

**Motivational Indices, Leadership Styles and Administrative Staff Job Commitment in
Private Universities in Oyo State**

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Certification

This is to certify that **Oluwaseyi Omolola ADEFILA**, with matriculation number LCU/PG/001211, completed the research project “Motivational Indices, Leadership Styles and Job Commitment of Administrative Staff of Private Universities in Oyo State” in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Nigeria for the award of Masters (MEd) Degree in Educational Management.

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Dedication

This study is dedicated to GOD Almighty for His guidance and blessings throughout this programme.

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Abstract

There seem to be a growing concern and dissatisfaction with the level of job commitment among administrative staff members in private universities, particularly in Oyo State. Factors that contribute to these phenomena includes poor engagement, insufficient recognition and rewards, poor leadership and management, limited opportunities for career growth, and inadequate salary schemes among others as identified by previous studies. However, there appears to be limited research on these issues, specifically in Oyo State, hence, to fill this gap, this study investigated motivational indices and leadership styles as determinants of job commitment among administrative staff in private universities in Oyo State. A descriptive research design of the survey type was adopted to guide the study. The population consists of all 675 administrative staff in private universities in Oyo State. A total enumeration sampling technique was employed. The findings revealed that the level of job commitment of administrative staff in private universities in Oyo State is high ($\bar{X}=3.13$); the level of motivational indices in private universities in Oyo State is moderate ($\bar{X}=2.81$); the most adopted leadership style is the bureaucratic style; the combined influence of motivational indices and leadership styles has a significant influence on job commitment among administrative staff in private universities in Oyo State (Adj. $R^2 = 0.956$) and ($F_{(2,605)} = 6520.744$; $P < 0.00$); opportunities for advancement demonstrates the strongest positive influence on job commitment ($\beta = 0.615$, $t = 14.540$, $P < 0.05$). Based on these findings, it was recommended among others that given the positive perception of opportunities for advancement among administrative staff in private universities, Private Universities in Oyo State should further strengthen career development programmes.

Keywords: Motivational Indices, Leadership Styles and Job Commitment

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Chapter One

Introduction

1.1 Background to the Study

The importance of employee job commitment cannot be underestimated, as it seems to have crucial implication on the survival, expansion and effectiveness of various organisations. Hence, matters related to job commitment should be regarded significantly in any academic discourse. Job commitment reflects the connection between an employee and the organisation, illustrating their level of enthusiasm and readiness to fulfil assigned responsibilities in the workplace. It entails having a strong belief in and recognition of the goals and values of the organisation, a willingness to exert significant effort for the organisation, and a strong desire to maintain active involvement within the institution¹. Job commitment holds immense importance for both employees and organisations. From the employees' perspective, it plays a vital role in fostering job satisfaction, motivation, and overall well-being. When employees are committed to their work, they are more likely to exceed their job expectations, display higher levels of engagement, and achieve greater success in their careers². From an organisational standpoint, job commitment is linked to numerous benefits. It contributes to reduced turnover rates, as committed employees are less likely to seek opportunities elsewhere.

Additionally, job commitment is associated with improved employee performance, increased organisational citizenship behaviour (such as going beyond formal job requirements to support the organisation), and enhanced overall productivity. In essence, job commitment refers to the psychological attachment and loyalty an individual feels towards their job or

organisation³. It reflects their level of dedication, involvement, and sense of responsibility towards their work and the organisation they belong to.

Within the realm of education, particularly in universities, the achievement of educational goals and objectives relies heavily on the dedication and commitment of the staff, particularly the administrative personnel which are the main focus of this study. The administrative staff members are professionals who play a crucial role in supporting the administrative and operational aspects of the institution. In Nigerian universities, the job commitment of administrative staff is typically marked by their devotion, professionalism, and sense of responsibility in facilitating the smooth functioning of the institution. Consequently, only staff members who demonstrate strong commitment will find it effortless to fulfil their responsibilities effectively⁴.

Put simply, when administrative staff are dedicated to their work, they develop an emotional connection and share the same goals, values and vision as the organisation. They demonstrate loyalty, invest their efforts willingly, maintain a positive attitude, and actively support the organisational culture. They have a profound passion and enthusiasm for their job, genuinely derive pleasure from it, and approach their tasks with unwavering enthusiasm⁵. This high level of commitment and motivation drives them to achieve excellence in their roles. Furthermore, they demonstrate initiative and accountability by taking ownership of their work and adopting a proactive mindset. They actively search for chances to improve their performance and go above and beyond their assigned duties. They hold themselves responsible for their actions and willingly accept the consequences that follow. When faced with challenges, they exhibit persistence and resilience. They possess a strong dedication to their work and willingly invest the necessary effort to overcome obstacles and accomplish

their objectives. They have the ability to recover from setbacks and maintain a positive outlook throughout the process. They are devoted to continuous learning and possess a mindset that embraces growth. They have an insatiable thirst for knowledge and a strong desire to improve. Actively seeking opportunities for learning and development, both within and beyond their current roles, they believe in the potential for their abilities to be honed through hard work and dedication. Additionally, they prioritize reliability, punctuality, and consistently delivering high-quality work, which exemplifies their strong work ethic. Therefore, it is crucial to foster and maintain job commitment among administrative staff because they are more likely to outperform their uncommitted colleagues and have a greater propensity to achieve the organisation's goals and objectives.

Upon examination of Nigerian higher institutions, including universities, it becomes apparent that the level of job commitment among administrative staff has witnessed a decline over the years. The researcher noted various indicators of this deterioration. Firstly, there has been a decrease in productivity, with uncommitted staff causing delays, producing low-quality work, and contributing to a decline in academic standards⁶. Consequently, student outcomes have suffered as evidenced by poor student engagement and decreased learning outcomes. Moreover, the researcher observed that the lack of commitment has hindered research, innovation and intellectual pursuits necessary for the development of new knowledge, advancements in various fields and overall institutional progress. Additionally, another indication of low job commitment is a situation that has given way to corruption and unethical practices⁷. Individuals who are not fully invested in their roles engage in bribery, favouritism, and other forms of misconduct. Furthermore, the consistent poor level of job commitment seems to have adverse effects on the university's reputation. It has discouraged

prospective students, impeded collaboration with other institutions, and eroded the trust and confidence of stakeholders, including employers and the general public. Hence, this study will consider attendance and punctuality and work engagement as indices to measure job commitment.

There appears to be a noticeable poor attendance and punctuality among administrative staff in universities. Attendance refers to the consistent presence of employees during their scheduled working hours, indicating their regular and reliable presence as expected by the employer⁸. Good attendance reflects traits such as dependability, reliability, and a willingness to fulfil work responsibilities. It also showcases a sense of accountability towards the organisation and colleagues. Similarly, punctuality refers to arriving or completing tasks promptly within the designated time frame. It entails being prompt, respecting deadlines, and adhering to schedules. Being punctual demonstrates respect for the time of others, a commitment to meeting obligations, and a proactive approach to managing one's time effectively. Unfortunately, many administrative staff members are no longer punctual in carrying out their duties, and some even display a lack of attendance. They may offer excuses like "I cannot kill myself" as a justification for their absences.

Also, there is a noticeable poor work engagement among administrative staff, as they no longer exhibit the psychological state of being fully absorbed, focused, and enthusiastic about their work. Work engagement is characterized by high levels of energy, dedication, and involvement in work-related activities⁹. It goes beyond mere job satisfaction and is considered a positive and fulfilling state. Engaged individuals have a deep connection with their work, experiencing a sense of flow where they are completely immersed in their tasks and lose track of time¹⁰. To address these challenges, it is imperative to take steps towards

improving job commitment among administrative staff in Nigerian universities. School owners, the government, and stakeholders at large should collaborate to develop strategies aimed at enhancing job commitment. These strategies could include measures to increase motivation, foster a positive work environment, provide professional development opportunities, and promote a sense of purpose and meaning in the work being performed. By prioritizing job commitment, the overall engagement and performance of administrative staff can be positively influenced, leading to improved outcomes for universities.

Various factors have been identified as contributing to the low job commitment observed among administrative staff in universities located in Oyo State. These factors include a lack of engagement, poor job satisfaction, unclear expectations, insufficient trust and support, personal issues or stress, limited opportunities for growth or development, cultural disparities, job insecurity, and others. Notably, to the best of the researcher's knowledge, few studies have been carried out to examine the role of motivational indices and leadership styles in determining the job commitment of administrative staff in private universities within Oyo State. Therefore, this study aims to contribute to the existing literature by investigating how motivational indices and leadership styles determine the job commitment of administrative staff in private universities located in Oyo State. The following paragraph focuses specifically on the discussion of motivational indices.

Motivation stems from an individual's motives, which encompass their needs, desires, wants, or drives¹¹. It encompasses internal factors like wishes, urges, or motives that spark, direct, and sustain behaviour towards a specific objective. Motivation is a comprehensive process, combining both logical and proactive elements, through which people strive to fulfil their fundamental desires, personal goals, and perceived necessities that propel human actions¹². It

comprises biological, emotional, social, and cognitive aspects that influence behaviour¹². Motivation consists of the internal and external factors that generate enthusiasm and drive individuals to consistently engage in and remain committed to their work, role, or field of interest while exerting continuous effort to attain a goal. It serves as the driving force or inner state that compels individuals to take action, persevere in their endeavours, and achieve their objectives. It represents the underlying rationale for a person's behaviour, choices, and level of effort they dedicate towards accomplishing a specific task or aim¹³.

The importance of motivation in shaping an individual's actions cannot be overstated. It determines the way, intensity, and duration of their endeavours. Motivation can be divided into two main categories: intrinsic motivation, which originates from within a person and involves engaging in an activity for the inherent satisfaction, enjoyment, or personal fulfilment it brings, and extrinsic motivation, which stems from external factors such as rewards, incentives, or punishments¹⁴. Extrinsic motivation revolves around seeking external rewards or avoiding negative consequences by participating in certain activities. However, in this study, the researcher will focus on extrinsic motivation using opportunities for advancement, work-life balance and also compensation and benefits as its indices of motivation.

Opportunities for advancement refer to the various ways in which individuals can progress and grow in their personal and professional lives¹⁵. These opportunities can arise in different contexts, such as within a career, education, personal development, or even relationships. Advancement opportunities are important as they provide individuals with the chance to enhance their skills, increase their knowledge, achieve higher levels of responsibility, and ultimately reach their goals and aspirations. Universities should provide professional

development programmes and workshops to enhance the skills of administrative staff, allowing them to broaden their knowledge and increase their chances of advancement. Seeking cross-functional assignments or projects can expose administrative staff to different areas of university operations, expanding their skill set and making them eligible for roles that require interdisciplinary knowledge. Pursuing further education, such as a master's degree or professional certifications, can open up advanced positions and increase opportunities for career progression. Administrative staff interested in research administration can explore opportunities in grant management, supporting faculty members in securing funding, and ensuring compliance with regulations. Involvement in institutional initiatives, active networking, and taking advantage of institutional support such as mentorship programmes can provide valuable exposure and recognition for advancement. It is crucial for administrative staff to proactively seek out these opportunities, communicate their career aspirations, and take initiative in pursuing professional growth.

