversity has emerged as a significant domain within human

organisations as they seek novel approaches to address the obstacles associated with individual sensitivities pertaining to their unique requirements and characteristics⁹⁸.

When considering age as a kind of surface-level variety, it becomes apparent that organisations should prioritise the recruitment of a varied workforce. This is necessary to establish equilibrium among the many generational influences, each of which has distinct behavioural capacities that may potentially manifest in Organisational Citizenship Behaviour (OCB). Every successive generation has been ingrained with the belief that their unique skills are extraordinary and advantageous to both the company and its colleagues⁹⁹. The presence of a varied range of ages within a workforce may contribute to the development of an interdependent work environment. The current workforce in the organisation consists primarily of baby boomers, who possess extensive job experience but may lack proficiency in technology. As a result, they often require the cooperation and assistance of younger workers from Generation X and Generation Y, who possess advanced technological skills. This collaboration allows for the effective completion of technology-related tasks, while the baby boomers contribute their wealth of experience to successfully integrate into the system. This will facilitate the development of healthy working relationships and promote greater social cohesion via the display of organisational citizenship behaviour. The generation often referred to as Generation X has been seen to place a high value on diversity, possess a global mindset, exhibit technical proficiency, and have a willingness to assist colleagues and their organisation with work-related matters. These behavioural tendencies may be associated with the concepts of Organisational Citizenship Behavior-Individual (OCB-I) and Organisational Citizenship Behavior-Organisational (OCB-O).

Each generation exhibits distinct variations in values and attitudes, hence resulting in both advantageous and disadvantageous consequences for organisations within the workplace. Furthermore, a significant correlation was seen between work participation and generation in

relation to the display of politeness in organisational citizenship behaviour (OCB). Specifically, it was shown that Generation X employees who have a stronger connection with the institution tend to exhibit higher levels of courtesy compared to Baby Boomers¹⁰⁰. Courtesy in the workplace pertains to the act of engaging in consultations with colleagues over actions that may have an impact on their job. This encompasses both informal and formal practises, such as providing prior notice of one's intentions and sharing relevant information, among others. Civic virtue, when applied to organisational participation, entails employees demonstrating a keen interest in workplace affairs and adhering to ideal standards of virtue. This is exemplified through their active involvement in institutional governance. Such behaviour can be associated with individuals who align themselves with traditionalist or veteran mindsets, as they tend to adhere to established standards and consistently perform their duties with a high level of engagement¹⁰¹.

Likewise, individuals belonging to Generation Y are associated with the organisational citizenship behaviour component of civic duty and have a propensity for engaging in voluntary activities. While it is true that the oldest generation adheres to established norms, it is important to acknowledge the potential drawbacks associated with age. Older employees often exhibit a resistance to change, likely stemming from their advanced age, and may experience declining memory capabilities compared to their younger counterparts. Additionally, these individuals lack innovation since they adhere to a repetitive approach in carrying out their tasks, placing emphasis on historical practises. Consequently, they show a reluctance to acquire training in using new technologies, procedures, or abilities, thus adversely impacting their total performance.

The impact of personality as a fundamental aspect of diversity may significantly influence Organisational Citizenship Behaviour (OCB). This is because an individual's degree of job satisfaction is seen as a two-dimensional concept including both positive and negative affect.

Numerous scholarly sources indicate that agreeableness, a prominent trait within the personality model, is characterised by a propensity for friendliness, cooperation, helpfulness, courtesy, and adaptability. These behaviours may be associated with the dimensions of Organisational Citizenship Behaviour (OCB), such as courtesy, which involves displaying politeness towards colleagues, and altruism, which entails engaging in helpful behaviours. The correlation between the Big Five Personality traits and Organisational Citizenship Behaviour (OCB) elucidates the impact of diverse work cultures and environments on an employee's OCB. Previous research has shown the significance of personality factors in predicting Organisational Citizenship Behaviour (OCB), yielding statistically significant positive outcomes¹⁰². Recent empirical study has proven that personality traits have an impact on personal values and attitudes¹⁰³.

In the contemporary and dynamic landscape, companies, including those in the realm of higher education, are engaged in a competitive endeavour to fulfil their objectives of attracting personnel who possess skills and capabilities that extend beyond the scope of their designated roles. The ongoing growth in employee contributions to value creation within a dynamic and competitive corporate system has resulted in a shift in the perception of managers towards workers, transitioning from seeing them just as a source of production to recognising them as organisational citizens¹⁰⁴. Organisational Citizenship Behaviour (OCB) encompasses discretionary employee actions that fall beyond the scope of their prescribed job responsibilities and are not explicitly acknowledged by the official organisational incentive structure, but contribute to the overall efficacy of the business.

The term "organisational citizenship behaviour" was initially introduced by Organ in 1988. Organ identified five key aspects that encompass this phenomenon. These aspects include altruism, which refers to voluntary contributions to others, acts of sacrifice, promotion of peace, hope, and morale, as well as the prevention of work-related events. Another aspect is

conscientiousness, which involves behaviours that guide individuals to perform their duties at a level that exceeds expectations, such as being punctual in task completion. Sportsmanship is another aspect, which entails tolerating complications and inevitable problems in the workplace without objection. Civic virtue is also included, which involves responsible partnership and commitment to the organization's life. Lastly, courtesy is an aspect that encompasses polite behaviours aimed at preventing workplace problems, such as assisting others to prevent or mitigate issues they may face¹⁰⁵.

The development of organisational effectiveness is contingent upon the desire of volunteers to engage in collaboration. Employees that engage in Organisational Citizenship Behaviour (OCB) go above and beyond their prescribed job responsibilities, demonstrating a willingness to expend additional time, energy, and expertise in order to enhance their own capabilities and contribute to the overall success of the business. In this scenario, it is common for workers to prioritise their obligations above personal interests, with a focus on the well-being and interests of others. According to existing research, Organisational Citizenship Behaviour (OCB) has been associated with several favourable outcomes in the workplace. These include heightened productivity, improved performance, enhanced effectiveness, positive employee relationships, more efficient allocation of resources, and decreased maintenance costs. Consequently, OCB can offer the necessary adaptability for fostering innovation and enhancing customer service quality^{106,107}.

Moreover, exemplary corporate entities facilitate the optimal use of limited resources and boost the proficiency of colleagues and managers in performing their respective duties. Organisations that actively foster and encourage citizenship conduct are highly desirable work environments, as they possess the ability to effectively attract and retain top-tier talent. Additionally, these organisations are able to cultivate a sense of trust within their internal structure and foster high levels of customer satisfaction¹⁰⁸. In order for higher educational

institutions to ensure their survival, the practise of Organisational Citizenship Behaviour (OCB) becomes imperative¹⁰⁹. Furthermore, Organisational Citizenship Behaviour (OCB) plays a crucial role in facilitating organisational performance within the dynamic and uncertain modern business landscape, while also fostering the generation of innovative ideas and creative problem-solving techniques. It is recommended that institutions of higher education do their best efforts to cultivate, sustain, and uphold a conducive working environment that promotes employee civic behaviour. It is essential for institutions of higher education to embrace and promote Organisational Citizenship Behaviour (OCB) in order to cultivate a more favourable work environment and optimise job performance¹¹⁰.

When employees exhibit organisational citizenship conduct, it is likely to enhance their level of commitment, hence leading to improved performance inside higher education institutions. Consequently, these institutions will possess the capacity to achieve their intended objectives and enhance their service to the society. The identification of factors that might predict Organisational Citizenship Behaviours (OCB) has significant value for firms, considering the favourable outcomes associated with such behaviours. Several characteristics have been examined in previous research as potential predictors of Organisational Citizenship Behaviour (OCB). Based on the findings of these researches, it has been determined that many factors, including leadership styles, organisational trust, work satisfaction, organisational commitment, and organisational justice, may serve as fundamental elements in the cultivation and enhancement of Organisational Citizenship Behaviour (OCB)^{111,112,113,114,115}.

One of the characteristics that presents a significant challenge is leadership style, which may be described as the methodologies used to exert influence and guide the actions of individual¹¹⁶. Historically, companies operated inside stable conditions, hence necessitating a lesser degree of change. However, in contemporary times, these firms find themselves

engaged in competition within dynamic contexts. In contemporary discourse on leadership, a novel categorisation of leadership styles has emerged, whereby leaders use distinct sets of behaviours, namely transformational and transactional leadership, in order to exert influence on their followers. Transformational leadership is a multifaceted and ever-evolving phenomenon that endeavours to establish an affective connection with its adherents, wherein the leaders exert influence on their values, beliefs, and objectives.

Leaders exert influence on the views, attitudes, and ambitions of individuals, so exerting a remarkable impact on their followers. Transformational leadership places a strong focus on fostering the growth and development of followers, motivating them to achieve self-fulfillment and surpass expectations in fulfilling their responsibilities. These leaders possess a distinct and well-defined perspective on the future, prioritising the transformation of their employees' attitudes and assumptions regarding the mission and goals of the organisation. They actively promote values such as friendship, honesty, and responsibility, encouraging their employees to consider the interests of the organisation as a whole, rather than solely focusing on their own individual interests¹¹⁷. The transformative leader tries to instill in their subordinates the notion of acquiring enhanced capabilities and competencies, enabling them to address not just present challenges but also to adopt a novel outlook on matters.

Furthermore, transformational leadership fosters the cultivation of organisational learning and establishes guidelines for crucial timeframes, so effectively promoting and enhancing organisational performance. Employees that possess higher levels of skills, competencies, and dedication, facilitated by transformational leadership, are more inclined to exceed their regular job responsibilities and perform above the anticipated standards set by the business¹¹⁸.

Transactional leadership is a leadership style that aligns with the principles of the leader-member exchange paradigm. Hence, leaders operating under this framework deploy incentives and organisational sanctions as a means of enhancing staff performance¹¹⁹.

In this particular approach, leaders establish a contractual connection or trademark with their followers, whereby workers are provided with tangible prizes in exchange for enhanced performance and better job execution. In contrast, in the event that workers do not adhere to the established rules and regulations or fail to fulfil the prescribed criteria, disciplinary measures will be imposed. Transactional leadership is a leadership style that directs followers' attention towards their individual and interactive interests, so fostering their development and advancement. Nevertheless, a prominent constraint of transactional leadership lies in its inability to foster enduring organisational commitment among personnel. Transformational leadership not only influences followers to align their actions with established expectations, but also motivates them to beyond those expectations.

Transformational and transactional leadership are two distinct approaches that have been widely studied in relation to their ability to anticipate Organisational Citizenship Behaviour (OCB) and construct an OCB model. However, the precise nature of the relationship between these leadership styles and OCB, whether it is direct or indirect, is still a topic of debate. The potential impact of transformational and transactional leadership on workers is evident in their perceived organisational support and job happiness, which in turn may influence the observed Organisational Citizenship Behaviour (OCB) examined within the framework. Based on Burns' seminal theory on transformational leadership, leaders who exhibit transformational qualities engage in proactive behaviours such as fostering a sense of shared responsibility, actively pursuing change, collaborating with employees, attending to the intrinsic needs of high-level staff, and contributing to increased job satisfaction, motivation, and employee morale.

On the other hand, exchange leaders exhibit a passive approach and prioritise the preservation of the existing state of affairs. Their primary focus lies on addressing the basic needs of employees, scrutinising their work performance, identifying errors and deviations, and

implementing disciplinary measures. These actions are aimed at fostering a positive attitude among employees and attaining elevated levels of achievement. This particular style of leadership employs extrinsic motivators and tangible incentives to foster motivation among subordinates, while also using contingency-based punishment as a means to enforce compliance with directives. The variances in two distinct leadership styles may result in diverse results, such as the level of work satisfaction experienced by individuals and the extent of organisational support provided to staff¹²⁰.

Conversely, several researches have shown that perceived organisational support and work satisfaction possess the ability to forecast Organisational Citizenship Behaviour (OCB)^{121,122,123}. Perceived organisational support refers to the overall perception and belief held by people about the organization's appreciation for collaboration, support for its members, and care for their well-being and future¹²⁴. This perception fosters a sense of obligation towards prioritising the organisation. The enhancement of workers' view about the assistance provided by an organisation leads to an augmented anticipation that their efforts are aligned with the organisational objectives and that they will get appropriate recognition or compensation. As the anticipation of this event increases, the cycle of exchange will persist in its growth.

In essence, when organisations demonstrate a significant level of attentiveness and emphasis towards their employees, they effectively communicate a sense of value and subsequently elicit increased levels of employee diligence, heightened job commitment, enhanced job satisfaction, and more favourable attitudes towards the organisation^{125,126}. This study demonstrates that the perception of support from the company has a positive impact on several outcomes, including increased productivity, assistance provided to colleagues, progress made by the organisation, dedication to the business, and engagement in civic behaviours inside the firm.

It has been noted that individuals who possess a reasonable comprehension of the conduct exhibited by their superiors and bosses in the workplace, and perceive that their interests are taken into account during decision-making processes, tend to experience higher levels of job satisfaction. Consequently, this heightened job satisfaction is associated with an increase in both cessation behaviours and organisational citizenship behaviours¹²⁷. Job satisfaction refers to a collection of emotions, sentiments, or attitudes that are associated with an individual's work environment. It is defined as a positive sensation derived from personal perspectives of job engagement and alignment with one's beliefs.

One of the factors that may impact the physical, psychological, and spiritual well-being of people, enhance their overall quality of life, and eventually enhance the effectiveness of an organisation is this organisational variable. Empirical evidence suggests that there is a strong relationship between work satisfaction and many significant outcomes inside an organisation. These outcomes include labour market dynamics, employee retention, organisational performance, improvement, and productivity^{128,129,130}. Conversely, diminished work satisfaction resulting from subpar performance, decreased productivity, and increased staff attrition imposes significant financial burdens on an organisation.

Research has also shown that job satisfaction is associated with the development of a good emotional state inside the organisation, which in turn influences social and participation behaviours¹³¹. In this manner, individuals who experience higher levels of work happiness inside an organisation are more like to exhibit behaviours that align with corporate citizenship. This propensity may be attributed to the positive impact of their contact with the company, which fosters job satisfaction. Based on the aforementioned analysis, it can be posited that directing attention on and enhancing Organisational Citizenship Behaviour (OCB) has the potential to provide positive outcomes for people and therefore enhance organisational performance. Hence, the identification of elements associated with

Organisational Citizenship Behaviour (OCB) becomes valuable for managers who want to enhance work satisfaction and foster organisational support.

2.2.3 Leadership

Leaders distinguish themselves from others due to the inherent qualities they have inherited from their families. Their aptitude for guiding and directing others places them in a position of authority. The trait theory emphasises these characteristics. Dedication, honesty, and confidence are among the key attributes that characterise an exceptional leader. The application of leadership becomes limited when it is defined solely in terms of a specific set of traits. These characteristics may not always be indicative of potential for leadership. However, it is worth noting that numerous accomplished team leaders do not display these characteristics. Ronald Reagan eloquently stated that the true mark of an exceptional leader lies not in the quantity of courageous acts performed, but rather in their ability to inspire and motivate others to exert their utmost efforts. Considering the nascent stage of psychometrics during the 1930s, it becomes impractical to depend on personality attribute measurements as a consistent benchmark across various studies.

Before delving into the classification of various leadership types, it is crucial to establish a clear definition of the term "leadership style." Various experts have proposed a diverse range of definitions for the concept of leadership. The author of this study relies on a contemporary and widely acknowledged definition of the term, which describes it as the process through which an individual motivates a collective group of individuals to collaborate towards a common objective. The terms "process," "influence," and "objective" are notable in this definition. The notion that leadership is inherent is called into question by conceptualising leadership as a systematic process. The significance of influence should also be emphasised, as it is exceedingly challenging to bring about positive change without it. Moreover, the

driving force behind any organisation lies in the goals it has established for itself. This definition is favoured due to its conciseness, comprehensiveness, and widespread acceptance. A leader's style can be characterised as their consistent approach to leading and influencing others. It refers to the perception of one's behaviour by another individual, with the intention of influencing them to adopt a different course of action¹³². Based on an alternative definition, " it is the process of influencing collective actions to achieve a specific goal"¹³³. The definition now encompasses the fundamental principles of process, influence, collective, and shared objectives. Another definition refers to leadership as the ability to influence, motivate, and guide others towards contributing to the effectiveness and success of an organisation. Similarly, leadership is defined as the capacity to influence, inspire, and motivate others to contribute to the effectiveness and success of the organisation. Leadership not only holds influence but also possesses the ability to inspire followers to exert effort for the benefit of the company. While these definitions may initially appear distinct, they share similar meanings, emphasising the understanding of methods, impact, teamwork, and shared objectives. The concept of stewardship is integral to both definitions. It is important to recognise that the effectiveness of any organisation is contingent upon its leadership. There are three commonly recognised approaches to defining leadership, each offering a unique perspective.

(A) Leaders who Effectively Mobilise their Teams or Groups to Achieve Goals and Recognise the Indispensable Contributions of Each Member: It is necessary to have a definition of leadership that acknowledges the role of followers. Traditionally, leaders have relied on hierarchies and issuing commands to accomplish tasks. However, contemporary leaders have adopted a new approach that emphasises the belief that success can be attained through the collective efforts of competent individuals working in a positive environment. In most workplaces, management approaches are often discussed more frequently than

leadership styles. This model does not welcome leaders without a formal position, although informal leaders are encouraged. The only distinction is that control over members is not sought after.

(B) Leaders who Exerts Dominating Power or Influence of Leadership: Leader of this nature is one who possesses a clear display of power and influence that surpasses that of other members within their group or tribe. This essentially implies that the leader is expected to exert authority over their subordinates by assuming a position of leadership. Essentially, this requires a broad agreement that individuals will adhere to established norms and guidelines. The role of motivating people is not deemed essential in this particular style of leadership.

(C) Leaders With Positive Disposition Towards the Set Goals: This form of leadership can be seen as a competition to determine one's anticipated role in advancing societal progress, which explains its remarkable efficacy in driving positive transformations. A leader is an individual who possesses the bravery to voice their opinions, even in the face of potential repercussions. In this context, leadership does not necessarily require an official position to challenge existing norms and enact beneficial changes. Consequently, any employee has the potential to ascend to a leadership role, irrespective of their qualifications or credentials.

2.2.3.1 Leadership Styles

The concept of leadership has been extensively studied and categorised through various taxonomies. These theoretical frameworks aim to establish a logical definition and understanding of leadership. Leadership is commonly defined across four dimensions: process focus, influence, group context, and goal realisation¹³⁴. Driven by their leaders, employees demonstrate exceptional dedication in meeting their organization's requirements. A proficient leader effectively communicates the goals, vision, and mission of the organisation to their team, while also fostering creativity and innovation to gain a competitive advantage in the global marketplace.

In order to successfully implement necessary organisational changes, particularly in terms of structure and values, it is essential for a competent leader to establish strong and positive relationships with stakeholders. By inspiring, motivating, and encouraging their team members, a leader can enhance job satisfaction, commitment, loyalty, and overall organisational behaviour. As a result, leadership has a significant impact on a company's performance in various aspects. There are several commonly recognised leadership styles, including autocratic, bureaucratic, democratic, servant, task-oriented, relationship-oriented, laissez-faire, charismatic, transactional, and transformational. Here, we will provide descriptions of some of the contemporary leadership styles.

Renowned as the "father of social psychology," Kurt Lewin (1890–1947) made significant contributions to the fields of leadership studies, organisational theory, and management theory through his identification of three "classical" leadership styles or practises. Through extensive experimentation in governance and group dynamics, Lewin developed the concept of leadership styles. These leadership styles can be categorised into three broad groups: autocratic (also known as authoritarian), democratic, and laissez-faire. The following outlines Kurt Lewin's three leadership styles and their impact on leader-follower relationships, group performance, group dynamics, problem-solving strategies, team morale, and team cohesion.

(a) The Autocratic Leaders.

Frequently characterised as authoritarian rulers, leaders fitting this profile tend to establish order in the workplace through unilateral decision-making with limited input from subordinates. This type of leadership often creates an atmosphere of tension, discontentment, opposition, and diminishing interest in the leader, as it lacks imagination and inclusiveness. Additionally, authoritarian leaders tend to exhibit possessiveness over their power, devising policies and assigning responsibilities without active involvement. They often maintain a certain distance from their group, relying on the use of force, threats, demands, and strict

rules as defining features of their leadership approach. Authoritarian followers are expected to unquestioningly comply with their leader's directives. In situations where there is a high staff turnover rate, limited opportunities for employee decision-making, and a need for extensive collaboration across departments and organisations, an authoritarian management style may be deemed appropriate¹³⁵.

In communities where individuals prioritise the principles of free speech and equal participation in decision-making, the presence of authoritarian leaders is incompatible. Critics of authoritarian leadership contend that it leads to heightened dissatisfaction among community members, increased employee turnover, and a rise in absenteeism. Despotic leadership, commonly known as strict headship, is characterised by the leader's complete control over all matters and limited involvement of subordinates in decision-making processes. Autocratic leaders frequently make decisions independently, considering input from their subordinates only when deemed essential. An autocratic leader exercises absolute power and authority.

Autocratic leadership, similar to other leadership styles, possesses both advantages and disadvantages. While individuals who heavily rely on this form of control may be perceived as autocratic, there are instances where it can prove to be beneficial and advantageous. The effectiveness of an authoritarian leadership style is contingent upon various factors such as the specific circumstances, the nature of the group's task, and the personalities of team members. Therefore, developing a comprehensive understanding of the situations in which this leadership style thrives can be valuable for those who frequently employ it within a group setting.

Some of the most prominent characteristics of authoritarian leadership include the followings:

- There is limited participation from group members, with the majority of decision-making being carried out by leaders.

- Group members are rarely granted authority over significant matters. The decision-making power lies solely with company leaders, who have complete control over all operational processes and techniques.
- The appreciation for originality and unconventional approaches is often limited in professional settings.
- The majority of jobs enforce strict rules and regulations that employees are expected to adhere to.
- In the majority of instances, rules are essential, clearly defined, and effectively communicated.

The concept of monocratic headship is frequently viewed in a negative light, although it does possess certain advantages. However, it is important to note that its effectiveness can be compromised if implemented improperly or in unsuitable circumstances. In situations where prompt decisions need to be made without extensive consultation, an oppressive style of leadership may prove beneficial. The successful completion of certain projects often necessitates strong and efficient leadership. Additionally, when the leader possesses the most comprehensive knowledge within a group, decisions can be made swiftly and effectively. Consequently, it is pertinent to consider the circumstances in which autocratic leadership is most suitable. There are instances where an authoritarian leader represents the optimal choice.

- It may work well in small groups when there is a lack of leadership, such as a group of students or coworkers whose project stalled because of a lack of structure or a failure to set deadlines. It's likely that the person's grades or productivity were negatively impacted as a consequence. An authoritarian leader may step in and take charge of the issue, allowing them to assign specific responsibilities to team members and set firm deadlines for their accomplishment. Having one person take charge or working alone seems to provide greater results in these kinds of collective activities. The group may improve the odds that the project

will be finished on time and with equal contributions from all members by defining roles, allocating tasks, and creating deadlines.

- It also helps when one is under a lot of pressure. Members of a group may choose an authoritarian leadership style while under extreme stress, such as during a military confrontation. This removes the burden of decision-making from the group, enabling everyone to put their whole attention on the tasks at hand. As a result, individuals in the group might become well-versed in their respective roles, which benefits the group as a whole.

- The dictatorial tactic is beneficial for factory and building workers as well. Under these circumstances, it is crucial that everyone be aware of their role, their deadline, and the regulations they must adhere to.

- Autocratic leaders excel in these conditions because they force workers to meet strict deadlines and follow safety protocols to avoid harm.

Drawbacks in Autocratic Leadership

The autocratic leadership style possesses certain advantages, but it can also lead to unfavourable outcomes in various circumstances. The traits associated with autocratic leaders often result in a negative perception among individuals. Consequently, this can generate feelings of resentment within the group. When competent and knowledgeable team members perceive a devaluation of their expertise and contributions, it can significantly harm the overall effectiveness of the group.

The autocratic leadership style is associated with several drawbacks. One such drawback is the potential reduction in the willingness of others to contribute. In groups led by an authoritarian leader, members may perceive a lack of opportunity to provide input, as decisions are made without their involvement. Research indicates that authoritarian leaders

are less effective in inspiring their teams to generate innovative solutions to challenges, which can adversely affect productivity.

Autocratic leaders often disregard the perspectives and expertise of their followers, resulting in a decline in overall team performance when members fail to collaborate effectively. Authoritarian leadership can negatively impact group morale. Individuals tend to experience greater satisfaction and productivity when they perceive their contributions as meaningful for the group's long-term success. However, under autocratic leadership, followers often feel demotivated and constrained, as their ability to contribute to the team's achievements is limited.

What are the Factors that Contribute to the Effectiveness of Authoritarian Leaders?

Although there are instances where an authoritarian approach yields positive results, this style of leadership is generally suboptimal and can lead to unintended repercussions. It is important to consider the following elements whenever an individual with this leadership style assumes control:

- It is crucial to actively listen to your team members, even in situations where you may hold differing opinions or believe that adjustments are unnecessary. When collaborating with autocratic leaders, maintaining an open mind and attentively hearing out team members is essential in fostering a sense of empowerment and contribution among them.
- It is essential to establish clear criteria. A leader must establish unambiguous guidelines and ensure that all team members are fully informed of them before expecting their adherence.
- Grant the team the necessary resources for their success. Once employees have demonstrated comprehension of the guidelines, it is imperative to assess their proficiency and expertise in completing the assigned tasks. Subordinates requiring additional support should be closely supervised and provided with training to bridge the knowledge gap between superiors and subordinates.

- It is crucial to demonstrate dependability in the workplace. Employees tend to lose respect for supervisors who exhibit inconsistency. Therefore, it is essential to consistently follow the necessary procedures and adhere to established standards.
- Recognise achievements. When a group or team is consistently reprimanded for their shortcomings without receiving acknowledgement for their accomplishments, their motivation may diminish over time.

(b) The Democratic/ Participatory Leadership

This style of leadership promotes active participation from followers in major decision-making processes, with the leader ultimately taking action once agreement has been reached. Group discussions are utilised to effectively implement policies and achieve tasks. In this environment, a democratic leader is highly regarded for encouraging subordinates to identify issues and propose solutions, while also being open to criticism. Key characteristics of democratic leaders include collaborative decision-making, cooperation, active engagement of team members, constructive feedback, and a balanced approach to both praise and disapproval. Symbolic leaders offer their supporters various options and provide guidance throughout the decision-making process¹³⁶.

Democratic leadership, also referred to as participatory leadership, is grounded in democratic values and principles such as openness, autonomy, and inclusion. It is important to note that elected politicians and democratic leaders should not be conflated. Democratic leaders typically do not hold significant official power or positions. Instead, their influence stems from fostering accountability, engagement, collaboration, and delegation of tasks and responsibilities among their followers. Delegating authority to subordinates and facilitating group discussions are integral aspects of effective management in this context. A key indicator of a self-governing follower is their readiness to assume leadership responsibilities when necessary and their willingness to cooperate with individuals in positions of authority.

Other notable traits include embracing responsibility for the group or organisation and being prepared to answer for one's actions and decisions.

There are various types of organisations and communities that can potentially derive advantages from democratic leadership. These encompass international organisations, democratic nations, worker-owner corporations, public universities, communities with strong bonds, and cooperative social groups and organisations. It is important to note that democratic leadership may not be advantageous or essential in companies where roles, responsibilities, and practises are well-defined. In an ideal democratic society, power would be distributed equally among all members of an organisation. Within a democratic framework, multiple leaders would exist, and individuals would assume leadership responsibilities at different junctures.

Supporters of the assemblage actively engage in the participatory leadership style, also known as democratic leadership or shared leadership. This approach can be beneficial for various groups, including both private enterprises and public agencies. It encourages open discussion, the free exchange of ideas, and inclusive participation. Despite the emphasis on equality and open debate, there is still a designated leader who holds ultimate responsibility. This democratic leader is accountable for determining group membership and voting privileges. Research has demonstrated that elected management is a highly effective style, resulting in increased productivity, valuable contributions from group members, and improved overall morale.

The collection's affiliates are encouraged to offer suggestions and constructive criticism, however, the leader retains ultimate decision-making authority. Participants exhibit a heightened emotional commitment to the process. We highly prioritise and foster originality.

The identified attributes of effective democratic leaders encompass the followings.

*Honesty, intelligence, courage, originality, competence, and fairness.

*Democratic followers tend to place greater trust and admiration in leaders who exhibit strength and trustworthiness.

*These leaders consistently make decisions based on their moral compass and uphold ethical standards.

*Followers who align themselves with such leaders are often motivated to actively participate and make positive contributions to the group.

*Additionally, effective leaders in democratic settings actively encourage and value dissenting or less popular opinions, rather than suppressing them.

*This approach offers several advantages, including a greater potential for innovative problem-solving and the generation of superior ideas, as all members of the organisation are given a voice.

*Furthermore, group members who are part of a democratic leadership structure tend to be more invested in the projects they are involved in, leading to a higher level of commitment towards achieving favourable outcomes.

*Research on various leadership styles has also demonstrated that democratic leadership enhances team productivity.

However, it is important to acknowledge that there are limitations to this form of leadership.

While independent governance has been widely praised as superior to other styles, it is not exempt from its own set of flaws.

*In scenarios where there is a lack of clear delineation of responsibilities or where there are gaps in the core structure, an egalitarian approach to governance may result in communication breakdowns and fragmented work.

*In any given group, it is inevitable that certain individuals may lack the necessary information required to make a well-informed judgement.

*Additionally, in the context of a democratic leadership style, it is possible for team members to perceive a lack of consideration for their ideas and input, potentially leading to a detrimental effect on both morale and productivity.

The most exemplary instances of democratic leadership are observed when group members possess comprehensive knowledge and demonstrate a willingness to actively contribute their ideas and perspectives. Equally important is the provision of ample opportunities for individuals to express their viewpoints, generate ideas, and engage in discussions regarding potential solutions.

(c) Laid-back / Laissez-faire Leadership.

These are leaders who fail to make decisions, are inaccessible when needed, and refuse to take responsibility for their own incompetence. The personality here exemplified a type of leadership that is widely criticised. Laid-back leaders sometimes called laissez-faire refrain from utilising their authority and rarely take decisive action, resulting in perceptions of ineffectiveness¹³⁷. This approach creates a relaxed work environment that negatively impacts morale and productivity. In essence, a laissez-faire leader is someone who does not assume any form of leadership. Such leaders do not make decisions regarding the direction or policies of the group. Instead, the entire group must collaborate to achieve their objectives and resolve issues. Leaders with a laissez-faire approach exert minimal to no control over their organisations.

Laissez-faire leaders, on the other hand, adopt a strategy of entrusting their teams with competent and reliable individuals, granting them significant autonomy in decision-making. Adherents of the laissez-faire philosophy are responsible for their own accountability, problem-solving, and goal achievement. This leadership style is most effective when working with highly skilled and self-directed followers. It is particularly suitable in environments such as laboratories and well-established businesses with experienced staff. However, in situations

where input, guidance, oversight, flexibility, or recognition are necessary, a laid-back leadership approach is not suitable for group dynamics¹³⁸.

Laissez-faire leadership, also known as delegate leadership, is a management approach wherein authority figures relinquish their responsibility for making decisions that impact the entire organisation. Extensive research indicates that this leadership style often results in the lowest levels of group productivity. Nonetheless, it is worth acknowledging that there are potential drawbacks associated with this approach. There are instances when a hands-off approach can be effective in leadership. Understanding one's primary leadership style can provide insight into their strengths and weaknesses as a leader.

These scenarios exemplify the consequences that arise when leaders fail to intervene:

- Insufficient guidance from superiors
- *Individuals who follow are granted complete autonomy in decision-making, while leaders ensure the provision of all necessary resources for achieving success.
- Leaders are accountable for the actions of their followers, as they are responsible for making decisions on behalf of the group.
- Each member of the group is expected to demonstrate individual initiative in problem-solving.

Numerous accomplished politicians and business leaders from inception have demonstrated characteristics of a dynamic and autonomous leadership style. Steve Jobs, for instance, gained notoriety for establishing explicit objectives for his team members and then allowing them the freedom to determine the most effective means of achieving those goals. Similarly, former U.S. Commander Herbert Hoover was recognised for his hands-off approach to leadership, often delegating responsibilities to individuals with greater expertise and comprehension. It is important to note that laissez-faire leadership, like any other

management style, possesses both advantages and disadvantages. When employed skillfully and in conjunction with receptive audiences, this approach can yield favourable outcomes.

The subsequent cases exemplify the practicality and effectiveness of this particular style of leadership:

Leaders who adopt a hands-off approach tend to achieve favourable outcomes when their teams consist of highly skilled, enthusiastic, and self-reliant individuals. These team members possess expertise in their respective domains and require minimal supervision to effectively carry out their responsibilities.

This type of leadership is most effective when the team members possess a greater knowledge base than the leader. As subject matter experts, the team members are highly skilled and knowledgeable in their respective industry. Adopting a hands-off approach allows them to demonstrate their expertise and showcase their skills.

Certain individuals within a team may experience increased comfort and job satisfaction when afforded greater autonomy in decision-making.

In situations where followers exhibit exceptional enthusiasm and self-motivation, employing a laissez-faire leadership approach is feasible.

The term "laissez-faire" is commonly employed to characterise this approach, although it may convey the perception that the leader lacks interest in soliciting input from their followers. Instead, the leader may establish overarching project guidelines initially and subsequently adopt a more hands-off approach, allowing team members to assume primary responsibility for the project's execution. This leadership style necessitates a significant level of trust in the leader. Leaders must have confidence in their teams' ability to effectively carry out tasks without continuous supervision.

Consequences of a Laid-back Government Approach

The laissez-faire leadership style is considered less effective in situations where group members lack the necessary expertise to fulfil their responsibilities and make informed decisions. Research has shown that this type of leadership can lead to negative outcomes, including decreased work performance, reduced leader effectiveness, and diminished group satisfaction. Individuals may encounter difficulties in setting goals, organising their work, and resolving challenges independently. Without sufficient guidance and feedback from their managers, team members may deviate from the intended course and fail to meet deadlines.

Here are a Few Potential Disadvantages Associated with the Laid-back Strategy:

Failure to acknowledge one's own role can lead to potential drawbacks in adopting a laissez-faire approach. This approach may prove ineffective in situations where shared responsibilities are not clearly defined. Consequently, team members may experience uncertainty regarding their roles and how they should allocate their time, stemming from a lack of proper guidance.

The level of engagement exhibited by the group was subpar. Leaders who adopt a laissez-faire approach are often perceived as disengaged and detached, potentially undermining team morale. When the leader appears indifferent towards the team's activities, it can result in decreased enthusiasm among team members.

Insufficient accountability can be observed in certain instances where leaders may employ this approach as a means to evade responsibility for the team's performance. When objectives remain unfulfilled, it is not uncommon for leaders to shift blame onto their team members.

Instances of avoidance and inactivity. In extreme cases of laissez-faire leadership, there is a notable absence of initiative or a clear refusal to assume responsibility. A leader who neglects to motivate their subordinates, recognise their contributions, or engage with the team is not effectively fulfilling their role.

It is advisable for leaders to consider adopting a more involved approach when team members lack familiarity with a task or the required techniques for completing an assignment. As subordinates acquire experience, leaders may transition to a more hands-off approach, thereby granting each team member increased responsibility.

Conditions that are Advantageous for Leaders Who Opt for a Laid-back Approach:

There are instances and environments where a leader who exhibits less involvement in day-to-day operations may demonstrate exceptional performance. Such circumstances include:

This strategy may yield greater success in the creative industries, as professionals in these fields often exhibit traits such as self-motivation, confidence in their skills, receptiveness to novel concepts, and unwavering commitment to their careers.

A delegation leader may possess advanced skills in product design. The team members, being highly resourceful and competent, likely require minimal direction. However, an effective leader understands the importance of providing necessary guidance and direction while still achieving desired outcomes.

Specifically, self-managed teams can greatly benefit from the expertise and contextual information that laissez-faire CEOs excel at providing at the start of a project. Equipping team members with all the necessary knowledge before they commence their tasks enables them to effectively fulfil their responsibilities. It is worth noting that employing various leadership styles throughout different stages of the work process can be advantageous, even in fields such as this.

In the early stages of ideation and product development, it may be beneficial to adopt a laissez-faire leadership approach. However, once the design has been finalised and is ready for execution, it would be prudent to transit to a leadership style that provides greater guidance and supervision.

It is important to note that the laissez-faire leadership style may not be suitable in situations that require high levels of monitoring, accuracy, and attention to detail. In such high-stakes and high-pressure work circumstances, an authoritarian or managerial leadership style may be more appropriate. These situations demand meticulous attention to detail and timely completion as absolute necessities.

If members of the group are uncertain about their tasks or lack the necessary abilities to work with minimal supervision, a hands-off strategy is likely to result in missed deadlines and poor performance.

The Theories of Transformational and Transactional Leadership Proposed by Robert Bass.

Laid-back leadership is a component of the transformational, transactional, and laid-back leadership framework popularised by Bernard M. Bass (1925–2007) in contemporary sociological theory and application. The concepts of pragmatic and transformative management, developed by social scientist James MacGregor Burns (1918) in the 1970s, served as the foundation for Bass's framework. According to Burns, there exist three distinct leadership styles: transactional, transformational, and laissez-faire. Leaders who adopt the transactional leadership paradigm offer incentives in exchange for employee performance. On the other hand, leaders who embrace transformational leadership motivate their followers to surpass their own performance levels in order to achieve organisational objectives¹³⁹.

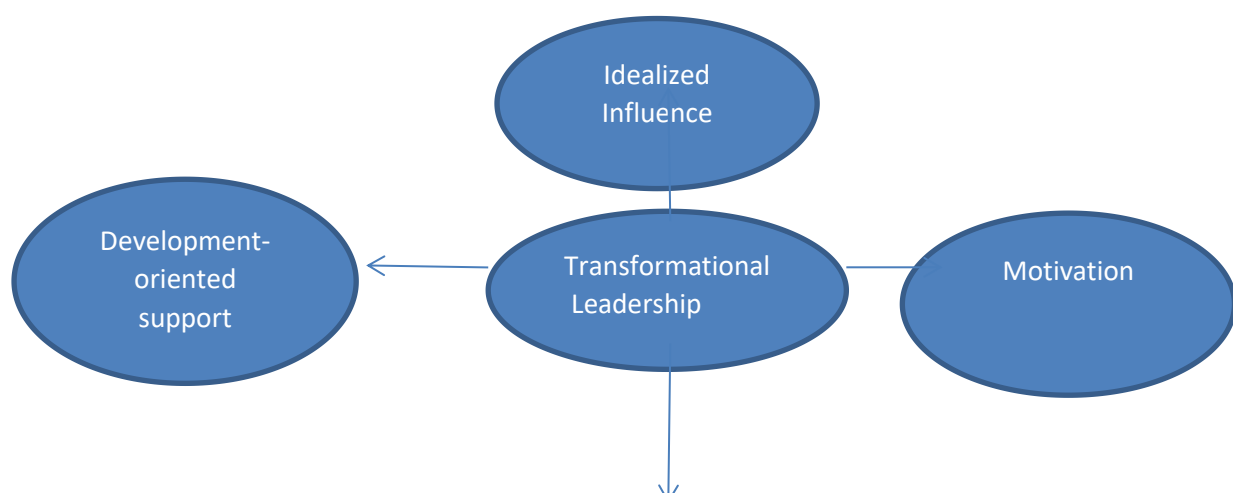
Examining Transformational Leadership Qualities

Transformational leadership is widely regarded as the most extensively studied approach to leadership across various contexts. Charismatic leaders possess the remarkable ability to inspire and motivate their followers. They achieve this by skillfully crafting and presenting a compelling vision of the future, which effectively energises their subordinates and resonates with their ideals and moral values. Establishing an emotional connection between managers and their staff is a fundamental aspect of this leadership style. Transformational leaders

prioritise the well-being of their employees, incorporating participative decision-making and power-sharing practises¹⁴⁰. This approach combines qualities such as empathy, compassion, sensitivity, relationship-building, and innovation. By fostering an environment of trust, enhancing employees' self-esteem, and promoting their professional growth, transformational leadership cultivates a highly conducive and empowering work atmosphere.

Key elements of transformational leadership behaviour include the establishment and effective communication of a mission, the provision of a suitable template, the encouragement of group goal alignment, the setting of high performance expectations, the provision of individualised support, and the promotion of intellectual stimulation¹⁴¹. In order to create and articulate a vision, leaders must identify new opportunities for the unit or organisation and develop, articulate, and inspire personnel with a compelling vision for the future.

In order to establish a suitable model, leaders should exemplify behaviours that align with their own values. Fostering alignment with group objectives necessitates cultivating employee cooperation and motivating them to strive towards shared goals. Executives who exhibit excellence, quality, and set high performance expectations for their employees are regarded as having high performance standards. Providing personalised support demonstrates respect for employees and consideration for their unique perspectives, aspirations, and well-being. Effective guidance refers to managers who inspire their staff to engage in creative thinking, take calculated risks, and actively contribute intellectually.





The Components/Elements of Transformational Leadership^{142,143,144,145,146.}

Figure 2.1: Elements Transformational Leadership.

When a leader exhibits transformative qualities, they inspire respect, admiration, and loyalty among their followers, while emphasising the significance of unwavering commitment to the organization's goals¹⁴⁷. This phenomenon is commonly referred to as "idealised influence," where leaders serve as exemplary role models for their followers.

Leaders who effectively motivate their team members to exert diligent effort in the present, with the aim of reaping the rewards of their endeavours in the future, are commonly recognised as possessing "inspirational motivation."

The intellectual faculties are stimulated when a leader encourages and supports individual initiative and distinctiveness.

When a leader demonstrates attentiveness to the needs and hierarchy of their disciples, they foster growth and minimise resistance to receiving guidance and support by assigning specific responsibilities to the disciples¹⁴⁸.

Administration Based on Transactional Leadership

Transactional leaders utilise a structured framework of governance, strategic planning, authoritative decision-making, and established rights to safeguard and advance their organisations. They motivate their subordinates by leveraging instrumental economic

transactions that align with their individual aspirations. This particular leadership style is occasionally referred to as authoritative¹⁴⁹.

The most influential leaders are those who possess the ability to adapt their leadership style between transactional and transformational approaches, depending on the specific circumstances such as the environment and strategic objectives. A transactional leader is one who effectively addresses the needs of their followers and engages in open communication to align with the overall goals and requirements of the organisation or group.

Contingent rewards and exception-based active management are fundamental elements of a leadership style. Contingent rewards pertain to the degree to which a leader effectively enables mutually beneficial transactions with their followers.

The disparities between active and inactive management by exception can be observed in the speed at which executives enact changes in response to problems. Active leaders oversee the actions of their subordinates, anticipate potential issues, and make necessary adjustments proactively to prevent significant problems from arising¹⁵⁰.

Different Types of Leadership

Several additional leadership methods, including those enumerated below, have also been identified.

Bureaucratic Leadership: This management approach prioritises deference to superiors and utilises a system of incentives and penalties to drive employee motivation. Over time, employees often value bureaucratic leadership as it promotes a rigorous commitment to following rules and regulations, especially in high-risk environments such as chemical plants and factories.

Charismatic Leadership: Despite potential resentment from followers, charismatic leaders and transformational leaders both exhibit self-centered tendencies, albeit with varying intentions driving their approach.

Task-Oriented Leadership: The objective of a task-oriented leader is to efficiently and expeditiously accomplish objectives, potentially resulting in meeting deadlines; however, this approach may inadvertently neglect the emotional well-being of individuals involved.

People-Oriented Leadership: Many employees value this type of leadership as it motivates and inspires them, although it may prioritise team goals over organisational objectives and is in direct contrast to task-oriented leadership.

Servant Leadership: In the realm of politics, esteemed individuals are often those who demonstrate exemplary conduct. However, in the business sphere, a different dynamic emerges. Here, it is observed that followers of servant leaders generally exhibit higher levels of satisfaction.

Transformational Leadership: Transformational leadership has been found to be the most effective form of leadership due to its adaptability to evolving circumstances. As a result, it has consistently yielded positive outcomes and fostered satisfaction among both employees and leaders¹⁵¹.

Various leadership styles have been proposed to be categorised along a spectrum ranging from authoritarian to democratic to participatory. This classification aims to depict the degree of authority and decision-making capacity that leaders and employees possess¹⁵². This kind of leadership emphasizes subservience to superior and relies on a system of rewards and punishments to motivate workers. The philosophy of "I tell" exemplifies the autocratic approach. Undemocratic bosses give their workers directions. This may provide a strong direction for a firm, but it can also encourage management to reject or discount staff opinion. However, there are times when an authoritarian approach is necessary. It is useful when a firm is confronted with a crisis or an urgent situation that need rapid response.

The "I share" mentality characterises the democratic approach. Each team member participates equally to the decision-making process. Participative leadership is a leadership

style in which all team members are engaged in setting key objectives and developing processes or methods to attain them. From this vantage point, participatory leadership may be defined as a leadership style that significantly focuses on the leader functioning as a facilitator rather than just giving orders or assigning duties. This interactive leadership approach may be used in the office, volunteer groups, and even at home. One of the key benefits of participatory leadership is the facilitation of the development of potential leaders who can serve the company. Employees are frequently able to exhibit their creativity and demonstrate abilities and talents that they would not otherwise be able to demonstrate, thereby enhancing their performance, because leaders who favour this approach encourage everyone on the team to participate actively. The identification of these hidden assets enhances not only the present team's work but also alerts the organisation to team members who should be given opportunity to further develop a skill or talent for future usage.

There are five distinct governance personalities that have been identified: the innovator, developer, activator, maximizer, and stabiliser¹⁵³.

In order to be a proficient leader, it is imperative to comprehend and adhere to a well-defined strategy. Prioritising the development of one's own unique leadership style is essential. Additionally, it is crucial to involve individuals in one's inner circle who possess contrasting perspectives and approaches. Discussed hereunder are the group of leaders and their personality features.

Innovators- These individuals are motivated to address challenges using innovative approaches due to their unique perspectives, which they acknowledge as distinct from others.

Developers- The list of priorities for developers is more concise as their objective is to implement ideas effectively. However, they still highly value creativity and the ability to promptly abandon ineffective approaches in favour of more successful alternatives.

Activators- As their name suggests, are individuals who take action and are highly proactive in accomplishing tasks, regardless of the originator of the idea or the recognition received. Their primary focus is achieving success, and they are willing to take exceptional measures to attain it.

Maximizers- These are individuals who, akin to activators, prioritise the preservation of positive aspects within an organisation. They possess a natural inclination towards diplomacy and recognise the potential disruptions that excessive change can bring.

Stabilisers- These personalities possess expertise in a company's systems and procedures, and their suggestions consistently encompass practical measures that can enhance operational efficiency.

Do Not Copy, Lead City University, Nigeria

The Five Leadership Styles

Innovator	Developer	Activator	Maximizer	Stabilizer
Design	Design and Build	Build	Build and Maintain	Maintain

Bringing new ideas and Original solutions to the marketplace. Thinking outside the box to solve problems.	Taking action on original solutions and learning along the way. Motto: Ready, Fire, Aim	Moving forward to achieve challenging goals. Overcoming obstacles and getting things done.	Embracing the good of the past while making new changes. Working together with all different kinds of people	Keeping things running smoothly and efficiently. Creating systems that meet the highest standards of accountability.
Creativity	Flexibility	Tenacity	Diplomacy	Consistency

The Five Leadership Personality Models¹⁵⁴.

Figure 2.2: Five Leadership Models.

Shortcomings in the Identified Personality Leadership Models and Methodology

The provided diagram illustrates the potential breakdown of various leadership styles in the absence of counterbalancing factors. Innovators may experience a state of overwhelm due to an abundance of ideas, resulting in a failure to effectively implement any of them. Developers may exhibit irritability and a tendency to hastily seek alternative solutions when their initial approaches do not yield immediate results. Activators may exhaust themselves and those around them by exerting excessive pressure to achieve desired outcomes. Maximizers may encounter challenges in taking action on critical initiatives if the decision-making process proves to be excessively difficult.

Furthermore, it has been observed that the capacity of a leader to cultivate their own distinct voice and enhance their self-awareness is of utmost importance for their effectiveness as a leader.

Relationship-Oriented Leadership:

The concept of relationship-oriented leadership has been a topic of exploration for many years, but the specific characteristics of this type of leadership are still relatively new and not well understood. In traditional management terminology, a relational leader is described as someone who values and prioritises interpersonal connections. In relationship-oriented leadership, the focus is on the importance of the human resources department and the employees, rather than solely on management.

Leaders who prioritise relationships demonstrate a strong inclination towards balancing both task-oriented responsibilities and interpersonal connections. This management approach is widely regarded as highly effective, as these leaders are perceived as individuals who prioritise fostering employee growth. However, if a manager exhibits inappropriate behaviour, they may be perceived as overly compliant or didactic.

This inquiry utilised the managerial techniques developed by Kurt Lewin (1890-1947), a pioneering social psychologist who is widely acknowledged as the founder of the discipline. Lewin made significant contributions to leadership studies, organisational theory, and management theory.

According to extensive research on leadership and group dynamics, Lewin categorised leadership styles into three types: autocratic (or authoritarian), democratic, and laissez-faire. These leadership styles have a significant impact on the relationship between leaders and followers, the success of the group, the level of risk-taking within the group, problem-solving approaches, group morale, and overall group interactions. Below are the categories of leaders identified.

- (a) Directive Leadership Style- Associated with a task-oriented approach, this is employed by leaders who establish specific rules, regulations, and standards for organising, planning, and executing activities for teachers. In situations where subordinates have

low skill levels or the work is complex, they are given increased responsibility. This approach is utilised when the job is challenging or unclear. The delivery of more directions by a supervisor has been found to enhance job satisfaction¹⁵⁵.

- (b) Supportive Leadership Style- This is more relational focused. It is necessary for the leader to be approachable and friendly. He or she demonstrates concern for the individual needs and well-being of the subordinates. This technique is effective when subordinates lack self-confidence, perform unsatisfying or demanding duties, and do not find job satisfaction rises¹⁵⁶.
- (c) The Participatory Leadership Style- It involves the leader actively seeking ideas and input from subordinates prior to making decisions. This approach proves to be effective when subordinates possess competence and high motivation¹⁵⁷.
- (d) The Achievement-Oriented Model- This requires leaders to establish ambitious yet attainable goals for their employees. They also foster professional development, set high expectations for subordinates, and provide rewards when those expectations are met. In essence, the leader exhibits both directive (providing structure) and supportive (showing consideration) qualities. This approach is particularly suitable for subordinates who are driven by goals¹⁵⁸.

Personality and Actions as Leadership Concepts

When developing leadership styles and theories, the qualities and behaviours of leaders have been considered. In the late twentieth century, two similar leadership philosophies emerged: transactional and transformational leadership. A transactional leader employs incentives and punishments to secure his followers' obedience. If the followers are capable of achieving the

organization's goals, the leader is willing to meet their demands¹⁵⁹. Transformational leadership, on the other hand, is described as a process that changes and transforms people, in which followers have respect, trust, loyalty, and admiration for their leaders and are eager and driven to go above and above what is required. This approach improves goal-directed conduct and increases the creativity and performance of employees within an enterprise. Transformational leadership is also defined as a process in which "leaders and followers raise one another to higher levels of morality and motivation; it is about change, innovation, and entrepreneurship."

To more clearly distinguish between the first two forms of leadership, a third style, laissez-faire leadership, was established. Transactional leadership acts within the framework of constituents' self-interests, while transformational leadership attempts to change the network. "The full range leadership theory" consists of three types of leadership behaviour (transformational, transactional, and non-transactional laissez-faire) represented by nine distinct factors: five transformational (inspirational motivation-charisma, idealised influence attributed, idealised influence behaviour, intellectual stimulation, individualised consideration) and three transactional (contingent reward, management-by-exception active, and management-by-exception pas) Transformational leadership and transactional leadership are either competing or complimentary, according to the author. Transformational leadership has been found to be more successful than transactional leadership and has a favourable association with corporate performance. The relationship between leaders and their subordinates (followers) determines the effectiveness of a team in hierarchical organisations.

The two basic leadership styles that explain how leaders exercise their influence are democratic leadership (leaders seek agreement among followers and respect their opinion) and authoritarian (autocratic) leadership (leaders seek limited input from followers and consult with them less). Participatory leadership is seen as a middle ground between these

two leadership approaches. As one moves from the autocratic to the democratic sphere, leaders grow friendlier and followers fear them less, culminating in a shift from subordination to consultation. As a result, nine leadership variables were analysed, including five transformational leadership elements, three transactional leadership aspects, and one non-leadership or laissez-faire leadership component.

Leadership theories have been created to explain the nature and effects of leadership. For example, Strauss and Corbin's grounded theory is generated inductively from the study of the reality it depicts. In other words, it is found, developed, and tentatively verified by rigorous data gathering and analysis. "As a result, the research is discovered empirically, inductively, rather than deductively, and it generates rather than tests theories." According to biological genetic theories that believe leaders are born that way and it is in their nature, nature is more important and decisive than nurture. According to great man beliefs, the capacity of great leaders to manage vast numbers of people is what really changes history. Personality and character traits were critical for these leaders.

The concept of the great man theory has been examined through characteristics theories, which focus on identifying distinct qualities of effective leaders¹⁶⁰. These theories have identified five key characteristics associated with successful leadership: capability, accomplishment, responsibility, engagement, and status. Recent research has highlighted four critical leadership skills: the ability to inspire others with a compelling vision, effective communication, a strong moral compass, and a proactive approach to change. In contrast, situational theories propose that leadership emerges not solely from inherent qualities of the leader, but also from the specific context in which it is required, influenced by factors such as time, place, and circumstances. According to dependent theories that support this approach, a leader's success can vary significantly depending on their work environment and the specific challenges they face¹⁶¹.

Throughout history, various leadership models and concepts have emerged, and the followings are some of the most well-known examples.

Relational Theories: Also referred to as transformational theories, focus on the dynamic between managers and their subordinates. They motivate their employees by highlighting the importance of the tasks at hand, a characteristic that sets transformational leadership apart. These leaders encourage their followers to achieve their utmost potential while upholding strong ethical principles themselves.

Behavioural Theories: Certain behavioural theories propose that exceptional leaders can be developed rather than being inherently born with leadership qualities. These leaders are rooted in behaviourism and prioritise observable actions over emotions or concepts. This perspective suggests that through proper guidance and practical experience, anyone has the potential to become a successful leader. Consequently, these theories suggest the existence of distinct behaviours that differentiate leaders from followers¹⁶². As research shifted towards analysing their behaviours, the significance of selecting leaders based on their inherent traits diminished.

Participative Theories: This concept takes into account the perspectives of team members when determining and delineating the most effective leadership approach. It fosters a culture of inclusivity by ensuring that every individual's input is acknowledged and appreciated. Nevertheless, it is important to acknowledge that superiors may occasionally reject a team member's proposal.

Management Concepts: This align with the principles of the transactional theory, which emphasise the importance of team collaboration, operational efficiency, and competent leadership. This concept provides a compelling justification for the implementation of incentives and penalties within organisations. It is widely recognised that the majority of

businesses and organisations employ some form of management theory, wherein employees are duly recognised and rewarded for their accomplishments, while also being subject to appropriate disciplinary measures in the event of failure.

Situational Theories: Based on the situational approach theory, an individual's behaviour is consistently influenced by their immediate environment. For instance, a supervisor with extensive experience is granted decision-making authority. Various situations necessitate distinct leadership approaches.

Contingency Theories: According to this perspective, the efficacy of leadership in a given situation is contingent upon external factors. It also emphasises the importance of adjusting one's approach to accommodate varying circumstances and individuals, asserting that there is no universally superior leadership style¹⁶³.

Trait Theories: This hypothesis, which is related to the Great Man hypothesis in certain respects, argues that leadership abilities are innate. It implies that a quality that creates grandeur is essential for a leader to achieve success. Earlier studies of leadership focused mostly on the personality of the leader rather than their actual behaviour. Leaders are able to inspire their followers because of their unique combination of personality qualities, social features, and physical attributes. According to this notion, leaders have superior cognitive abilities over those of their subordinates. They also have a greater capacity for initiative and supervision, a more fertile imagination, and superior flexibility, alertness, and confidence. The research on how factors like height, weight, and attractiveness relate to being a successful leader has shown conflicting findings. In a similar vein, academics have come to the conclusion that leaders cannot be identified just by their traits and that the importance of leaders' relationships with their followers has been undervalued.

Theories on the Concept of Great Men: According to this perspective, exceptional leaders possess innate qualities that make them great, without the need for deliberate effort. This theory supports the notion that leadership traits can be inherent, suggesting that individuals may or may not possess inherent leadership abilities from birth.

This section will provide a brief overview of charismatic leadership, followed by a more detailed examination of contemporary leadership styles that incorporate elements of charisma.

Charismatic Leadership. It refers to a style where a leader inspires their followers through their competence, self-assurance, clear objectives, and high standards¹⁶⁴. These leaders motivate their followers to embrace a new vision by making sacrifices, taking risks, and demonstrating genuine care. However, it is important to acknowledge the potential risks associated with charismatic leadership. There is a possibility of power exploitation and excessive dependence on the leader by the followers. Additionally, it is worth noting that effective leaders do not necessarily have to possess extreme charisma in the conventional sense of being "superheroes." Research has shown that leadership qualities are a paradoxical combination of humility and unwavering determination to succeed, and that charismatic leaders can be both an asset and a liability.

An Examination of Transformational and Transactional Leadership Approaches

The distinction between transformational and transactional leadership is a central aspect of one of the most widely studied and popular theories of leadership in contemporary research. Extensive documentation exists regarding the advancements made in this model. Transactional leadership is the most prevalent form of leadership, wherein a leader and their followers establish an agreement where each party commits to providing something in exchange for mutual benefits. On the other hand, transformational leaders aim to inspire and

motivate their followers by undertaking three key actions: (1) enhancing their awareness of the significance of achieving task outcomes; (2) persuading them to prioritise collective interests over personal ones; and (3) activating their higher-order needs¹⁶⁵.

Transactional leadership consists of two components: contingent rewards and value received for exhibiting desired behaviours. A transactional leader recognises an employee's motivating factors and provides the necessary support for optimal performance. Second, management by exception assumes that a supervisor's involvement will be minimal under normal circumstances. When deviations from standard procedures occur, exception-based management is applied. Exceptionally, an executive may employ either active or inert management. In active management by exception, the leader "arranges to actively monitor deviations from the standard, mistakes, and errors that occur and takes necessary corrective action." In exception-based passive management, the administrator takes action only when deviations or errors occur.

Transactional leadership is unlikely to be sufficient to achieve outstanding performance when managing professional employees. Transitional management, which can be defined by idealised influence, inspirational motivation, intellectual stimulation, and individual consideration, should complement transactional leadership. Idealised influence "refers to the ability of leaders to demonstrate conviction, emphasise trust, take stands on controversial issues, present their most important values, and emphasise the importance of purpose, commitment, and ethical consequences of idealised influence" "refers to the ability of leaders to demonstrate conviction, emphasise trust, take stands on controversial issues, present their most important values, and emphasise the importance of purpose, commitment, and ethical consequences of decisions"¹⁶⁶. A transformational leader is highly regarded, respected, and held in high esteem as a role model.

Supporters of charismatic leaders exhibit a strong sense of identification with these leaders and aspire to emulate their qualities. They perceive these leaders as possessing exceptional capabilities, unwavering persistence, and resolute determination. Additionally, they view charismatic leaders as individuals who take calculated risks and demonstrate consistency in their actions, rather than being arbitrary. In order to effectively exert idealised influence, it is necessary to serve as a role model and exhibit behaviours that are respected and valued by subordinates.

Several employees have expressed scepticism regarding the efficacy of vision due to its portrayal in the media and inadequate implementation within organisations. A well-defined vision can serve as a powerful tool for directing and motivating employees, particularly when it is effectively implemented by visionary executives. This article presents a comprehensive examination of visionary leadership as a prominent leadership paradigm.

It has been recommended that leaders engage in the practise of challenging established assumptions, traditions, and beliefs in order to foster fresh perspectives and innovative approaches among their team members. This approach also encompasses the widely used management concept of "thinking outside the box," which is crucial in assessing the need for organisational change.

Individualised consideration is the practice of considering each employee on an individual basis, incorporating training and mentoring programmes, as well as regular one-on-one interactions. This strategy places a strong emphasis on supporting employees in identifying and pursuing their individual professional development goals.

There is often confusion between transformational leadership and "pseudo-transformational leadership," which emphasises personal authority, manipulation, and control. However, it is believed that a blend of both styles is most effective¹⁶⁷. This can be structured as a direct

conversation between a leader and a disciple, where the leader seeks to understand the individual's priorities and how they can be effectively achieved within the workplace.

A comprehensive analysis of two decades of research reveals a strong positive correlation between transformational leadership and performance across various sectors, including business, military, educational, government, and not-for-profit organisations¹⁶⁸. A comprehensive meta-analysis examining full-range leadership, encompassing both transactional and transformational leadership styles, revealed noteworthy associations between transformational leadership and contingent rewards with various outcomes, including follower satisfaction and group or organisational performance. Based on a comprehensive literature review, it has been determined that transformational leaders possess the ability to exert a substantial influence on both the organisational culture and the process of transformation within an organisation¹⁶⁹. Furthermore, it has been determined that, despite certain conceptual deficiencies, the existing evidence substantiates a significant number of the fundamental tenets put forth by the major theories of charismatic and transformational leadership. As a result, the principles of transformational leadership have been successfully incorporated within various human services organisations. According to a nationwide study, there exists a correlation between transformational leadership and the perception of leadership effectiveness. The findings of the hospital study indicate a significant correlation between transformational leadership and leader effectiveness, satisfaction, and extra effort¹⁷⁰. It has also been revealed that there is a significant positive association between transformational leadership and various key factors, including job satisfaction, dedication, leader effectiveness, and leader satisfaction. Transformational leadership thus aligns harmoniously with the core values, principles, and human services that emphasise respect for and empowerment of individuals.

Pertinent/ Exemplary Leadership

The concept of pertinent leadership also called exemplary leadership originates from the renowned leadership best-seller, Kouzes and Posner in 2002. This influential work is founded on a framework consisting of five core "practises" and ten fundamental "commitments" of effective leadership. The model emphasises the importance of fostering a collective vision, which involves envisioning the future and engaging others in a shared vision.

The followings are just a few examples of the numerous commendable and sought-after qualities exhibited by a leader:

- * Integrity which is a combination of credibility, moral rectitude, and perseverance.
- Effectively conveying the organization's mission and objectives through the implementation of strategic planning and foresight.
- * In addition to possessing a strong foundation of knowledge and relevant expertise, a proficient individual demonstrates a proven history of successfully accomplishing tasks and achieving goals.
- * Energetic, enthusiastic, vibrant, and optimistic about the future.

Research has shown that the presence of these four attributes enhances the credibility of a source, thereby influencing individuals to be more inclined to accept and trust the information conveyed by said source.

Visionary Leadership

The concept of vision has been extensively explored in various contexts, such as transformational leadership and exemplary leadership. Due to its significant presence in the leadership literature, this section will place special emphasis on discussing vision. A vision refers to the future of an organisation that is both realistic and credible, while also being alluring and inspiring. It is important for the vision to be ambitious, but it is equally important

for the team to maintain a realistic perspective and acknowledge that the vision can be achieved with adequate time and the appropriate level of effort. A mission statement articulates the fundamental purpose for the existence of an organisation, as well as its distinct niche of programmes or activities. On the other hand, a vision statement outlines the envisioned future of the organisation. The importance of effectively communicating a well-defined and persuasive vision will be thoroughly examined in the subsequent section. This skill is essential for individuals in positions of leadership and those driving organisational change. It is imperative to consistently provide employees with a sense of meaning, focus, and clarity of purpose, particularly in situations where organisational change is necessary.

Vision statements are a widely adopted practise for both organisations as a whole and for individual programmes. Individuals enter the workforce with diverse professional goals in mind. An effective leader will allocate sufficient time to familiarise themselves with the members of their team and endeavour to integrate their individual goals, whenever feasible, into the overarching vision of the organisation.

Servant Leadership

The concept of servant leadership has garnered increased attention in contemporary literature. The current administration paradigm exhibits several unique characteristics. The organisation was established based on intellectual, ethical, and moral principles by a highly accomplished Chief Executive Officer. The concept presented suggests that leaders in positions of authority should prioritise providing service to their followers. The servant-leadership paradigm places emphasis on the relationship between leaders and their followers. It is considered a model of leadership due to its focus on the conduct of leaders. Active listening, demonstrating empathy, facilitating emotional healing, promoting general and self-awareness, utilising persuasive

techniques instead of relying solely on positional authority, engaging in broad conceptual thinking and envisioning, drawing lessons from past experiences and anticipating future outcomes, practising stewardship by responsibly managing institutions for the betterment of society¹⁷¹. In recent times, the majority of literature pertaining to servant leadership has primarily focused on the delineation of commendable behaviours and concepts. However, there is a noticeable increase in research dedicated to exploring this particular paradigm.

Strategic Leadership

Extensive research has been conducted on diverse leadership styles in various contexts over the past three decades. The information collected does not appear to effectively conceal the increasing interest in strategic leadership. The leadership style of an organisation plays a significant role in shaping and influencing both individual and organisational strategies. The presence of effective leadership within an organisation has a positive influence on its performance and competitive advantage. The integration of leadership and strategy is of utmost importance for the long-term success of businesses. Strategic leadership is widely recognised as a crucial and effective management tool that enables organisations to thrive in fiercely competitive market environments. Strategic leadership methods, such as charismatic, transformational, and visionary models, are juxtaposed with "supervisory theories" of leadership, including contingency, path-goal, and leader-member interaction. Engaging in strategic decision-making, articulating and disseminating a forward-looking vision, cultivating essential competencies and capabilities, establishing effective organisational structures, processes, and controls, managing diverse stakeholders, identifying and nurturing future leaders, fostering a sustainable and impactful organisational culture, and integrating ethical values into the fabric of an organisation are all illustrative of strategic leadership. Additionally, it has been observed that the essence of strategic leadership lies in the capacity

to acquire knowledge, adjust accordingly, and effectively oversee, encompassing social acumen and the aptitude to take appropriate action in a timely manner.