Work-life balance refers to the equilibrium or harmony between a person's professional life and their personal life, including family, leisure, and personal well-being¹⁶. It refers to the ability to effectively manage the demands and responsibilities of one's job while also maintaining a fulfilling personal life. Achieving work-life balance involves allocating time and energy to various aspects of life in a way that satisfies both personal and professional needs. It recognizes that individuals have commitments and responsibilities outside of work, such as spending time with family, pursuing hobbies and interests, maintaining physical and mental health, and enjoying leisure activities. It promotes overall well-being, reduces stress, prevents burnout, improves productivity and job satisfaction, enhances relationships, and allows individuals to pursue their personal goals and interests. Striking a balance between

work and personal life helps individuals lead more fulfilling lives and reduces the negative impact that excessive work can have on physical and mental health, thereby leading to job commitment.

Compensation and benefits refer to the rewards and incentives that employers provide to their employees in exchange for their work and services. These elements are crucial components of an organisation's overall employee value proposition and play a significant role in attracting, motivating, and retaining talent. Compensation refers to the monetary payment or salary that an employee receives for their work. It includes various forms of financial rewards, such as base salary, bonuses, commissions, and profit-sharing¹⁷. Benefits, on the other hand, encompass the non-monetary perks and advantages offered to employees in addition to their regular compensation. These benefits can vary across organisations but often include healthcare plans, retirement savings plans, paid time off (vacation, sick leave, and holidays), life and disability insurance, flexible work arrangements, employee assistance programmes (EAPs), wellness programmes, and various other forms of supplementary coverage. Employers provide compensation and benefits to ensure that employees are fairly rewarded for their contributions and to support their well-being. These elements are instrumental in attracting talented individuals, motivating employees to perform at their best, and promoting employee satisfaction and loyalty. Effective compensation and benefits strategies can contribute to a positive work environment and enhance job commitment.

Leadership is the ability to guide, influence, and inspires others towards a common goal or vision¹⁸. It involves taking charge and making decisions, as well as effectively communicating and motivating individuals or groups to achieve desired outcomes. A leader serves as a role model, sets the direction, and creates a positive and productive environment

for the people they lead. Each leader has their own specific style(s) based on their cultural background and the organisations they are a part of. Leadership styles refer to the different approaches and behaviours that leaders adopt when managing and guiding their teams or organisations¹⁸. These styles can vary based on the leader's personality, values, and beliefs, as well as the specific situation and context in which they are applied. Various leadership styles have been identified and studied by researchers and experts in the field of leadership. They include autocratic, democratic, laissez-faire, bureaucratic, digital, transactional, transformational, coaching, pacesetter, charismatic, and pacesetter, among others. This study, however, will consider the following leadership styles: charismatic, coaching, and bureaucratic as indices of leadership style in this study.

Charismatic leadership is a style where a leader's personal charm, vision, and persuasive communication skills inspire and influence others¹⁹. These leaders have a clear future vision and effectively communicate it, motivating others to work towards that goal²⁰. They possess a charismatic personality, exuding confidence and excellent communication abilities that captivate people. By setting high expectations and demonstrating commitment, they inspire followers to surpass their own capabilities and find meaning in their work²⁰. Charismatic leaders excel at building strong relationships, being approachable and empathetic, and fostering trust and loyalty¹⁹. They possess emotional intelligence, understanding and managing their own and others' emotions, establishing a positive work environment. Comfortable with risk-taking and making bold decisions, they instill confidence and encourage innovation. Charismatic leaders have the potential to bring about significant transformation by rallying people around a shared vision, resulting in increased productivity, improved performance, and a sense of unity. However, this style heavily relies on the leader's

personality and communication skills, making their presence crucial for success. Additionally, charismatic leaders may struggle to maintain long-term success without developing other leadership skills, like delegation and collaboration¹⁹.

Coaching leadership style is a leadership approach that emphasizes the development and growth of individuals within a team or organisation. It involves the leader acting as a coach or mentor, guiding and supporting their team members to achieve their full potential and enhance their performance²¹. In coaching leadership, the leader focuses on empowering their team members through active listening, asking thought-provoking questions, and providing constructive feedback. The goal is to help individuals identify their strengths, weaknesses, and goals and to facilitate their professional and personal growth²². Coaching and leadership styles are characterized by several key aspects. Firstly, coaching leaders adopt a supportive approach by providing encouragement, empathy, and emotional support to their team members.

They create an environment that is safe and trusting, allowing individuals to openly share their challenges and seek guidance. Secondly, coaches should practice active listening. They actively engage with their team members, paying close attention to their ideas, concerns, and aspirations. By employing effective communication skills, they strive to understand different perspectives and provide relevant feedback. Thirdly, coaching leaders utilize questioning and reflection as a means of fostering critical thinking and self-reflection within their team. Rather than offering direct solutions or instructions, they pose powerful questions that encourage individuals to explore their own thoughts, find solutions, and take ownership of their decisions. Moreover, coaching leaders promotes a culture of continuous learning and development.

They encourage team members to acquire new skills, explore growth opportunities, and challenge themselves to achieve higher levels of performance. Additionally, coaching leaders provide constructive feedback to help individuals improve their performance. They focus on specific behaviours, strengths, and areas for development, offering guidance and support to facilitate growth. Furthermore, coaching leaders work collaboratively with their team members to establish clear and meaningful goals. They assist in setting realistic targets, creating action plans, and monitoring progress. They help individuals align their goals with the broader objectives of the organisation.

Bureaucratic leadership is a management style characterized by strict adherence to rules, procedures, and policies²³. It is based on the principles of bureaucracy, which were first described by a German sociologist. In a bureaucratic leadership style, the leader exercises control and authority by relying on established rules and hierarchical structures. The bureaucratic leadership style is characterized by strict adherence to rules and procedures, centralized authority, hierarchical structure, division of labour, specialization and expertise, impersonal relationships, and a focus on stability and predictability²⁴. Bureaucratic leaders expect employees to follow rules without question, aiming for consistency in decision-making and operations.

They hold significant decision-making power concentrated at the top, closely supervising subordinates. Bureaucratic organisations have clear chains of command, with decisions and information flowing from the top down through formal channels²⁵. Tasks are divided based on roles and expertise, and individuals are expected to fulfill their assigned duties within the established framework. Bureaucratic leaders value specialized knowledge, qualifications, and technical skills. Relationships between leaders and subordinates are professional and

impersonal, minimizing emotional factors and relying on formalities. The goal is to create stability and predictability through standardized processes and procedures. However, this leadership style can lead to rigid decision-making, slow response times, and hindered innovation and adaptability. It may also reduce creativity and employee motivation due to the emphasis on rules and procedures. Hence, this study investigates motivational indices and leadership styles as determinant of job commitment of administrative staff of private universities in Oyo State, Nigeria.

1.2 Statement of the Problem

In recent years, there seem to be a growing concern and dissatisfaction with the level of job commitment among administrative staff members in private universities, particularly in Oyo State. This situation has resulted in various problems for these universities, including decreased productivity, higher employee turnover, lower job satisfaction, a weakened organisational culture, negative experiences for customers, limited employee development, and difficulties in achieving organisational goals^{26,27}. One possible explanation for this could be the leadership styles employed within these organisations, which may not be appropriate to reaching their objectives. Previous studies have identified several factors that contribute to the challenges faced by administrative staff in other states, such as poor engagement, insufficient recognition and rewards, poor leadership and management, limited opportunities for career growth, mismatched organisational culture and values, issues with work-life balance, inadequate communication and involvement, and also inadequate salary schemes^{28,29}. However, there appears to be limited research on these issues, specifically in Oyo State. Hence, this study will investigate motivational indices and leadership styles as determinants of job commitment among administrative staff of private universities in Oyo State.

1.3 Aim and Objectives of the Study

The aim of the study is to investigate motivational indices and leadership styles as determinants of administrative staff job commitment among private universities in Oyo State.

The objectives of the study were to:

- i. identify the level of job commitment(attendance and punctuality, and work engagement) of administrative staff in private universities in Oyo State;
- ii. determine the level of motivational indices (opportunities for advancement, work-life balance and compensation and benefits) in private universities in Oyo State;
- iii. determine the most adopted leadership style (charismatic, coaching and bureaucratic styles) in private universities in Oyo State;
- iv. examine the combined influence of motivational indices (opportunities for advancement, work-life balance and compensation and benefits) and leadership style (charismatic, coaching and bureaucratic styles) on job commitment of administrative staff in private universities in Oyo State; and
- v. determine the relative influence of motivational indices and leadership style on job commitment of administrative staff in private universities in Oyo State.

1.4 Research Questions

1. What is the level of job commitment (attendance and punctuality, and work engagement) of administrative staff in private universities in Oyo State?
2. What is the level of motivational indices (opportunities for advancement, work-life balance and compensation and benefits) in private universities in Oyo State?

3. What is the most adopted leadership style (charismatic, coaching and bureaucratic styles) in private universities in Oyo State?

1.5 Hypotheses

H₀₁: There will be no significant combined influence of motivational indices (opportunities for advancement, work-life balance and compensation and benefits) and leadership style (charismatic, coaching and bureaucratic styles) on job commitment of administrative staff in private universities in Oyo State.

H₀₂: There will be no significant relative influence of motivational indices (opportunities for advancement, work-life balance and compensation and benefits) and leadership styles (charismatic, coaching and bureaucratic styles) on job commitment of administrative staff in private universities in Oyo State.

1.6 Significance of the Study

The research will be published in some respected journal, and the results will be shared with individuals involved in education. This will provide policy-makers with comprehensive data regarding the level of commitment of administrative staff, the level of motivation within organisations, and the most commonly employed leadership style. Such information will assist policy-makers in developing strategies to improve and maintain a high level of job commitment among administrative staff members at private universities located in Oyo State.

The findings of this research will also provide valuable insights for school administrators in understanding the factors that influence job commitment among administrative staff. By identifying the motivational indices and effective leadership styles, administrators can implement strategies to enhance job commitment, which in turn can lead to improved

organisational performance, productivity, and employee satisfaction. This study can assist administrators in making informed decisions regarding human resource management, training, and development initiatives to create a more committed workforce.

Administrative staff in general will benefit from the findings of this study, as it will create an opportunity to voice their concerns about the issues that affect their level of job commitment. By identifying the factors that affect their job commitment, such as motivational indices and leadership styles, this research can shed light on areas that need improvement. The findings can help administrative staff understand their own motivations and preferences, enabling them to communicate their needs more effectively and contribute to a more fulfilling work environment.

The job commitment of administrative staff indirectly impacts students' experiences at private universities. A highly committed administrative staff is more likely to provide efficient and effective support services, resulting in improved student satisfaction, engagement, and overall academic experience. This study can contribute to enhancing the quality of services provided to students, leading to a positive learning environment and better educational outcomes.

The study's findings can help private universities in Oyo State to optimise their administrative staff's job commitment, ultimately leading to enhanced educational standards and improved contributions to society. A committed administrative staff can positively influence the university's reputation, attract potential students, and foster collaborations with external stakeholders, thereby benefiting the broader community.