Leadership and vision are integral to achieving desired outcomes, and organisational strategies can provide a guiding framework towards those objectives. Strategic planning holds significant importance for both management students and practitioners. Leadership is recognised as a crucial element that can positively impact the successful execution of plans. Strategic leadership, in this context, primarily entails the effective execution of a comprehensive strategic planning methodology. This initiative may also encompass a leadership aspect, such as involving employees in the strategic planning process and implementing participatory leadership practices.

To date, the majority of discussions surrounding leadership have primarily centred around a leader's engagement in the ongoing operations of an organisation. The significance of a leader's role as a change agent is increasingly crucial for the success of an organisation. We will now proceed to analyse the intricacies of change leadership, with a particular focus on organisational transformation and the cultivation of a high-performance corporate culture.

In the past thirty years, there has been a significant emphasis in leadership research on various conventional categories. The leadership styles can be categorised as transactional, transformational, or charismatic. In addition to the prevailing emphasis on conventional techniques, recent research has delved into a broader spectrum of leadership topics, encompassing genuine, responsible, and servant leadership styles. Strategic leadership, despite its significance, has received relatively less attention compared to other extensively researched leadership concepts and practises. The strategic interventions made by top-level management play a crucial role in determining the effectiveness of strategy execution. Competitiveness, financial considerations, and resource allocation are all significant factors

that influence strategic decisions and actions. Consequently, strategic leadership is intricately connected to both corporate sustainability and organisational achievement¹⁷². The growing competitiveness of the current economic climate is anticipated to elevate the importance of strategic leadership within the realm of leadership and organisational studies.

Strategic leadership can be characterised using various descriptions. The majority of definitions encompass the characteristics, activities, and impact of senior management on an organisation's performance. It has also been conceived as the integration of leadership of the individual, others and the organisation as a whole¹⁷³. Strategic leadership involves the effective implementation of top management's chosen tactics through organisational communication networks.

Additionally, it has been suggested that strategic leadership is intricately connected to an organisation's historical, current, and future trajectory¹⁷⁴. This implies that strategic leadership places emphasis on evaluating the current strengths and weaknesses of the organisation, while also considering its future potential. The three key aspects encompassed in this context are self-leadership, leadership of others, and organisational leadership¹⁷⁵.

Strategic leadership encompasses various components such as-

- 1) Establishing the mission and values of the organisation.
- 2) Emphasising and cultivating its areas of expertise,
- 3) Developing an organisation's human resources,
- 4) Cultivating an environment conducive to productivity within the company,
- 5) Emphasising the significance of ethical behaviour and conduct
- 6) Establishment of a robust control system.

Additionally, it has been noted that the positive impact of strategic leadership on the development and sustenance of competitiveness is particularly crucial for modern-day organisations¹⁷⁶. The intensely competitive nature of the global economy, coupled with the requirements of the current competitive landscape, necessitates that senior executives possess a heightened level of expertise in formulating and executing corporate strategies. These perspectives can be expanded to encompass all businesses. Strategic leadership is often described as a planning process that contributes to the long-term viability and sustainability of an organisation¹⁷⁷. Both internal and external variables are recognised as factors that can influence it. Internal factors encompass various elements within the organisation, such as its organisational structure, overarching vision, core values, objectives, strategic approaches, and managerial practises. External forces include customers, suppliers, partners, rivals, investors, and the government. Based on the results of a quantitative study conducted with 215 executive respondents, it has been determined that there is a greater prevalence of relationship-oriented strategic leaders in business environments compared to transformational, transactional, and paternalistic leaders. The purpose of this study was to gain insights into the fundamental dynamics of strategic leadership matters. In order to comprehend the purpose of strategic leadership within contemporary corporate environments, it is imperative to differentiate between leadership and strategic leadership.

Strategic leadership distinguishes itself from traditional leadership by placing a greater emphasis on the influence of top executives and managers on the overall organisation, rather than solely focusing on the interaction between a leader and their subordinates.

Below are the other six hallmarks of strategic leaders:

- Anticipatory competence: This competency pertains to an organization's ability to effectively assess and respond to signals from its business environment, thereby ensuring its competitiveness.
- * Challenging ability: The ability to engage in creative thinking and devise innovative solutions.
- * Interpreting competence: The ability to make accurate predictions regarding dynamic environmental parameters.
- * Deciding ability: This refers to the capacity to generate and evaluate multiple potential courses of action in order to shape an organisation's future strategies and plans.
- * Aligning competence: This capability entails the ability to effectively influence employees to embrace the organization's long-term objectives and fundamental principles.
- * Learning ability: The primary focus of this skill is the acquisition of knowledge from external sources, rather than relying solely on personal experiences.

Strategic leadership is commonly characterised by a set of traits, with the most prominent being the capacity to exert influence over all individuals within an organisation. Other determined characteristics components are-

- The development and execution of strategies aimed at enhancing the competitiveness of the organisation.
- The ability to anticipate and forecast the future performance of the organisation.
- Utilisation of strategic and financial tools to facilitate effective strategic management.
- The dissemination of both explicit and tacit information within the organisation¹⁷⁸.

The decision-making process within an organisation is influenced by the actions of its strategic leaders. As a result, it is crucial for the organisation to remain attentive to external factors and consider the following elements:

- * Setting the organisational goals, mission and vision clearly;
- * Performing analyses such as SWOT analysis, pest analysis, gap analysis, and statistical analysis using relevant management tools;
- * The process involves the establishment of standardised performance metrics.
- * Acquisition and allocation of the required financial and non-financial resources for decision implementation.
- * Evaluation of strategic decision outcomes to assess the achievement of desired objectives¹⁷⁹.

Strategic reasoning is defined as a two-stage procedure that encompasses the processes of planning and reasoning. The process of planning encompasses the examination of analysis, systems, and policies, whereas the process of thinking involves the formulation of strategies, fostering creativity, and promoting innovation. The amalgamation of strategic thinking and the decision-making process can be perceived as the pinnacle of contemporary management.

Leadership style refers to the consistent pattern of managerial behaviour that is aimed at aligning organisational or personal interests and achieving specific goals. It has also been described as the form of relationship that individuals utilise to motivate others to collaborate towards a shared purpose or objective¹⁸⁰. The modern era however characterised five distinct leadership styles thus: the transformational leader, the transactional manager, the cultural leader, the charismatic leader, and the visionary leader.

Organisational Effectiveness and Leadership Styles

The topic of effectiveness in organisations is of great importance and warrants careful consideration. The literature of business defines organisational performance as the evaluation of an organization's actual outputs in relation to its planned outputs. This assessment involves comparing what the organisation produces with its intended goals and objectives.

The topic of discussion pertains to the concept of organisational effectiveness and its relationship with different leadership styles. Based on empirical evidence from a study conducted on a sample of 2,662 employees across 311 organisations, it has been demonstrated that there exists a correlation between leadership style and both organisational culture and performance¹⁸¹. This finding aligns with the four-factor theory of leadership. This implies that different leadership styles can have a substantial influence on the overall performance of an organisation.

The Impact of Transformative Leadership on Organisational Effectiveness

Managers who implement transformational leadership prioritise their employees' comprehensive value system, principles, skills, and motivation. This approach fosters a strong connection between leaders and their followers, facilitating a deep comprehension of the followers' motivational level, values, and interests, as well as the leaders' own. Individuals with transformational approach have been found to exhibit un-paralleled feat in their undertaking. There is also an indication of positive correlation between transformational leadership and individual follower performance¹⁸². These leaders are highly effective due to their charismatic ability to inspire employees, their aptitude for meeting employees' emotional needs, and their ability to intellectually stimulate employees.

Advocates of transformational leadership assert that these leaders foster personalised relationships with individuals and teams, thereby establishing a positive and productive work environment for all stakeholders¹⁸³.

The Impact of Charismatic Leadership on Organisational Effectiveness.

Charismatic leaders are widely regarded as highly effective due to their ability to articulate a compelling vision and inspire their followers to take action in pursuit of that vision. Nevertheless, this particular leadership approach may have adverse consequences if the individuals under the leader's guidance are not sufficiently equipped for the leader's eventual departure or if the leader neglects to cultivate a suitable successor. The style may produce "happy subordinates but few prospective leaders". There is a negative correlation though between charismatic leadership and organisational leadership on employees of some banks conducted in Nigeria¹⁸⁴.

The Impact of Transactional Leadership on Organisational Effectiveness

Transactional leadership can be defined as the process of exchanging goals and incentives between management and employees. This leadership style prioritises meeting expectations and has been demonstrated to have a beneficial impact on organisational performance¹⁸⁵.

Nevertheless, it has been determined that transformational leadership exerts a favourable impact on organisational performance due to its ability to motivate employees to engage in innovative thinking and embrace calculated risks. Consequently, this leads to heightened levels of productivity and efficiency within the organisation¹⁸⁶. In contrast, it has been determined that transactional leadership does not have a direct impact on organisational performance as it does not effectively motivate employees to engage in such cognitive processes¹⁸⁷.

Organisational Effectiveness and Democratic Leadership.

Under a democratic leadership style, there is a potential for compromised execution and decision-making. However, it is widely acknowledged that employees tend to be more motivated and perform at a higher level when their perspectives and opinions are valued and

taken into consideration. This issue poses a significant challenge within the context of democratic leadership as it presupposes that all individuals involved possess an equitable level of interest in the final results of the decision-making procedure¹⁸⁸.

Employees are provided with the opportunity to participate in decision-making processes, in collaboration with both their peers and their manager. They are encouraged to take ownership of their responsibilities and are evaluated based on objective feedback and recognition within a democratic leadership framework. Research conducted on the impact of this particular leadership style on organisational performance has consistently demonstrated its positive influence¹⁸⁹. This style fosters an environment that encourages employees to actively contribute their ideas and subsequently implement them, resulting in improved performance outcomes.

Organisational Effectiveness and Autocratic Leadership

Autocratic leaders exhibit traditional and authoritative characteristics. The individuals in question anticipate that their subordinates will adhere to their instructions and generally maintain the authority to make decisions. Autocratic leaders motivate their followers to carry out designated tasks and implement specific strategies.

Nevertheless, it is widely acknowledged that autocratic leadership demonstrates effectiveness solely within a limited timeframe. The autocratic leadership style has been found to impede socialisation and communication within the workplace, both of which are essential for promoting effective organisational performance. Research has indicated that autocratic leadership can result in organisational conflicts, which in turn have a detrimental effect on overall organisational performance¹⁹⁰.

Organisational Effectiveness and Bureaucratic Style.

In a bureaucratic setting, leaders employ coercion as a means to ensure compliance among their subordinates with the established rules and regulations. Bureaucratic leaders prioritise the efficient completion of tasks over the well-being of their employees, which can result in a perceived detachment from their workforce. The style does not produce improved organisational performance neither does it impact the employees.

2.2.3.2 Leadership Theories

Trait Theories

The studies conducted during the 1930s and 1940s were majorly on those that focused on the examination of traits to explain leadership.

A trait leadership theorist is an individual who holds the belief that qualities such as intelligence, sense of responsibility, creativity, and other values have the potential to enable anyone to become an effective leader, regardless of whether these qualities are innate or acquired. The American psychologist Gordon Allport conducted extensive research and identified nearly 18,000 English terms that are relevant to personality.

The objective of the trait theory of leadership was to enhance comprehension of the specific personality traits that contribute to effective leadership. This was achieved through a comprehensive analysis of leaders' mental, physical, and social characteristics.

Statement of Leadership Qualities

The qualities of sincerity and trustworthiness are highly valued in professional settings.

Self-confidence

Relevant Skills and Expertise for the Role

The individual exhibits a strong drive and unwavering determination.

The concept of intelligence.

The trait theory places significant importance on the personality traits that distinguish leaders from others and contribute to their success, such as dedication, integrity, and self-assurance. However, it is important to note that associating specific traits with leadership may limit the applicability of this concept to certain individuals while excluding others. Additionally, other factors are-

* Emergence of the nascent state of the field of psychometrics in the 1930s, which makes it not feasible to rely on personality trait any longer.

• Inadequate data collection samples

* The context of the leader was not taken into consideration, and

* There was a lack of clarification regarding the connection between the characteristics and their influence on leadership.

In any case, Gordon Allport's research is significant due to his pioneering use of a behavioural approach in studying leadership from the perspective of personality psychology. Several studies have extensively examined the characteristics of present-day leaders with the aim of identifying the factors that contribute to their leadership abilities. The findings of these studies consistently indicate that the only discernible traits that differentiate leaders are a slightly above-average height and a slight advantage in IQ. Mentioned below are the features of leadership as identified.

* Being honest. This entails consistently upholding truthfulness and sincerity in all interactions and transactions with others.

* Forming judgements based on immature emotions or impulsive reactions is contrary to the concept of competence, which is rooted in rationality and moral principles.

- * Developing goals and cultivating a shared vision for the future is a fundamental aspect of forward-thinking. Accomplished leaders achieve this by envisioning their desired outcomes and delineating the necessary steps to achieve them.
- * Exude a sense of confidence in both ones professional and personal endeavours, serving as a source of motivation for those around you.
- * Proficient in conducting comprehensive research, adept at reading and demonstrating resilience in tackling complex assignments.
- * Demonstrating fairness entails exhibiting empathy towards others by taking into account their emotions, beliefs, interests, and overall welfare when making decisions.
- * Appreciation of and pursuance of diversity.
- * Demonstrating resilience and perseverance during challenging times and exhibiting composure and confidence in the midst of adversity.
- * Being forthright in exercising exceptional discretion and making appropriate decisions at the opportune time.
- * Creativity in generating innovative and enhanced objectives, concepts, and methodologies to address challenges in a prompt and efficient manner.

Behavioural Theories of the 1940s and 1950s.

The advancement of psychometrics, particularly factor analysis, has facilitated the quantification of the causal relationship between distinct leadership behaviours. Consequently, behavioural theories have emerged as a reaction to trait leadership theory, presenting a fresh viewpoint that emphasises the actions exhibited by leaders rather than their cognitive, physical, or interpersonal attributes. In the realm of behavioural theories, there has been a longstanding distinction between "task-oriented" and "people-oriented" leaders. While

various sources may employ different terminology to describe these categories, it is important to note that they possess underlying similarities.

Theoretical Perspectives on Risk in the 1960s

The concept of "Contingency Leadership" was introduced by Paul Fiedler in 1960. According to this concept, there is no universally optimal leadership style, and instead, leaders should adapt their approach to suit the unique circumstances they face.

According to prevailing contingency theories, it is widely acknowledged that leaders tend to exhibit their leadership qualities when they have confidence in the responsiveness of their followers. Esteemed experts in the field of leadership have also asserted that the essence of effective leadership lies in achieving a harmonious equilibrium between the demands, circumstances, and prospects at hand.

Theories of Transformative Leadership During the 1970s.

The concepts of transformational leadership were introduced by James MacGregor Burns, a renowned political sociologist, during the late 1970s. Burns made a clear distinction between transactional leadership, where a leader influences others through an exchange-based approach, and transformational leadership, where a leader establishes a connection with followers to enhance their motivation and morale.

Transactional theorists argue that effective leaders establish an environment where individual and organisational goals are in harmony. This is based on the belief that effective leaders are able to align their rewards or punishments with the performance of their followers on assigned tasks.

According to the Transformational Leadership theory, leaders who possess charismatic personalities have the ability to inspire and influence their followers. Additionally, this theory suggests that rules and regulations can be adaptable and flexible.

2.2.4 Motivation

Motivations refer to the various factors that influence the initiation, direction, intensity, and persistence of an individual's behaviour¹⁹¹. Motivation can be classified into four primary categories, namely physical, emotional, cognitive, and social. The physiological considerations encompass the basic human needs for eating, sleeping, and drinking. The emotions of love, hatred, fear, and jealousy all exert influence on one's behaviour. The perception of one's surroundings and one's beliefs about their abilities in life can be classified as cognitive factors. Social motivational factors encompass sociocultural pressures originating from various sources such as family, friends, instructors, and the media.

The inquiry into the factors that drive an individual's actions or conduct is partially addressed through the concept of motivation. In order to gain a deeper understanding of the rationale behind human behaviour, it would be beneficial to analyse the characteristics of motivation. It has been established that motivation is subjective, implying that what motivates one individual may not necessarily inspire another. The motivations of individuals cannot be comprehended using a universal approach. Furthermore, an individual's motivations have the potential to undergo changes as time progresses. The most evident demonstration of this concept is to contemplate the motivating factors behind a young individual. The potential offerings could include confectionery items, presents, or the potential for disciplinary measures for a young individual. In the future, after a span of 10 years, it would be prudent to reassess the perspective of the aforementioned individual, who would have transitioned into adolescence, in order to analyse their motivations. This individual may be motivated by the desire to gain admission to a renowned university, acquire their first vehicle, or be concerned

about the opinions and perceptions of their peers. The goals of an individual may undergo a transformation from childhood or adolescence to adulthood, encompassing aspirations such as homeownership, marriage, career advancement, and providing for a family. It would be imprudent to presume that the motivations of an adult remain unchanged from their earlier years. An individual's motivation in life is subject to change based on their unique circumstances.

It is plausible for individuals to possess unconscious motivations. This suggests that an individual may lack self-awareness regarding their own motivations. The desire to pursue a college degree may be motivated by a need for significance or an underlying feeling of inadequacy. Motives can also be organised in a hierarchical structure. The motivations of an individual can hold considerable importance to a certain degree. For example, if the other, more basic needs are not initially fulfilled, the priority for food and shelter will outweigh the desire for a new car.

2.2.4.1 Theoretical Perspectives on Motivation

Hierarchy of Needs Theory

One commonly employed motivational theory utilises the hierarchy of needs as a visual representation. Social scientists have identified five key motivational concepts that offer significant advantages for leaders in the workplace. The hierarchy of needs theory of motivation was developed by psychologist Abraham Maslow. Based on this concept, there exist five prerequisites that must be fulfilled in order to instigate motivation in an individual.

In order for a motivator to be effective, it is necessary for one need to be fulfilled beforehand. The five wants encompass various fundamental human needs, namely physiological needs, safety and security needs, social connection or belonging needs, esteem needs, and self-actualization needs.

Physiological needs refer to the essential bodily requirements that individuals must fulfil in order to sustain their survival in the external environment. These essential items encompass clothing, shelter, sustenance, and potable water. These demands hold significant importance in numerous developing nations, and for many individuals, they may represent their primary focus without progressing further in Maslow's hierarchy of needs. The timing of individuals joining and exiting this stage of the theory may be influenced by the economic conditions in nations such as the United States. Individuals at the physiological need level must first have their basic physiological needs met before they can contemplate joining a prominent social group or striving to acquire a more luxurious vehicle.

Individuals may not exhibit a strong motivation to acquire essential survival goods if they feel that their physiological needs have been adequately fulfilled. The primary motivators for individuals will be the desires for safety and security, as identified at the top of Maslow's hierarchy. At this stage, individuals seek security from domestic and workplace violence, along with a desire for structure and consistency. In order to experience a sense of comfort and confidence at this particular stage, it is imperative for an individual to have access to dependable and consistent employment opportunities. Here, an individual is striving to uplift themselves from poverty and enact transformative changes in their life.

The subsequent level in Maslow's hierarchy is characterised by the aspiration for social connection or a sense of belongingness. The initial two requirements identified by Maslow are safety and survival¹⁹². At this stage, the emotional needs of the individual are being

addressed. At this stage, an individual experiences a sufficient level of personal security to initiate social connections, foster a sense of belonging within a community, and engage in interpersonal interactions.

After the fulfilment of social and belonging needs, individuals develop a longing for self-esteem. At this juncture, the individual has become a member of a social organisation, such as a fraternal order or a church, and is currently endeavouring to persuade the group of their worthiness for membership by achieving an honour or accomplishing a notable feat that would garner admiration from fellow group members.

The aforementioned factors contribute to the aspiration for self-actualization, which represents the final stage in Maslow's hierarchy of needs theory. The individual is actively seeking to exert control over their personal and professional life in this particular circumstance. He is striving to realise his maximum potential as an individual. Individuals have the ability to transition in and out of different phases of Maslow's hierarchy at any point throughout their lifespan. A life event may result in regression to a previously achieved level after making progress to a higher level. In theory, individuals should strive to continually progress towards achieving self-actualization. Nevertheless, it remains feasible to experience multiple fluctuations before achieving a full recovery from the aforementioned life event and subsequently regaining an upward trajectory. Maslow's thesis highlights several key insights for leaders. Firstly, it suggests that a met need does not inherently serve as a motivator. Secondly, it emphasises that motivators can evolve and shift over time. Lastly, it underscores the perpetual drive of individuals to continuously improve themselves in various aspects of life. Nevertheless, numerous social scientists have raised concerns regarding Maslow's concept.

Motivation-Maintenance Theory

Herzberg's motivation-maintenance theory is a well-known motivational framework. It has been suggested that the motivating elements in this theory bear resemblance to Maslow's motivating factors. Based on Herzberg's theory, maintenance factors represent individuals' essential needs in life, encompassing aspects such as employment, financial compensation, job security, and interpersonal relationships¹⁹³. The physiological, safety, and belongingness needs proposed by Maslow can be likened to these elements. According to Herzberg, these factors are often overlooked and, as a result, they do not serve as motivating needs. However, their absence can lead to decreased morale and productivity in the workplace.

In specific cases, the lack of these elements may potentially motivate an employee to seek alternative employment opportunities. During challenging financial periods or economic crises, some businesses may opt to reduce certain maintenance requirements as a cost-cutting measure. However, this often leads to employee dissatisfaction, decreased motivation, and potentially even attrition. As a result, the organisation experiences a loss of talented employees, which could potentially hinder its ability to recover from unfavourable circumstances in a timely manner.

The motivational factors identified by Herzberg include responsibility, recognition, and achievement. This concept bears resemblance to Maslow's theory regarding the human need for self-esteem and self-actualization. Based on Herzberg's thesis, these motivating factors facilitate the personal and professional growth of employees. It was believed that in the absence of meeting these conditions, employees would potentially seek increased remuneration, extended vacation periods, and additional fringe benefits, all of which were encompassed within the maintenance conditions. Herzberg's thesis has been subject to criticism due to its assumption that all workers possess a universal desire to increase their workload and achieve greater productivity¹⁹⁴. Nevertheless, the current approach fails to account for individuals who prioritise job stability and are primarily motivated by

maintaining their current level of motivation, which is typically driven by financial compensation, rather than striving for additional motivating factors.

Expectation Theory

The expectation theory provides an alternative explanation for motivation. This theory is based on the premise that cultivating a positive self-image can serve as a motivating factor in achieving one's goals. Research suggests that individuals who prioritise certain goals by including them on their wish list are more likely to achieve them. The concept of the self-fulfilling prophecy suggests that by envisioning and having faith in a desired outcome, one can actively work towards making it a reality. This concept, however, assumes that individuals would exhibit moral behaviour in their pursuit of objectives, without addressing the specific means by which they would achieve this. For example, if an individual desired to acquire a substantial sum of one million dollars, an individual with ethical principles would diligently engage in efforts to accumulate and safeguard the funds. Conversely, an individual lacking ethical considerations might resort to unlawful means, such as orchestrating a bank heist, to obtain the desired amount. It is essential to ascertain the rewards that hold significance for each employee, establish explicit expectations regarding employee behaviour, and ensure that the desired performance levels are both ambitious and attainable. Leaders are advised to complete the following three tasks¹⁹⁵.

Theory X and Theory Y

Douglas McGregor is the proponent of the hypothesis on motivation known as Theory X and Theory Y. According to McGregor's theory, managers are advised to categorise their workforce into two distinct groups. Managers who adhere to Theory X hold the belief that employees require external motivation and supervision, as they are perceived to lack intrinsic motivation and exhibit a tendency to evade their responsibilities. Managers who adhere to

Theory Y hold a positive view of their staff members, perceiving them as committed to the organisation, motivated to exert effort, and inclined to take on accountability.

Goal-Setting Theory

According to the goal-setting theory, considered to be a fundamental theory of motivation, it is posited that prosperous businesses possess a unified objective or goal that each employee is diligently striving to achieve. The achievement of this objective serves as a significant source of motivation for the employees. Their increased dedication towards attaining this goal enhances the likelihood of its successful realisation. The employees of the company have a sense of purpose beyond their professional responsibilities due to this objective. Based on this concept, goals have the potential to inspire individuals in four distinct manners: by directing attention, stimulating effort, cultivating persistence, and creating an environment conducive to the utilisation of goal-attainment strategies and action plans¹⁹⁶. The objectives should possess a level of difficulty that renders them challenging to achieve, as this will effectively serve as a means of self-motivation for the personnel. Conversely, if the objectives are too easily attainable, they will not effectively fulfil their role as motivators.

2.2.4.2 Motivational Strategies

It is highly imperative for leaders to ensure that workers under them are motivated to bring about effective performance and from history, series of strategies which has yielded favourable results have been employed. A prominent way of fostering motivational strategies is by the introduction of job design in the establishment which involve option such as job rotation. This approach has proven to be a reliable way of motivating workers most especially in the manufacturing sector¹⁹⁷. It involves alternating the job stations of the employees on daily basis from Monday through Friday such that an individual worker would have been to all the

stations in a particular week. This approach is not limited to days of the week alone as it could also be done on weekly basis depending on the discretion of the company.

The advantages behind this can be stated in two ways. One, it engenders intrinsic satisfaction of the workers because they are at the end of the day part of the series of the processes in the production line. This approach is also beneficial to the company on the long run because it would have made all employees to fit in into all sectors of the production line such that any absentee would not be missed. Another of such strategy used to motivate employees by such organization is job enlargement. This involves increasing employees's responsibilities with new duties which will demand new knowledge as such, workers will not perceive their job as being monotonous.

One efficacious strategy for boosting employee motivation, which seems to have favourable outcomes, is the implementation of work enrichment. The aforementioned context is one in which the company tries to improve job satisfaction and appeal for its staff.

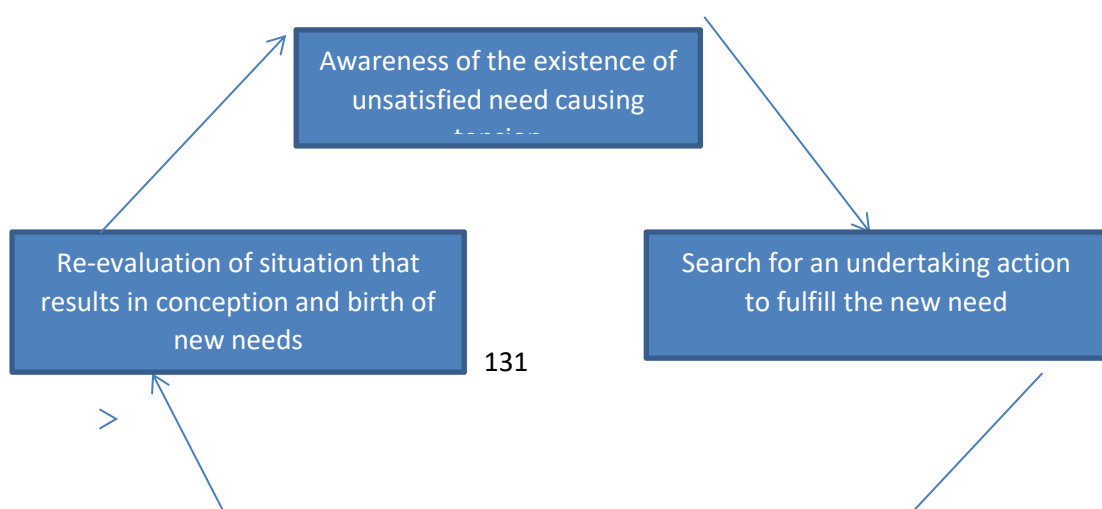
The subject matter pertaining to employee motivation is widely acknowledged and held in high regard by several organisations. Nevertheless, there is growing apprehension among many organisations about their capacity to thoroughly grasp and proficiently execute initiatives designed to foster employee motivation. The degree of employee motivation is a critical factor in influencing work performance and the overall success of a firm in reaching its objectives. To attain success, companies must possess a comprehensive understanding of the substantial importance of employee motivation. Acquiring a comprehensive comprehension of this particular subject matter is vital for augmenting efficiency. The act of motivating employees is often regarded as the central component of all leadership responsibilities. The concept of employee motivation is subject to varying interpretations among literary scholars. Motivation is often conceptualised as an intrinsic force that propels

individuals to participate in intentional actions or behaviours, guided by particular objectives within their cognitive framework¹⁹⁸.

The realisation of this aspiration has significant significance in the endeavour to maximise the combined capabilities of the workforce. These efforts are directed at guaranteeing the utmost standard of services or products and finally, the overall triumph of the organisation or establishment. It has also been defined as the intrinsic drive that propels an individual to actively use their skills in the pursuit of a pre-established set of goals. Motivation is often acknowledged as a potent catalyst that propels individuals to start and maintain their involvement in a certain endeavour with fervour¹⁹⁹.

Nevertheless, it is crucial to recognise that several scholars have espoused the notion of motivation as a multifaceted and dynamic phenomenon comprised of a series of interconnected stages and behaviours²⁰⁰. Hence, motivation may be conceptualised as a cognitive phenomenon that engenders a collective urge among people within a group to collectively channel their individual endeavours. Moreover, a theoretical thesis posits that the impetus to participate in action emanates from an innate inclination to perform both personal and communal obligations that an individual has willingly undertaken. The idea of motivation encompasses several components inside the workplace, along with the establishment of advantageous working environments, stimulants, and incentives that facilitate the effective performance of employees' responsibilities.

stimuli, and incentives that allow employees to effectively carry out their responsibilities.



The Cyclic Process of Motivation²⁰¹

Figure 2.3: Cyclic Process of Motivation

Motivation serves as the driving force behind the expected advantages that arise from undertaking a certain course of action, together with the perceived probability of these advantages coming to fruition²⁰². From a particular perspective, it has been suggested that motivation plays a crucial role in guiding, overseeing, and controlling actions. Managers and organisational leaders have the crucial job of fostering and maintaining a deep feeling of enthusiasm and motivation among their subordinates, driving them towards the attainment of clearly stated objectives. Motivation serves as a pivotal factor that engenders employee enthusiasm, facilitating their ability to work independently and with ease.

Forms of Motivation: Internal (Intrinsic) and External (Extrinsic)

There are two fundamental forms of motivation: intrinsic, often referred to as internal motivation, and extrinsic, commonly known as external motivation.

Motivation has a crucial role in influencing the extent, orientation, and calibre of performance. Motivation has a significant role in several aspects of human functioning, such as brain activity, conduct, and the unique variations that may be seen in our everyday experiences. Within the realm of human life, individuals demonstrate a wide range of

objectives that they diligently endeavour to achieve. Motivation, being a basic component, assumes a crucial role in an individual's well-being, acting as the main driving force behind all endeavours aimed at attaining certain objectives. In order to adequately meet the specified criteria, it is important to possess a thorough comprehension of both the aforementioned qualifications and their related objectives. Based on the principles of Maslow's hierarchy of needs theory, people often exhibit a primary motivation after their unfulfilled needs have been adequately satisfied.

Also, based on the hierarchical model of requirements, it is theorised that humans are motivated by unmet needs, based on the assumption that satisfying basic needs is a prerequisite for pursuing higher-level wants. Employees that possess a high level of motivation and perseverance exhibit a proactive inclination to enhance their productivity and expertise, thereby elevating the probability of generating work that is of outstanding calibre. Motivational conduct pertains to the inclination of a person to actively seek favourable results. On the other hand, there are people who may choose to lack motivation as a means of circumventing the emergence of adverse outcomes. There is a consensus among scholars that the avoidance drive is considered to be the more potent of the two²⁰³. The act of applying force, whether by pushing or dragging, has a noticeable impact on humans, which may be attributed to their motivation. In the context of the tourism sector, push factors pertain to the many aspects that have an impact on the demand for travel experiences. Conversely, draw factors include the components that contribute to the provision of those experiences.

Push factors comprise the fundamental inclinations of humans. An individual who is motivated by internal factors will undoubtedly develop a deep sense of purpose. Furthermore, it is crucial to acknowledge that push incentives have a significant correlation with internal or subjective stimuli. The stimuli include a wide range of forms, including the inclination towards relaxation, the pursuit of physical well-being, the need for adventure, or the intention

to foster family bonds²⁰⁴. Motivation has a significant role in shaping the behavioural tendencies shown by students as they strive to achieve their objectives and enhance their academic abilities. The simultaneous presence of intellectual curiosity and a strong thirst for information plays a pivotal role in motivating pupils, and when these factors are combined, they contribute significantly to the attainment of success.

Frequently, the attainment of success in a certain pursuit often leads to heightened inquisitiveness, an enhanced inclination to gain information, and an ongoing cycle of motivation directed towards a specified goal.

Internal (Intrinsic) Motivation

Internal motivation pertains to the intrinsic desire or drive that people possess to participate in a certain activity or pursuit²⁰⁵. It is evident that the topic under consideration has a noticeable degree of intellectual depth.

Intrinsic motivation encompasses the inherent forces that drive people, teams, and organisations towards achieving their goals and objectives. The effective incorporation of intrinsic motivation leads to a notable increase in productivity and the achievement of personal gratification. Intrinsic motivation pertains to the engagement in a conduct driven by an intrinsic desire or requirement, rather than being motivated by a particular external reward. The capacity to cultivate intrinsic motivation lies in the existence of demanding tasks, the possibility for autonomy, the reception of acknowledgment, and the facilitation of cooperation. Various discrete expressions of intrinsic drive have been duly recognised, including notable psychological motivations, such as acknowledgement and esteem.

Scholars have elucidated the notion that managers and leaders need to foster intrinsic motivation among their staff, since it is often seen as possessing more durability compared to extrinsic drive. Furthermore, it was underscored that leaders assume a crucial role in

cultivating intrinsic motivation, namely via the recognition and engagement of workers, since these elements are fundamental in eliciting inspiration within individuals. In academic discourse, intrinsic motivation is often described as the voluntary engagement in a certain activity or conduct driven by the inherent satisfaction and enjoyment obtained from participating in that pursuit²⁰⁶.

Moreover, there exists significant empirical data that establishes a strong positive association between intrinsic motivation and the efficacy of teaching approaches. The inherent drive to share information and foster academic success is essential within the realm of education. The primary motivation for a significant portion of educators is from the satisfaction they get while successfully imparting skills and information. Acquiring intrinsic motivation is a considerable challenge due to its reliance on an individual's innate desire. Administrators has the capacity to foster motivation among the teaching staff via the provision of more autonomy, thereby creating an atmosphere that encourages educator independence. The promotion of intrinsic motivation may be enhanced by giving educators the autonomy to use judgement in topics relevant to their duties and professional efficacy. Furthermore, giving educators the independence to use their imaginative abilities in the development and implementation of educational projects would foster a deep dedication within the teaching profession.

Leaders possess an innate capacity to nurture and stimulate motivation among their subordinates by their altruistic behaviours, such as offering commendation, exhibiting reverence, and granting acknowledgment. These variables are often seen as being more significant than financial incentives, especially in settings characterised by a pronounced hierarchical framework. The creation of a supportive atmosphere that fosters the intellectual growth of educators, allowing them to engage in active inquiry and critical analysis of their teaching methods, has the potential to enhance motivation. Based on the previously described

empirical results, a hypothesis was formulated suggesting that educators who feel a deep sense of satisfaction and connectivity are more inclined to demonstrate increased motivation to persist in their teaching efforts, motivated by the desire to attain similar accomplishments.

External (Extrinsic) Motivation

Extrinsic motivation pertains to the driving force or incentive that originates from external factors. It is characterised by its origin from external sources, in contrast to its internal generation inside a person, team, or organisation. The achievement of extrinsic motivation leads to the acquisition of social rewards. This specific kind of motivation serves as a driving force for people to participate in different activities with the aim of obtaining concrete incentives, such as job security, career progression, post-employment perks, higher remuneration, and a favourable work atmosphere. Nevertheless, sustaining extrinsic motivation may be a challenging undertaking, since it has a tendency to diminish when incentives are absent or when those benefits no longer possess their inherent worth. Extrinsic motivation is derived from external stimuli and effects, fundamentally.

Positive extrinsic motivators in the professional domain might include several factors, including a competitive remuneration package, an extensive range of insurance benefits, a retirement scheme, and supplementary privileges. The notion that these characteristics significantly enhance motivation and foster a feeling of achievement in one's professional pursuits is generally recognised. According on the existing literature, scholars have concluded that the efficacy of monetary and supplemental perks in incentivizing workers may not be as substantial as previously assumed. However, it is contended by several scholars that these incentives continue to have considerable importance, especially when it comes to fulfilling the basic requirements of persons, including security, housing, food, and overall well-being, as elucidated in motivation theory²⁰⁷. Moreover, it is vital to recognise the

presence of certain elements that operate as stimulants for the decrease in educator motivation. The demotivation experienced by educators may be attributed to the prevailing perception held by persons in alternative industries that teaching is a career of lesser status when compared to fields such as engineering, law, and medicals²⁰⁸.

Several variables have been recognised as contributing to the demotivation of teachers. The factors encompassing this phenomenon consist of heightened levels of stress, fluctuations in instructional methods, apprehensions surrounding job security, and substantial burdens. The expeditious resolution of these problems by administrators is crucial for the maintenance of elevated levels of teacher motivation. Although intrinsic motivation is often seen as being more significant than extrinsic motivation because of its enduring impact, it is important to actively pursue extrinsic motivation. Furthermore, it is apparent that there exists a subgroup of educators that exhibit a lack of enthusiasm for the esteemed vocation of teaching, instead prioritising the acquisition of rudimentary information to an excessive degree. Educators might be motivated to enhance their performance via incentives, hence increasing the possibility of compensation rises.

The fundamental essence of extrinsic motivation is in its capacity to enhance task performance. There are many variables that contribute to the augmentation of extrinsic motivation, which also function as deterrents against discontentment among instructors or employees. The degree of satisfaction reported by instructors is influenced by a range of external variables, including the execution of educational programmes, the existing conditions of service (such as job security), and the adoption of policy changes. Furthermore, while examining the elements that influence teacher motivation, it is crucial to take into account the physical conditions of the educational institution and its amenities, the accessibility of instructional materials, the supply of supplemental benefits, and the workload

of teachers. To optimise overall performance, it is crucial for administrators to focus their attention on these diverse elements

2.2.5 Quality of Work Life

The notion of Quality of Work Life (QWL) encompasses the overall satisfaction and well-being that people encounter in their professional pursuits. The criteria included in this context encompass a diverse range, including elements such as job security, the equilibrium between work and personal life, employee engagement, and the overarching work environment. Quality of Work Life (QWL) places emphasis on the need of establishing a favourable and supportive workplace.

During the latter part of the 1960s, General Motors and the United Auto Workers were pioneers in the introduction of the concept of Quality of Work Life (QWL). The phrase was first introduced in order to delineate the degree to which people perceive occupational contentment within their distinct professional roles. The notion of Quality of Work Life (QWL), first proposed by Irving Bluestone, emerged as a quantitative metric designed to assess employee satisfaction and development. The subject in question has undergone a significant process of change throughout its evolution, leading to the establishment of a comprehensive methodology and a diverse range of initiatives aimed at improving the productivity and effectiveness of the workforce. The development and implementation of fledgling Quality of Work Life (QWL) programmes were primarily facilitated by labor-management collaboration. The progression described resulted in the creation of work settings where individuals actively participate in cognitive activities such as problem-solving and decision-making, hence enhancing their overall work encounters. Furthermore, there is an increasing focus on the well-being of workers within the realm of management attitudes, with the main goal being to cultivate favourable interpersonal connections and enhance the overall quality of work settings²⁰⁹.

During the mid-1970s, there was a notable emergence of academic research in the topic of Quality of Work Life (QWL). This research aimed to thoroughly investigate and afterwards apply targeted modifications and strategic initiatives inside business organisations. The main goal included not only the improvement of overall productivity and profitability, but also the cultivation of a more profound level of employee involvement, identification, and happiness with their professional pursuits. A number of approaches may be identified as examples, such as the use of collaborative work teams, the establishment of self-governing groups, the deployment of job enrichment initiatives, and the adoption of socio-technical transformation methodologies. Although these strategies possess the capacity to provide substantial outcomes, it is essential to acknowledge that they do not serve as a universal remedy for all challenges. Instead, it would be advisable to adopt and apply these policies in a systematic and deliberate manner. When contemplating the topic of Quality of Work Life (QWL), individuals often find themselves directing their attention towards the aforementioned initiatives.

2.2.5.1 Emergence of The Idea of Quality of Work Life (QWL)

The Concept of Quality of Work Life as an Outcome.

The beginnings of the Quality of Work Life (QWL) movement have been attributed by some sources to the British coal mines almost half a century ago. During the period spanning the 1950s and 1960s, the idea of Quality of Work Life (QWL) was mostly understood as a construct centred on outcome variables, including work satisfaction and psychological well-being. This viewpoint emphasised the need of comprehending the impacts of employment on the person. There is a concept that advocates for the assessment of businesses' performance in delivering a praiseworthy Quality of Work Life (QWL) experience to their employees. The

phrase "Quality of Work Life" (QWL) in the United States is believed to have originated in the late 1960s or early 1970s, as suggested by researchers. The University of Michigan conducted a series of countrywide surveys on attitudes between 1969 and 1973, which brought significant focus to the concept of "quality of employment." This word refers to the overall impact that job-related experiences have on people.

The concept of Quality of Work Life (QWL) encompasses a complete framework and technique aimed at assessing and improving the overall satisfaction and welfare of employees within the organisational setting.

Quality of Work Life as an Approach and Method

A novel perspective on Quality of Work Life (QWL) has surfaced, placing more focus on human results rather than organisational goals. During this period, the enhancement of Quality of Work Life (QWL) was often seen as advancing along two separate but interrelated paths. Considerable emphasis has been given to the intentional effort to alleviate or remove unpleasant aspects of the job and working environment. This effort aims to reduce weariness, boredom, and psychological suffering. The alternative model placed a higher emphasis on improving the skills and capabilities of existing employees, as well as aligning work circumstances with a positive perspective. This course of action was implemented with the aim of promoting and incentivizing individuals and society at large to participate in conduct that is commonly recognised as praiseworthy or beneficial.

The concept of Quality of Work Life (QWL) is a forward-thinking socioeconomic initiative that seeks to enhance the overall welfare and contentment of persons in their occupational endeavours. QWL endeavours to create a milieu that fosters an ideal equilibrium between work and personal life, facilitates individual growth, and enhances contentment by prioritising the holistic well-being of its workforce.

Quality of Work Life as a Movement

During the 1970s, the concept of Quality of Work Life (QWL) was mostly seen as a movement rather than a structured strategy. The notion was seen as an ongoing process, without a clear-cut initiation, advancement, and culmination, that may be initiated on one day and terminated on the next²¹⁰. The primary goal was to enhance the organization's allocation of resources, with a specific focus on optimising its human capital. The aim was to exceed prior achievements and pursue ongoing improvement in the next term. Furthermore, the objective was to foster a shared consciousness and understanding of the worries and requirements of their fellow peers, together with an increased inclination to recognise and address these concerns and requirements, among all members of the institution.

The Impact of Labour Unions on the Quality of Work Life (QWL).

In the domain of academia focused on the study of Quality of Work Life (QWL), it is commonly acknowledged that the attainment of QWL objectives necessitates the indispensable involvement and endorsement of labour unions. The practise of collective bargaining has resulted in a broad acknowledgment of the significance attributed to the Quality of Work Life (QWL)²¹¹. The current obligation is with both management and the union to exhibit their steadfast dedication to fostering local initiatives and experiments that seek to augment employee participation in the decision-making process, so enhancing the work environment. The intricate process is meticulously supervised by committees and facilitators who adeptly advocate for the interests of both the labour union and the management group. The process entails delivering comprehensive guidance on work goals and offering training on the intricate dynamics of group interactions. In order to successfully execute Quality of Work Life (QWL) initiatives, it is essential to build a mutually advantageous cooperation between management and the labour union. The establishment of

this collaboration need to be predicated upon a mutual comprehension and acknowledgement of the interests and beliefs held by the respective organisations.

Scholars have proposed that the effective implementation of a Quality of Work Life (QWL) programme necessitates the cultivation of an environment of collective bargaining marked by mutual respect among the parties involved. Given the present circumstances, it is imperative that efforts be directed towards the identification and implementation of efficacious resolutions, rather than resorting to adversarial strategies aimed at gaining an upper hand over the other side²¹².

Quality of Work Life (QWL) as Need Fulfilment, Well-being and Work Wellness

Over the last several decades, there has been a discernible trend in academic research focusing on the examination of Quality of Work Life (QWL). This transition has been characterised by a distinct emphasis on comprehending the subjective perceptions of workers and proactively attending to their varied requirements. Although a specific and globally agreed definition of Quality of Work Life (QWL) may not exist, scholars in the fields of industrial psychology and management usually concur that QWL pertains to the holistic state of well-being and contentment experienced by persons within the labour force. It is important to acknowledge that the concept of Quality of Work Life (QWL) should be distinguished from mere job happiness.

The academic discourse around the concept of work life quality has recognised two primary theoretical frameworks: the viewpoint of need fulfilment and the spillover paradigm²¹³. The theoretical foundations of the idea of Quality of Work Life (QWL), which centres on the fulfilment of employee needs, draw from the scholarly frameworks established by notable researchers such as Maslow, McClelland, Herzberg, and Alderfer. Numerous academics have conducted comprehensive research and provided thorough explanations about the concept of

need fulfilment. The fundamental tenet of the Quality of Work Life (QWL) approach under consideration is that people possess innate wants that they endeavour to satisfy via their employment. The impact of the congruence between workers' occupational tasks and their particular requirements on job happiness. The spillover paradigm posits that there exists a relationship between satisfaction experienced in one domain of life and its influence on contentment in another domain, particularly with regards to the Quality of Work Life (QWL). The degree of work satisfaction that individual encounters may exert influence on several facets of their life, including, although not limited to, their familial connections, engagement in recreational pursuits, participation in community affairs, physical well-being, and financial stability. Spillover may manifest either vertically or horizontally. The concept of horizontal spillover pertains to the occurrence whereby the emotional condition experienced in one domain of an individual's life has an impact on a neighbouring domain. The degree of work satisfaction has the potential to impact an individual's sense of contentment inside their familial sphere, and conversely, the amount of happiness experienced in one's family life may also affect their overall job satisfaction. To gain comprehension of vertical spillover, it is necessary to possess a comprehensive grasp of the hierarchical framework within a certain area. It is a prevalent practise among people to cognitively arrange the many facets of their existence, including their occupation, familial relationships, recreational pursuits, and engagement with the community, in a hierarchical fashion. The superordinate domain, which is sometimes referred to as the encompassing realm of existence, represents the greatest level within the domain hierarchy. Scholars that specialise in the study of quality of life emphasise the significance of the emotions and concepts included within this expansive domain. These factors play a crucial role in comprehending life satisfaction, personal happiness, and subjective well-being. The primary facets of human existence, which are secondary to the ultimate degree of being, include familial connections, occupational pursuits, recreational

interests, and involvement in the community. The degree of contentment or discontentment encountered in each of these crucial facets of life has considerable sway over the broader domain, eventually moulding an individual's overall perception of life satisfaction. One prominent illustration of this phenomena is the vertical transfer of work happiness, which has a discernible impact on an individual's total life contentment. The aforementioned behaviour is sometimes referred to as vertical bottom-up overflow. It is essential to acknowledge that this idea should not be conflated with vertical top-down overflow.

The latter concept pertains to the influence of general life happiness on a particular facet of life, namely, an individual's work satisfaction. The notion of Quality of Work Life (QWL) is discernibly separate from the construct of job satisfaction. Job satisfaction is seen as a one consequence among many that arise from QWL²¹⁴. The influence of quality of work life (QWL) extends beyond mere job happiness. It exerts influence on several facets of life, including familial dynamics, leisure pursuits, interpersonal connections, and economic security, among other domains. Therefore, it may be inferred that the central focus of Quality of Work Life (QWL) extends beyond the attainment of work happiness. This academic inquiry delves at the substantial influence exerted by the office environment on individuals' levels of job satisfaction. Job satisfaction encompasses not just the state of being satisfied inside the professional domain, but also the level of satisfaction experienced in many facets of an individual's personal life outside the confines of work. The primary objective of this research is to investigate the notion of general life satisfaction, alongside the subjective perception of individual pleasure and well-being. These indicators have a strong correlation with the work environment. Furthermore, it is widely acknowledged that job satisfaction is considered a dependent variable within the context of the Quality of Work Life (QWL) paradigm²¹⁵. A discernible divergence exists between job satisfaction and the more comprehensive construct of Quality of Work Life (QWL). Traditional research on work

happiness generally focuses on the analysis of an employee's preferences and sources of discontent. These findings indicate that management engagement is important in order to properly address these challenges. In contrast to prevailing notions, the domain of Quality of Work Life (QWL) study underscores the significance of providing workers with many prospects to make substantial contributions to their respective businesses. The notion of job satisfaction may be seen as a simple means of comprehending the Quality of Work Life (QWL). Nevertheless, it is important to note that this observation does not necessarily imply the presence of a substantial impact exerted by the work environment on the people comprising its workforce. Numerous empirical studies on job satisfaction consistently indicate that employees tend to have a favourable disposition towards their respective occupations²¹⁶. Nevertheless, it is essential to acknowledge that researchers using the case study technique have yielded varying findings. The results of this study have shown a prevalent inclination towards rage, unhappiness, and boredom among employees²¹⁷.

Life Balance and Quality of Work Life

The notion of achieving equilibrium in one's life and pursuing a superior level of work-life satisfaction has significant impact in the contemporary professional landscape. Attaining a life balance between personal and professional obligations is crucial for holistic well-being. Effectively navigating through the many obstacles encountered in daily life may be a formidable undertaking for a significant portion of the population. One of the primary contributors to this scenario is the increasing inclination of humans to do protracted and arduous jobs that surpass the temporal constraints seen in previous periods. Nevertheless, it is crucial to acknowledge that there are other difficulties that need careful study, apart from the augmentation of working hours and the annual count of working days. The demographic makeup of the labour market and the structure of families have seen notable transformations, marked by a notable surge in single-parent homes and the emergence of dual-career couples.

It is of utmost importance to comprehend the many factors that contribute to the quality of work life. In this particular situation, it is important to thoroughly investigate the many aspects that contribute to enhancing the aforementioned quality.

2.2.5.2 Components of Quality of Work Life

The implementation of measures aimed at enhancing the quality of work life has the potential to significantly raise the effectiveness and productivity of workers. The notion is intricately linked to the fundamental concepts of work happiness, morale, longevity, effectiveness, and staff retention. The notion of quality of work life exhibits notable distinctions when compared to the frameworks of job enrichment and social information processing. The concept neither exactly conform to a singular theoretical framework nor expressly promote any particular technique. Conversely, it directs attention on the encompassing professional milieu and the broader ambiance that characterises it. The notion often referred to as Quality of Work Life (QWL) encompasses a set of eight significant characteristics that have been extensively acknowledged and discovered via a comprehensive examination. The characteristics are-

1. Suitable and Just Remuneration

The mere possession of a substantial wage does not ensure the existence of an industrious and driven crew. Hence, it is important to direct attention not just towards the monetary remuneration provided by an organisation to its staff, but also towards the intricacies pertaining to the framework, allocation, and administration of the compensation system. A consensus is reached between the employee and the employer to create a mutually agreed-upon wage. The establishment of the minimum wage rate is determined by the governmental authorities of the country, imposing a compulsory norm that companies are obligated to

comply with. This measure guarantees that employees get compensation that is not lower than the predetermined minimum level and promotes adherence to company obligations.

2. Secure and Conducive Work Environments.

In contemporary society, several firms endeavour to enhance the professional well-being of their workers by modifications in the workplace milieu. It is incumbent upon every employer to fulfil their legal duty of providing a work environment that is devoid of any recognised perils or risks. Furthermore, it is incumbent upon individuals to diligently comply with all prescribed safety and health standards that have been meticulously formulated in accordance with precise criteria. Employers often place a high emphasis on possessing a comprehensive understanding of the needs and rights of their workers, in addition to the legal obligations that safeguard their physical and mental well. This compels individuals to adopt proactive strategies in establishing constructive and inclusive work environments.

3. Development and Utilisation of the Innate Capabilities

Numerous individuals tend to exhibit elevated degrees of work satisfaction when they have optimistic beliefs of their prospective career trajectory. These possibilities include the potential for career advancement within their present company and the opportunity for professional development, as well as the possibility of securing work with a new employer. Limited impression of possible chances inside one's existing company is likely to result in a decline in overall work satisfaction.

4. Future Development Opportunity and Security Assurance

There has been a notable change in emphasis on the Quality of Work Life (QWL). In the past, the primary focus was mostly on matters pertaining to employment, however there is now a heightened emphasis on the more comprehensive realm of professional progression²³⁴. Prior academic research has shown a discernible degree of resemblance between the

aforementioned determinant and the one alluded to in the preceding discourse²¹⁸. The notion of "opportunity for personal growth" pertains to the significance attributed to the diverse array of prospects that people have at their disposal to advance in their professional trajectories. The notion of professional learning may be equally applicable to the advancement of one's career or the utilisation of prospects for succession.

5. Social Integration

Social contact is a supplementary element that has influence on the Quality of Work Life (QWL). There are five critical characteristics that are seen essential in guaranteeing favourable results for those engaged in these encounters. The aforementioned aspects include the establishment of a conducive atmosphere, the acceptance of diversity and inclusion, the promotion of equity and justice, the facilitation of flexibility and adaptation, and the cultivation of a feeling of belonging and self-identity.

6. Constitutionalism in the Workplace

In addition to the aforementioned dimensions and variables that contribute to the conceptualisation of Quality of Work Life (QWL), it is worth noting that there are other aspects which are often disregarded by professionals in the field of industrial psychology. These aspects generally relate to legal considerations and centre on the entitlements that persons should be afforded, irrespective of their decision to exercise or waive these rights. The aforementioned requirements largely concentrate on the use of formal procedures by work organisations to safeguard individual employees from unjust acts perpetrated by employers. This may be attributed to either the impact of trade union influence or the proactive efforts undertaken by the organisation itself.

7. Occupational Obligations and Personal Well-being.

The aforementioned statement examines the extent to which professional obligations and responsibilities intersect with different facets of an individual's personal life. The concept of attaining a harmonious equilibrium between professional and personal spheres necessitates the proficient management of work obligations, timetables, professional engagements, and travel arrangements, while concurrently ensuring the allocation of sufficient time for recreational pursuits and familial interactions. Furthermore, it encompasses the aspiration for ongoing professional development and career progression without the need for frequent geographical mobility.

8. Social Relevance of Work Life

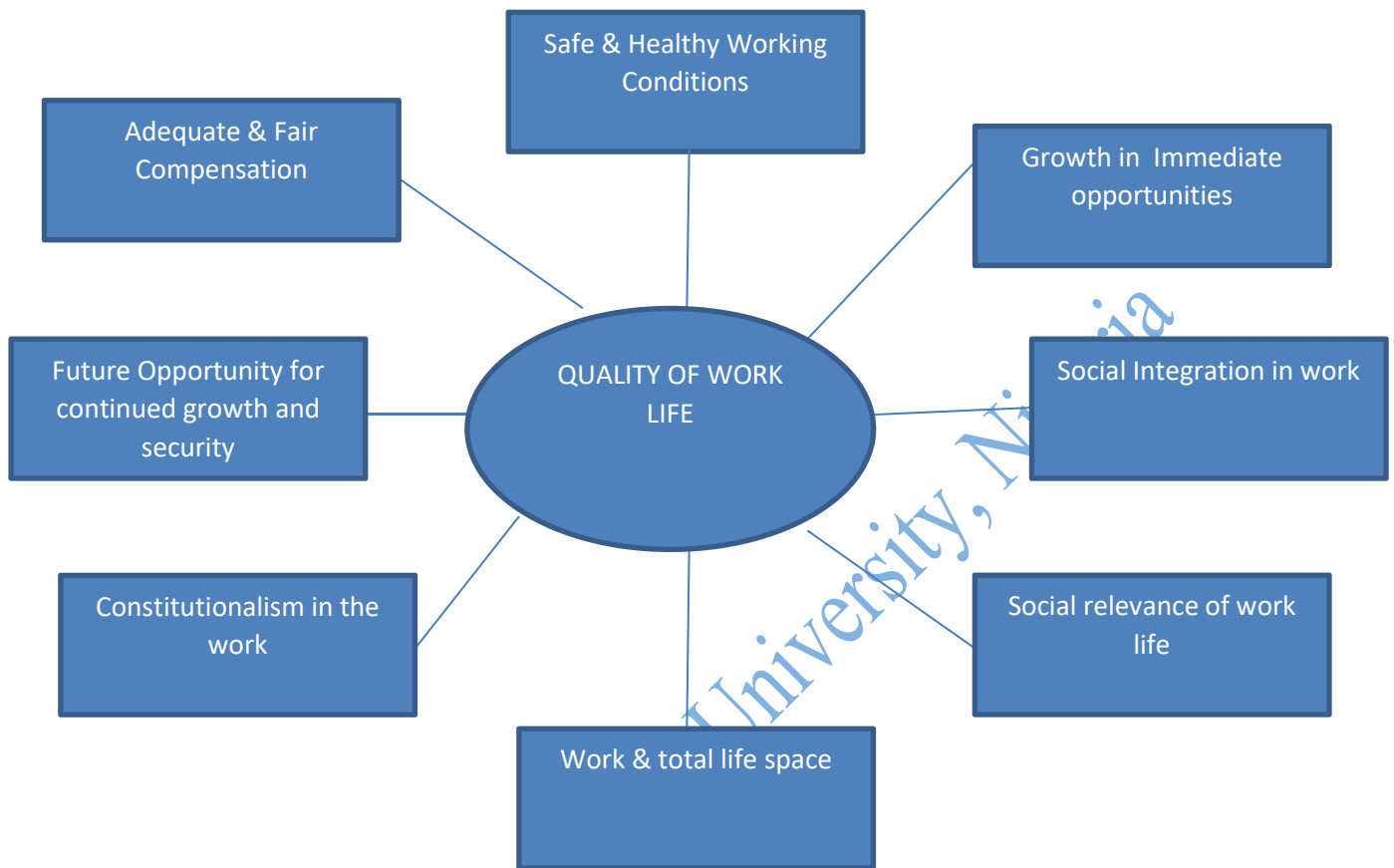
There exists a prevailing notion that firms that neglect to participate in socially responsible conduct may result in an increasing proportion of workers seeing a decline in the significance of their job and possibilities for future career advancement. Consequently, this might potentially have a detrimental influence on their self-esteem. The impact of an employee's performance inside an organisation is clearly linked to the quality of work life (QWL). The optimisation of an employee's skill utilisation and the enhancement of overall job happiness are fundamental elements in maintaining a high standard of work life quality (QWL) within a company. Hence, work organisations that are thought to yield favourable results are more prone to garner acclaim and enjoy a higher level of esteem in comparison to those that are believed to provide bad or detrimental consequences²¹⁹.

Definitions of Quality of Work Life (QWL)

Despite the considerable temporal distance since the inception of the Quality of Work Life (QWL) concept, a consensus or generally acknowledged definition pertaining to its precise constituents remains elusive. Over the course of time, a multitude of definitions have been put forth to demarcate the precise constituents that comprise the notion of Quality of Work

Life. Broadly speaking, the concept of Quality of Work Life (QWL) pertains to the holistic state of contentment and fulfilment experienced by individuals within their professional milieu. The notion pertains to the extent to which employees are capable of satisfying their intrinsic fundamental needs through their encounters within the organisation ²²⁰. There exists a proposition that posits the notion that the concept of Quality of Work Life (QWL) is predominantly centred around the augmentation of the overall welfare and efficacy of individuals in the workforce, achieved through the amelioration of work conditions and the enhancement of job characteristics. The concept of Quality of Work Life (QWL) is widely recognised as a methodical strategy implemented by organisations to cater to the various requirements and concerns of their workforce. It is further elucidated as a meticulously designed initiative with the objective of augmenting employee contentment and cultivating an environment conducive to perpetual growth within the professional sphere²²¹.

FLOW CHART



(The Quality of Working Life Model²²²)

Figure 2.4: Quality of Work Life Models

The notion of Quality of Work Life (QWL) is a complex and sophisticated term that spans several dimensions and interrelated aspects. In order to conduct a comprehensive assessment and get a comprehensive understanding of the Quality of Work Life (QWL), it is necessary to meticulously scrutinise and analyse its many constituent elements. The aforementioned elements comprise a wide range of dimensions pertaining to workplace engagement, job satisfaction, productivity, motivation, competence growth, job security, and the attainment of a harmonious work-life balance. The notion of Quality of Work Life (QWL) is intricately linked to a range of objective organisational elements and practises that provide workers a profound feeling of stability, contentment, and avenues for personal advancement and progress²⁴⁰. The aforementioned perspective has significant importance in facilitating the

success and growth of people within an organisational context. A diverse array of literature exists that provides many definitions of Quality of Work Life (QWL), demonstrating a comprehensive comprehension of this construct. The significance of indicators and traits pertaining to the Quality of Work Life (QWL) has been underscored by the writers. Nevertheless, it is crucial to acknowledge that this matter does not warrant substantial apprehension, since there are resemblances and discernible attributes among the things under consideration.

The extant corpus of academic literature pertaining to the topic of Quality of Work Life (QWL) is vast. Academics hailing from several geographical regions have conducted comprehensive analyses of the notion and its core elements across multiple industries. The academic inquiry conducted by Walton is a noteworthy and valuable addition to the existing body of research in the service sectors. The paper successfully identifies and explores the many elements that are intrinsic to these industries. The study's results suggest that service-oriented industries exhibit a notable prevalence of several elements associated with the Quality of Work Life (QWL). The aforementioned factors include equitable and sufficient remuneration, prospects for stability and professional advancement, secure and conducive work settings, assimilation into society, and respect to constitutional norms within the labour framework. Furthermore, it is important to provide channels via which people may promptly develop and use their talents and capabilities.

Several crucial components pertaining to the Quality of Work Life (QWL) have been discovered and acknowledged within the organisational framework of an insurance corporation. The components included in this context comprise of demanding duties, opportunities for professional advancement, a supervisor who appreciates and has confidence in the employee's abilities, the dynamic characteristics of the job, and the societal implications arising from the execution of the work. The concept of Quality of Work Life

(QWL) is intricately linked to the need of establishing a secure and risk-free work setting within the corporate services industry. Simultaneously, it is essential to provide just and equal remuneration for the workforce. Moreover, it encompasses the fundamental tenet of ensuring equitable access to job opportunities and career progression, along with a commitment to maintaining beneficial and nurturing working environments²²³.

Considerable discourse has taken place within the manufacturing sector over the adoption of techniques aimed at enhancing the Quality of Work Life (QWL). The techniques discussed in this context include a range of factors, including both the work environment and operational issues. These characteristics are designed to enhance and sustain employee happiness. The concept of Quality of Work Life (QWL) encompasses several significant components. These features comprise a range of factors, including thorough training programmes, well-structured incentive systems, abundant chances for professional development and progression, active involvement in decision-making processes, and guarantee of job stability²²⁴. A comprehensive inquiry was undertaken to assess the influence of occupational monotony on the overall Quality of Work Life (QWL) among nurses employed in hospital settings. The available empirical research strongly indicates that the involvement in routine job duties has a detrimental impact on the overall quality of work life. Moreover, empirical evidence suggests that the presence of work role conflict and work role ambiguity has a substantial influence on the overall quality of work life, as shown by the QWL measure²²⁵.

Moreover, a comprehensive examination of the evaluation of work-life quality for nurses in hospital environments has revealed several elements that lead to employee discontent and have a negative influence on their total work-life experience. The factors encompassed in this study comprise of substandard working conditions, overwhelming workloads, difficulties in delivering optimal care, professional seclusion, conflicts arising from role expectations, absence of acknowledgment, strained relationships with colleagues and supervisors, limited

prospects for professional growth, and exclusion from decision-making procedures. These variables have a substantial impact on the overall quality of work-life experienced by nurses²²⁶. Within the insurance business, it has been ascertained that the constituents of quality of work life include equitable and sufficient remuneration, prospects for professional advancement, enduring employment stability, cultivation of employee capabilities, a conducive work atmosphere, and the promotion of social integration. The correlation between performance and these characteristics has been shown via empirical research²²⁷. In the domain of information technology and the pursuit of optimum health and well-being, several aspects exhibit a strong correlation with the quality of an individual's working life. The aforementioned characteristics include elements such as the presence of employment stability, the attainment of career contentment, the establishment of a harmonious equilibrium between work and personal life, and the availability of prospects for professional development and progression²²⁸.

Prior studies have examined the inclinations of individuals employed in the information technology industry with regards to their Quality of Work Life (QWL). The present investigation has been primarily centred on a range of dimensions, including social integration, remuneration, well-being and security, constitutional adherence, human potential enhancement, and the holistic contentment encountered in their existence. When conducting an assessment of the work environment for female staff in textile manufacturing plants, it is essential to thoroughly examine a range of pertinent issues. These encompass a range of measures such as the implementation of robust health and safety protocols, the establishment of reasonable working hours, the equitable distribution of workload, the cultivation of a respectful atmosphere within the workplace, the establishment of effective mechanisms for addressing grievances, the promotion of harmonious relationships among colleagues, and the assessment of satisfaction levels through feedback mechanisms. The aforementioned areas

have significant importance in relation to improving the quality of work life within this particular environment²²⁹. The outcomes of the research have facilitated the identification of several analogous elements. This exhaustive inventory encompasses a range of components, including interpersonal relationships, societal support, individual autonomy, recognition, work environment, supervisor rapport, position clarity, work length, and additional benefits.