The study will constitute part of the empirical literature, making it a reference point for future researchers or researchers who might likely address other variables of motivational indices, leadership styles, and job commitment of administrative staff of private universities or would want to replicate the study in another geographical area. Ultimately, the study will be of great importance to future researchers as it will add to the existing literature.

1.7 Scope of the Study

This study is delimited geographically and contextually. Geographically, the study was limited to private universities in Oyo State. Oyo State is located in Southwestern Nigeria, within the West African region. It is situated between latitudes 7°N and 9°N and longitudes 3.5°E and 4.5°E. The state shares borders with several other Nigerian states, including Kwara State to the north, Osun State to the east, Ogun State to the south, and the Republic of Benin to the west. The landscape of Oyo State is characterised by a mix of various geographical features, including savannah grasslands, rolling hills, and scattered lowland areas. The state is part of the larger Yoruba region, known for its rich cultural heritage and history. The capital city of Oyo State is Ibadan, which is one of the largest cities in Africa. Ibadan lies in the Southwestern part of the state and serves as its administrative and economic centre. Other major towns and cities in Oyo State include Ogbomoso, Oyo, Saki, and Okeho, among others. As at the time of this study was carried out, Oyo State has seven (7) private universities.

Contextually, this study would be limited to job commitment of private universities administrative staff and how it influenced by motivational indices and leadership styles. Motivational indices considered in this study are opportunities for advancement, work-life

balance and compensation and benefits. Also, leadership styles indices are charismatic, coaching and bureaucratic styles.

1.8 Limitation of the Study

As a result of the workload of the participants, and also preparation towards the school convocation, many of the staff were reluctant to fill the questionnaire. However, despite these limitations, the findings of this study are adjudged to be valid.

1.9 Operational Definition of Terms

The following terms are defined as they are used in the study.

Administrative Staff: Administrative staff refers to male and female employees in private universities in Oyo State, who are responsible for performing various administrative tasks and supporting the day-to-day operations of the organisation.

Job Commitment: Job commitment of administrative staff in private universities in Oyo State refers to the degree of dedication, loyalty, and engagement an employee has towards their job and the organisation they work for. It reflects their willingness to put in effort, time, and energy to fulfill their job responsibilities, meet organisational goals, and contribute to the overall success of the organisation. The indices considered in this study are attendance and punctuality, and work engagement.

Attendance and Punctuality: This refers to the act of administrative staff in private universities in Oyo State to be present at a specific location or event, and punctuality refers to the quality of being on time or arriving at a designated place or activity at the expected or agreed-upon moment.

Work Engagement: This refers to a state whereby administrative staff in private universities in Oyo State is being active and positively involved in their task and responsibilities. When someone is engaged in their work, they feel enthusiastic, focused, and committed to their job.

Motivational Indices: Motivational indices are measures or indicators used to assess the level of motivation among staff in private universities in Oyo State. The indices considered in this study are opportunities for advancement, work-life balance, and compensation and benefits.

Opportunities for Advancement: This refers to the chances or possibilities available to employees to progress in their careers in private universities in Oyo State.

Work-Life Balance: This refers to the equilibrium or harmony between an individual's work life and personal life in private universities in Oyo State.

Compensation and Benefits: This encompasses the financial and non-financial rewards provided to employees in exchange for their work and contribution to private universities in Oyo State.

Leadership Styles: This refers to the approaches or behaviours exhibited by leaders in influencing and guiding private universities in Oyo State. The indicators in this study are: charismatic, coaching and bureaucratic style.

Charismatic Leadership Style: It is characterised by a leader's ability to inspire and motivate others through their personal charm, persuasive communication, and strong presence in private universities in Oyo State.

Coaching Leadership Style: It involves a leader providing guidance, support, and development opportunities to their employees in private universities in Oyo State.

Bureaucratic Leadership Style: It is characterised by strict adherence to rules, policies, and procedures in private universities in Oyo State.

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Chapter Two

Literature Review

This chapter contains review of related literatures. It was presented in the following subheadings:

2.1 Conceptual Review

2.1.1 Commitment

2.1.2 Job Commitment

2.1.2.1 Attendance and Punctuality

2.1.2.2 Work Engagement

2.1.3 Motivation

2.1.3.1 Opportunities for Growth

2.1.3.2 Work-life Balance

2.1.3.3 Compensation and Benefits

2.1.4 Leadership Styles

2.1.4.1 Charismatic Style

2.1.4.2 Coaching Style

2.1.4.3 Bureaucratic Style

2.2 Theoretical Framework

2.2.1 Self- determination Theory

2.2.2 Social Exchange Theory

2.3 Review of Empirical Studies

2.3.1 Leadership Styles and Job commitment

2.3.2 Motivationand Job Commitment

2.3.3 Job Satisfaction and Job Commitment

2.3.4 Work-life Balanceand Job Commitment

2.3.5 Organisational Justice and Job Commitment

2.3.6 Emotional Intelligence and Job Commitment

2.3.7 Gender and Job Commitment

2.4 Conceptual Model

2.5 Summary of Reviewed Literature

Endnotes

2.1 Conceptual Review

2.1.1 Commitment

Commitment is a complex notion that encompasses various attributes such as devotion, allegiance, and the unwavering resolve of an individual or group towards accomplishing a specific objective, purpose, relationship, or belief¹. It goes beyond mere intentions, involving a profound sense of duty and accountability to persevere and see things through, regardless of the challenges that may arise². This level of commitment demands a wholehearted dedication of time, energy, and resources to attain a particular goal, requiring a strong sense of focus and concentration on the chosen path. Whether in personal relationships, professional pursuits, community engagement, or individual ambitions, commitment acts as a potent driving force that translates aspirations into tangible achievements. It serves as the impetus that sustains progress and transforms dreams into reality³. Consequently, a committed individual remains steadfast and resilient, persisting in their endeavors even in the face of adversity or setbacks, refusing to give up easily, and remaining motivated to overcome obstacles.

Commitment is the fusion of cognitive and emotional connections that instill a profound sense of belonging and identity within a group, organisation, or community⁴. It arises from a self-imposed obligation driven by a sense of duty and responsibility¹. This dedication hinges on the alignment of individuals' beliefs and the shared long-term objectives and vision of the organisation. At its core, commitment constitutes a psychological bond and loyalty that emerge when individuals wholeheartedly identify with a common purpose, shared values, and collective goals. This multi-dimensional construct encompasses affective, continuance, and normative components, shaping an individual's level of dedication⁵. As individuals invest themselves emotionally and continue to engage actively in their work, a sense of responsibility and accountability naturally emerges.

Furthermore, commitment signifies the willingness of individuals to devote their time and effort to nurturing relationships or accomplishing tasks⁶. By integrating personal aspirations with organisational goals, commitment fosters a sense of mutual benefit and growth⁷. Acting as a binding force, it cohesively unites individuals within a social system or organisation, encouraging cooperation and coordination⁸. Ultimately, commitment denotes the strength of an individual's identification and profound involvement with a specific role, purpose, or ideology². Commitment entails displaying consistent dedication and effort day after day, maintaining a steadfast focus on long-term goals, and resisting short-term distractions⁹. The essence of commitment lies in unwavering consistency¹⁰. Achieving commitment often necessitates making sacrifices, willingly foregoing certain comforts, personal interests, or opportunities to uphold one's dedication. While commitment involves resolute determination, it is equally vital to remain adaptable and open to adjusting strategies or approaches in response to changing circumstances or new information. Moreover, commitment frequently

encompasses a profound loyalty to a cause, team, organisation, or individual, which, in turn, fosters trust and reliability within relationships. Commitments often come with specific timeframes, be they short-term or long-term, accompanied by milestones and deadlines that instill a sense of urgency and provide clear direction¹¹.

Commitment serves as a guiding force, directing individuals towards their goals and increasing the likelihood of achieving success⁷. It cultivates perseverance, empowering individuals to surmount obstacles and setbacks with determination. As a result, committed individuals gain a reputation for being reliable and trustworthy in the eyes of others. Moreover, commitment strengthens the bonds in relationships, leading to more profound and enduring connections. When commitment is directed towards learning and development, it enhances professional skills and expertise, contributing to personal and organisational growth⁷. Committed employees play a crucial role in the success and prosperity of organisations. In the face of failures and disappointments, committed individuals display resilience, bouncing back with unwavering resolve¹⁰.

Furthermore, commitment ensures that actions align with values, promoting personal integrity and authenticity. It provides a sense of stability and emotional security, enabling individuals to face challenges with confidence¹². Committed individuals exemplify loyalty to their teams, organisations, and loved ones, fostering trust and unity within these spheres.

Commitment can take various forms and degrees, contingent on the context and objects to which it is directed. Within an organisational setting, commitment is typically evaluated through affective, continuance, and normative dimensions⁵. Affective Commitment involves emotional connection, identification, and active involvement¹³. Those with high affective commitment remain dedicated due to genuine care and a profound emotional bond with the

object of their commitment. Conversely, continuance commitment is founded on perceived costs and investments associated with discontinuing the commitment¹³. Individuals with high continuance commitment stay devoted because they believe leaving would result in significant losses, such as financial investments, time, or reputation. In contrast, normative commitment is driven by a sense of duty and moral responsibility to uphold the commitment¹³. Individuals with high normative commitment stay dedicated because they believe it is their obligation to do so, even if they may not feel emotionally attached or invested in the same way as those with affective commitment¹⁴.

2.1.2 Job Commitment

Job commitment holds significant importance within the realm of organisational behaviour. It represents the psychological state of an employee and profoundly influences their relationship with the organisation¹⁵. Undoubtedly, job commitment stands as a pivotal factor shaping human resource management and impacting job performance. It plays a crucial role in fostering growth and productivity within an organisation¹⁶. The concept of job commitment can be defined as the degree to which an employee is dedicated to fulfilling their job responsibilities and persists in achieving positive outcomes¹⁷. This commitment to the job leads to lower turnover rates, increased work engagement, heightened work motivation, job satisfaction, and a balanced work-family life, among other factors that influence an employee's dedication¹⁸. Additionally, job commitment includes harboring a positive attitude and being open to embracing change¹⁹. Committed employees tackle challenges with a problem-solving mindset, embracing innovative ideas and strategies to overcome obstacles. They acknowledge that change is an inherent part of the fast-paced

modern work environment and are willing to adapt and welcome new approaches to tasks and processes¹⁹.

Several factors contribute to the level of job commitment displayed by employees. One such factor is the organisational culture in which they work²⁰. A positive and supportive organisational culture has a significant impact on fostering higher levels of job commitment²⁰. When employees experience a sense of being valued, respected, and acknowledged for their contributions, they are more likely to develop a strong commitment to their jobs²¹. Job satisfaction is another crucial factor influencing job commitment. Employees who find satisfaction in their roles tend to exhibit higher levels of commitment²². Several elements affect job satisfaction, including the nature of the work itself, opportunities for personal and professional growth, work-life balance, and the quality of relationships with colleagues and supervisors. Effective leadership also plays a pivotal role in nurturing job commitment. Leaders who inspire and motivate their employees, instilling a sense of purpose and meaning in their work, contribute significantly to enhanced commitment²³. Providing clear goals and expectations, along with offering support, guidance, and recognition for employees' achievements, further reinforces job commitment²³.