Academic researchers have undertaken studies in order to comprehend and delineate many characteristics and components associated with the Quality of Work Life (QWL), in conjunction with investigations particular to distinct industries. These elements include a reduced degree of occupational stress, a diminished probability of individuals voluntarily terminating their employment, a limited prevalence of occupational burnout, and elevated levels of job satisfaction. Moreover, it is noteworthy to acknowledge that several scholarly investigations have broadened the purview of Quality of Work Life (QWL) by including diverse facets such as incentive structures, employment stability, remuneration, and prospects for professional advancement. In an independent investigation, supplementary variables have been discerned, encompassing the facilitation of secure and salubrious work settings, the bestowal of independence in job-related responsibilities, and engagement in purposeful and gratifying labour²³⁰. Consensus among scholars and specialists is often seen about the composite nature of the whole work experience. The aspects included within this context comprise a good and nurturing work environment, the distinctive attributes inherent to the job role, interpersonal connections with colleagues, stimulating prospects for professional development, the autonomy to exercise autonomous decision-making, and individual progression. The aforementioned areas are widely recognised as crucial for enhancing the overall quality of work life across all industries, irrespective of their distinct attributes.

The aforementioned research has investigated many areas pertaining to the quality of work life. A multitude of research with comparable features have surfaced pertaining to the topic at

hand. Drawing upon a comprehensive examination of pertinent academic literature previously discussed, it is now feasible to provide a concise overview that encapsulates the prevailing themes identified in the majority of these investigations. The essential elements frequently taken into account for fostering a constructive and efficient work milieu encompass equitable and sufficient remuneration, secure and salubrious working conditions, prospects for personal and professional advancement, employment stability, a favourable rapport with superiors, adherence to organisational tenets, participation in decision-making procedures, and amicable associations with peers.

2.2.5.3 Quality of Work Life in the Higher Education Sector

The importance of Quality of Work Life (QWL) has equal relevance in the higher education industry as it does in other industries. A comprehensive examination was undertaken to compare the anticipated and present condition of Quality of Work Life (QWL) inside academic institutions. The aforementioned research elucidated the concept of Quality of Work Life (QWL) as a strategic framework aimed at enhancing the well-being of workers, hence leading to a substantial enhancement in the overall efficacy of the institution²³¹. A thesis has been put out positing that the Quality of Work Life (QWL) experienced by faculty members has a substantial impact on the educational standards maintained inside academic institutions. The influence of several elements pertaining to Quality of Work Life (QWL) on the quality of education has been well recognised. The main focus of this section is to the components associated with Quality of Work Life (QWL) within the realm of education, particularly in the context of higher education.

Insufficient academic investigation has been undertaken to comprehend the many elements constituting the intricate construct of Quality of Work Life (QWL) within the realm of education, specifically in the context of higher education. Nevertheless, it is crucial to acknowledge that there exists a finite quantity of research that possess the capacity to provide

useful information and make meaningful contributions to ongoing academic inquiries via the provision of profound insights. Academic inquiries undergo a rigorous review procedure, whereby their basic components are meticulously scrutinised and classified into three separate categories. After conducting a thorough examination of several scholarly research, it has been continuously observed and widely debated that the following elements have a substantial influence on enhancing the Quality of Work Life (QWL) within the realm of higher education. Furthermore, it is important to acknowledge the presence of elements that possess a moderate level of relevance or exhibit a medium degree of importance. In addition to their inclusion, these components are comprehensively and fully examined. Ultimately, the variables that have been identified as exerting little influence on job satisfaction and the quality of work life may be enhanced by implementing a logical arrangement of components. This method will assist persons engaged in the improvement of work-life quality within the context of higher education. This technique allows a concentrated examination of the fundamental components that professionals in the area of education constantly acknowledge when evaluating the calibre of their professional experiences.

2.3 Review of Empirical Studies

2.3.1 Leadership Styles and Organisational Citizenship Behaviour

Numerous studies have conclusively shown that transformational leadership exhibits more predictive effectiveness in promoting corporate citizenship behaviour compared to transactional leadership²³². Previous academic research has effectively shown a positive and statistically significant correlation between the leadership styles of transformational and transactional leadership and the concept of Organisational Citizenship Behaviour (OCB)²³³. Furthermore, it has been shown that transformational leadership has an increased ability to predict Organisational Citizenship Behaviour (OCB). In contrast, an independent research study has proposed that there is a noticeable absence of a link between transformative

leadership and the consequence indicated earlier²³⁴. This study aims to investigate the potential differences between transformational and transactional leadership styles and their respective impacts on Organisational Citizenship Behaviour (OCB). The primary objective is to determine if transformational leadership is more likely to foster OCB compared to a transactional leadership style.

There is a notion suggesting that leaders that prioritise interpersonal connections and the satisfaction of their people have the ability to foster organisational citizenship conduct within their organisation²³⁵. Prior research has provided empirical evidence supporting a positive relationship between leadership behaviour and organisational citizenship behaviour. This relationship has been found to be associated with higher performance evaluations, overall job satisfaction, and commitment to the organisation. Additionally, it has been linked to improved objective performance and satisfaction with supervisory practises^{236,237,238}. Hence, it may be deduced that organisational citizenship conduct encompasses obligations that beyond the boundaries of work performance, but have significant significance for the business. Moreover, an additional academic inquiry provides persuasive evidence about the beneficial consequences that arise from the existence of supportive leadership in promoting the implementation of organisational citizenship conduct among subordinates. Furthermore, it highlights the need of effective leadership in promoting the growth and adherence to established norms and practises of organisational citizenship conduct within collective units. Numerous research inquiries have been conducted to examine the complex connection between leadership behaviours and the expression of organisational citizenship behaviour.

Additionally, it is important to highlight the limited number of scholarly studies that have examined the potential impact of organisational citizenship behaviour on the complex relationship between various factors, such as transformational leadership style and organisational commitment. The empirical inquiry has provided evidence that the

moderating role of organisational citizenship conduct does not have a significant impact on the relationship between organisational commitment, transformational leadership, work motivation, and employee performance²³⁹.

However, it is crucial to recognise that the notion of organisational citizenship conduct functions as a mediator, possibly enhancing the impact of work satisfaction and organisational commitment on the overall success of the business. A thorough examination was conducted on a particular group consisting of 4,088 persons who were working in a gasoline distribution company. The primary aim of this study was to examine the significant impact of organisational citizenship behaviour on organisational commitment. Additionally, the study sought to explore the potential mediating role of organisational citizenship behaviour in the relationship between quality work-life and organisational commitment. The study's empirical findings indicate a substantial and statistically significant relationship between organisational citizenship conduct and its influence on the overall operation and dynamics of the organisation²⁴⁰.

This study provides support for the findings derived from previous research, emphasising the impact of both transformational and transactional leadership styles in fostering creative behaviour among workers. Effective leaders have a remarkable capacity to inspire and empower their subordinates, creating an atmosphere that facilitates the development of innovative ideas and concepts inside the organisational structure. Proficient leaders have a crucial role in fostering workers' creative work behaviour by facilitating encouragement and motivation. The core of effective leadership is in creating a conducive climate where workers are driven to actively engage in innovative initiatives, while also drawing inspiration from the leader's exemplary behaviour. The findings of this scholarly study indicate that academic institutions should integrate both leadership styles in order to create an environment that promotes the development of creative work habits.

In contrast to the previously described styles, this empirical study has shown that the laissez-faire leadership style does not have any noticeable impact on the display of creative work behaviour. Therefore, this academic inquiry provides support for the findings of previous scholars, indicating that the laissez-faire leadership style does not have a significant impact on the demonstration of creative work behaviour in the workplace^{241,242,243}. Moreover, the main aim of this research is to investigate the moderating effect of Organisational Citizenship Behaviour (OCB) on the relationship between leadership styles, notably transformational and transactional leadership, and creative work behaviour. This academic study suggests that different leadership styles, particularly transformational and transactional, may be used as a reliable measure to identify the existence of Organisational Citizenship Behaviour (OCB) and creative work behaviour. These results align with previous studies conducted by reputable researchers^{244,245}.

The present research presents empirical findings that provide credence to the proposition that Organisational Citizenship Behaviour (OCB) has a significant and positive role in mitigating the aforementioned association. Therefore, it can be inferred that the impact of transformational leadership on the development of Organisational Citizenship Behaviour (OCB) and creative work behaviour has significant importance, as previously discussed by knowledgeable researchers. This study contributes valuable insights to the existing body of empirical research by examining the positive relationship between transformational and transactional leadership styles and two important workplace outcomes: extra role behaviours, specifically Organisational Citizenship Behaviour (OCB), and innovative work behaviour. Notably, this investigation focuses on a non-western context, thereby expanding our understanding of these relationships beyond Western settings. Moreover, it provides support for previous academic studies about the relationship between transformational leadership and Organisational Citizenship Behaviour (OCB), as well as the relationship between

transformational leadership and creative work behaviour. The current research reveals a noteworthy finding that Organisational Citizenship Behaviour (OCB) has a mitigating role in the relationship between transactional leadership and creative work behaviour. The aforementioned results serve to substantiate and strengthen the current corpus of study within this specific field. Consequently, it has been shown that all of the presented hypotheses exhibit the requisite validity to support the empirical evidence.

This academic study explores the complex dynamics of the interaction between transformational and transactional leadership styles and their influence on creative work behaviour. The primary objective of this study is to provide a comprehensive understanding of the influence of organisational culture as a mediator in this particular association. It has been shown that both types of leadership have a significant role in creating a favourable atmosphere for innovation, hence enhancing workers' inventive behaviour. Moreover, it is evident that the influence of transformational and transactional leadership styles on the expression of creative work behaviour is perceptible.

2.3.2. Motivation and Organisational Citizenship Behaviour

A study conducted in Korea has shown interesting results about the correlation between Public Service Motivation (PSM) and Organisational Citizenship Behaviour (OCB)²⁴⁶. The present study used a sample size of 265 participants, which contributed to the overall strength and reliability of the findings. The study aimed to examine the impact of intrinsic work motivation on Organisational Citizenship Behaviour (OCB) using the Five Motivational Work Characteristics Model developed by Hackman and Oldham in 1975. This specific model incorporates a range of crucial aspects, including employment variety, uniqueness, significance, self-governance, and constructive assessment. The relationship between motivating job qualities and Organisational Citizenship Behaviour (OCB) is supported by

two well-established academic frameworks: social exchange theory and psychological contract theory.

The findings obtained from the Hierarchical Linear Modelling (HLM) research indicate that the influence of the elements contributing to Organisational Citizenship Behaviour (OCB) demonstrates heterogeneity across various sectors. The observed variability in results may be partly attributed to the random effect of an organization's categorization as either a public or private sector entity. The current empirical phenomena being examined pertains to the slightly higher average levels of Organisational Citizenship Behaviour (OCB) seen in the public sector. Despite the small magnitude of this impact, it is statistically significant. The study examines the complex relationship between sector disparities and Organisational Citizenship Behaviour (OCB), providing useful insights into the theoretical questions raised in the introduction. This research investigates the question of whether there is an increased occurrence of Organisational Citizenship Behaviour (OCB) in the public sector. Furthermore, this study aims to examine if the influence of Public Service Motivation (PSM) on Organisational Citizenship Behaviour (OCB) is contingent upon the engagement with the public sector. Indeed, there is evidence to support the notion that Public Service Motivation (PSM) has the potential to function as a predictive determinant of Organisational Citizenship Behaviour (OCB). Nevertheless, it is important to recognise that the industry in which a person is engaged does not impose any moderating effect on the effects of Public Service Motivation (PSM). This proposition posits that any noticeable discrepancies identified within sectors cannot be attributed only to higher levels of Public Service Motivation (PSM) within the public sector.

Previous academic research has provided insights into the fact that the impact of Public Service Motivation (PSM) on an organisation's overall success is contingent upon several contextual factors. Therefore, it is inadequate to attribute the heterogeneity in Organisational

Citizenship Behaviour (OCB) only to different sectors. Previous research has acknowledged that private companies may get benefits through the deployment of PSM²⁴⁷. The findings presented in this academic study provide support for the previously indicated perspective and illustrate the presence of a significant mechanism that links Public Service Motivation (PSM) and Organisational Citizenship Behaviour (OCB). Public Service Media (PSM) is characterised by its ability to effectively connect with and meet the needs of the broader public. On the other hand, an organisation represents a distinct kind of corporate organisation that operates based on a collective structure of values and principles, which the Public Service Media (PSM) can easily adhere to and align its efforts with. The differences between these two forms of corporate identity warrant further investigation into their possible relationship with prosocial motivation (PSM) and Organisational Citizenship Behaviour (OCB). For instance, work attitudes such as organisational identification or job fit, which form a connection between an individual's corporate identity and activity, may interact with the interaction between public service motivation (PSM) and Organisational Citizenship Behaviour (OCB). Moreover, it is important to take into account that the regulation of Public Service Motivation (PSM) and Organisational Citizenship Behaviour (OCB) may be subject to possible impact from a range of individual or organisational characteristics. These features may include several elements, such as the particular policy domain, the level of government jurisdiction, or the general degree of popular support. Moreover, in light of the lack of Propensity Score Matching (PSM) as a distinguishing factor between the private and public sectors, it remains unclear, based solely on the analysis presented in this article, which factors may contribute to the differences in Organisational Citizenship Behaviour (OCB) observed within these sectors. It is crucial for future academic pursuits to engage in an examination of this specific line of investigation, in order to further investigate the complex issue of

discrepancies in Organisational Citizenship Behaviour (OCB) that are present between the public and private sectors.

Researchers studying Organisational Citizenship Behaviour (OCB) in the private sector argue that further investigation is necessary to understand how different factors affect different types of OCB. This line of inquiry has the potential to enhance our understanding of public organisations and the nuanced differences among sectors.

This study contributes to the existing research on Organisational Citizenship Behaviour (OCB) by examining the impact of Public Service Motivation (PSM) and conventional public sector elements. It suggests that PSM is a significant predictor of OCB, similar to factors like goal clarity, job satisfaction, and Leaders Member Exchange (LMX). Empirical evidence consistently demonstrates that PSM has a stronger influence compared to other variables commonly used in academic studies on public sector organisational citizenship behaviour. While the study did not examine the long-term effects, it did find a positive correlation between goal clarity and Organisational Citizenship Behaviour (OCB). Optimising objectives enhances personal strategizing and promotes the dissemination of goals, creating opportunities for employees to engage in benevolent actions. Research has shown that both job satisfaction and leader-member exchange (LMX) are positively related to the display of Organisational Citizenship Behaviour (OCB) in various industries and sectors. Previous scholarly research has explored the complex relationship between job satisfaction and Organisational Citizenship Behaviour (OCB), focusing on the mediating and moderating influences within this connection. However, it is crucial to recognise the concurrent and noticeable impact. Managers in both sectors should prioritise the development of Proactive Socialisation Motivation (PSM) alongside the promotion of factors that contribute to Organisational Citizenship Behaviour (OCB), such as goal clarity, job satisfaction, and

Leader-Member Exchange (LMX). This approach aims to effectively encourage improved organisational behaviours.

The proposal to promote these precursors should be considered in light of growing empirical evidence that reveals potential negative aspects of Organisational Citizenship Behaviour (OCB). It is important to acknowledge the risks posed by exploitative managers who take advantage of their subordinates' kindness, as well as the challenges faced by employees who must maintain high levels of organisational effectiveness with limited resources. Managers can exhibit Organisational Citizenship Behaviour (OCB) even without fair procedures or appropriate incentives, which may lead to a decline in OCB. It is crucial, both academically and practically, to distinguish between OCB (Organisational Citizenship Behaviour) and CCB (Counterproductive Work Behaviour). Recognising the possibility of employees demonstrating motivation beyond their assigned duties, influenced by positive and negative incentives, is crucial. Moreover, numerous revelations have surfaced regarding the inherent disadvantages of using PSM. Given the tendency of public sector employees towards Public Service Motivation (PSM) and the existing empirical evidence linking PSM to Organisational Citizenship Behaviour (OCB), it is important to further investigate the underlying mechanisms that drive these phenomena.

One notable limitation of this study is its reliance on cross-sectional data obtained from self-reported survey responses. It is important to recognise that statistical correlations should not be interpreted as conclusive evidence of causality. Additionally, it is important to consider that the observed behaviour may reflect the participants' idealised self-perception rather than their actual actions. Another constraint of the data is the lack of observations on specific subgroups within public institutions, such as the disparities between federal, state, and local levels. Additionally, it is crucial to consider the inherent limitations of the data, which have a limited level of specificity. It is crucial to assess the generalizability of the conclusions,

which primarily focus on the United States, to other nations. The variables being analysed are highly significant in various cultural and geographic contexts. However, it would be unwise to make unsupported assumptions about the applicability of the observed empirical relationships that are limited to the United States.

A final shortcoming of the study is its treatment of the public-private dichotomy as a fixed binary, without acknowledging the inherent flexibility that exists in collaborative governance within this domain. The inclusion of a dummy variable necessitates the specification of the model across the spectrum of public and private sectors. Using continuous variables to assess the level of publicness would have been a more appropriate approach for determining the differences between private and public domains. However, due to the limitations of the data from the General Social Survey (GSS), it was not feasible to implement the measure. Based on our previous discussion, we highlighted the benefits of making inferences from the differentiation mentioned earlier. These two domains have separate institutional frameworks and mechanisms, both conceptually and ontologically. However, it is important to acknowledge that the current institutional environment does not have clear boundaries in this regard. Various organisational entities engage in public governance, including nonprofit organisations, government corporations, community-based associations, and religious institutions. The interaction between these organisations also contributes to hybridity, as it involves a fusion of financial support from various sources, delegation of tasks by governments to external entities, and cooperative governance frameworks. To draw deductions from this investigation, it is essential to understand the complexities within the institutional framework regarding the concepts of "public" and "private."

2.3.3 Quality of Work Life and Organisational Citizenship Behaviour

Haughey and Murphy conducted a significant study in 1989, examining the quality of teachers' work life in Canada. Robust leadership is highly valued in professional settings. It is associated with providing secure working conditions, individual agency, positive relationships between the organisation and the community, effective student discipline, and a sense of fulfilment. A follow-up investigation on the impact of Quality of Work Life (QWL) on principals and teachers has found that factors such as teacher engagement, professional collaboration, the pedagogical environment, and the effective use of knowledge and skills have positively influenced QWL²⁴⁸.

A thorough analysis of a representative sample of educational institutions in Australia has revealed several positive factors that have had a significant impact. The factors mentioned include feedback, professional engagement, participation in decision-making, leadership development, disciplinary policy, and autonomy²⁴⁹. However, it is important to note that the elements of educators' synergistic interaction and student conduct management have been found to have relatively less significance. A significant study in the field of higher education reveals that the nature of work and the specific characteristics of the job significantly influence employee satisfaction²⁵⁰. To foster greater employee commitment and satisfaction, it is crucial to create an improved work-life environment.

A thorough study on the evaluation of work life quality has identified several key factors that significantly impact work life quality, organisational commitment, and job satisfaction. This compilation includes various elements such as health care benefits, remuneration, retirement benefits, employment stability, recognition of achievements, work environment, availability of child care facilities, participation in decision-making processes, fair performance evaluations, and equitable resource allocation²⁵¹. The employees highly valued the autonomy given to teachers and the respectful atmosphere, which included opportunities for

intercultural engagement and professional networking. Remuneration was identified as a significant determinant of employee satisfaction within the occupation.

A study was conducted to assess the quality of professional life among mathematics educators in Maryland, with the goal of enhancing their levels of satisfaction and effectiveness. A thorough survey instrument was carefully designed, focusing specifically on five distinct domains. The study considered several factors, including professional interaction, teacher efficacy and respect, teacher agency, goal congruence, and appropriateness of load. The available evidence indicates that mathematics educators at the mentioned institution face a significant workload due to numerous tasks and responsibilities. Moreover, these individuals experience a significant lack of autonomy and self-determination in their roles as professionals. Despite their unwavering dedication to knowledge dissemination in their respective domains. This proposition suggests that the combination of a heavy workload and lack of autonomy were not considered significant aspects of the work environment.

A thorough investigation was conducted at a prestigious Malaysian higher education institution to examine employees' perceptions of their work life quality. The study utilised ten variables or components that are inherently associated with the concept of Quality of Work Life (QWL). The variables considered in this study include meaningfulness, pessimism towards organisational change, resource availability, support, autonomy, self-determination, self-competence, work-family interference, interpersonal relationship quality, and overall impact. After conducting a comprehensive analysis of the 10 variables, it has been determined that only 3 variables show a significant correlation with job satisfaction. This has a noticeable impact on the overall Quality of Work Life (QWL)²⁵².

A thorough investigation was conducted to examine the complex relationship between employee performance at Esfahan Medical University. Empirical evidence suggests that

various factors, such as fair and adequate compensation, opportunities for career growth and stability, a safe and healthy work environment, the development of employees' skills and abilities, the promotion of a harmonious workplace atmosphere, adherence to legal principles, achieving a balance between work and personal life, and fostering social cohesion, are significantly correlated with the quality of work experience and employee performance. The study's findings indicate that important factors to consider include improving human capabilities, addressing various aspects of life, integrating into professional settings, and adhering to constitutional principles within the organisation²⁵³.

The analysis of Quality of Work Life (QWL) among university employees and the relationship between job satisfaction and work life has produced similar results. Recent research has identified autonomy, superior support, and personal growth as significant components of Quality of Work Life (QWL) in the education sector. These factors have been identified as crucial contributors to the overall job satisfaction of individuals in this field²⁵⁴. Their absence has caused dissatisfaction and disillusionment about their position in the academic institution.

A thorough quantitative study was conducted to examine the effects of several aspects of Quality of Work Life (QWL) on the attitudes and general well-being of educators at privately-owned educational institutions in Pakistan. Based on empirical evidence, it can be inferred that various factors such as the prevailing work environment, subjective evaluation of work's value, and balance between professional and personal life significantly impact individuals' attitudes towards work. Consequently, these factors contribute to enhancing the overall quality of employees' work experience²⁵⁵. A thorough examination was conducted to analyse the many aspects that impact the Quality of Work Life (QWL) of educators in a specific educational jurisdiction in Trinidad and Tobago. Through the use of quantitative methods, a comprehensive investigation has determined that social integration, factors related

to pupils, and intrinsic traits have emerged as the primary elements that impact the quality of work life for teachers²⁵⁶.

The complex relationship between Quality of Work Life (QWL) and Organisational Citizenship Behaviour (OCB) involves the deliberate implementation of a complete plan aimed at enhancing the entire quality of work life encountered by employees. This comprehensive strategy plan comprises a range of measures designed to improve the organisational culture, consequently promoting the progress and excellence of the workforce. The prioritisation of resource allocation towards the growth and well-being of employees is generally recognised as a crucial component within the Quality of Work Life (QWL) value system, which plays a significant role in the intricate dynamics of strategic management²⁵⁷. The intentional emphasis on human capital eventually leads to significant advantages, promoting long-lasting organisational efficiency over a prolonged duration.

The notion of Quality of Work Life (QWL) involves the presence of effective supervision, a favourable work environment, competitive compensation and benefits, as well as the construction of an engaging, collaborative, and motivating professional context²⁵⁸. The achievement of an enhanced work-life experience is accomplished via the implementation of a holistic employee relationship concept. In order to enhance the quality of the work environment, it is crucial to provide workers with the necessary support in identifying and pursuing initiatives that result in substantial accomplishments, while simultaneously fostering a culture of collaboration. The attentive efforts being discussed have the potential to significantly improve the overall effectiveness of the company.

The growing interest in Work-Life Balance (WLB) continues, as various developments are being pursued to enhance workers' ability to manage the competing demands of their professional and personal lives. The previous discussions focused on the intricate interplay

between advantageous conditions and opportunities, while the current negotiations utilise the vocabulary of strategic decision-making, notable flexibility, and the achievement of a harmonious balance between one's professional and personal domains. The concept of Quality of Work Life (QWL) pertains to the advantageous circumstances and scenarios present in a workplace that foster employee support and motivation, including elements such as incentives, job stability, and avenues for personal and professional development²⁵⁹. On the other hand, the assessment of Organisational Citizenship Behaviour (OCB) is based on many dimensions, which include Altruism, Conscientiousness, Sportsmanship, Courtesy, and Civic virtue, among others. The aforementioned elements are susceptible to the influence of favourable circumstances present in the work environment. The clear relationship between work life quality and Organisational Citizenship Behaviour (OCB) and its underlying elements may be seen. The behaviour shown by employees inside an organisation is influenced by changes in employment situations and degrees of satisfaction. Therefore, it can be inferred that the many elements that impact the delicate balance between work and personal life would unavoidably have an effect on various aspects of organisational citizenship conduct.

The relationship between Quality of Work Life (QWL) and employee performance effectiveness may be clearly established. The origin of outstanding performance may be attributed to the ability of Quality of Work Life (QWL) to provide workers a favourable and profitable work environment. At its core, it is crucial for the leader to demonstrate the ability to cultivate an environment of professionalism, in which the employees feel confident and at ease while carrying out their duties inside the business. As a result, this has the capacity to significantly enhance the total efficacy of their activities. It was also observed that the positive impact of Quality of Work Life (QWL) on employee job performance may be

attributed to the workers' perception of their needs being met and their experience of receiving support from their supervisors²⁶⁰.

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2.4 Conceptual Framework

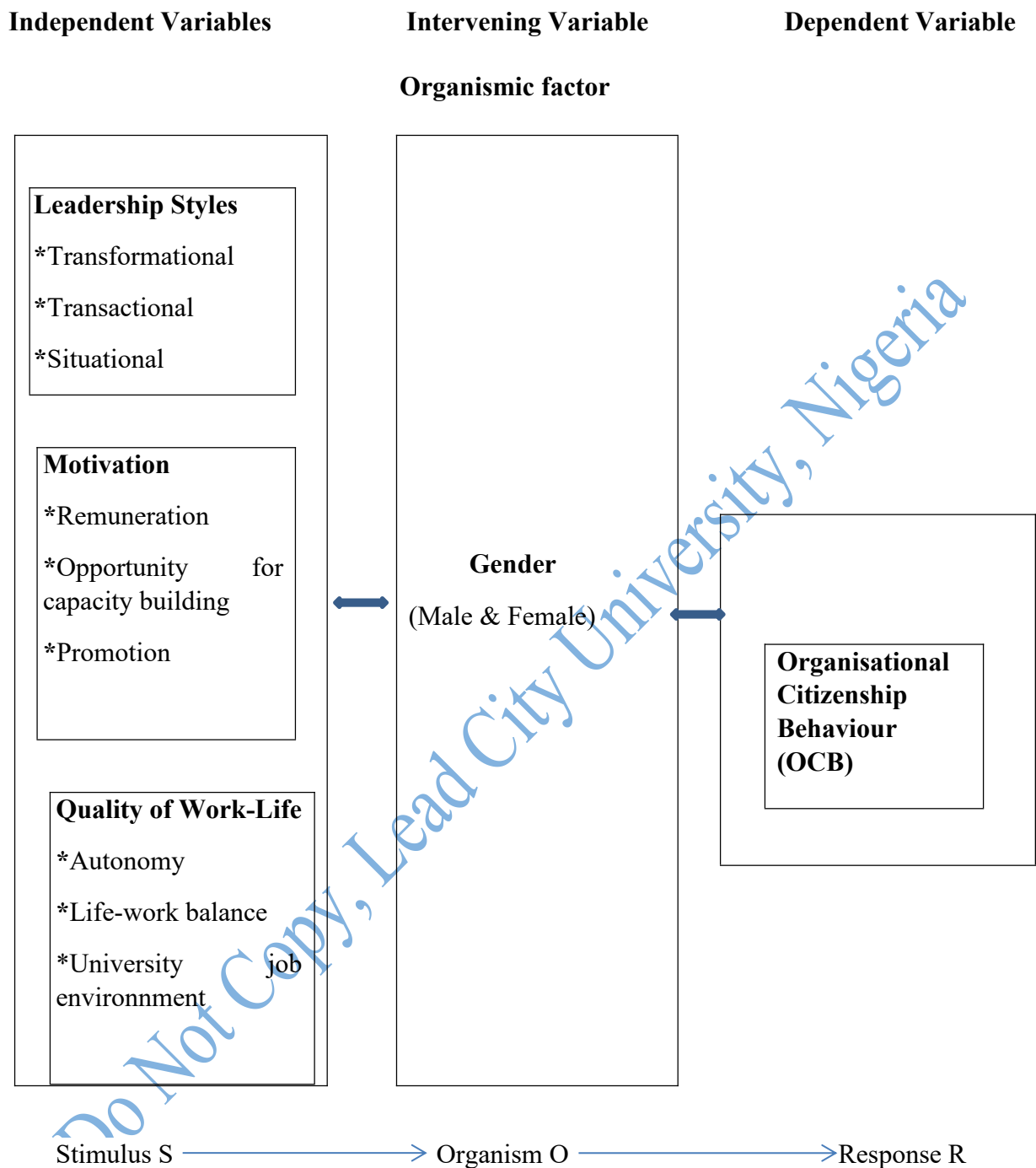


Fig. 2.5 Conceptual Model for Leadership Styles, Motivation and Quality of Work-Life as Determinants of Organisational Citizenship Behaviour. Source: Researcher, 2023

The conceptual model serves as a graphical representation that elucidates the course of cause-and-effect interactions among the important variables within the research. The complex interconnections of autonomous components are shown by their reciprocal impact on each

other, as well as their collective influence on the dependent factor. After performing a comprehensive review of the existing scholarly literature, it becomes evident that gender plays a crucial role as an organismic intervening variable. The intentional incorporation of this element into the study design fulfils the function of serving as a moderator. The concept of gender has the ability to affect both independent and dependent factors, while also serving as a mediator to moderate the impact of independent variables on organisational citizenship conduct. The concept of organisational citizenship conduct is intricately connected to the intricate interaction of different leadership styles, intrinsic motivation, and the overall quality of work life. Likewise, it is possible to link it with acts of altruism, humanitarianism, accommodation, and dignity, even when it exceeds the confines of one's professional limits and eludes acknowledgment from higher authorities.

2.5 Summary of Literature Reviewed

The examination of Organisational Citizenship Behaviour (OCB) reveals a multitude of significant patterns. The comprehensive nature of Organisational Citizenship Behaviour (OCB) becomes apparent as it incorporates a wide range of aspects that together contribute to the promotion of workers' selfless actions inside higher education institutions. These factors encompass the occurrence of employees exceeding the prescribed expectations of their job roles, particularly in domains such as promoting individual growth, promoting collaboration, exhibiting a favourable demeanour towards colleagues, and displaying a pronounced willingness to aid fellow coworkers. The concept of leadership style comprises a broad spectrum of typologies and underlying principles that govern the behaviour and attitude of those in positions of authority. Based on the concepts advocated by Greatman, it is postulated that individuals who accept leadership roles possess innate abilities that facilitate their efficacy in leading and exerting influence on others. There is a commonly held belief that people possess innate leadership abilities rather than developing them via deliberate

development and training. Motivation may be categorised into two distinct forms: intrinsic and extrinsic, each with various expressions. The many types of motivation have a significant impact on the everyday activities of persons from varied backgrounds. Motivation is an essential and indispensable factor that serves as a guiding force for people, leading them towards the realisation and achievement of their objectives.

The notion of Quality of Work-Life comprises a diverse range of crucial elements, such as proficient supervision, a nurturing organisational atmosphere, equitable remuneration and perks, and the fostering of a vibrant, cooperative, and stimulating work environment. The attainment of a heightened work-life experience is successfully realised via the deliberate priority of a philosophical framework centred on the development and promotion of constructive interpersonal interactions among persons within the organisational hierarchy. The recognition of the Quality of Work-Life has significant importance within the strategic management framework due to its direct influence on the long-term success of an organisation. The literature review serves as a complete synthesis of accumulated information gathered over an extended period throughout the research endeavour. The acquisition of this information is of utmost significance in providing direction for the advancement of the research thesis.

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Chapter Three

Methodology

This chapter describes the procedure for conducting this research work. Specifically, the chapter provides detailed information on research design, population of the study, sampling technique and sample, instrumentation, data collection procedure and the methods of data analysis that were employed in the course of carrying out this study.

3.1 Research Design

The study adopted the descriptive research design of survey type. This design was chosen for the study because of its appropriateness, usefulness and versatility. Furthermore, the design is considered suitable for the study as it enabled the researcher to seek the opinion of representative sample of the population upon which conclusion, inferences and generalisation about the dependent and the independent variables are made through the data obtained. There was no manipulation of variables carried out in the study. The researcher only aimed at describing, as well as explaining varying factors, to answer the raised research questions and test formulated hypotheses.