Job commitment is a comprehensive concept that encapsulates an employee's deep psychological connection to their job²⁴. This connection is characterized by a strong sense of loyalty, engagement, and dedication. It signifies the degree to which an employee aligns themselves with the organisation's values and objectives, demonstrating a genuine willingness to invest time and effort in its success²⁵. This commitment is rooted in an emotional bond and active involvement with the organisation, accompanied by a sincere

intention to maintain their affiliation with it. Employees who exhibit job commitment feel a strong sense of belonging and responsibility towards the organisation, driving them to dedicate their time and energy towards accomplishing its goals²⁶. At its essence, job commitment is underpinned by an unwavering belief in and acceptance of the organisation's principles, aspirations, and aims²⁷. This fosters a fervent eagerness to actively contribute to their realization. It comprises an individual's identification with the organisation, their eagerness to invest effort, and their steadfast intention to remain a part of the organisation for the foreseeable future²⁸. In essence, job commitment is both a cognitive and emotional state, signifying an employee's profound loyalty and dedication to the organisation.

Exhibiting job commitment entails an employee's deep psychological connection to their position, evident through their proactive engagement in fulfilling their job responsibilities²⁹. It involves a willingness to make personal sacrifices to benefit both the job and the organisation as a whole³⁰. This strong emotional bond with the job fuels a genuine desire to remain with the organisation and actively contribute to its overall success. Job commitment is a positive and long-lasting orientation towards one's role, characterized by a profound sense of responsibility, involvement, and emotional investment³¹. This multifaceted concept embodies an individual's emotional attachment to the organisation, an unwavering belief in its core values, and a resolute commitment to maintaining membership and positively impacting its growth³².

2.1.2.1 Attendance and Punctuality

Attendance and punctuality are two important concepts in the workplace. Attendance refers to physically being present and actively participating in a specific event, activity, or gathering³³. It involves regular presence at a designated location, such as a school, workplace, or meeting, fulfilling one's obligation to attend scheduled events. It encompasses being engaged in formal settings like classes, training sessions, or conferences and demonstrates reliability and consistency in attending specified events over a defined period. Attendance signifies a level of commitment and involvement in an organisation's goals and objectives, reflecting responsibility and accountability in honoring attendance commitments³⁴. It is fundamental for educational progress, enabling active participation in learning opportunities, and is crucial in the workplace, showcasing dedication to job responsibilities and teamwork. Attendance is essential for the successful execution of planned activities, ensuring the availability and effective utilization of necessary resources³⁵. It promotes a positive and cooperative atmosphere by respecting others' efforts and time and is a key indicator of adherence to established rules and procedures³⁶. Organisations use attendance as a measurable metric to track employee involvement and performance, and being mentally engaged during attendance contributes to overall group effectiveness and productivity³⁷. It fosters a sense of community and belonging in social, academic, and professional circles and can demonstrate genuine interest and enthusiasm for specific subjects or events³⁸. Attendance is a tangible expression of loyalty and dedication to institutions, companies, or causes, showcasing a willingness to invest time and effort in personal and professional growth³⁹. Ultimately, attendance forms the foundation upon which active learning, collaboration, and successful outcomes are built in various environments.

Punctuality is the act of consistently arriving at a designated place or event at the specified time, or even a few minutes earlier⁴⁰. It involves respecting others' time by honoring set schedules and deadlines promptly. This trait reflects an individual's ability to manage time effectively, ensuring that tasks are completed within the given timeframes. Additionally, punctuality showcases responsibility, professionalism, and a positive work ethic⁴¹. By being punctual, a person demonstrates reliability and trustworthiness, which helps build strong relationships and effective communication with others. This habit is essential for minimizing disruptions and maintaining a smooth workflow in various settings. Punctuality also promotes discipline, orderliness, and the efficient completion of tasks, leading to goal achievement⁴². It is an aspect of professionalism that enhances one's reputation and credibility. Moreover, punctuality is a courtesy extended to others, acknowledging the value of their time and presence. Embracing punctuality creates a culture of reliability and accountability within an organisation, fostering trust and dependability in professional relationships⁴¹. Ultimately, this practice contributes to a sense of order and predictability in various aspects of life while emphasizing the importance of valuing time as a precious resource.

Attendance and punctuality offer multifaceted benefits across personal and professional domains. Demonstrating consistent attendance and punctuality establishes a foundation of reliability and trustworthiness, fostering strong relationships and enhancing one's reputation for professionalism. The adherence to punctuality showcases a positive work ethic, signifying dedication and respect for others' time. Such commitment to timeliness translates into improved productivity and efficient workflows, contributing to heightened opportunities for career advancement. Moreover, the practice of punctuality alleviates stress and anxiety,

enabling individuals to focus on tasks and responsibilities with better time management skills. By valuing punctuality, individuals exhibit a profound respect for others, building an environment of mutual respect and consideration. Whether in educational settings or workplaces, regular attendance and punctuality maximize learning opportunities and minimize the potential negative consequences associated with absenteeism or tardiness. Ultimately, embracing these virtues reflects a profound commitment to personal effectiveness, professional growth, and the cultivation of positive relationships within various spheres of life.

2.1.2.2 Work Engagement

Work engagement is a state of mind in which employees are passionately involved in their work, experiencing a strong sense of purpose and enthusiasm⁴³. It is the level of energy and dedication they put into their tasks that results in a positive and fulfilling work experience⁴⁴. This emotional investment leads to a deep connection with their work, manifesting in a strong sense of pride and commitment to the organisation. Employees willingly invest their time and effort, going beyond the minimum requirements to achieve success. This investment fosters a high level of job satisfaction and a positive and fulfilling relationship between the employees and their work, resulting in a high level of productivity and performance⁴⁵. Work engagement is about finding meaning in one's work, experiencing a sense of personal accomplishment and fulfilment, and feeling a strong connection to the tasks at hand⁴⁶. It is the active and positive involvement of employees that leads to higher job satisfaction and reduced burnout⁴⁷.

The state of work engagement can be described as being in the "flow" while performing job tasks, experiencing a sense of timelessness and enjoyment⁴⁸. This emotional and cognitive investment enhances employees' sense of purpose and well-being, resulting in higher levels of organisational performance. Work engagement is the alignment between an employee's skills and interests and the tasks they perform, leading to a fulfilling and satisfying work experience⁴⁹. Employees experience a deep sense of connection and involvement in their job, fostering a sense of belonging and commitment. As a result, they exhibit positive attitudes, dedication, and enthusiasm, contributing to a positive work environment and team dynamics. Work engagement is the degree to which employees feel energized and challenged by their work, fostering a sense of purpose and enthusiasm for their daily tasks⁵⁰. Overall, work engagement leads to increased focus, productivity, and a positive impact on employees' overall well-being.

Work engagement is characterized by several key features that distinguish it from other states of work involvement. Engaged employees exhibit high levels of energy, enthusiasm, and resilience, approaching their tasks with excitement and determination⁵¹. They are deeply committed to their work and the organisation's goals, investing time and effort to achieve success. Engaged individuals become fully immersed and engrossed in their work activities, concentrating intensely on their tasks and experiencing a state of flow⁵². This engagement often comes from finding meaning and significance in their job and aligning their contributions with the organisation's larger mission. With a degree of autonomy and control over their work, engaged workers take ownership of their responsibilities, gravitating towards challenging and stimulating tasks that utilise their skills effectively⁵³. Maintaining a positive attitude, they are optimistic and proactive in approaching challenges, displaying

initiative in seeking opportunities to contribute and improve their work environment. Work engagement also fosters positive social interactions and cooperative relationships with colleagues and supervisors⁵⁴. Overall, work engagement enhances productivity, job satisfaction, well-being, and organisational success, acting as a buffer against stress and reducing turnover rates as engaged employees remain committed to their jobs and the organisation's growth.

2.1.3 Motivation

Motivation is the internal drive or desire that propels an individual to take action towards achieving a specific goal. It is the fuel that energizes and sustains a person's efforts and commitment to accomplish tasks or objectives⁵⁵. This psychological state determines the intensity and direction of an individual's behaviour, acting as a force that pushes them to overcome obstacles and challenges on their path to success⁵⁶. Motivation serves as the catalyst for personal growth and development, inspiring individuals to reach their full potential and find meaning in their actions and choices. It is the reward-seeking mechanism that drives behaviour in pursuit of positive outcomes and the process of setting and striving for challenging yet achievable goals⁵⁷. Motivation is the spark that initiates action, the inner drive to excel, and the enthusiasm that fosters a can-do mindset. It is the impetus to challenge comfort zones, the ability to bounce back from failures, and the transformative power that turns aspirations into actions and dreams into reality. Motivation, ultimately, is the creative force that ignites innovation and propels individuals forward into new endeavors, shaping a fulfilling and purposeful life journey⁵⁸.

Motivated individuals possess a remarkable set of traits that drive and sustain their efforts towards achieving their goals. With persistence and resilience, they forge ahead despite obstacles, fueled by a positive outlook and belief in their abilities. Goal-oriented and self-disciplined, they maintain a clear sense of purpose, taking initiative without external prodding⁵⁹. Their intrinsic motivation sparks ambition, seeking personal growth and fulfillment in the tasks themselves, not just external rewards⁶⁰. A positive attitude and adaptability allow them to navigate challenges and take ownership of their actions, remaining proactive in seeking opportunities⁶¹. Driven by passion and empowered by a vision of success, they manage their time effectively and continuously seek knowledge and new skills. Some may possess a competitive spirit, using challenges to further fuel their motivation. Collectively, these traits empower motivated individuals to embrace challenges, persevere through setbacks, and forge their path to achievement and fulfillment.

Motivation can be broadly categorized into two major types: intrinsic motivation and extrinsic motivation⁶². Intrinsic motivation arises from internal factors like personal interests, enjoyment, and the inherent satisfaction derived from an activity or goal⁶². People driven by intrinsic motivation engage in tasks purely for the joy of doing them and do not necessarily rely on external rewards. On the other hand, extrinsic motivation is fueled by external factors, including tangible rewards, recognition, praise, or social approval⁶². In such cases, individuals are motivated to act to obtain external benefits. While intrinsic motivation is linked to higher levels of engagement and long-term commitment, extrinsic motivation can still be effective in motivating individuals, especially when the external rewards align with their values and aspirations. A balanced approach that acknowledges and nurtures both types of motivation can lead to a more sustainable and fulfilling drive in various contexts.

2.1.3.1 Opportunities for Growth

Opportunity for growth encompasses a vast array of possibilities, offering individuals the chance to expand their knowledge and skills in specific areas. It involves the potential for professional advancement, allowing individuals to achieve career milestones and take on new responsibilities and challenges⁶³. Embracing such opportunities leads to the development of competencies and the exploration of new career paths or industries. Moreover, it provides a platform to assume leadership roles and access a broader network of professional contacts and connections⁶⁴. Through these avenues, individuals can work on exciting and innovative projects, gaining exposure to cutting-edge technologies and methodologies. They can learn from their failures and become more resilient by stepping out of their comfort zones and taking calculated risks⁶³.