3.2 Population of the Study

The study population consisted of all the 5515 lecturers in private universities in Southwest, Nigeria.

Table 3.1: Population of Lecturers in Private Universities in Southwest, Nigeria

Private University	Number of Academic Staff
Lead City University, Ibadan	822
Kola Daisi University, Ibadan	58
Dominican, Ibadan	74
Ajayi Crowther University, Oyo	208
Covenant University, Ota	464
Crawford University, Igbesa	73
Crescent University, Abeokuta	123
Hallmark Universty, Ijebu-Itele	152
Augustine University, Ilara-Epe	118
Caleb Universty, Imota , Lagos	90
Anchor Universty, Ayobo, Lagos	204
Eko University of Medical and Health Sciences, Ijanikin, Lagos	25
Precious Cornerstone University, Ibadan	43
Dominion University, Ibadan	48
Achievers University, Owo	171
Elizade University, Ilara-Mokin	144
Wesley University of Science and Technology, Ondo	145
Afe Babalola University, Ekiti State	421
Chrisland University, Owode	103
Mountain Top University, Ibafo	148
Mcperson University, Seriki Sotayo, Ajebo	66
Babcock University, Ilishan Remo	506
Bells University of Technology, Ota	193
Southwestern University, Okun-Owa	64
Trinity University, Yaba	79
Bowen University, Iwo	375
Redeemer's University, Ede	173
Fountain University, Oshogbo	99
Joseph Ayo Babalola University, Ikeji-Arakeji	199
Kings University, Ode-Omu	35
Adeleke University, Ede	172
Pan Atlantic University, Lagos	72
Total= 33	Total=5515

Source: ¹.

Table 3.2: Sampling Frame of Lecturers in Private Universities in Southwest, Nigeria

Private University	Number of Academic Staff
Lead City University, Ibadan	822
Kola Daisi University, Ibadan	58
Dominican University, Ibadan	74
Ajayi Crowther University, Oyo	208
Bowen University, Iwo	375
Redeemer's University, Ede	173
Joseph Ayo Babalola University, Ikeji-Arakeji	199
Kings University, Ode Omu	35
Augustine University, Ilara-Epe	118
Caleb University, Lagos	90
Anchor University, Ayobo, Lagos	204
Eko University of Medical & Health Sci. Lagos	25
TOTAL = 12	TOTAL = 2381

Source: ¹

3.3 Sample and Sampling Techniques

A sample of 1,144 male and female lecturers were selected as participants for the study upon returning from the field with attrition rate of 13.1% using the multistage sampling procedure. At the first stage, states that have at least, four private universities were selected and these are Lagos, Ogun, Osun and Oyo States. This was done in order to be able to get enough sample size for the study. The second stage involved selecting three states from the four states, using the simple random sampling technique and these are Lagos, Osun and Oyo States. At the third stage, four private universities were selected in each state using the simple random sampling technique. This was also done to be able to get enough samples size for the study,

considering that the universities do not have equal population. At the last stage, the number of lecturers (sample size) calculated for each of the private universities using the Taro Yamane's formula were used as participants for the study. The total sample for the study was 1,144 academics selected from the 12 private universities in randomly selected three states (Lagos, Osun and Oyo) of the Southwest, Nigeria.

Sample Size Selection for Lecturers in Lead City University using Taro Yamane

Formula

$$n = \frac{N}{1 + N(e)^2}$$

n= sample size

N= Population

$$e = 0.05$$

$$n = \frac{822}{1 + 822(0.05)^2}$$

$$n = \frac{822}{1 + 822(0.0025)}$$

$$n = \frac{822}{1 + 2.055}$$

$$n = \frac{822}{3.055}$$

$$n = 269$$

Sample Size Selection for Lecturers in Kola Daisi University using Taro Yamane

Formula

$$n = \frac{N}{1 + N(e)^2}$$

n= sample size

N= Population

$$e = 0.05$$

$$n = \frac{58}{1 + 58(0.05)^2}$$

$$n = \frac{58}{1 + 58(0.0025)}$$

$$n = \frac{58}{1 + 0.145}$$

$$n = \frac{58}{1.145}$$

$$n = 51$$

Sample Size Selection for Lecturers in Dominican University using Taro Yamane

Formula

$$n = N / (1 + N(e)^2)$$

n = sample size

N = Population

$$e = 0.05$$

$$n = 74 / (1 + 74(0.05)^2)$$

$$n = 74 / (1 + 74(0.0025))$$

$$n = 74 / 1.019$$

$$n = 74 / 1.19$$

$$n = 62$$

Sample Size Selection for Lecturers in Ajayi Crowther University using Taro Yamane

Formula

$$n = N / (1 + N(e)^2)$$

n = sample size

N = Population

$$e = 0.05$$

$$n = 208 / (1 + 208(0.05)^2)$$

$$n = 208 / (1 + 208(0.0025))$$

$$n = 208 / 1.052$$

$$n = 208 / 1.52$$

$$n = 137$$

Sample Size Selection for Lecturers in Bowen University using Taro Yamane Formula

$$n = N / (1 + N(e)^2)$$

n = sample size

N = Population

$$e = 0.05$$

$$n = 375 / (1 + 375(0.05)^2)$$

$$n = 375 / (1 + 375(0.0025))$$

$$n = 375 / (1 + 0.9375)$$

$$n = 375 / 1.9375$$

$$n = 194$$

Sample Size Selection for Lecturers in Redeemers University using Taro Yamane

Formula

$$n = N / (1 + N(e)^2)$$

n = sample size

N = Population

$$e = 0.05$$

$$n = 173 / (1 + 173(0.05)^2)$$

$$n = 173 / (1 + 173(0.0025))$$

$$n = 173 / (1 + 0.4325)$$

$$n = 173 / 1.4325$$

$$n = 121$$

Sample Size Selection for Lecturers in Joseph Ayo Babalola University using Taro

Yamane Formula

$$n = N / (1 + N(e)^2)$$

n = sample size

N = Population

$$e = 0.05$$

$$n = 199 / (1 + 199(0.05)^2)$$

$$n = 199 / (1 + 199(0.0025))$$

$$n = 199 / 1.4975$$

$$n = 171 / 1.4975$$

$$n = 133$$

Sample Size Selection for Lecturers in Kings University using Taro Yamane Formula

$$n = N / (1 + N(e)^2)$$

n = sample size

N = Population

$$e = 0.05$$

$$n = 35 / (1 + 35(0.05)^2)$$

$$n = 35 / (1 + 35(0.0025))$$

$$n = 35 / 1.0875$$

$$n = 35 / 1.0875$$

$$n = 32$$

**Sample Size Selection for Lecturers in Augustine University of Science and Technology
using Taro Yamane Formula**

$$n = N / (1 + N(e)^2)$$

n = sample size

N = Population

$$e = 0.05$$

$$n = 118 / (1 + 118(0.05)^2)$$

$$n = 118 / (1 + 118(0.0025))$$

$$n = 118 / 1.29$$

$$n = 118 / 1.29$$

$$n = 92$$

Sample Size Selection for Lecturers in Caleb University using Taro Yamane Formula

$$n = N / (1 + N(e)^2)$$

n = sample size

N = Population

$$e = 0.05$$

$$n = 90 / (1 + 90(0.05)^2)$$

$$n = 90 / (1 + 90(0.0025))$$

$$n = 90 / 1.23$$

$$n = 90 / 1.23$$

$$n = 73$$

Sample Size Selection for Lecturers in Anchor University using Taro Yamane Formula

$$n = N / (1 + N(e)^2)$$

n = sample size

N = Population

$$e = 0.05$$

$$n = 204 / (1 + 204(0.05)^2)$$

$$n = 204 / (1 + 204(0.0025))$$

$$n = 204 / 1.51$$

$$n = 204 / 1.51$$

$$n = 135$$

Sample Size Selection for Lecturers in Eko University of Medical and Health Sciences using Taro Yamane Formula

$$n = N / (1 + N(e)^2)$$

n = sample size

N = Population

$$e = 0.05$$

$$n = 25 / (1 + 25(0.05)^2)$$

$$n = 25 / (1 + 25(0.0025))$$

$$n = 25 / 1.63$$

$$n = 25 / 1.63$$

$$n = 15$$

Table 3.3.1: Summary of Sampled Frame

Private University	Number of Academic Staff	Sampled Lecturers
Lead City University, Ibadan	822	269
Kola Daisi University, Ibadan	58	51
Dominican, Ibadan	74	62
Ajayi Crowther University, Oyo	208	137
BowenUniversity, Iwo	375	194
Redeemer’s University, Ede	173	121
Joseph Ayo Babalola University, Ikeji-Arakeji	199	133
Kings University, Ode-Omu	35	32
Augustine University, Ilara-Epe	118	92
Caleb University, Lagos	90	73
Anchor University, Ayobo, Lagos	204	135
Eko University of Medical and Health Sciences, Ijanikin, Lagos.	25	15
Total = 12	Total = 2381	Total = 1314

Source: Field Survey, 2023

3.4 Description of the Research Instruments

The researcher made use of a Questionnaire to collect the needed primary data for the study. This questionnaire has four sections: Section A covers the bio-data (socio-demographic data) requesting for respondents’ sex, age, highest educational qualification, respondent’s rank and job tenure (years of lecturing experience). Section B contained the Organisational Citizenship

Behaviour Scale, section C contained the Leadership Styles Scale, Section D contained Motivation Scale while Section E contained the Quality of Work Life Scale.

Organisational Citizenship Behaviour Scale (OCBS)

This is a self-developed scale with 17 items on a 4-point response format ranging from strongly agree to strongly disagree. The scale measured Organisational Citizenship Behaviour (OCB) of male and female lecturers in private universities regarding their selflessness, altruism, support, and working out their formal job description.

Leadership Styles Scale (LSS)

To assess the leadership styles, the short version of the Multifactor Leadership Questionnaire (MLQ)², was adapted and used along the self-developed 9-item situational leadership style sub-scale. Lecturers responded according to how they perceive the behavioural characteristics of their university management. Items 1-15 measured transformational leadership style while items 16-28 measured transactional leadership style from the adapted Multifactor Leadership Questionnaire (MLQ). Items 29-37 measure the situational leadership style. The leadership style scale altogether has thirty-seven items with four responses options of - Always (4), Often (3), Sometimes (2), and Rarely (1). All these items collectively elicited information on the leadership style of private university management personnel.

Motivation Scale (MS)

To measure the level of pay satisfaction (remuneration) –items 1-6, opportunity for capacity building- items 7-10 and promotion- items 11-15, a self-developed scale of motivation was used. This scale contains 15 items on a 4-point response format, ranging from very untrue to very true.

Quality of Work Life Scale (QWLS)

The Quality of Work Life Scale is a 50-item scale on a 5-point likert type response format, ranging from strongly agree to strongly disagree. The scale is developed and validated to measure lecturer's quality of work life³. The adapted scale used in this study contained 18 items on a 5- point response format.

3.5 Validity of the Research Instrument

The scales were validated and their psychometric properties established. The face, content and construct validity were ascertained. These were established through the judgment of experts in psychometrics, tests and measurement, with inputs from the researcher's supervisor. It ensured that items on the instrument are suitable, appropriate and adequate to elicit needed information from respondents. The research instrument was subjected to proper validation with the assistance of the supervisor in order to ensure that the instrument sub-scales actually measure what they are expected to measure.

3.6 Reliability of the Research Instrument

The reliability of the instrument was determined with the use of Cronbach's Alpha in SPSS v.23 software, in order to assess and establish the reliability, or internal consistency of the scales and items. Cronbach's Alpha was used in the study to assess the inter-correlation of the items of the scales. A pilot study was conducted to establish the reliability coefficients of the scales. A private university (Achievers University, Owo) which was not part of the study setting was used, whereby 40 questionnaires were distributed to male and female lecturers and their responses were inputted and analysed. A Cronbach Alpha Coefficient of ($\alpha=0.831$) was obtained for the questionnaires containing four sub-scales of Organisational Citizenship Behaviour Scale, the Leadership Styles Scale, the Motivation Scale and the Quality of Work Life Scale.

3.7 Method of Data Collection

The researcher introduced himself to the appropriate authorities in the private universities from which respondents were sampled. This was to facilitate collection of data for the study. The data collection exercise was carried out by the researcher with the help of two research assistants who were engaged and trained to assist in the administration and collection of the questionnaires across the selected private universities in Southwest, Nigeria. Data collection lasted nine (9) weeks.

3.8 Method of Data Analysis

Completed and returned questionnaires were sorted and collated. The scores were then inputted on the computer system for analyses. Data were analysed using descriptive and inferential statistical tools. Frequency count, percentage, Pearson's product moment correlation and multiple regression analyses were used to analyse the data in order to answer the raised research questions and test the formulated hypotheses respectively at 0.05 alpha level.

Endnotes

1. National University Commission. Abubakar Adamu Rasheed. *The State of University Education in Nigeria*. Published by the National University Commission, 2020. 1-994
2. B. J. Avolio & B. M. Bass. *MLQ Multifactor Leadership Questionnaire* (3rd ed.). Redwood, CA: Mind Garden, 2004.
3. D. R. Swamy, T. S. Nanjundeswarany & S. Rashmi. *Quality of Work Life: Scale Development and Validation*. **International Journal of Caring Science**, 8.2, 2015. 281-300

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Chapter Four

Results and Discussion of Findings

This chapter presents the results and discussion of findings. The answers to the research questions and results of tested hypotheses are presented. The analysis of data and discussion of findings were presented in this chapter in the following order:

Table 4.1 Questionnaire Return Rate

Number Distributed	Number Returned	Percentage
1314	1144	86.9%

Source: Field Survey, 2023

4.2 Demographic Data Analysis

Table 4.2.1 Gender of Respondents (Lecturers in Private Universities in Southwest, Nigeria)

S/N	Gender	Frequency	Percentage
1	Male	568	49.7
2	Female	576	50.3
	Total	1144	100

Source: Field survey, 2023

Table 4.2.1 presents the gender distribution of the respondents who participated in the survey. The result shows that out of the 1144 respondents, 568 (49.7%) were male, while 576 (50.3%) were female. The data suggests that there is almost an equal representation of male and female lecturers in private universities in Southwest, Nigeria. The findings of this survey have significant implications for the gender diversity and inclusivity in private universities in the region. The fact that there is an almost equal distribution of male and female lecturers indicates that private universities in Southwest Nigeria have made some progress towards promoting gender equality and inclusivity in their recruitment process. This also represents a

positive trend towards gender inclusivity in the recruitment process of private universities in Southwest, Nigeria. Nonetheless, it is important for private universities in Southwest, Nigeria to continue to promote gender diversity and inclusivity in their workforce to ensure a more balanced representation of male and female lecturers. However, it is important to note that the gender distribution among the respondents may not necessarily reflect the overall gender distribution of lecturers in private universities in Southwest, Nigeria. There could be variations in the gender representation across different faculties, and departments, which were not captured by the survey.

Table 4.2.2 Respondent’s Age (Lecturers in Private Universities in Southwest, Nigeria)

S/N	Age	Frequency	Percentage
1	20-30	160	14.0
2	31-40	328	28.7
3	41-50	408	35.7
4	51-60	168	14.7
5	61 and Above	80	7.0
Total		1144	100

Source: Field survey, 2023

Table 4.2.2 presents the distribution of the ages of lecturers in private universities in Southwest Nigeria who participated in the survey. The table contains five age categories, each with its frequency and percentage. From the table, we can see that the majority of the lecturers are between the ages of 31 and 50, with the age group 41-50 being the most common, accounting for 35.7% of the respondents. The age group 31-40 accounted for 28.7% of the respondents, while the age group 51-60 and 20-30 accounted for 14.7% and 14.0% of the respondents respectively. The remaining 7.0% of the respondents were aged 61 and above.

The data suggests that the majority of lecturers in private universities in Southwest Nigeria are in their thirties, forties, and fifties. This information can be useful for universities in planning their recruitment policies to ensure that they are attracting and retaining a diverse range of lecturers across different age groups. The data also suggests that there may be different training and development needs for lecturers in different age groups. Universities can use this information to design training and development programmes that cater for the specific needs of lecturers in different age groups, such as mentorship programs for younger lecturers or succession planning for older lecturers. Furthermore, the data suggests that universities need to start planning for the retirement of older lecturers and succession planning to ensure that there is a smooth transition of knowledge and expertise to younger lecturers. It could also be deduced from the result that the universities need to ensure that their workforce is diverse across different age groups.

Table 4.2.3 Highest Qualifications of Respondents (Lecturers in Private Universities in Southwest, Nigeria)

S/N	Qualification	Frequency	Percentage
1	Bachelor	152	13.3
2	PGDE	36	3.1
3	Master	416	36.4
4	PhD	540	47.2
	Total	1144	100

Source: Field survey, 2023

The table shows the highest qualifications of the respondents and their respective frequencies and percentages. From the table, it is evident that the majority of the respondents had either a Master's degree or a PhD. Specifically, 416 respondents (36.4%) had a Master's degree, while 540 respondents (47.2%) had a PhD. This indicates a relatively high level of education among the respondents. The percentage of respondents with a Bachelor's degree was 13.3%

(152 respondents), while those with a PGDE qualification (Postgraduate Diploma in Education) were only 3.1% (36 respondents). The data shows that the majority of the lecturers in private universities in Southwest Nigeria have advanced degrees, with nearly half of them having obtained a PhD. This indicates that these universities place a high value on advanced degrees and prioritise hiring highly qualified candidates. It also suggests that there is a strong emphasis on academic research and scholarship in these universities.

Table 4.2.4 Respondent Rank (Lecturers in Private Universities in Southwest Nigeria)

S/N	Rank	Frequency	Percentage
1	Graduate Assistant	188	16.4
2	Assistant Lecturer	256	22.4
3	Lecturer II	308	26.9
4	Lecturer I	196	17.1
5	Senior Lecturer	88	7.7
6	Reader/Associate Professor	32	2.8
7	Professor	76	6.6
	Total	1144	100

Source: Field Survey, 2023

The table shows the frequency and percentage of respondents in each rank category. Overall, the table indicates that the majority of the respondents are in the lower ranks, with graduate assistants and assistant lecturers comprising 16.4% and 22.4%, respectively. Lecturer II is the most populated rank category, with 26.9% of respondents, while Lecturer I comprises 17.1% of respondents. Interestingly, the higher ranks, such as Senior Lecturer, Reader/Associate Professor, and Professor, have relatively fewer respondents, with percentages ranging from 2.8% to 6.6%. This suggests that there may be a scarcity of senior academics in private universities in Southwest Nigeria and this highlight the need for private universities in Southwest Nigeria to provide more opportunities for career progression for their lecturers,

especially those in the lower ranks. However, it is important to note that the table does not provide information on the distribution of respondents across different disciplines or departments within the private universities. Therefore, it is difficult to draw conclusions about the representation of different disciplines at each rank level.

Table 4.2.5 Job Tenure of Respondents (Lecturers in Private Universities in Southwest, Nigeria)

S/N	Job Tenure	Frequency	Percentage
1	1-5	572	50.0
2	6-10	440	38.5
3	11 and Above	132	11.5
	Total	1144	100

Source: Field Survey, 2023

The table presents the job tenure of respondents who are lecturers in private universities in Southwest, Nigeria. The data shows that there are three categories of job tenure: 1-5 years, 6-10 years, and 11 years and above. Out of the total respondents (1144), 50% had a job tenure of 1-5 years, 38.5% had a job tenure of 6-10 years, and 11.5% had a job tenure of 11 years and above. This indicates that a significant portion of the lecturers in private universities in Southwest, Nigeria have relatively short job tenures. This could be due to factors such as job insecurity, low job satisfaction, and a lack of opportunities for career advancement. Furthermore, the high percentage of lecturers with a job tenure of 1-5 years could have implications for the quality of education provided by private universities in the region. Newer lecturers may have less experience and may not be as effective at teaching and conducting research as those with longer tenures. The result suggests that private universities in Southwest, Nigeria may need to address issues related to job security, job satisfaction, and career advancement in order to retain experienced lecturers and improve the quality of education they provide.

4.3 Answers to Research Questions

Research Question One: What is the Level of Organisational Citizenship Behaviour among Lecturers of Private Universities in Southwest, Nigeria?

Table 4.3.1: Level of Organisational Citizenship Behaviour among Lecturers of Private Universities in Southwest, Nigeria

S/N	I:	SA	A	D	SD	Mean (\bar{x})	Std
1	take time to advice, coach or mentor a colleague	00	344 (30.1%)	88 (7.7%)	64 (5.6%)	3.38	.852
2	help academic staff learn a new skill or knowledge	440 (38.5%)	508 (44.4%)	144 (12.6%)	52 (4.5%)	3.17	.815
3	volunteer to carry out my colleagues task/assignment when they are unable to perform it	492 (43.0%)	408 (35.7%)	152 (13.3%)	92 (8.0%)	3.14	.931
4	help new employee get oriented and adjusted to the job	492 (43.0%)	420 (36.7%)	168 (14.7%)	64 (5.6%)	3.17	.879
5	offer suggestions to improve the work roles for fellow lecturers	496 (43.4%)	444 (38.8%)	124 (10.8%)	80 (7.0%)	3.19	.888
6	hold extra classes to ensure students are ready for exams	536 (46.9%)	408 (35.7%)	128 (11.2%)	72 (6.3%)	3.23	.883
7	care about student's health	544 (47.6%)	360 (31.5%)	136 (11.9%)	104 (9.1%)	3.17	.963
8	provides personal guidance for students with comprehension problems	520 (45.5%)	424 (37.1%)	120 (10.5%)	80 (7.0%)	3.21	.892

9	make innovative suggestions to improve the overall quality of the university	532 (46.5%)	388 (33.9%)	140 (12.2%)	84 (7.3%)	3.20	.918
10	consult students before initiating actions that might affect them	532 (46.5%)	368 (32.2%)	128 (11.2%)	116 (10.1%)	3.15	.980
11	give unwavering commitment to teaching and learning tasks	532 (46.5%)	388 (33.9%)	140 (12.2%)	84 (7.3%)	3.58	.704
12	volunteer for extra work assignment	428 (37.4%)	528 (46.2%)	140 (12.2%)	48 (4.2%)	3.17	.798
13	diversify teaching methods according to the needs of students	588 (51.4%)	396 (34.6%)	120 (10.5%)	40 (3.5%)	3.34	.803
14	am willing to work extra hours for the uplift of my university	492 (43.0%)	464 (40.6%)	112 (9.8%)	76 (6.6%)	3.20	.869
15	care about staff members' health	580 (50.7%)	380 (33.2%)	112 (9.8%)	72 (6.3%)	3.28	.882
16	am usually the go-to lecturer in my department	428 (37.4%)	528 (46.2%)	140 (12.2%)	48 (4.2%)	3.12	.928
17	working beyond the call of duty gives me a sense of commitment	484 (42.3%)	468 (40.9%)	108 (9.4%)	84 (7.3%)	3.18	.883
Weighted Mean (\bar{x})						3.23	0.897

Source: Field Survey, 2023

Decision Rule: Mean < 2.50 is Low, 2.50-2.99 is Moderate, 3.0-3.5 is High, > 3.5 is Very High

Decision- High Level of Organisational Citizenship Behaviour

Research Question Two: What is the Prevalent Leadership Style (Transformational, Transactional and Situational) Adopted by the Management of Private Universities in Southwest, Nigeria?

Table 4.3.2: Prevalence of Leadership Style (Transformational, Transactional and Situational) Adopted by the Management of Private Universities, in Southwest, Nigeria

S/N	Leadership Style	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean (\bar{x})	Std
Transformational							
1	Provides us with assistance in exchange for our efforts	596 (52.1%)	300 (26.2%)	80 (7.0%)	168 (14.7%)	3.16	1.075
2	Talks about the most important values and beliefs	400 (35.0%)	444 (38.8%)	152 (13.3%)	148 (12.9%)	2.96	1.000
3	Seek different perspectives when solving problems	476 (41.6%)	340 (29.7%)	168 (14.7%)	160 (14.0%)	2.99	1.060
4	Talks optimistically about the future	568 (49.7%)	376 (32.9%)	148 (12.9%)	52 (4.5%)	3.28	0.856
5	Discusses in specific terms who is responsible for achieving performance targets	492 (43.0%)	384 (33.6%)	144 (12.6%)	124 (10.8%)	3.09	0.991
6	Talks enthusiastically about what needs to be accomplished	476 (41.6%)	368 (32.2%)	156 (13.6%)	144 (12.6%)	3.03	1.028
7	Specifies the importance of having a strong sense of purpose	428 (37.4%)	412 (36.0%)	160 (14.0%)	144 (12.6%)	2.98	1.009
8	Spends time teaching and coaching	408 (35.7%)	376 (32.9%)	168 (14.7%)	192 (16.8%)	2.87	1.077
9	Makes clear what one can expect to receive when performance goals are achieved	424 (37.1%)	396 (34.6%)	172 (15.0%)	152 (13.3%)	2.95	1.025

10	Goes beyond self-interest for the good of the team	344 (30.1%)	452 (39.5%)	168 (14.7%)	180 (15.7%)	2.84	1.026
11	Acts in ways that builds our interest	360 (31.5%)	408 (35.7%)	228 (19.9%)	148 (12.9%)	2.86	1.006
12	Displays a sense of power and confidence	428 (37.4%)	452 (39.5%)	72 (6.3%)	192 (16.8%)	2.98	1.053
13	Articulates a compelling vision of the future	364 (31.8%)	444 (38.8%)	196 (17.1%)	140 (12.2%)	2.90	0.985
14	Looks at problems from different angles	352 (30.8%)	440 (38.5%)	228 (19.9%)	124 (10.8%)	2.89	0.964
15	Treats us as an individual rather than just as a member of a team	268 (23.4%)	336 (29.4%)	264 (23.1%)	276 (24.1%)	2.52	1.096
	Weighted Mean (\bar{x})					2.93	1.017
	Transactional						
16	Fails to interfere until problem becomes serious	216 (18.9%)	240 (21.0%)	360 (31.5%)	328 (28.7%)	2.30	1.078
17	Focuses our attention on irregularities, mistakes, exceptions and deviations from standards	256 (22.4%)	272 (23.8%)	348 (30.4%)	268 (23.4%)	2.45	1.079
18	Avoids getting involved when important issues arise	240 (21.0%)	236 (20.6%)	348 (30.4%)	320 (28.0%)	2.35	1.098
19	Is absent when needed	164 (14.3%)	212 (18.5%)	384 (33.6%)	384 (33.6%)	2.14	1.038

20	Instills pride for being associated with him /her	228 (19.9%)	216 (18.9%)	396 (34.6%)	304 (26.6%)	2.32	1.072
21	Waits for things to go wrong before taking action	180 (15.7%)	212 (18.5%)	300 (26.2%)	452 (39.5%)	2.10	1.095
22	Shows that he/she is a firm believer	392 (34.3%)	140 (12.2%)	280 (24.5%)	332 (29.0%)	2.52	1.232
23	Demonstrates that problems must become chronic before taking action	196 (17.1%)	220 (19.2%)	340 (29.7%)	388 (33.9%)	2.20	1.086
24	Concentrates his/her full attention on dealing with mistakes, complaints and failures	240 (21.0%)	308 (26.9%)	332 (29.0%)	264 (23.1%)	2.46	1.063
25	Considers the moral and ethical consequences of decisions	284 (24.85)	332 (29.0%)	276 (24.1%)	252 (22.0%)	2.57	1.088
26	Keeps track of all mistakes	256 (22.4%)	292 (25.5%)	328 (28.7%)	268 (23.4%)	2.47	1.080
27	Directs our attention towards failures to meet standards	292 (25.5%)	308 (26.9%)	272 (23.8%)	272 (23.8%)	2.54	1.111
28	Avoids making decisions	232 (20.3%)	228 (19.9%)	332 (29.0%)	352 (30.8%)	2.30	1.109
	Weighted Mean (\bar{x}) Situational					2.36	1.095
29	Makes certain decisions based on the personalities of the parties involved	280 (24.5%)	260 (22.7%)	328 (28.7%)	276 (24.1%)	2.48	1.106
30	Is flexible with structure of the university with some cadres of staff	316 (27.6%)	296 (25.9%)	344 (30.1%)	188 (16.4%)	2.65	1.054
31	Has different styles	272	348	316	208	2.60	1.039

	of dealing with different staff	(23.8%)	(30.4%)	(27.6%)	(18.2%)		
32	Uses non directional approach to establish rules	260 (22.7%)	340 (29.7%)	352 (30.8%)	192 (16.8%)	2.58	1.017
33	Operates a fluid system featured by peculiarities of cases	228 (19.9%)	372 (32.5%)	312 (27.3%)	232 (20.3%)	2.52	1.027
34	Believes in customising leadership styles for some conditions	256 (22.4%)	356 (31.1%)	344 (30.1%)	188 (16.4%)	2.59	1.009
35	Manipulates their directive and supportive behaviours to the needs of some staff	268 (23.4%)	320 (28.0%)	344 (30.1%)	212 (18.5%)	2.56	1.042
36	Considers the psychological and task maturity of staff before taking a stand on matters	272 (23.8%)	340 (29.7%)	356 (31.1%)	176 (15.4%)	2.62	1.010
37	Is spontaneous with rewards and punishment	236 (20.6%)	352 (30.8%)	404 (35.3%)	152 (13.3%)	2.59	0.960
	Weighted Mean (\bar{x})					2.58	1.029

Source: Field survey, 2023

Table 4.3.2 provide insights into the prevalence of leadership styles (transformational, transactional, and situational) in private universities in Southwest Nigeria. In terms of transformational leadership, the majority of respondents strongly agreed or agreed with statements such as "Provides us with assistance in exchange for our efforts" (52.1% strongly agreed, 26.2% agreed), "Talks about the most important values and beliefs" (35.0% strongly agreed, 38.8% agreed), "Seeks different perspectives when solving problems" (41.6% strongly agreed, 29.7% agreed), "Talks optimistically about the future" (49.7% strongly agreed, 32.9% agreed), and "Discusses in specific terms who is responsible for achieving performance targets" (43.0% strongly agreed, 33.6% agreed). The mean scores for these

statements range from 2.96 to 3.28, with a standard deviation ranging from 0.856 to 1.075, indicating a relatively high level of agreement among respondents. For transactional leadership, the responses are more mixed. While some statements such as "Fails to interfere until the problem becomes serious" (18.9% strongly agreed, 21.0% agreed) and "Focuses our attention on irregularities, mistakes, exceptions, and deviations from standards" (22.4% strongly agreed, 23.8% agreed) received relatively high levels of agreement, other statements like "Avoids getting involved when important issues arise" (21.0% strongly agreed, 20.6% agreed) and "Is absent when needed" (14.3% strongly agreed, 18.5% agreed) received lower levels of agreement. The mean scores for these statements range from 2.14 to 2.45, with a standard deviation ranging from 1.038 to 1.098, indicating more variability in responses compared to transformational leadership.

In terms of situational leadership, the responses also vary. Some statements such as "Adapts leadership style to fit the situation" (49.9% strongly agreed, 31.6% agreed) and "Modifies leadership style based on individual needs" (43.4% strongly agreed, 37.4% agreed) received relatively high levels of agreement, while other statements like "Makes decisions without consulting others" (16.6% strongly agreed, 28.2% agreed) and "Fails to communicate changes in decisions" (21.0% strongly agreed, 29.7% agreed) received lower levels of agreement. The mean scores for these statements range from 2.59 to 2.92, with a standard deviation ranging from 0.872 to 1.095. In summary, the responses to the 37 items in the table indicate that there is a relatively high level of agreement among respondents regarding transformational leadership styles in private universities in Southwest Nigeria, while transactional and situational leadership styles show more variability in responses.

The results highlight the importance of understanding the nuances of leadership styles in private universities in Southwest Nigeria. The relatively high agreement levels for transformational leadership suggest that leaders in these institutions may be actively engaged

in inspiring and motivating their followers. However, the lower agreement levels for transactional leadership indicate that leaders may need to pay more attention to addressing irregularities, avoiding interference, and being present when needed. The mixed results for situational leadership imply that there may be varying levels of adaptability and flexibility in leadership behaviours based on different situations. These findings open up opportunities for further discussion and research on how to optimise leadership styles in the context of private universities in Southwest Nigeria, with the goal of enhancing leadership effectiveness and improving organisational performance. Transformational leadership style according to this result is revealed to be the most prevalently used leadership style among management staff of private universities in Southwest, Nigeria.

Research Question Three: What is the Most Enjoyed Kind of Motivation (Remuneration, Opportunity for Study/Capacity Building and Promotion) by Lecturers of Private Universities in Southwest, Nigeria?

Table 4.3.3: Most Enjoyed Kind of Motivation (Remuneration, Opportunity for Study/Capacity Building and Promotion) by Lecturers of Private Universities in Southwest, Nigeria

S/N	Motivation	Very True	True	Untrue	Very Untrue	Mean (\bar{x})	Std
Remuneration							
1	At present I can say I have pay satisfaction at my lecturing job	368 (32.2%)	204 (17.8%)	372 (32.5%)	200 (17.5%)	2.65	1.106
2	My benefit package encourages me to do my lecturing job	220 (19.2%)	280 (24.5%)	456 (39.9%)	188 (16.4%)	2.47	.981
3	There is periodic salary increment to encourage more effectiveness among lecturers in my university	248 (21.7%)	228 (19.9%)	492 (43.0%)	176 (15.4%)	2.48	.996

4	My current salary is paid as an when due	208 (18.2%)	168 (14.7%)	444 (38.8%)	324 (28.3%)	2.23	1.052
5	My earnings are fair when compared to others doing the same type of work in other university	288 (25.2%)	204 (17.8%)	440 (38.5%)	212 (18.5%)	2.50	1.061
6	Salary scale and payment structure are commensurate with lecturers' qualification and effectiveness	268 (23.4%)	280 (24.5%)	444 (38.8%)	152 (13.3%)	2.58	.989
Weighted Mean (\bar{x})						2.59	1.031

Source: Field Survey, 2023

Opportunity for Study/ Capacity Building							
7	My lecturing job offers opportunities for further study, training and re-training	424 (37.1%)	152 (13.3%)	360 (31.5%)	208 (18.2%)	2.69	1.149
8	I have attended several training programmes which upgraded my teaching skills	224 (19.6%)	372 (32.5%)	368 (32.2%)	180 (15.7%)	2.56	.977
9	There are capacity-building programmes designed for lecturers in my university	244 (21.3%)	244 (21.3%)	412 (36.0%)	244 (21.3%)	2.43	1.048
10	My University has sponsored me for at least one training/workshop programme	256 (22.4%)	284 (24.8%)	320 (28.0%)	284 (24.8%)	2.45	1.092
11	My university trains teaching staff on new frontiers in knowledge and skill development	268 (23.4%)	268 (23.4%)	352 (30.8%)	256 (22.4%)	2.48	1.080
Weighted Mean (\bar{x})						2.52	1.069

Promotion							
12	Promoting lecturers in my university is as and when due	320 (28.0%)	224 (19.6%)	408 (35.7%)	192 (16.8%)	2.59	1.067
13	Lecturers' career advancement issues are given priority in my university	320 (28.0%)	252 (22.0%)	360 (31.5%)	212 (18.5%)	2.59	1.083
14	There are discrepancies in the criteria for promotion in my university	320 (28.0%)	276 (24.1%)	292 (25.5%)	256 (22.4%)	2.57	1.119
15	Promotion arrears and rewards are given to lecturers in my university	292 (25.5%)	276 (24.1%)	384 (33.6%)	192 (16.8%)	2.56	1.004
16	Promotion are handled fairly for all academic staff	352 (30.8%)	200 (17.5%)	328 (28.7%)	264 (23.1%)	2.54	1.151
Weighted Mean (\bar{x})						2.57	1.085

Source: Field Survey, 2023

Decision Rule: Mean < 2.50 is Low, 2.50-2.99 is Moderate, > 3.0-3.5 is High, > 3.5 is Very High

Research Question Four: What is the State of Quality of Work Life Among Lecturers of Private Universities in Southwest, Nigeria?

Table 4.3.4: State of Quality of Work Life among Lecturers of Private Universities in Southwest, Nigeria

S/N	Items	SA	A	U	D	SD	Mean (\bar{x})	Std
1	It is hard to take time off during our work to take rest	404 (35.3%)	248 (21.7%)	64 (5.6%)	208 (18.2%)	220 (19.2%)	3.36	1.567
2	My university offers sufficient opportunities to	316 (27.6%)	472 (41.3%)	112 (9.8%)	192 (16.8%)	52 (4.5%)	3.71	1.170

	care of personal or family matters							
3	I am unable to attend to my personal work due to the demands made by my job	252 (22.0%)	00	176 (15.4%)	196 (17.1%)	212 (18.5%)	3.17	1.427
4	A part of my job is allowed to be done at home	288 (25.2%)	488 (42.7%)	104 (9.1%)	148 (12.9%)	116 (10.1%)	3.60	1.270
5	My university school allows a flexi-time option.	292 (25.5%)	384 (33.6%)	172 (15.0%)	112 (9.8%)	184 (16.1%)	3.43	1.385
6	I feel that my work allows me to do my best in a particular area	476 (41.6%)	424 (37.1%)	56 (4.9%)	68 (5.9%)	120 (10.5%)	3.93	1.282
7	Conditions on my job allow me to be as productive as I could be	348 (30.4%)	516 (45.1%)	96 (8.4%)	80 (7.0%)	104 (9.1%)	3.81	1.204
8	I am given a lot of work empowerment to decide about my own style and pace of work	296 (25.9%)	460 (40.2%)	172 (15.0%)	100 (8.7%)	116 (10.1%)	3.63	1.239
9	I feel free to offer comments and suggestions on my performance	328 (28.7%)	436 (38.1%)	128 (11.2%)	140 (12.2%)	112 (9.8%)	3.64	1.280
10	I am uninvolved	352	460	108	80	144	3.70	1.313

	in making	(30.8%)	(40.2%)	(9.4%)	(7.0%)	(12.6%)		
	decisions that							
	affect our work							
11	There is	372	456	108	108	100	3.78	1.240
	cooperation	(32.5%)	(39.9%)	(9.4%)	(9.4%)	(8.7%)		
	among all the							
	department for							
	achieving the							
	goals							
12	The university	432	428	96	76	112	3.87	1.262
	communicates	(37.8%)	(37.4%)	(8.4%)	(6.6%)	(9.8%)		
	every new change							
	that takes place							
13	There is a	416	392	124	76	136	3.77	1.325
	harmonious	(36.4%)	(34.3%)	(10.8%)	(10.8%)	(11.9%)		
	relationship with							
	my colleagues							
14	There is a strong	452	400	92	80	120	3.86	1.297
	sense of	(39.5%)	(35.0%)	(8.0%)	(7.0%)	(10.5%)		
	belongingness in							
	my university							
15	The relationship	384	456	88	108	108	3.79	1.263
	between	(33.6%)	(39.9%)	(7.7%)	(9.4%)	(9.4%)		
	management and							
	lecturers in my							
	university is very							
	good							
16	I will get good	400	432	128	68	116	3.81	1.257
	support from	(35.0%)	(37.8%)	(11.2%)	(5.9%)	(10.1%)		
	management and							
	sub-ordinates in							
	my university							

17	In my university, there is balance between stated objectives and resources provided	416 (36.4%)	436 (38.1%)	100 (8.7%)	88 (7.7%)	104 (9.1%)	3.85	1.247
18	There are much defined channels for information exchange and transfer	456 (39.9%)	412 (36.0%)	84 (7.3%)	76 (6.6%)	116 (10.1%)	3.89	1.280
	Weighted Mean (\bar{x})						3.7	1.255

Source: Field Survey, 2023

Decision Rule: Mean < 2.50 is Low, 2.50-2.99 is Moderate, > 3.0-3.5 is High, > 3.5 is Very High

Decision- Very High State of Quality of Work life

4.4 Test of Hypotheses

H₀1: There will be no Significant Joint Influence of Leadership Styles, Motivation and Quality of Work Life on Organisational Citizenship Behaviour among Lecturers of Private Universities in Southwest, Nigeria.

Table 4.4.1: Summary of Regression Analysis Showing Joint Influence of Leadership Styles, Motivation and Quality of Work Life on Organisational Citizenship Behaviour Among Lecturers of Private Universities in Southwest, Nigeria

Model	R	R Square	Model Summary		R Square Change	F Change
			Adjusted R Square	Std. Error of the Estimate		
1	.965 ^a	.932	.931	3.750	.931	5129.764

a. Predictors: (Constant), Quality of Work Life, Motivation, Leadership Styles

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	216429.335	3	72143.112	5129.764	.000 ^b
	Residual	16032.539	1140	14.064		
	Total	232461.874	1143			

a. Dependent Variable: Organisational Citizenship Behaviour

b. Predictors: (Constant), Quality of Work Life, Motivation, Leadership Styles

Source: Field Survey, 2023

Table 4.4.1 displays the results of the regression analysis, indicating a strong fit of the model with an adjusted R Square of .931. This suggests that approximately 93.1% of the variance in organisational citizenship behaviour among lecturers in private universities in Southwest, Nigeria can be explained by the combined influence of leadership styles, motivation, and quality of work life. The other percentage is caused by other variables that are extraneous to this study. The ANOVA results further confirm the statistical significance of the regression model, with a high F-value of 5129.764 and a p-value (Sig.) of .000, which is below the conventional alpha level of .05. These findings imply that there is a significant joint influence of leadership styles, motivation, and quality of work life on organisational citizenship behaviour among lecturers in private universities in Southwest, Nigeria.

Furthermore, the table reveals that the predictors, including quality of work life, motivation, and leadership style, collectively account for a significant amount of variance in organisational citizenship behaviour, as reflected by the regression sum of squares of 216429.335 and a mean square of 72143.112. Overall, based on the available data, we can reject the null hypothesis H_01 , which posits that there will be no significant joint influence of leadership styles, motivation, and quality of work life on organisational citizenship behaviour among lecturers in private universities in Southwest, Nigeria. The results strongly suggest that these factors do indeed have a significant joint influence on organisational citizenship behaviour among lecturers in private universities in Southwest, Nigeria. This finding

highlights the importance of considering leadership styles, motivation, and quality of work life in understanding and managing organisational behaviour in the university system.

H₀2: There will be no significant relative influence of leadership styles, motivation and quality of work life on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria

Table 4.4.2: Summary of Regression Analysis Showing Relative Influence of Leadership Styles, Motivation and Quality of Work Life on Organisational Citizenship Behaviour among Lecturers of Private Universities in Southwest, Nigeria

Model	Coefficients			T	Sig.
	Unstandardized Coefficients	Standardized Coefficients			
	B	Std. Error	Beta (β)		
1 (Constant)	12.837	.383		33.514	.000
Leadership Styles	.190	.031	.492	6.186	.000
Motivation	.970	.062	1.111	15.739	.000
Quality of Work Life	.323	.011	.597	28.276	.000

a. Dependent Variable: Organisational Citizenship Behaviour

Source: Field Survey, 2023

Table 4.4.2 presents the results of hypothesis two, which posits that there will be no significant relative influence of leadership styles, motivation, and quality of work life on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria. The coefficients in the table represent the unstandardised coefficients, indicating the magnitude of the effect of each independent variable (leadership styles, motivation, and quality of work life) on the dependent variable (organisational citizenship behaviour) in the regression model. The results reveal that all three independent variables, namely leadership style, motivation, and quality of work life, have statistically significant influences on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria. This is evident from the low p-values (less than .05) in the "Sig." column, indicating that the results are statistically significant at a 95% confidence level.

The standardised coefficients (β) reflect the relative influence of each independent variable on the dependent variable, after accounting for differences in the scales of the variables. The standardised coefficients are interpreted as the change in the dependent variable associated with a one-unit change in the independent variable, while holding all other variables constant. Based on the results, quality of work life has the highest influence on organisational citizenship behaviour ($t= 28.276$; $\beta = .597$). This is followed by motivation, indicating a moderate relative influence on organisational citizenship behaviour ($t=15.739$; $\beta =1.111$), while leadership styles contributed the least to organisational citizenship behaviour ($t= 6.186$; $\beta = .492$). The findings suggest that leadership styles, motivation, and quality of work life have significant relative influence on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria, contradicting the null hypothesis (H_02).

H_03 : There will be no significant relationship between quality of work life and organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria

Table 4.4.3: Pearson Product Moment Correlation Showing Relationship between Quality of Work Life and Organisational Citizenship Behaviour among Lecturers of Private Universities in Southwest, Nigeria

Descriptive Statistics			
	Mean (\bar{x})	Std. Deviation	N
Quality of Work Life	66.57	21.743	1144
Organisational Citizenship Behaviour	54.87	14.261	1144
Correlations			
		Quality of Work Life	Organisational Citizenship Behaviour
Quality of Work Life	Pearson Correlation	1	.785*
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	540352.406	278218.070
	Covariance	472.749	243.410
	N	1144	1144
Organisational Citizenship Behaviour	Pearson Correlation	.785*	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	278218.070	232461.874
	Covariance	243.410	203.379
	N	1144	1144

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Field Survey, 2023

Table 4.4.3 presents compelling evidence that led to the rejection of hypothesis H₀₃, which stated that there will be no significant relationship between quality of work life and organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria. The strong positive correlation coefficient of 0.785*, along with the significant level of 0.000, indicates that there is indeed a significant relationship between these two variables.

The descriptive statistics provide valuable insights into the central tendency and variability of the data. The mean score of 66.57 for quality of work life suggests that, on average, the lecturers perceive a relatively high quality of work life. Similarly, the mean score of 54.87 for organisational citizenship behaviour indicates that, on average, the lecturers exhibit a favorable level of organisational citizenship behaviour. However, it's important to note that

the standard deviations of 21.743 for quality of work life and 14.261 for organisational citizenship behaviour suggest some variability in the data.

The Pearson correlation coefficient of 0.785* depicts a strong positive relationship between quality of work life and organisational citizenship behaviour. This implies that as the quality of work life increases, lecturers are more likely to engage in positive organisational citizenship behaviours that go beyond their formal job requirements and contribute to the overall functioning of the organisation. The significance level (Sig.) of 0.000 indicates that the relationship between quality of work life and organisational citizenship behaviour is statistically significant at the 0.05 level (2-tailed), which provides strong evidence to reject the null hypothesis. This implies that the observed relationship between these variables is unlikely to occur by chance.

It is important to note that although, correlation does not imply causation, and there may be other factors that could influence the relationship between quality of work life and organisational citizenship behaviour but the findings are based on a large sample size of 1144, which enhances the reliability of the results. However, the results are limited to lecturers of private universities in Southwest, Nigeria, and may not be generalisable to other populations or contexts.

Moreover, the results of the correlation analysis provide convincing evidence that there is a significant positive relationship between quality of work life and organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria. These findings have implications for organisations and policymakers in the education sector, as they highlight the importance of improving the quality of work life to foster positive organisational citizenship behaviours among lecturers. Further research is warranted to gain a deeper understanding of

the underlying mechanisms and potential causal relationships between these variables in this specific context.

H₀₄: There will be no significant moderating role of gender in the influence of quality of work life on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria.

Table 4.4.4 Summary of Regression Analysis Showing Moderating Role of Gender in the Influence of Quality of Work Life on Organisational Citizenship Behaviour among Lecturers of Private Universities in Southwest, Nigeria.

Model	Coefficients		Standardized Coefficient	T	Sig.
	Unstandardized Coefficients	Std. Error			
(Constant)	B	Std. Error	Beta (β)		
(Constant)	102.075	.912		111.967	.000
Male Quality of Work Life	.466	.012	-.855	-39.297	.000
(Constant)	21.051	.461		45.704	.000
Female Quality of Work Life	.396	.007	.914	53.848	.000

a. Dependent Variable: Organisational Citizenship Behaviour

Source: Field Survey, 2023

The data provided shows that there are coefficients for both male and female quality of work life in relation to organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria. For male lecturers, the unstandardised coefficient (β) for quality of work life is 0.466, with a standard error of 0.012, and the standardised coefficient (β) is -0.855. The t-value is -39.297, and the p-value (Sig.) is 0.000. On the other hand, for female lecturers, the unstandardised coefficient (β) for quality of work life is 0.396, with a standard error of 0.007, and the standardised coefficient (β) is 0.914. The t-value is 53.848, and the p-value (Sig.) is 0.000. Based on the hypothesis (H₀₄) that there will be no significant moderating role of gender, the result revealed that gender does indeed play a significant

moderating role in the influence of quality of work life on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria. This is supported by the significant standardised coefficients (β) for both male and female lecturers, indicating that quality of work life has a significant influence on organisational citizenship behaviour, but the direction of the influence differs between male and female lecturers (negative for males and positive for females). Additionally, the significant t-values and p-values (Sig.) indicate that these differences are statistically significant as female lecturers in private universities in Southwest, Nigeria have higher t value than the males. Therefore, the null hypothesis (H_0) which stated that there will be no significant moderating role of gender is rejected.

Discussion of Findings

The answer to the first research question revealed that the level of organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria is high. The probable reason for this finding may be that many private universities make and build their system with the resources that are at their disposal, including the work force. There are no sources of motivation, subventions or funding from the government, so the workers have to work to turn in results and work out the call of duty. There are observable notable traits of OCB in staff members in private universities, because these staff know what obtains in public universities and strive to make a difference and show the essence of establishing private universities. Organisational citizenship behaviour level may be high among lecturers because the lecturing job is fundamentally a caring, nurturing job role, considering the future of students and helping them achieve the best. Lecturer see themselves as *in-loco-parentis*, and assist students to chart their courses in life. Lecturers work closest with students, and many times transcend the group to individual student, and this bring a personal commitment to success from a lecturer, thereby increasing the level of organisational citizenship behaviour. Many

lecturers are seen to work with students on individual basis and encourage lecturer consultation in a one-on-one setting.

Private universities enjoy so much benefits from high organisational citizenship behaviour among lecturers. Organisational Citizenship Behaviour (OCB) has positive outcomes, such as increased productivity, better performance, greater effectiveness, positive relationships between employees, greater efficiency in resource allocation, and reduced maintenance costs, thus providing the flexibility needed to innovate and improve customer service^{1,2,3}. Besides, good corporate citizens enable the institutions to efficiently utilise scarce resources, improve and enhance the ability of colleagues and staffs to do their jobs. Institutions that promote citizenship behaviour are attractive places to work and will be able to recruit and retain the best people, as well as gain trust and peoples' satisfaction⁴. Higher educational institutions are organisations where OCB is a necessity if the institutions are to survive⁵

In addition, OCB helps organisations to be successful in the unpredictable contemporary environment and accelerates novelty and creative approaches. Higher educational organisations are encouraged to make every feasible endeavor to develop, maintain and preserve a favorable work climate that fosters citizenship behaviour among the employees. It is necessary for higher educational institutions to adopt and encourage OCB's so as to generate a better working environment and to enhance work performance⁶. When staff display organisational citizenship behaviour, their level of commitment will improve, and the performance of higher education institutions will improve as well thus these institutions will be able to meet their targeted goals and serve the community better⁷. High level of organisational citizenship behaviour can also explain the reason that many private universities have very high enrolment rates in the present time, among many culture in private universities.

Research question two showed that the transformational leadership style is the prevalent leadership style adopted by the management of private universities, in Southwest, Nigeria. This means that management staff lead the employees especially lecturers in manners that show respect and ability to inspire value-based work environment. This finding implies that management of private universities in the Southwest are not transactional and situational but transformational, aligning with 21st century global best practice in leadership and people's skills. The probable reason for this finding could be that notable private universities in the Southwest, Nigeria sponsor their management team for leadership training and capacity building programmes. Transformational leadership style is very prevalent because it gives employees self-confidence over specific jobs, as well as the power to make decisions once they have been trained^{8,9}. Unarguably, the southwestern part of Nigeria has many private universities growing at geometric rate with evidence-based techniques in teaching, research and community engagement which of course, can only be achieved through transformational leadership style which motivates staff members to be effective at their teaching jobs. Private universities management may also use the transactional and situational leadership styles, however, in this study these styles are not as prevalent as the transformational style.

Transformational leaders are reported to work based on the balanced approach, demonstrated in helping their subordinates to solve some of the challenging issues at the same time they teach their subordinates about the ways of tackling the problems in the similar context¹⁰. Lecturers are sure to reach the level of self-actualisation as they are highly motivated. Moreover, most common qualities that are used to describe the personality of transformational leaders in private universities include charisma, intellectual stimulation. Another name for transformational leadership is a facilitator, in other words, in this case, team members and leaders motivate each other in order to achieve high levels of performance and motivations. Thus, it is considered as one of the most commonly adopted types of

leadership where team members encourage each other by different means in order to achieve organisational goals and long-term plans. Unlike other types of leadership, this type of leadership has a high level of communication among the team members. Therefore, the case of transformational leadership was related to the increased levels of motivation, higher job satisfaction, commitment, productivity, and performance¹¹.

Transformational leadership is thus very common in related nurturing professions like lecturing and the nursing profession. This leadership style is inspiring and motivating for a robust transformation of the culture and structure of organisations¹². It is considered the best-chosen style for leaders in the critical sector, for their leaders to mobilise their staff to provide optimum services with improved morale and conviction. Transformational leadership style indeed is characterised by high emotional intelligence which is demonstrated among university management staff to work with diverse groups of staff with individual personality difference¹³. It is evident that transformational university leaders are effective in terms of stimulating cognitive analysis of problems among their faculty and motivating them towards resolving problems more creatively¹⁴. Indeed, the transformational leadership style is unlike transactional and even situational leadership style known for task-based contexts where employee autonomy, creativity, and innovation are not a priority^{15,16}.

Research question three which asked about the most enjoyed kind of motivation by lecturers of private universities, in Southwest, Nigeria, is answered to favour remuneration. Remuneration in this study cover salary as, and when due and perception of staff members of fairness in payment structure. This connotes that lecturers of private universities in Southwest, Nigeria are mostly motivated by salary payment. From the results, remuneration is closely followed by promotion, and this holds true because when lecturers are promoted, they get paid higher salaries. Issues of monetary gains being employed is very pivotal among workers. Many people work for the money, while other benefits come later. Remuneration is highly

motivating for academic staff of private universities in Southwest, Nigeria as revealed in this study. Arguably, private universities do not pay as high the public universities (federal and state) in terms of salaries, and allowances. Thus this may make lecturers in private universities place much more emphasis on remuneration since the economy of Nigeria presents the same condition for all workers regarding cost of living. Remuneration appears to be a consequential factor which sways the performance and motivation of the employees of an organisation¹⁷. Remuneration is one of the benefits of working that are capable of triggering employee all-round commitment and job involvement and engagement. Remuneration is an explicit part of the employment contract: the employee receives a salary in return for performing work¹⁸. Remuneration is confirmed to play strong motivational factor that makes employees satisfied in their job¹⁹.

This finding is similar to the results of researches which state that remuneration has a positive and significant effect on employee motivation and performance in the work place and the value placed on pay (and its components)^{20,21,22,23}. Pay is confirmed to be the most motivating element, along with other variables such as effective career management, training, recognition by superiors, and better working environment²⁴. Remuneration is at the heart of the relationship between the employer and his employees. A similar study confirmed the link between remuneration and motivation. In as much as employees work for identity, esteem needs and cognitive needs including garnering experience, remuneration is a major reason for taking up a job, and remains a top list factor for staying on a job. The purchasing power of money is recognised in all societies of the world thus, for people to meet up with the cost of living, they have to work for money.

Research question four answer reveals that the state of quality of work life among lecturers of private universities in Southwest, Nigeria is very high. Quality of work life in terms of how satisfactory with work, academic freedom and autonomy, life-work balance and sense of

enjoyment of other aspects of a lecturer's life, work environment including university job environment and defined boundaries is found out to be very high. The level of quality of work life among lecturers displays the degree to which work is meaningfully engaging for these lecturers and how they perceive it. Lecturers in private universities could be said to record a very high level of quality of work life because private universities work assiduously to make working enjoyable for their staff and retain them accordingly. Academic freedom also plays a role in the perception of quality of work life among lecturers. A university environment that engenders high state of autonomy and adequate academic freedom for its teaching staff will record favourable quality of work life for those staff²⁵. Of course, there are regulations for academic staff and quality control measures are put in place, but when lecturers take charge and feel highly regarded and trusted in being able to discharge their duties, they will enjoy high quality of work life.

Sense of enjoyment and satisfaction with material and psychological wellness that a lecturer has regarding their job description also culminates in high quality of work life. The feeling of fulfilment and contentment with working in a private university goes a long way to increase the quality of work life. Thus, if lecturers' employment-related experience is good at all levels, the level of satisfaction, appreciation and perception of enjoyment will reflect on productivity a great deal. Many private universities are flexible somewhat with their work schedules, especially with information and communication technology integrated. Blended teaching-learning, work pattern and consideration for different lecturers are observed to be in practice in many private universities. These help lecturers to live while working, demonstrate passion and be effective at their jobs, thereby attaining the vision and mission of the university. The finding could be because the work environment of private universities is friendly, supporting and in line with global best practices of fairness, equity, and employee

support. Most private universities exude tone of team work, recognition for excellence, encouragement for effectiveness and transformational leadership demonstration.

The level of life-work balance a lecturer has could affect their level of life satisfaction and overall quality of life. Issues bothering on job security, autonomy, organisational communication, pay satisfaction are so critical to academic staff level of teaching, research and community engagement. Quality of work life has been confirmed to impact university faculty members' job contentment, organisational commitment, job satisfaction, and safety^{26,27,28,29,30}. It is pivotal to maximize the productivity of educational outcomes in the universities through adequate life-work balance, satisfaction and sense of enjoyment at one's workplace. Quality of work life enables employees to create an organisational identity and reveal more job performance, increases their job satisfaction and vocational initiatives and decreases their absenteeism, intention to quit and level of burnout, thereby creating an effective and efficient organisation³¹.

Hypothesis 1 in this study states: 'There will be no significant joint influence of leadership styles, motivation and quality of work life on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria'. The result of this hypothesis showed that there is significant joint influence of leadership styles, motivation and quality of work life on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria. This means that the styles of leadership by the management, the motivation factors at work and the quality of work life as perceived by lecturers of private universities all jointly influence organisational citizenship behaviour. This result further connotes that the three independent variables pulls their strength to exert an influence of more than 93% of the outcome variable-organisational citizenship behaviour. The probable reason for this finding may be because of the nature of the variables and how strong they are as protective factors for organisational citizenship behaviour.

Considering leadership styles, leadership is a very potent force in any organisation, and wields so much influence on staff, both academic and non-academic, students, other categories of employees and partners including parents. Leadership styles in this study are the transformational, transactional and situational leadership styles which serve their respective purpose when the needs arise. Leadership styles of management staff indeed can make or mar the level of effectiveness of lecturers and how they stretch to do more in the university community. Leadership styles are seen to affect all aspect of the university system, since management calls the shot in private universities, in this wise, lecturers' job roles including teaching and membership of committees and units are determined. Similarly, changes in job roles and rotation of team memberships and posting therein are decided by the management. Thus, leadership styles influence behavioural traits of lecturers including their organisational citizenship behaviour in many ways. Leaders in organisations and workplaces work on building a positive environment that ensures high performance of every individual. Good leadership strengthens their attitude and sense of responsibility toward the work they perform³². The finding of the first hypothesis agrees with a previous study which confirmed that there is effect of ethical and transformational leadership on various dimensions of organisational corporate social responsibility, which is an aspect of organisational citizenship behaviour³³.

Motivation in terms of remuneration, opportunity for training and capacity building, and promotion also show up to influence organisational citizenship behaviour. The traits of helping colleagues, doing more and being passionately responsive and responsible with work demands can be impacted on, by the quality of pay, being sponsored, and being promoted on the job in due time. When lecturers are well-motivated, they in turn strive to work harder to achieve the university's goal. Lecturers who have been trained to teach, do researches and engage in community service will naturally respond in positive ways when their expectations

for working are met. The congruence between academic staff and the university management would indeed be heightened with each rewarded work and deed. Motivation and its theories when implemented in an institution operate to improve human resource policies and get the best out of employees^{34,35}. It has been confirmed that remuneration in the form of compensation significantly influences organisational citizenship behaviour³⁶. It was equally established that career development has a significant effect on Organisational Citizenship Employee Behaviour³⁷. Also confirmed was that promotion and promotion justice affect organisational citizenship behaviour among workers³⁸.

Quality of work life is also found to have a significant influence on organisational citizenship behaviour. This connotes the sense of academic freedom/autonomy, life-work balance and favourable university environment experienced by lecturers of private universities affect their extra work roles, altruism, support and civil behaviour in their universities. This signals a mutually benefiting association where a sense of enjoyment and satisfaction with key indices at work, helps an academic staff to perform work roles, even outside the call of duty. This can be likened to academic staff sticking their necks out and showing incredible level of job and organisational commitment in achieving institutional goals. It was confirmed that quality of work life has a positive and significant effect on organisational citizenship behaviour³⁹. Quality of work life was found to positively influence organisational citizenship behaviour⁴⁰. It is confirmed that quality of work life influences organisational citizenship behaviour⁴¹. It is indicated as a fact that employees' positive perceptions in terms of quality of work life decrease their counterproductive work behaviours⁴². Also established was that quality of work life has a direct and indirect effect on employee performance through organisational citizenship behaviour⁴³.

The result of the second hypothesis in this study revealed there is a significant relative influence of leadership styles, motivation and quality of work life on organisational

citizenship behaviour among lecturers of private universities in Southwest, Nigeria. The order of influence was further revealed to be highest for quality of work life, followed by motivation while leadership styles had the least influence on organisational citizenship behaviour. This finding means that even though all the three independent variables have influence on organisational citizenship behaviour, they have different levels of intensity and exert unequal influence on the criterion measure. The probable justification for this finding could be that the three independent variables have different nature in terms of being organismic and contextual. Quality of work life is a deep organismic self-oriented, highly internalised variable, which can demonstrate affective domains of attitude, value, feeling and targeting the psyche of lecturers. Motivation which came second, can be both intrinsic and extrinsic, making it a both organismic and contextual factor following closely quality of work life. Leadership style on the other hand is an external factor, completely outside the control of lecturers, thereby revealing to have the least influence on organisational citizenship behaviour compared with the other two variables.

The result of the third hypothesis showed that there is a significant relationship between quality of work life and organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria. This finding depicts that quality of work life is a protective factor for organisational citizenship behaviour. This means that establishments looking to enhance civil, selfless, altruistic, supportive, cooperative and highly committed behaviour among their academic staff must attend to the issues around quality of work life and sense of satisfaction and or enjoyment. If organisational citizenship behaviour must be improved upon, then quality of work life must be enhanced, fostered at all cost by any concerned stakeholder in personnel development. Quality of work life is a huge construct in organisational psychology which signals a vast sense of complete appreciation of one's work life experiences. It is seen to be much more than job satisfaction and pay satisfaction.

Quality of work life indeed is a variable that has the dimensions of life-work balance, incorporating issues of living, livelihood, life quality, and overall wellbeing of an individual employee in their work environment. Quality of work life also has the index of autonomy and academic freedom, which are so important to academic staff while being regulated and university management ensuring quality control. How favourable a university environment is critical to lecturers' judgment of quality of work life. The variable is observed to assess how meaningfully rewarding lecturers' work engagements are, and if they feel personally esteemed, attaining their cognitive needs and even gaining more invaluable experience on the job. Sense of enjoyment and positive emotions regarding a lecturers' roles of teaching, research and community engagement, while bringing up students to further expand the frontiers in the knowledge industry remain a great deal indeed. It is justifiable that a construct as quality of work life is found to be highly related to organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria.

It has been confirmed that there is positive correlation between all components of teacher's work life quality and organisational citizenship behaviour⁴⁴. Also confirmed was that organisational climate, an index of quality of work life in this study is highly related to organisational citizenship behaviour⁴⁵. Similarly, work life balance, an index of quality of work life in the present study is confirmed to be a protective factor for organisational citizenship behaviour^{46,47}.

The fourth hypothesis stated that 'There will be no significant moderating role of gender in the influence of quality of work life on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria'. The result for this hypothesis revealed that there is a significant moderating role of gender in the influence of quality of work life on organisational citizenship behaviour. This connotes that the state of quality of work life in a lecturer, and the gender of such lecturer determine the level of organisational citizenship

behaviour. Quality of work life and gender worked together to exert influence on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria. Another meaning or implication of this finding is that any effort to improve organisational citizenship behaviour among lecturers would require taking gender into cognisance. Furthermore, interaction between quality of work life and organisational citizenship behaviour differs for male and female lecturers especially in private universities in Southwest, Nigeria. Thus, quality of work life interaction with male or female lecturers significantly and prominently does affect how organisational citizenship behaviour is exhibited.

A possible explanation for this observation is that gender, which is a personal variable deeply ingrained in an individual's personality is highly linked to behaviour especially quality of work life which is dominantly rooted in self-perception and attitude. Personality is expressed to be very influential in behavioural emission and manifestation of observable and measurable work experience like organisational citizenship behaviour. Extra-role behaviours of lecturers in private universities can be a tough decision, requiring sacrifice and strength of character, thus it is seen to work best if it is a lifestyle trait of people concerned. Being a male or a female lecturer balances quality of work life influence on organisational citizenship behaviour. Similarly finding in this study showed a significant influence of quality of work life on organisational citizenship behaviour. Further testing of hypothesis revealed a significant moderating role of gender in the influence of organisational citizenship behaviour.

These two findings point to quality of work life and gender as protective factors for improving organisational citizenship behaviour of lecturers in a university work environment.