The journey of growth involves continuous learning, mentorship from experienced professionals, and recognition for their contributions⁶³. It offers the prospect of aligning passions with work, making a positive impact on the community, and contributing to the success of an organisation with a global impact. Engaging in ongoing professional development helps individuals build strong personal brands, forging meaningful relationships along the way. Overall, seizing opportunities for growth allows individuals to flourish both professionally and personally, fostering a profound sense of fulfillment and achievement.

Embracing opportunities for growth brings forth a multitude of advantages, benefiting individuals, organisations, and society alike. As individuals engage in these learning experiences, they gain new skills and knowledge, enhancing their versatility and market value⁶⁵. The resulting career advancement opportunities lead to higher job satisfaction and

financial rewards, instilling a sense of fulfillment and motivation⁶⁶. Moreover, the cultivation of innovative thinking and problem-solving skills fosters creativity within the workforce, improving overall performance and efficiency.

As individuals adapt and grow, they become more resilient and equipped to handle challenges and changes with confidence. This personal growth contributes to a positive organisational culture that prioritizes continuous learning, collaboration, and innovation⁶⁷. Organisations investing in employee development gain a competitive edge while also promoting employee retention and empowerment⁶⁷. The impact extends beyond the workplace, as a skilled and knowledgeable workforce contributes positively to society by adapting to industry changes and delivering exceptional customer experiences. By nurturing growth opportunities, organisations build a strong employer brand, attract top talent, and contribute to the creation of a thriving, sustainable future for all.

2.1.3.2 Work-life Balance

Work-life balance is the equilibrium between the time and energy devoted to professional responsibilities and personal pursuits⁶⁹. It refers to the ability to effectively manage work-related commitments and personal lives without compromising either⁷⁰. Creating a harmonious synergy between one's career and personal life is essential to achieving overall well-being. Striking a healthy balance between work-related activities and leisure or family time is crucial for maintaining a sense of fulfillment and contentment in both professional and personal spheres⁷¹. This entails having the flexibility to accommodate both work and personal commitments without feeling overwhelmed and setting boundaries between work hours and personal time to prevent burnout and stress⁷². Work-life balance involves the

integration of work and personal life in a way that promotes physical, mental, and emotional health while also prioritizing various aspects of life, such as career, family, hobbies, and self-care, to achieve a sense of fulfillment. It means finding the right mix of productivity, efficiency, and relaxation to lead a fulfilling and satisfying life. The process involves consciously allocating time and energy to different aspects of life to avoid excessive strain on any one area and being able to disconnect from work when needed to fully engage in personal activities without work-related distractions⁷³.

Recognizing that one's value is not solely defined by their career but also by their personal well-being and relationships is a fundamental aspect of work-life balance⁷⁴. Fostering a supportive and flexible work environment that allows employees to fulfill personal responsibilities is vital. It also means having the freedom to pursue hobbies, interests, and passions outside of work. Work-life balance is about adopting a holistic approach to life that takes into account physical, emotional, social, and career well-being⁷⁵. It involves fostering a healthy work culture that values and supports employees' personal lives, recognizes the importance of mental health, and takes proactive steps to manage stress and prevent burnout⁷⁶.

Work-life balance also means recognizing that downtime and relaxation are essential for productivity and overall well-being⁷⁷. Communication and collaboration with family, friends, and colleagues are necessary to accommodate various commitments. It is a continuous process of reassessing priorities and making adjustments as life circumstances change. Finding joy and fulfillment in both professional achievements and personal experiences is an integral part of work-life balance. Embracing adaptability and openness to change as

personal and career aspirations evolve over time is key to achieving a sustainable and thriving lifestyle.

Work-life balance encompasses a range of fundamental attributes that contribute to a wholesome and gratifying lifestyle. Individuals who achieve work-life balance exhibit exceptional time management abilities, effectively allocating their time between professional responsibilities and personal pursuits⁷⁸. They establish clear boundaries between work and personal life, facilitating undistracted focus in each domain. Adaptability and flexibility are vital traits that allow them to adjust their schedules to accommodate diverse commitments. Moreover, they prioritize self-care, acknowledging the significance of maintaining their physical, mental, and emotional well-being. Employing effective stress management techniques helps prevent burnout and cultivates a positive outlook on life. Strategic goal setting plays a pivotal role as it sets practical and achievable objectives in both the professional and personal spheres⁷⁹.

Communication with colleagues, family, and friends is integral to maintaining a harmonious balance between work and personal life. Practicing mindfulness keeps them fully engaged and appreciative of their experiences in the present moment. A robust support system comprising family, friends, and colleagues recognizes and respects their need for balance. Delegating tasks appropriately enables them to avoid being overwhelmed by responsibilities. A positive attitude aids in coping with challenges in both areas. Furthermore, they optimize work efficiency, ensuring productivity during working hours and leaving ample time for personal activities. Engaging in hobbies and interests outside of work brings them joy and fulfillment. A supportive and flexible work environment fosters an organisational culture that

values work-life balance for all⁸⁰. Regular physical activity is promoted to enhance overall health, while leisure time is designated for relaxation and rejuvenation. Quality time spent with family and friends nurtures strong relationships. Managing technology use ensures disconnection from work-related communication during personal time. Engaging in reflective practices helps maintain balance by adjusting strategies as needed. In essence, work-life balance is attained through a dynamic interplay of personal skills, supportive environments, and a proactive approach, culminating in a fulfilling and well-rounded life.

2.1.3.3 Compensation and Benefits

Compensation refers to the comprehensive rewards employees receive for their work and dedication to an organisation. It encompasses both monetary and non-monetary components, such as salary, bonuses, benefits, and various incentives⁸¹. The primary purpose of compensation is to attract and retain talented individuals while also motivating employees and fostering a sense of fairness and equity within the workforce⁸². This philosophy extends to executive compensation, which constitutes a significant portion of a company's expenses. Compensation may take the form of fixed or variable elements, with short-term and long-term incentives, as well as performance- and merit-based rewards⁸³. Equity compensation, where employees receive company stock options or shares, is also common⁸⁴.

Moreover, various fringe benefits and allowances add further value to the overall compensation package. The implementation of compensation strategies, such as gain-sharing programmes or cost-of-living adjustments, further aligns employee interests with the company's goals. Additionally, claw back provisions help maintain accountability and ethical behaviour. By considering market standards and competitors salaries, companies can ensure

their compensation philosophy remains competitive⁸⁵. Through these multifaceted compensation measures, organisations aim to support and recognize their employees' contributions, fostering a productive and engaged workforce.

Top of the list of benefits are the additional rewards and perks that organisations provide to their employees, going beyond regular salaries or wages. They form a vital part of the total compensation package, ensuring employees' well-being and job satisfaction. These benefits encompass a wide range of offerings, such as health insurance, retirement plans, and paid time off, aimed at supporting employees in various aspects of their lives. In addition to the traditional benefits, organisations often provide flexible work arrangements, wellness programmes, and tuition assistance, empowering employees to maintain a healthy work-life balance and pursue continuous personal and professional growth⁸⁶.

Bonuses, equity grants, and recognition programmes serve to motivate and reward exceptional performance. Meanwhile, the provision of legal assistance, childcare support, and commuter benefits addresses employees' specific needs, fostering a supportive and inclusive work environment. Through a comprehensive array of benefits, companies strive to attract top talent, retain skilled individuals, and create a positive and thriving workplace culture.

Compensation and benefits are essential components of an employee's total reward package, characterized by financial rewards in the form of wages, salaries, and bonuses. These elements are designed to motivate and attract top talent, contributing to the organisation's success. They can be customized to meet individual preferences while adhering to legal requirements and regulatory considerations⁸⁷. With a mix of short-term and long-term

incentives, compensation and benefits become powerful tools for encouraging higher performance and reducing turnover⁸⁸.

As part of a broader total rewards approach, they form a significant portion of the employee value proposition, fostering satisfaction and engagement. Fairness and equity in distribution, along with transparent communication, strengthen the organisation's culture and values. Additionally, flexible compensation packages, non-financial benefits, and cost-of-living considerations demonstrate the organisation's commitment to meeting diverse employee needs. Through benchmarking and compliance, companies ensure competitiveness in the market while addressing tax implications. Altogether, an effective compensation and benefits strategy creates a positive work environment, enhances retention, and plays a crucial role in driving the organisation's growth and success.

2.1.4 Leadership Styles

Leadership is the art of motivating and inspiring others to willingly follow a chosen direction, guided by the capacity to create a vision and articulate it in a way that others can understand and embrace⁸⁹. It is the practice of empowering individuals to reach their full potential and contribute to the greater good while setting a positive example through actions and behaviours⁹⁰. Leadership also entails effectively managing and resolving conflicts within a team and taking ownership and accountability for both successes and failures⁹¹. A leader must adapt and pivot in response to changing circumstances and challenges while fostering a culture of collaboration and open communication. Recognizing and valuing diversity and inclusion within a team, leaders manage time and resources efficiently to achieve objectives. Actively listening and considering different perspectives before making decisions is key, as

is delegating tasks and responsibilities while providing support and guidance. Leadership is an art that inspires a shared sense of purpose and values within a group while remaining composed and focused during times of crisis⁹².

It encourages continuous learning and development, promotes creativity and innovation, and celebrates the achievements of others⁹³. Ethical and moral behaviour is championed, and win-win solutions are sought through negotiation. By building strong relationships with stakeholders and being receptive to feedback, leaders inspire loyalty and commitment in team members⁹⁴. They also envision the future and create a roadmap to reach it, all while promoting a positive and inclusive organisational culture. Ultimately, leadership is the essence of serving others and the greater good, prioritizing collective success over personal gain⁹⁵.

Effective leadership is characterized by a combination of inherent qualities and traits that enable individuals to guide and influence others successfully. A visionary leader possesses a clear and inspiring sense of the future, motivating their team towards shared goals. This vision is upheld by unwavering integrity, where honesty, ethics, and moral principles are non-negotiable. Empathy is another critical trait, as great leaders understand and genuinely care about the needs and emotions of their team members⁹⁶. Through exceptional communication skills, leaders actively listen, express themselves clearly, and provide constructive feedback.

Decisiveness empowers leaders to make timely and informed choices, while adaptability enables them to navigate through uncertainties and challenges with agility⁹⁷. Confidence exudes from leaders, fostering trust and inspiring peak performance. Taking accountability

for their actions, effective leaders also demonstrate resilience in the face of adversity⁹⁸. They empower their teams, nurture emotional intelligence, encourage creativity and innovation, and utilize their influence to inspire dedication⁹⁹. Leaders display courage, humility, and optimism while also skillfully resolving conflicts within their teams. By embodying these traits, leaders can create a positive and impactful leadership style that drives success and fosters growth in their organisations.

Leadership styles encompass a range of diverse approaches and behaviours employed by leaders to effectively guide, influence, and engage their team members or followers¹⁰⁰. These styles exhibit distinctive characteristics, strengths, and potential drawbacks, thus significantly impacting the team's performance, morale, and overall organisational culture¹⁰¹. Notably, leadership styles are not rigidly fixed, as leaders have the flexibility to adapt and adopt different styles depending on the specific context and the unique needs of their team¹⁰². To achieve optimal outcomes for their team and organisation, effective leaders often employ a blended or adaptive leadership approach, combining various styles. Among the multitude of leadership styles are Autocratic Leadership, Democratic Leadership, Transformational Leadership, Transactional Leadership, Laissez-Faire Leadership, Servant Leadership, Situational Leadership, Charismatic Leadership, Coaching Leadership, and Bureaucratic Leadership, to name a few.

2.1.4.1 Charismatic Leadership Style

Charismatic leadership is a unique and compelling approach that revolves around a leader's captivating personality and exceptional communication skills¹⁰³. Through their magnetic presence and dynamic communication style, charismatic leaders inspire admiration and trust,

motivating followers to rally behind their vision and values¹⁰⁴. They are visionaries who ignite a sense of purpose and excitement among their followers, fostering an environment of inspiration and empowerment. By demonstrating authenticity, empathy, and an unwavering commitment to their mission, charismatic leaders build strong connections with their followers, leading to deep loyalty and dedication¹⁰⁵.

Their contagious enthusiasm and ability to instill hope and optimism create a sense of camaraderie and belonging within the group. Through bold and innovative ideas, they challenge the status quo and drive positive change, leaving a lasting legacy of inspiration and transformation¹⁰⁶. Overall, charismatic leadership generates passion, commitment, and a shared commitment to achieving ambitious goals, culminating in a cohesive and driven team that strives for success and makes a lasting impact.

The charismatic leadership style encompasses a set of distinct traits and behaviours that set these leaders apart¹⁰⁷. With a magnetic presence and visionary outlook, they captivate others, presenting a clear and compelling vision for the future with passion and enthusiasm¹⁰⁷. Their inspirational communication, coupled with high emotional intelligence, fosters strong connections with followers as they understand and empathize with their emotions and needs. These leaders exude confidence and self-assurance, empowering their followers by giving them autonomy and responsibility while challenging the status quo and thinking outside the box¹⁰⁸. Their adaptability and integrity create a sense of trust as they lead with authenticity and uplift their followers, encouraging them to achieve personal growth. Through resilience, optimism, and hope, charismatic leaders inspire others to overcome challenges, and their charismatic magnetism draws people towards their vision. They serve as role models,

embodying the values they wish to see, ultimately making a profound impact on their organisations and communities and driving positive change and collective success¹⁰⁹.

A charismatic leadership style offers numerous benefits that can profoundly impact organisations, teams, and followers. With an inspiring vision and infectious passion, charismatic leaders motivate and excite their followers, providing clear direction and shared goals¹¹⁰. This, in turn, fosters a positive organisational culture built on trust, collaboration, and innovation. Drawing in top talent and increasing employee retention, the charisma of the leader plays a pivotal role in attracting and retaining a dedicated workforce¹¹¹.

Through effective communication and the ability to adapt to change, charismatic leaders empower their teams and guide them through challenges¹¹². The sense of unity and camaraderie they cultivate leads to improved teamwork and decision-making as followers trust in the leader's judgement. Encouraging autonomy and providing a positive and optimistic environment, these leaders elevate morale and productivity, resulting in transformative change and long-term growth. In times of crisis, their stability and hope become a source of confidence for their followers while also contributing to the organisation's brand image¹¹³. Charismatic leadership, when complemented by other essential leadership qualities, can create a harmonious and impactful leadership style that drives success and sustainability.

2.1.4.2 Coaching Leadership Style

A coaching leadership style is an approach where the leader acts as a coach, guiding and supporting team members to reach their full potential and enhance their performance¹¹⁴. This

leadership style prioritizes individual development and growth, empowering team members to identify and work on their strengths and weaknesses. The coaching leader fosters a culture of continuous learning by providing constructive feedback to help team members improve their skills¹¹⁵. Open communication and active listening are encouraged, creating an environment where ideas and concerns can be freely expressed¹¹⁶. The leader sets clear goals and assists team members in creating actionable plans to achieve them. Acting as a mentor, the coaching leader offers guidance and shares experiences to help team members overcome challenges¹¹⁷.

Effective questioning techniques stimulate critical thinking and encourage team members to find solutions. Building strong relationships based on trust and respect is a key aspect of coaching leadership, as the leader recognizes and acknowledges individual accomplishments, boosting motivation¹¹⁶. This style promotes a growth mindset where failures are seen as learning opportunities¹¹⁷. Regular performance reviews with suggestions for improvement are conducted, and the leader supports team members in identifying career aspirations and professional development opportunities. The coaching leader facilitates skill-building sessions and encourages attendance at workshops and training programmes. Active engagement in mentoring and coaching sessions is a priority, focusing on employee development and career progression¹¹⁸. Collaboration is encouraged, with the leader working alongside team members to solve problems and make decisions. The coaching leader is approachable and available, making support and guidance easily accessible¹¹⁹.

Team members' unique strengths are understood and aligned with appropriate responsibilities. A culture of continuous improvement is promoted, with team members encouraged to seek

feedback and apply it to their work. The coaching leadership style fosters a positive and optimistic work environment, inspiring team members to achieve their best. Empowerment is fundamental, as team members are encouraged to take ownership of their work and make independent decisions¹²⁰. The leader helps employees develop self-awareness and emotional intelligence to enhance their interactions with others. A healthy work-life balance is promoted, and well-being is actively supported¹²¹. Active problem-solving is emphasized, with the leader facilitating team discussions and solutions. Diverse perspectives and experiences are recognized and leveraged. Challenging but realistic goals are set, pushing team members to excel and reach their potential. Feedback loops are established to provide ongoing guidance. Trust and openness characterize the culture, enabling team members to freely share their ideas and concerns¹²².

The coaching style fosters a growth-oriented mindset, encouraging the team to embrace challenges and view setbacks as learning opportunities. The leader provides resources and support to help team members overcome obstacles and achieve their objectives. As a role model, the coaching leader embodies the qualities and behaviours they expect from their team members, creating a cohesive and high-performing group.

Coaching leadership styles offers numerous benefits that significantly impact both the leader and the team. By focusing on individual development and skill enhancement, coaches lead to improved performance and enhanced productivity among team members. The approach fosters a sense of ownership and involvement, leading to increased employee engagement¹²³. Open communication and active listening are emphasized, promoting effective dialogue and understanding. Coaching leaders help identify and nurture talent within the team, creating

opportunities for personal and professional growth. Team members feel empowered to make decisions and take ownership of their work under the guidance of a coaching leader, contributing to a positive and supportive work environment.

This approach encourages critical thinking and problem-solving, stimulating creativity and innovation. As a result, coaching leadership can lead to reduced turnover and higher retention rates as employees feel valued and invested in their development¹²⁴. By involving team members in the decision-making process, coaches foster better decision-making and effective conflict resolution¹²⁵. The coaching approach promotes emotional intelligence, better understanding, and communication among team members¹²⁶.

With skill-building sessions and a culture of continuous learning, coaching leaders facilitate skill development and a mindset of adaptability and flexibility. This supportive and empowering leadership style builds trust and respect among team members, as coaching leaders actively acknowledge and reward individual accomplishments, boosting motivation and morale. Moreover, coaching leadership contributes to long-term skill retention and better goal alignment, promoting coherence and synergy with the overall organisational objectives. Overall, coaching leadership creates a positive and high-performing work environment, fostering personal growth, employee satisfaction, and organisational success.

2.1.4.3 Bureaucratic Leadership Style

Bureaucratic leadership style is a management approach that emphasizes a formal and rigid structure with clearly defined roles and responsibilities¹²⁷. It relies on established policies and procedures to guide decision-making and task execution, following a top-down management

approach where decisions flow from the top of the hierarchy to the bottom¹²⁸. The style prioritizes consistency and uniformity in processes and operations across the organisation, seeking to maintain stability and minimize risk through established protocols and controls¹²⁹. Bureaucratic leaders focus on written communication and documentation to ensure clarity and accountability in decision-making, aiming to reduce personal bias by relying on formal rules and regulations¹³⁰.

This leadership style is often found in large organisations, government agencies, and institutions, where it can lead to a slow decision-making process due to the need to follow established channels and obtain approvals. While it promotes stability and predictability, it may also stifle creativity and innovation as employees are expected to follow predefined guidelines¹³¹. Overall, bureaucratic leadership works well in stable environments, but its effectiveness may vary depending on the organisation's goals and workforce characteristics.

The bureaucratic leadership style exhibits several distinctive traits that shape its management approach. It enforces a formal organisational structure, emphasizing well-defined roles and hierarchical relationships¹³². Decision-making relies heavily on established rules and procedures, guided by objective criteria rather than personal biases. Specialization ensures efficient task allocation based on employees' skills. Bureaucratic leaders prioritize standardization to achieve consistency and uniformity in operations, while clear written communication fosters accountability and clarity¹³³. Centralized authority concentrates power at the top of the hierarchy, resulting in limited decision-making autonomy for lower-level employees¹³⁴. Efficiency is paramount, and performance evaluations are used to measure employee effectiveness. Job security is emphasized, but the

style may resist change and exhibit risk aversion¹³⁵. While offering stability in stable environments, bureaucratic leadership may lack flexibility and adaptability to rapid changes, potentially hindering innovation and responsiveness¹³⁶.

The bureaucratic leadership style offers several benefits despite its limitations. It fosters consistency and stability by adhering to established rules and procedures, providing a secure and predictable environment for employees. Clear roles and responsibilities within the formal structure lead to increased accountability and reduced role ambiguity¹³⁷. The emphasis on specialization and standardized processes enhances efficiency and productivity. Moreover, objective decision-making criteria minimize favoritism and nepotism¹³⁸.

Bureaucratic leadership is particularly suitable for large organisations with complex operations, ensuring effective coordination and control. The focus on risk mitigation prevents impulsive decision-making, while transparent and systematic decision-making processes clarify the reasoning behind choices. Conflict is minimized through formal procedures for resolution, and the clear hierarchy facilitates effective communication and reporting. Bureaucratic leadership excels at handling routine tasks and promoting compliance with regulations and industry standards. Additionally, structured training programmes align with specific job roles, facilitating employees' development. Long-term orientation and record-keeping support a deliberate approach to achieving organisational goals, and clear accountability is established through explicit task assignments¹³⁹. Though striking a balance between structure and flexibility is essential, bureaucratic leadership proves valuable in numerous contexts when applied thoughtfully.

2.2 Theoretical Frame work

2.2.1 Self-determination Theory

Self-Determination Theory (SDT) is a widely recognized psychological framework that focuses on human motivation and its role in fostering optimal development and well-being¹⁴⁰. SDT posits that individuals have inherent psychological needs for autonomy, competence, and relatedness, which drive their motivation and engagement¹⁴⁰. This theory is highly relevant to the study titled "Motivational Indices and Leadership Styles as Determinants of Job Commitment of Administrative Staff of Private Universities in Oyo State."