Confirmed studies found significant moderating gender effect on organisational citizenship behaviour⁴⁸. Related findings with regard to relationships between gender and Organisational Citizenship Behaviour (OCB), female employees tend to report that they perform more

communal OCB (e.g., altruism) than do male employees, whereas male employees tend to report that they perform more agentic OCB (e.g., sportsmanship) than do female employees⁴⁹. However, supervisors do not appear to rate male and female employees differently on OCB performance as literature has conflicting reports on the moderating role of gender on organisational citizenship behaviour^{50,51} Male and female lecturers differ biologically, socially and in many other areas of life, in this way, being a male or female lecturer will reflect in the influence of quality of work life on organisational citizenship behaviour. This study has straightened records and bridged a gap in literature to confirm that gender has a significant moderating role in the influence of quality of work life on organisational citizenship behaviour.

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Chapter Five

Conclusion

This chapter deals with the summary of findings of the study, conclusion reached owing to the findings of the study, recommendations made, the contributions of the study to knowledge, and suggestions for further researches to advance the frontiers of knowledge in this area of research inquiry.

5.1 Summary of Findings

The findings of this study are summarised thus:

Transformational leadership style, with weighted average mean (\bar{x}) of 2.93 is the most prevalently used leadership style. The style following it is the situational leadership style with weighted average mean (\bar{x}) 2.58, while the transactional leadership style with weighted average mean of (\bar{x}) 2.36 is the least used among management staff of private universities in Southwest, Nigeria;

Remuneration, with weighted average mean (\bar{x}) of 2.59 is the most enjoyed, followed by promotion with weighted average mean (\bar{x}) of 2.57, while opportunity for training and capacity building, with weighted average mean (\bar{x}) of 2.52 is the least enjoyed among lecturers of private universities in Southwest, Nigeria;

There is a high level of organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria, with weighted average mean (\bar{x}) of 3.23;

The state of quality of work life among lecturers of private universities in Southwest, Nigeria is very high, with weighted average mean (\bar{x}) of 3.7;

There is a joint influence of the three independent variables (leadership styles, motivation and quality of work life) on organisational citizenship behaviour and is significant at 0.05 level.

According to the table, there is significant joint influence of leadership styles, motivation and

quality of work life on organisational citizenship behaviour of lecturers in private universities in Southwest, Nigeria. $p < 0.05$. Therefore, the null hypothesis was rejected. It was also revealed that 93 percentage of the observed variation is accounted for by the independent variables (leadership styles, motivation and quality of work life) when considered together; There is a significant relative influence of leadership styles, motivation and quality of work life on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria. Quality of work life has the highest relative contribution with $\beta = 0.597$ ($t=28.276$), followed by, motivation with $\beta = 1.111$ ($t=15.739$) and leadership styles with $\beta = 0.492$ ($t=6.186$)

There is a significant positive relationship between quality of work life and organisational citizenship behaviour among lecturers in private universities southwest, Nigeria. This connotes that the higher the state of quality of work life among lecturers in private universities, the higher the level of their organisational citizenship behaviour and vice-versa. In this sense, quality of work life is a protective factor for organisational citizenship behaviour among the workforce in any organisation, particularly private universities since $p < 0.05$. Therefore, the null hypothesis was rejected.

There is a significant moderating role of gender in the influence of quality of work life on organisational citizenship behaviour among lecturers in private universities in Southwest, Nigeria, implying that male and female lecturers in private universities in Southwest, Nigeria differ in the way their state of quality of work life exert influence on organisational citizenship behaviour.

5.2 Conclusion

The following conclusions are drawn on the basis of the findings of this study:

Lecturers of private universities in Southwest, Nigeria have a high level of organisational citizenship behaviour.

Lecturers in private universities in Southwest, Nigeria perceived the leadership style of their management staff that is prevalently adopted to be the transformational leadership style.

Remuneration are the most enjoyed kind of motivation by lecturers of private universities in Southwest, Nigeria, followed by promotion and opportunity for training and capacity building.

The state of quality of work life among lecturers of private universities in Southwest, Nigeria is very high.

Leadership styles, motivation and quality of work life have significant joint and relative influence on organisational citizenship behaviour among lecturers in private universities in Southwest, Nigeria, with quality of work life contributing the most, while leadership styles contributed the least.

Being a male or female lecturer (gender) plays a significant moderating role in the influence of quality of work life on organisational citizenship behaviour in private universities in Southwest, Nigeria.

5.3 Recommendations

The following recommendations are made based on the findings of the study:

1. Quality of work life should be fostered among lecturers in private universities to ensure organisational citizenship behaviour. Issues around academic freedom/autonomy, life-work balance and university job environment should be improved upon as these make up quality of work life. Quality of work life is a protective factor for organisational citizenship behaviour, thus private universities' management should create and maintain a work environment that would allow for meaningful and fulfilling work experiences for lecturers.

2. Counselling/personnel psychologists should organise periodic programmes to assist lecturers in improving organisational citizenship behaviour in order to give room for growth, and attainment of vision and mission of the university. Civic virtue, altruism, teamwork/cooperativeness and dedication should be encouraged among lecturers as these would serve as positive behaviour modelling for students.
3. The management of private universities should adopt leadership styles that ensure sense of belongingness for all academic staff, commitment, and balanced mechanism of reward. The kind of leadership in a university affects all individuals, including lecturers, non-teaching staff, students and the manner at which home-school collaboration will be handled. Lecturers particularly deals directly with students, so they transmit the kind of treatment they get from the management consciously or unconsciously to teaching-learning situations.
4. Motivation should be provided for lecturers in private universities in Southwest, Nigeria to ensure high improved performance and organisational citizenship behaviour. Fair, equitable and timely resource distribution should be ensured by the management staff of private universities for lecturers, male and female alike, so as to avoid gender divisions and disparities that may adversely affect organisational citizenship behaviour.
5. All hands of critical stakeholders should be on deck to ensure continued high level of organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria. High level of organisational citizenship behaviour of staff in the workplace cannot be shoved off. It signals a very critical indicator of good feeling and a positive feedback regarding the kind of treatment the teaching staff enjoy at work.

5.4 Contributions to Knowledge

This study has contributed to knowledge in the following areas:

1. Leadership styles, motivation and quality of work life have a significant joint influence on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria.
2. Leadership styles, motivation and quality of work life have a significant relative influence on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria. Quality of work life has the highest influence on organisational citizenship behaviour among lecturers of private universities in Southwest, Nigeria.
3. Quality of work life is a huge protective factor for organisational citizenship behaviour as it shows very high and positive relationship with organisational citizenship behaviour. This is an indication that sense of enjoyment, personality components, self-orientation and positive evaluations of work experiences are the in-things that drive the workforce into high productivity and working beyond the call of duty in the 21st century dynamic work space.
4. Gender, being a male or female lecturer moderates the influence of quality of work life on organisational citizenship behaviour especially in private universities in Southwest, Nigeria. Male and female lecturers differ in the manner their state of quality of work life exert influence on organisational citizenship behaviour in private universities in Southwest, Nigeria.

5. There is an established conceptual model of leadership styles, motivation, quality of work life and organisational citizenship behaviour among lecturers in private universities in Southwest, Nigeria.
6. This study has implications for counselling/personnel psychologists' practice in the area of consulting for private universities and offering employee assistance programmes tailored to the needs of individual lecturers for high performance and attainment of vision and mission of private universities.

5.5 Suggested Areas for Further Researches

1) Research Design

This study employed the descriptive survey, future studies in this area of research inquiry can use other designs like causal comparative and ex post facto designs to mention but a few. Further, a path-analytical study can be carried out on dispositional and contextual factors determining organisational citizenship behaviour among both academic and non-academic staff in private universities across different zones in Nigeria.

2) Methodology

The methodology used in this study was quantitative (the use of questionnaires) method of research. Qualitative or mixed method can be used by researchers in future studies.

3) Population

The researcher is suggesting that further researches be carried out using lecturers in public universities, lecturers in colleges of education as well as those in polytechnics and monotechnics.

4) Study Setting

The study setting/area was the Southwest region of Nigeria. Other geo-political zones in Nigeria can be used for future researches.

5) Variables

Other variables such as socio-demographics (age, socio-economic status, marital status, job tenure) can be used by other researchers in relation to organisational citizenship behaviour.

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Appendix I

Appendix I (Research Instrument) Lead City University, Ibadan, Nigeria Department of Arts and Social Sciences Education

Leadership Styles, Motivation, Quality of Work Life and Organisational Citizenship Behaviour Questionnaire

Dear Respondent,

This questionnaire is designed to collect information on leadership styles, motivation, quality of work life and organisational citizenship behaviour. Your sincere responses would be appreciated, as your responses would be used for research purposes only and treated with utmost confidentiality. Kindly respond to all the items carefully, as this will be used for research purpose.

Thank you for your time.

Section A: Bio-Data

Respondent's Sex: Male [] Female []
Respondent's Age (in years): 20-30 [] 31-40 [] 41-50 [] 51-60 [] 61 and above []
Highest Academic Qualification: Bachelors [] PGDE [] Masters [] Ph.D. [] Others [] Please specify _____
Respondent's Rank: Graduate Assistant [] Assistant Lecturer [] Lecturer II [] Lecturer I [] Senior Lecturer [] Reader/Associate Professor [] Professor []
Job Tenure (in years): 1 – 5 [] 6 –10 [] 11 and above []

Section B: Organisational Citizenship Behaviour Scale

I	SA	A	D	SD
1. take time to advise, coach, or mentor a colleague.				
2. help academic staff learn a new skill or knowledge				
3. volunteer to carry out my colleagues' task/assignment when they are unable to perform.				
4. help new employees get oriented and adjusted to the job.				
5. offer suggestions to improve the work roles of fellow lecturers.				
6. hold extra classes to ensure students are ready for exams.				
7. care about students' health				
8. Provide personal guidance for students with comprehension problems				
9. make innovative suggestions to improve the overall quality of the university.				
10. consult students before initiating actions that might affect them.				
11. give unwavering commitment to teaching and learning tasks.				

12. volunteer for extra work assignments.				
13. diversify teaching methods according to the needs of students.				
14. am willing to work extra hours for the uplift of my university.				
15. care about staff members' health.				
16. am usually the go-to lecturer in my department.				
17. Working beyond the call of duty gives me a sense of commitment.				

Section C: Multifactor Leadership Questionnaire (MLQ)

Instruction: please tick (√) in the appropriate space that conforms to your response. Keys – A = Always; O = Often; S = Sometimes; R = Rarely

My University Management... . . .

S/N	Items	A	O	S	R
1	Provides us with assistance in exchange for our efforts TF				
2	Talks about the most important values and beliefs				
3	Seeks different perspectives when solving problems				
4	Talks optimistically about the future				
5	Discusses in specific terms who is responsible for achieving performance targets				
6	Talks enthusiastically about what needs to be accomplished				
7	Specifies the importance of having a strong sense of purpose				
8	Spends time teaching and coaching				
9	Makes clear what one can expect to receive when performance goals are achieved				
10	Goes beyond self-interest for the good of the team				
11	Acts in ways that builds our respect				
12	Displays a sense of power and confidence				
13	Articulates a compelling vision of the future				
14	Looks at problems from different angles				
15	Treats us as an individual rather than just as a member of a team				
16	Fails to interfere until problems become serious				
17	Focuses our attention on irregularities, mistakes, exceptions, and deviations from standards				
18	Avoids getting involved when important issues arise				
19	Is absent when needed				
20	Instils pride for being associated with him/her				
21	Waits for things to go wrong before taking action				
22	Shows that he/she is a firm believer in "if it isn't broken, don't fix it"				
23	Demonstrates that problems must become chronic before taking action				
24	Concentrates his/her full attention on dealing with mistakes, complaints, and failures				
25	Considers the moral and ethical consequences of decisions				

26	Keeps track of all mistakes				
27	Directs our attention toward failures to meet standards				
28	Avoids making decisions				
29	Makes certain decisions based on the personalities of the parties involved				
30	Is flexible with structure of the university with some cadres of staff				
31	Has different styles of dealing with different staff				
32	Uses non directional approach to establish rules				
33	Operates a fluid system featured by peculiarities of cases				
34	Believes in customizing leadership styles for some conditions				
35	Manipulates their directive and supportive behaviours to the needs of some staff				
36	Considers the psychological and task maturity of staff before taking a stand on matters.				
37	Is spontaneous with rewards and punishment				

Sub-Section D: Motivation

The statements in this section describe various aspects of your motivation as a lecturer. For each statement, kindly respond as truthfully as you can by ticking (√) the appropriate box. There are fifteen items in all, divided into three sub-scales, with each item having four response options – Very Untrue (VU), Untrue (U), True (T), and Very True (VT).

A.	Remuneration	VU	U	T	VT
1	At present, I can say I have pay satisfaction at my lecturing job.				
2	My benefit package encourages me to do my lecturing job.				
3	There is periodic salary increment to encourage more effectiveness among lecturers in my university.				
4	My current salary is paid as, and when due.				
5	My earnings are fair when compared to the others doing the same type of work in other universities				
6	Salary scale and payment structure are commensurate with lecturers' qualification and effectiveness.				
B.	Opportunity for Study/Capacity Building				
7	My lecturing job offers opportunities for further study, training and re-training.				
8	I have attended several training programmes which upgraded my teaching skills.				
9	There are capacity-building programmes designed for lecturers in my university.				
	My university has sponsored me for at least one training/workshop programme.				
10	My university trains teaching staff on new frontiers in				

	knowledge and skill development.				
C.	Promotion				
11	Promoting lecturers in my university is as, and when due.				
12	Lecturers' career advancement issues are given priority in my university.				
13	There are discrepancies in the criteria for promotion in my university.				
14	Promotion arrears and rewards are given to lecturers in my university.				
15	Promotions are handled fairly for all academic staff.				

Section E Quality of Work Life Scale

	SA	A	U	D	SD
1. It is hard to take time off during our work to take rest.					
2. My university offers sufficient opportunities to care of personal or family Matters.					
3. I am unable to attend to my personal work due to the demands made by my job.					
4. A part of my job is allowed to be done at home.					
5. My university school allows a flexi-time option.					
6. I feel that my work allows me to do my best in a particular area.					
7. Conditions on my job allow me to be as productive as I could be.					
8. I am given a lot of work empowerment to decide about my own style and pace of work.					
9. I feel free to offer comments and suggestions on my Performance.					
10. I am involved in making decisions that affect our Work.					
11. There is cooperation among all the departments for achieving the goals.					
12. The university communicates every new change that takes place.					
13. There is a harmonious relationship with my colleagues.					
14. There is a strong sense of belongingness in my Organization.					

15. The relationship between management and lecturers are very good.					
16. I will get good support from management and my subordinates.					
17. In my university, there is a balance between stated objectives and resources provided.					
18. There are much defined channels for information exchange and transfer.					

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Bio-data

A. Personal Data

- 1. Name:** Suebu Olaide LAMIDI
- 2. Address:** Oyo State College of Education, P. M. B. 001, Lanlate, Oyo State
- 3. Email:** olaidelamidi68@gmail.com
- 4. Date of Birth:** 08 August, 1968
- 5. Nationality:** Nigerian
- 6. Marital Status** Married

B. Educational Institutions Attended with Dates:

- (i) A.U.D Primary School, Balogun, Oyo 1975 - 1981
- (ii) Ladigbolu Grammar School, Oyo 1981 - 1986
- (iii) Oranyan Grammar School, Oyo 1987
- (iv) University of Ibadan, Ibadan 1988 - 1992
- (v) University of Port-Harcourt, Port-Harcourt 1998 - 2001
- (vi) Oyo State College of Education, Oyo 2007
- (vii) Lead City University, Ibadan 2020 To date

C. Academic/Professional Qualification with Dates:

- (i) Primary School Leaving Certificate 1981
- (ii) WASC (O/L) 1986
- (iii) GCE (O/L) 1987
- (iv) B. Ed (Yoruba/Islamic Studies) 1992
- (v) M. Ed (Educational Psychology) 2001
- (vi) Diploma in Computer Studies 2007
- (vii) TRCN (OY/T/00397) 2006

D. Work Experiences with Dates:

- i. F.C..E, Omoku, Demonstration Secondary School,
Omoku, Rivers State Class Teacher 1998 - 2004
- ii. Oyo State College of Education, Lanlate, Oyo State 2004 to date

- E. Awards and Fellowships (if any): Nil
- F. Membership: Counselling Association of Nigeria (CASSON)
- G. Publication(s):

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11. Lamidi, S. O. & Laba, Z. A. *The significance of Creative Arts in solving youth unemployment problems for social security: Implications for counseling.* **Counselling and Behavioural Studies Journal**, 3, 2013. 117-126.
12. Ademola, A. E., Adedibu, M. B., & Lamidi, S.O. *Television and video media as indices of children aggressive behavior.* **GENERALITIES**, 2 (2), 2013. 23-29.
13. Lamidi, S. O. *Transforming Nigerian youth from liabilities to assets beyond 21st century: Perspectives of school counselors.* **THE PACESETTER**, 18 (2), 2014. 184-193.
14. Adebayo, M. A. & Lamidi, S. O. *Counselling as a tool for conflict management in workplace community.* **Counselling and Behavioural Studies Journal**, 4, 2014. 355-367.
15. Lamidi, S. O. & Yusuf, M. I. *Perceptions of resident of Ibadan on abuse in politics and governance: Implications for value-reorientation counseling and political consolidation.* **Counselling and Behavioural Studies Journal**, 5 (2), 2015. 133-143.
16. Lamidi, S. O. *The roles of counselling in checking street begging in Oyo town.* **Nigerian Journal of Languages, Arts, Education and Social Sciences**, 6 (2), 2015. 192-204.
17. Lamidi, S. O. & Olabiyi, A. O. *Relative effectiveness of systematic desensitization and study skills training in the treatment of test anxiety among secondary school students.* **JOLASESS** 1(1), 2016. 228-236.
18. Lamidi, S. O. *Relationship between personality types (somato-types) and adolescents' aggressive behaviour in Oyo state.* **Journal of Professional Teacher Trainers**, 11 (1), 2016. 53-60.
19. Olabiyi, A. O. & Lamidi, S. O. *Emotional intelligence and academic self-efficacy as correlates of academic achievement among secondary school students in Oyo state.* **Journal of Professional Teacher Trainers**, 11(1), 2016. 154-163.

20. Lamidi, S. O. *Issues and reflections on school pupils' problem behaviours in Oyo state: Guidance and counselling approach*. **Early Childhood Care & Education Journal**, 2 (1), 2016. 177-187.
21. Lamidi, S. O. *Age differentials and psychological burnout of guidance counsellors in secondary schools of southwestern Nigeria*. **Lanlate Journal of Educational Research**, 2 (1), 2017. 312-322.
22. Ademola, A. E. & Lamidi, S. O. *Trending path to professional teacher education in sexuality education*. **The Moulder**, 5 (2), 2017. 272-281.
23. Lamidi, S. O. & Olabiyi, A. O. *Teachers' job effectiveness as perceived by principals and teachers in secondary schools in Oyo state*. **Lanlate Apex Journal of Educational Research**, 1 (1), 2018. 121-127.
24. Olabiyi, A. O. & Lamidi, S. O. *Effects of domestic violence and marital instability on delinquent behaviour of secondary schools adolescents in Oyo central senatorial district of Oyo state*. **Counselling and Behavioural Studies Journal**, 8, 2018. 173-190.
25. Lamidi, S. O. *Internet pornography and cybersex: An appraisal of its impact on Nigerian adolescents*. **COEASU Journal of Multidisciplinary Studies**, 7 (1), 2019. 122-129.
26. Lamidi, S. O. & Adebayo, M. A. *Banditry and crisis of public safety in Nigeria: The role of counselling*. **Counselling and Behavioural Studies Journal**, 9, 2019. 23-33.
27. Lamidi, S. O. *The place of guidance and counselling services in the development of secondary school students: A review*. **Lanlate Journal of Educational Research**, 4 (1), 2019. 67-77.
28. Lamidi, S. O. *Test anxiety as predictor of academic achievement among students in secondary schools in Oyo state*. **Lanlate Apex Journal of Educational Research**, 2 (1), 2019. 184-194.

CHAPTERS IN EDITED BOOKS:

1. Lamidi, S. O. & Adedibu, M. B. *The nature, meaning and purpose of research and educational research*. In A. E. Awoyemi (Ed.), *A New Approach to Educational Research for Tertiary Institutions*. 2009 (pp. 1-6).

2. Lamidi, S. O. & Dipeolu, I. O. *Types of educational research*. In A. E. Awoyemi (Ed.), *A New Approach to Educational Research for Tertiary Institutions*. 2009 (pp. 7-13). Oyo: Temilolu Press.
3. Lamidi, S. O. & Olaleye, A. A. & China, U. M. *Knowledge, attitude and perception of female genital mutilation among the people of Oyo State, Nigeria: Implications for counselling and vocational technical education*. In A. Kehinde (Ed.), *Gender and Development*, 2009 (pp. 222-238). Ibadan: Hope Publication Ltd.
4. Lamidi, S. O. *Cognitive styles and learning problems: What lessons for classroom teachers?* In J. B. Odunuga, S. O. Davis & A. F. Oyeyinka (eds.), *Contemporary Issues in the Nigerian Educational System*. 2011 (pp. 54-59). Lagos: Jovad Educational Publishers.
5. Lamidi, S. O. *Concept of guidance and counselling*. In N. G. Amadi (Ed.), *Introduction to Theory and Practice of Guidance and Counselling*. 2014, (pp. 1-10). Lagos: Olakseg Publishers.
6. Lamidi, S. O. *History and development of guidance and counselling practices in Nigeria*. In N. G. Amadi (Ed.), *Introduction to Theory and Practice of Guidance and Counselling*. 2014, (pp. 11-21). Lagos: Olakseg Publishers.
7. Lamidi, S. O. *Life building skills*. In S. O. Ajitoni (Ed.), *Family Life and Emerging Health Issues. A basic text for NCE Pre-Service Teachers in Nigeria, 2015* (pp. 47-66). Ibadan: Golden Touch Printing and Publishing.
8. Lamidi, S. O. *Early and late maturation in adolescence*. In A. O. Aremu (Ed.) *Adolescent Psychology for Tertiary Institutions' Students*. 2018 pp.40 - 45). Ibadan: Shamar Publishing Company Nig.
9. Lamidi, S. O. *Developmental tasks of the adolescent*. In A. O. Aremu (Ed.) *Adolescent Psychology for Tertiary Institutions' Students*. 2018. (pp. 46 - 53). Ibadan: Shamar Publishing Company Nig.

BOOKS

1. Lamidi, S. O. & Ojo, E. B. *Introduction to developmental psychology (educational perspective)*. Oyo: Odumatt Press and Publishers, 2008.
2. Lamidi, S. O., Ogundipe, I. O. & Ojo, E. B. *Fundamentals of human learning*. Oyo: Odumatt Press and Publishers, 2009.

ACADEMIC DISTINCTION(S)/AWARD(S):

Nil

H. Major Conferences Attended with Dates:

1. 1st National Conference of College of Education Academic Staff Union, F. C. E, Abeokuta.
Theme: Current Trend in Writing Academic Paper. Held at Federal College of Education, Osiele, Abeokuta, between 8 and 12 of May, 2006.
2. 5th National Conference of the School of Education, F.C.E Abeokuta.
Theme: Cankerworm in the Nigerian Educational System: The Way Out. Held at Federal College of Education, Osiele, Abeokuta, between 24 and 28 of July, 2006.
3. 1st Annual Seminar/ Workshop of School of Arts and Social Sciences, Emmanuel Alayande College of Education, Oyo, Lanlate Campus.
Theme: Paper Writing: The Hallmark of Academics. Held at College Hall 2, Emmanuel Alayande College of Education, Oyo, Lanlate Campus on the 18 of March, 2008.
4. 32nd Annual Conference of the Counselling Association of Nigeria (CASSON). Held at University of Ilorin, Kwara State, Nigeria between 18 and 21 of August, 2008.
5. 11th Annual National Conference of the School of Education, Federal College of Education, Kano.
Theme: Education As a Means of Achieving the Objectives of Vision 2020 in Nigeria. Held at Federal College of Education, Kano, between 13 and 17 of July, 2009.
6. Workshop Organised by the School of Education, Emmanuel Alayande College of Education, Oyo, Lanlate Campus. Held at Emmanuel Alayande College of Education, Oyo, Lanlate Campus on the 25 of November, 2009.
7. 1st National Conference, School of Education, Emmanuel Alayande College of Education, Oyo.
Theme: Sustainable Reforms in Teacher Education in Nigeria. Held at School of Education, Emmanuel Alayande College of Education, Oyo, between 26 and 29 of April, 2010.
8. One Day Workshop organised by Emmanuel Alayande College of Education, Oyo, Lanlate Campus.
Theme: Academic Staff Development. Held at Campus Lecture Hall 2, Lanlate Campus, on the 8 of May, 2012.

9. Biennial Conference of the School of Special Education, Federal College of Education, (Special) Oyo.
Theme: Access and Quality of Special Educational Needs Service Delivery in Nigeria. Held at Federal College of Education (Special), Oyo between 2 and 6 of July, 2012.
10. A 2-Day Workshop organized by Emmanuel Alayande College of Education, Oyo.
Theme: Evolving High Quality Research Proposal and Paper Writing. Held at College of Education, Erelu Campus, Oyo, between 10 and 11 of July, 2012.
11. Annual Conference of the Counseling Association of Nigeria (CASSON), Oyo State Chapter.
Theme: Utilising Counselling Strategies to Combat Socio-Political Challenges in Nigeria. Held at Emmanuel Alayande College of Education, Oyo, between 5 and 7 of March, 2013.
12. 2nd National Conference of College of Education Academic Staff Union (COEASU), Emmanuel Alayande College of Education Chapter, Oyo.
Theme: Centenary Milestone: Teacher Education in Nigeria and National Development. Held at Emmanuel Alayande College of Education, Oyo between 19 and 22 of August, 2013.
13. Workshop/Conference/Seminar organized by the Research and Publication Committee, School of Science, Emmanuel Alayande College of Education, Oyo.
Theme: Statistical Tools in Research. Held at Emmanuel Alayande College of Education, Oyo between 28 and 29 of January 2014.
14. 3rd National Conference of Emmanuel Alayande College of Education, Oyo.
Theme: Curriculum Issues and National Transformation Beyond the 21st Century in Nigeria. Held at Emmanuel Alayande College of Education, Oyo between 17 and 20 of February, 2014.
15. Annual Conference of the Counselling Association of Nigeria (CASSON), Oyo State Chapter.
Theme: Community Counselling: Pathway to Self-Reconstruction and Social Re-orientation. Held at Conference Centre, The Polytechnic, Ibadan, Oyo State between 11 and 13 of March, 2014.
16. 1st National Conference of Association for Research and Development in Language, Arts, Social Sciences and Education (ARDLASSE).
Theme: Critical Issues in Nigerians Amalgamation Centenary and Beyond: Matters Arising. Held at Emmanuel Alayande College of Education, Oyo, Lanlate Campus, between 4 and 8 of August, 2014.

17. 2nd School Seminar organized by the School of Education, Emmanuel Alayande College of Education, Oyo, Lanlate Campus. Held between 16 and 17 of December, 2014.
18. Annual Conference of the Counselling Association of Nigeria (CASSON), Oyo State Chapter.
Theme: Counselling for Eradication of Dehumanization. Held at Federal College of Education (Special), Oyo, between 10 and 12 of March, 2015.
19. Five-Day National Conference of Early Childhood Association of Nigeria (ECAN) and Department of Early Childhood Care and Education, Adeyemi College of Education, Ondo, Ondo State.
Theme: Meeting the Needs of the Whole Child Through Effective Early Childhood Education. Held at Adeyemi College of Education, Ondo between 26 and 30 of October, 2015.
20. Annual Conference of the Counselling Association of Nigeria (CASSON), Oyo State Chapter.
Theme: Counselling for Sustainable Behaviour Change. Held at National Museum of Unity, off Dick Road, near Alesinloye market, Ibadan, between 8 and 10 of March, 2016.
21. 2nd National Conference of the School of Education, Emmanuel Alayande College of Education, Oyo.
Theme: The Trending Path to Professional Teacher Education. Held at The Provost Conference Room, Emmanuel Alayande College of Education, Oyo between 18 and 22 of July, 2016.
22. 1st Bi-annual School Seminar held at the School of General Education, Oyo State College of Education, Lanlate between 9 and 10 of July, 2017.
23. Annual Conference of the Counselling Association of Nigeria (CASSON), Oyo State Chapter.
Theme: Contemporary Issues in Couples, Marriage and Family Counselling. Held at Emmanuel Alayande Teacher's House, Samonda, Ibadan, Oyo State between 13 and 15 March, 2018.
24. Annual Conference of Counselling Association of Nigeria, (CASSON), Oyo State Chapter.
Theme: Transforming Society Through Counselling Efficacy. Held at Federal College of Animal Science & Technology, Moor Plantation, Apata, Ibadan Oyo State between 12 and 14 March, 2019.

25. First Annual Conference of the School of General Education, The College of Education, Lanlate between 27 and 30 of August, 2019.
Theme: Re-engineering Nigeria Education for Armed Banditry and Sundry Crime Control.
26. Global Elite Educational Consultancy.
Theme: Training of Trainers on Research Proposal Writing and Research Grant Management Capacity Building Workshop between 7 and 11 of March, 2022. Held at the Moller Institute, University of Cambridge, Storey's way Cambridge, CB3 ODE, U.K.
27. Colleges of Education Academic Staff Union (COEASU), Oyo State College of Education, Lanlate. Oyo State.
Theme: A Day Workshop on Digital Transformation and Managing Tertiary Education in Nigeria in 21st Century. August 29, 2023.

ADMINISTRATIVE EXPOSURE

i. CONTRIBUTIONS TO THE DEPARTMENT:

- | | | |
|----|---|-------------|
| a. | Chairman, Result Compilation Committee | 2007 - 2010 |
| b. | Member, Departmental Social/Welfare Committee | 2008 - 2010 |
| c. | Ag. Head, Educational Psychology | 2011 - 2013 |
| d. | Head, Educational Psychology | 2015 - 2019 |

ii. CONTRIBUTIONS TO THE SCHOOL:

- | | | |
|----|---|--------------|
| a. | Member, Disciplinary Committee | 2004 - 2005 |
| b. | Member, School Result Compilation Committee | 2006 - 2009 |
| c. | Chairman, Book Standardisation and Pricing Committee | 2018 - 2019 |
| d. | School Representative at Tetfund Committee on Conference Attendance Sponsorship | 2019 to date |

iii. CONTRIBUTIONS TO THE COLLEGE:

- | | | |
|----|--|-------------|
| a. | Member, Students' Disciplinary Committee (SDC) | 2012 - 2013 |
| b. | Member, (L.O.C) COEASU 2013 National Conference, EACOED, Oyo. | 2013 |
| c. | Member, Campus Internal Quality Assurance Monitoring Committee (IQAMC) | 2014 - 2016 |
| d. | Member, Students' Disciplinary Committee (SDC) | 2015 - 2019 |
| e. | Coordinator, College Counselling Clinic | 2016 - 2019 |
| f. | Resource Person for Staff Teaching Practice Seminar | 2018 - 2019 |

- g. Member, COEASU Research and Publication Committee 2019
- h. Director, CMIS 2021 to date

iv. CONTRIBUTIONS TO THE COMMUNITY:

- a. Staff Adviser, National Association of Oyo Students (NAOS) 2005 to date
- b. Editorial Consultant, Voice of OYSCOED Press 2006 - 2007
- c. Financial Secretary, OYSCOED Staff Cooperative 2006 - 2008
- d. Staff Adviser, Voice of EACOED Press 2009 - 2010
- e. Organisational Adviser, Voice of EACOED Press 2010 - 2011
- f. Chairman, College Muslim Welfare Fund 2011 - 2019

9.2.14 OTHER RELEVANT INFORMATION:

- a. Member, Teachers' Registration Council of Nigeria
- b. Member, Counselling Association of Nigeria (CASSON)
- c. Member, Counselling Association of Nigeria, Oyo State (CASSON/OYO/0124)
- d. Member, Association for Research and Development in Languages, Arts, Social Sciences and Education (ARDLASSE)
- e. Member, University of Ibadan (Alumni) Association,
- f. Member, University of Port Harcourt (Alumni) Association
- g. Member, College of Education Academic Staff Union (COEASU)
- h. Member, OYSCOEL Muslim Community, Lanlate
- i. Member, Egbe Omo Ibile Oyo, OYSCOEL, Lanlate

I.

Referees.

1. Prof. Amadi. N. G
Dept. of Educational Psychology,
University of Port-Harcourt, Rivers State.
2. Dr. Ayena. O. Olugbenga.
Directorate of Student Support and Counselling Services
Emmanuel Alayande University of Education, Oyo. OyoState.
3. Mr. Falade Olukayode Michael.
Oyo State College of Education, Lanlate. Oyo State.

Signature

Date

The University Compliance Certification

This is to certify that the thesis by Suebu Olaide Lamidi with matriculation number LCU/PG/001497 in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University format and style.

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Signature

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Date

Do Not Copy, Lead City University, Nigeria