In the context of this study, SDT offers a lens through which to understand how various motivational factors, including opportunities for advancement, work-life balance, and compensation and benefits, can impact job commitment among administrative staff in private universities. The theory emphasizes that when individuals perceive their work environment as supportive of their autonomy, allowing them to make meaningful choices, feel competent in their tasks, and feel connected to their colleagues and superiors, their intrinsic motivation and commitment to their job are likely to increase¹⁴¹. This theory also underlines the importance of extrinsic motivators, such as compensation and benefits, but highlights that these factors are most effective when they are perceived as congruent with individuals' intrinsic values and needs.

Furthermore, SDT can illuminate the role of different leadership styles in shaping employees' job commitment. The study considers charismatic, coaching, and bureaucratic leadership styles. A charismatic leader who inspires and motivates through their vision can foster a sense of purpose and autonomy among administrative staff, positively influencing their commitment. A coaching leader, by providing guidance and fostering competence, can

contribute to employees' feelings of competence and relatedness. On the other hand, a bureaucratic leadership style, if too controlling, may undermine employees' autonomy and intrinsic motivation, potentially leading to decreased job commitment.

In conclusion, self-determination theory serves as a comprehensive framework for understanding the intricate interplay between motivational indices and leadership styles in determining job commitment among administrative staff in private universities in Oyo State. By analyzing how autonomy, competence, relatedness, compensation, benefits, and leadership styles impact employees' intrinsic motivation and commitment, this study can offer valuable insights into strategies for enhancing workplace environments and leadership practices that promote a strong sense of job commitment among administrative staff, ultimately contributing to organisational success and employee well-being.

2.2.2 Social Exchange Theory

Social Exchange Theory is a sociological concept that underscores the dynamic interplay between individuals and their social environments, particularly in the context of relationships where actions are driven by the expectation of reciprocation¹⁴². Applied to this study, this theory posits that individuals engage in a series of transactions within relationships, evaluating inputs and outputs to determine fairness and overall satisfaction¹⁴³. In the context of the study, administrative staff members of private universities in Oyo State engage in exchanges with their organisations, gauging factors such as opportunities for advancement,

work-life balance, compensation, benefits, and leadership styles (charismatic, coaching, and bureaucratic). Job commitment, an outcome of these exchanges, can be understood as a product of how well the motivational indices align with their expectations and how leadership styles influence their perceptions of fairness and rewards.

This theory facilitates the exploration of how administrative staff members' perceptions of these factors shape their level of commitment to their jobs. For instance, the theory predicts that employees who perceive a balance between effort and rewards (motivational indices) and experience supportive leadership styles will likely exhibit higher job commitment. Conversely, imbalances or negative experiences might lead to reduced commitment. By employing Social Exchange Theory, this study can comprehensively investigate the intricate connections between motivational factors, leadership styles, and job commitment within the unique context of private universities in Oyo State, shedding light on the dynamics that underpin employee commitment and engagement in this specific setting.

2.3 Review of Empirical Studies

2.3.1 Leadership Styles and Job commitment

Leadership style refers to the distinct approach or manner in which a leader interacts with and influences their team or followers to achieve organisational goals⁹⁷. It encompasses the leader's behaviours, attitudes, and methods of guiding, directing, and motivating individuals within a group¹⁰⁰. Leadership style can vary significantly from one leader to another and can have a significant impact on the overall dynamics, performance, and morale of a team or organisation. A study aimed to explore the link between different leadership styles and the

level of commitment exhibited by employees in the pharmaceutical sector¹⁴⁴. This connection was examined through the influence of conflict management as a mediating factor. The research employed a quantitative approach and focused on a sample of 110 employees from pharmaceutical companies in Kurdistan.

Specifically, junior employees who had a decade of experience in these organisations and had significant interactions with supervisors and managers were purposefully chosen for the study. The results of the study indicated that the initial research hypothesis, which proposed a positive and substantial impact of leadership styles on employee commitment in pharmaceutical companies in Kurdistan, was supported¹⁴⁴. The findings demonstrated a strong correlation between transactional leadership and employee commitment, with a Pearson correlation coefficient of .781** (significant at the 0.05 level)¹⁴⁴. Likewise, transformational leadership displayed a robust relationship with employee commitment, as indicated by a Pearson correlation coefficient of .708**¹⁴⁴. Similarly, charismatic leadership exhibited a significant connection with employee commitment, with a Pearson correlation coefficient of .712**¹⁴⁴. Furthermore, the study investigated the role of conflict management as a mediator between each leadership style (transactional, transformational, and charismatic) and employee commitment¹⁴⁴. The results showed that conflict management played a positive and significant mediating role in all instances of leadership styles and employee commitment¹⁴⁴. Among these, the most prominent mediation was observed between transactional leadership and employee commitment. On the other hand, the mediation role of conflict management was comparatively weaker between transformational leadership and employee commitment¹⁴⁴.

Similarly, another study's primary aim was to investigate the connection between leadership and the dedication of employees¹⁴⁵. The researchers employed a questionnaire to collect information from both administrative and academic personnel who aren't part of the university's management hierarchy. The study followed a descriptive research design and utilized a quantitative approach. To gather data, a total of seventy-six (76) staff members were chosen through a random sampling method. The gathered data were analyzed using descriptive methods such as frequency counts, mean, and standard deviation, along with correlation analysis. The findings demonstrated a statistically significant correlation between different leadership styles and the level of commitment exhibited by employees¹⁴⁵. The results also indicated that employee commitment falls within a moderate range and that the prevailing leadership style at the institution seems satisfactory¹⁴⁵. Based on these findings, it is suggested that the management adopt a more democratic approach¹⁴⁵. Furthermore, implementing incentive programmes and attractive compensation packages is recommended, as these measures are likely to enhance employee commitment within the university.

Moreover, another article undertakes an extensive examination of the intricate interplay existing between various leadership paradigms, namely transformational, transactional, and laissez-faire leadership styles, and the profound dimensions of employee commitment¹⁴⁶. Additionally, this study aims to meticulously elucidate the nuanced impact that demographic variables exert on the dynamic nexus between leadership styles and employee commitment within the administrative enclave of the Lagos State Civil Service Commission in Nigeria¹⁴⁶. The empirical data for this investigation emanates from a comprehensive survey conducted among the personnel of the aforementioned organisation. To furnish robust insights, the analytical phase of the research harnesses the formidable capabilities of the Statistical

Package for Social Sciences (SPSS) version 22.0. The empirical findings underscore a significant and moderately positive correlation between transformational leadership style and employee commitment¹⁴⁶.

Conversely, the transactional leadership style exhibits a statistically insignificant and minor negative relationship with employee commitment¹⁴⁶. Additionally, within the study's purview, the laissez-faire leadership style evinces an insubstantial yet positive association with employee commitment¹⁴⁶. Intricacies further revealed through the correlation analysis illuminate a meaningful and moderately positive connection between the transformational leadership style and employee commitment ($r = .362$, $p = .0000$, $p < .05$), consequently validating the associated hypothesis. Contrarily, the transactional leadership style evinces a weak and statistically insignificant negative correlation with employee commitment ($r = -.032$, $p = .758$, $p > .05$), warranting the rejection of the pertinent hypothesis¹⁴⁶. Correspondingly, the examination uncovers an inconsequential yet positive relationship between laissez-faire leadership style and employee commitment ($r = .099$, $p = .336$, $p > .05$), corroborating the associated hypothesis¹⁴⁶. In light of these findings, this study enjoins the adoption of an apt leadership style as a pivotal determinant of fostering employee commitment¹⁴⁶. Furthermore, it underscores the crucial role played by demographic variables such as gender, age, marital status, academic qualification, and employment status in modulating the complex interrelationship between leadership styles and employee commitment within the ambit of the Lagos State Civil Service Commission of Nigeria¹⁴⁶.

2.3.2 Motivation and Job Commitment

Motivational factors are the underlying reasons, desires, or stimuli that drive individuals to initiate, sustain, and direct their behaviour towards achieving certain goals or outcomes⁸⁵. These factors play a crucial role in influencing human behaviour, decision-making, and performance. A research examined how motivational factors impact the commitment of teachers in public secondary schools within Mbale Municipality¹⁴⁷. The research utilized a cross-sectional survey approach and employed a simple random sampling technique for participant selection. Data was collected through a custom-designed, self-administered questionnaire.

The analysis encompassed frequency and percentage calculations, the Pearson correlation coefficient (a measure of the strength and direction of relationships), and regression analysis. The study's findings revealed a positive and significant correlation between promotion and teachers' commitment (Sig= 0.000)¹⁴⁷. Similarly, the results indicated a significant connection between the reward system and teachers' commitment (Sig= 0.000), while a weaker but still notable relationship was found between training and development and teachers' commitment (Sig= 0.002)¹⁴⁷. Based on these outcomes, the study provides several recommendations. Concerning the influence of promotions, the research suggests that schools and stakeholders ensure a fair promotion process, establish regular promotion activities, and consider raising salaries for promoted teachers¹⁴⁷.

This could be accomplished by implementing merit-based, experience-driven, and skill-centered promotion criteria¹⁴⁷. To enhance commitment, teachers should receive adequate compensation, potentially through incentives for those whose students excel in subjects. Additionally, non-monetary rewards such as recognition, gifts, and appreciation from school

leadership should also be taken into account¹⁴⁷. Furthermore, the study advises the improvement of teachers' pension packages, both in terms of lump sum payments and monthly allowances. By enhancing retirement benefits, teachers can feel more financially secure in their later years, thus maintaining their focus and dedication to their profession¹⁴⁷.

An additional study critically assessed the perspectives and opinions of employees towards motivating factors as well as the interconnection between motivation and commitment to their jobs¹⁴⁸. Throughout this investigation, issues tied to low job morale, which inevitably resulted in reduced productivity, were illuminated. To achieve the research objectives, the survey approach was employed, employing a questionnaire as the research tool. The questionnaire was administered to a sample of 100 participants. Supplementary documents were also reviewed to gather additional insights. Data obtained from these sources was scrutinized using frequencies and percentages for individual analysis. The chi-square test was applied to examine the proposed hypotheses. The empirical analysis conducted on the data through descriptive statistics and proportion tables revealed that the company's workforce lacks motivation. The outcome of this evaluation indicates a significant correlation between the management's motivational strategies and the level of employees' commitment to their roles¹⁴⁸.

In simpler terms, motivation plays a crucial role in enhancing employees' commitment to their jobs. Consequently, the hypothesis asserting the absence of a relationship between motivation and job commitment is dismissed¹⁴⁸. Furthermore, another finding demonstrates a substantial correlation between employee satisfaction and job commitment¹⁴⁸. This suggests that job satisfaction significantly influences employees' commitment levels, implying that

contentment among employees influences their commitment to their roles¹⁴⁸. Thus, the hypothesis positing the insignificance of the relationship between job satisfaction and job commitment is refuted¹⁴⁸. The motivation schemes formulated for employees are deemed insufficient and fail to meet employees' expectations.

2.3.3 Job Satisfaction and Job Commitment

Job satisfaction refers to the overall feelings, attitudes, and emotions that employees have towards their job or work environment¹⁴⁹. It is a measure of how content, fulfilled, and pleased employees are with their roles, responsibilities, and the conditions under which they work¹⁴⁹. Job satisfaction is influenced by a variety of factors, including the nature of the work, the work environment, relationships with colleagues and supervisors, compensation and benefits, opportunities for growth and advancement, and the alignment of personal values with the organisation's mission and culture. A study investigated the direct impact of job satisfaction on the motivation, commitment, and performance of nurses amid the COVID-19 pandemic¹⁴⁹. Additionally, the study explores the roles of work motivation and employee commitment in relation to nurse performance¹⁴⁹. The study focuses on nurses at the State Regional Hospital in Pasuruan, East Java, Indonesia, comprising a total of 161 nurses with a sample size of 62 respondents. The analytical method employed for this study is path analysis. The findings revealed a significant correlation between job satisfaction and the enhancement of motivation, commitment, and performance among nurses within the hospital¹⁴⁹. The study posits and tests five hypotheses, confirming that job satisfaction holds a direct influence on work motivation by 59%, as evidenced by a critical ratio (CR) value of 4.099¹⁴⁹.

This underscores the pivotal role of job satisfaction in bolstering nurses' motivation; poor job satisfaction, conversely, hampers the enhancement of their work motivation¹⁴⁹. Notably, nurses derive satisfaction from the recovery of their patients, which, particularly during the COVID-19 pandemic, served as a motivating factor for their continued dedication to work¹⁴⁹. Likewise, the study establishes a direct correlation between job satisfaction and nurse commitment, contributing to a 69.7% impact, as indicated by a CR value of 3.960¹⁴⁹. The findings suggest that higher job satisfaction correlates with increased commitment levels, highlighting that during the pandemic, robust job satisfaction sustains nurses' commitment to their roles despite the daunting challenges posed by COVID-19¹⁴⁹. Furthermore, the study demonstrates that job satisfaction has a direct effect on nurse performance, resulting in a 69.1% influence with a CR value of 4.424¹⁴⁹. Thus, augmenting job satisfaction is aligned with an enhancement in nurse performance; conversely, suboptimal job satisfaction impedes performance improvement, especially amidst the pandemic.

Nurse commitment is shown to exert a 28.5% direct influence on nurse performance, with a CR value of 2.197¹⁴⁹. This suggests that heightened nurse commitment positively contributes to improved performance, whereas deficient commitment obstructs performance growth. Similarly, work motivation directly affects nurse performance by 28.9%, with a CR value of 2.823¹⁴⁹. The findings underscore that elevated work motivation correlates with improved nurse performance. Furthermore, the study validates the impact of employee commitment and work motivation on nurse performance. In summary, the study's outcomes provide valuable insights into strategies for sustaining nurse performance, particularly in the context of a pandemic.

The main purpose of another study was to investigate how the connection between job commitment and job satisfaction among individuals working in higher education institutions impacts their performance¹⁵⁰. The study delved into various theories related to job commitment and job satisfaction. The study emphasized that in order to achieve a better quality of life and fulfill one's needs, working towards satisfaction is crucial¹⁵⁰. This not only leads to personal development for employees but also improves productivity and the institution's services, ultimately increasing commitment to the institution¹⁵⁰. The study's research objectives were as follows: (1) Analyse the relationship between job commitment and job satisfaction among higher education institution employees. (2) Explore how employees' personal characteristics influence their job satisfaction and commitment. (3) Investigate effective strategies for motivating employees to enhance job satisfaction. The findings indicated a significant link between an individual's job commitment and their job satisfaction¹⁵⁰. The study underscored that higher levels of motivation lead to increased satisfaction and commitment among employees towards their institution¹⁵⁰.

2.3.4 Work-life Balance and Job Commitment

Work-life balance refers to the equilibrium or harmony achieved between the demands and responsibilities of one's work or professional life and their personal life, which includes family, social activities, hobbies, and personal well-being¹⁵¹. It entails managing and allocating time and energy to fulfill work-related obligations while also ensuring that there is adequate time and attention devoted to non-work pursuits, relaxation, and self-care¹⁵¹. The goal of achieving work-life balance is to prevent burnout, reduce stress, and enhance the

overall quality of life by creating a sustainable and fulfilling lifestyle that addresses both professional and personal needs¹⁵¹. A study conducted in India explored the correlation between the quality of work life (QWL) and work-life balance (WLB), with a focus on the mediating effects of job stress, job satisfaction, and job commitment¹⁵¹. The research gathered data from 445 participants in a cosmopolitan city in the southern region of India, employing a structured survey tool. Initially, the survey's psychometric properties were assessed, followed by the utilization of hierarchical regression for data analysis.

The outcomes of the hierarchical regression analysis revealed several insights. Firstly, QWL was found to have a negative association with job stress and a positive correlation with both job satisfaction and job commitment¹⁵¹. Moreover, job stress demonstrated a negative link with WLB, while job satisfaction and job commitment exhibited positive relationships with WLB¹⁵¹. The findings also demonstrated that job stress, job satisfaction, and job commitment played a partially mediating role in the connection between QWL and WLB¹⁵¹.

A comparable investigation delved into the impact of achieving work-life balance on employees' commitment, a topic that should pique the interest of social workers¹⁵². Particularly in the banking sector, where employees' job commitments encroach upon their social lives, it becomes essential to scrutinize their level of commitment. The study aimed to achieve two objectives: firstly, to delve into employees' perspectives regarding the balance between work and personal life, and secondly, to explore the correlation between this balance and their commitment to their work¹⁵². Employing a descriptive cross-sectional survey design, the study enlisted the participation of 115 employees who completed questionnaires and an additional seven employees who engaged in interviews. Notable findings from the study

included the observation that unmarried employees were more adept at harmonizing their professional and familial roles when compared to their married counterparts¹⁵². Furthermore, it was noted that women experienced a higher degree of conflict between work and personal life in comparison to men¹⁵².

The study unveiled a somewhat modest positive link between work-life balance and commitment among employees¹⁵². However, this connection was weakened due to employee dissatisfaction with aspects such as paternity leave, study leave, and part-time work¹⁵². In its conclusion, the study indicated that policies aimed at promoting work-life balance had a limited impact on bolstering employee commitment¹⁵². Consequently, it was recommended that individuals in the banking sector be granted access to benefits like paternity leave, study leave, and part-time work, all of which could enhance their equilibrium between work and personal life. Furthermore, industrial social workers were suggested to provide guidance to bankers, educating them on effectively balancing their professional and personal responsibilities to achieve optimal performance in both domains.

Another study aims to examine the impact of work-life balance and the work environment on employee commitment through the lens of employee engagement¹⁵³. The study was carried out at PT Wijaya Karya (Persero) Tbk, located in Indonesia. The research employed a descriptive research approach with a quantitative methodology. The analysis utilized partial least squares (PLS) and was supported by Grapples 7.0 software. The findings reveal that work-life balance has a noteworthy positive influence on employee commitment, yielding a coefficient of 0.248 with a significance level of 0.008¹⁵³.

Therefore, it can be deduced that work-life balance indeed affects the variable of employee commitment. Similarly, the work environment exerts a substantial positive impact on employee commitment, as indicated by a coefficient of 0.820 and a significance level lower than 0.001¹⁵³. Thus, it can be inferred that the work environment significantly affects employee commitment. Likewise, employee engagement demonstrates a favorable effect on employee commitment, with a coefficient of 0.224 and a significance level of 0.016¹⁵³. Hence, it is reasonable to conclude that employee engagement plays a role in influencing employee commitment. Furthermore, the study reveals that work-life balance positively influences employee engagement, with a coefficient of 0.597 and a significance level lower than 0.001¹⁵³. This suggests that work-life balance impacts employee engagement. Similarly, the work environment also contributes to employee engagement, yielding a coefficient of 0.161 with a significance level of 0.062¹⁵³.

Consequently, it can be inferred that the work environment affects employee engagement to a certain extent. Moreover, the results demonstrate that the relationship between work-life balance and commitment, mediated by employee engagement, has a coefficient of 0.134 and a significance level of 0.038¹⁵³. Thus, it can be concluded that employee engagement serves as a mediator between work-life balance and commitment. Similarly, the interplay between the work environment and commitment, mediated by employee engagement, has a coefficient of 0.036 and a significance level of 0.319¹⁵³. This implies that employee engagement also mediates the relationship between the work environment and commitment. Based on the comprehensive analysis conducted, the study establishes that work-life balance, the work environment, and employee engagement are each partially and positively influenced by employee commitment¹⁵³. Additionally, a significant positive

relationship exists between work-life balance and the work environment concerning their impact on employee engagement¹⁵³. The research also demonstrates that employee engagement effectively mediates the influence of both work-life balance and the work environment on commitment¹⁵³.

2.3.5 Organisational Justice and Job Commitment

Organisational justice refers to the perception of fairness and equity within an organisation's policies, practices, procedures, and interactions¹⁵⁴. It involves the way employees perceive the distribution of resources, rewards, opportunities, and decision-making processes within the workplace. A research investigation was conducted to examine how organisational trust plays a role in connecting the perceived fairness within an organisation with the level of commitment displayed by academic staff at Federal Polytechnic Kaura-Namoda and Federal College of Education (Technical), Gusau, in Zamfara State¹⁵⁴. This study took a quantitative approach, utilising both survey and cross-sectional research methodologies. Out of the total academic staff population of 936 across these institutions, a sample of 232 individuals was chosen. The researchers distributed a self-administered questionnaire using a stratified random sampling technique to gather responses from the participants. For analysis, the study employed the Statistical Package for Social Sciences (SPSS) to conduct initial analyses, while the Structural Equation Model (SEM) was used to evaluate measurement and structural aspects. The results of the study indicated that both distributive justice (fairness in outcomes) and procedural justice (fairness in processes) significantly and positively influenced employee commitment¹⁵⁴. Additionally, the study found that organisational trust played a significant and partial mediating role in connecting distributive justice to employee

commitment, as well as in connecting procedural justice to employee commitment¹⁵⁴. Based on these findings, the study's recommendations include urging the management of these institutions to ensure that decisions affecting employees are made through fair and equitable procedures¹⁵⁴.

Another piece of research explores the correlation between fairness within an organisation and the commitment of teachers employed in private secondary schools in Nigeria¹⁵⁵. The methodology involved utilizing a survey approach, where a total of 480 teachers from twenty private secondary schools in Bayelsa State were chosen through random sampling. To determine the appropriate sample size, the Krejcie and Morgan table was consulted, resulting in 214 participants. Ultimately, 183 fully completed questionnaires were collected and analyzed. The statistical technique employed for hypothesis testing was the Pearson Product Moment Correlation Coefficient (rs). The findings of the study demonstrated a positive and statistically significant connection between organisational justice and employee commitment¹⁵⁵. The study's conclusion highlights that fairness in terms of distributive, procedural, and interactional justice plays a vital role in enhancing employee commitment within the chosen private secondary schools in Nigeria¹⁵⁵.

2.3.6 Emotional Intelligence and Job Commitment

Emotional intelligence refers to the ability to recognize, understand, manage, and effectively use one's own emotions as well as the emotions of others¹⁵⁶. It involves a set of skills and competencies that enable individuals to navigate their own emotions, build healthy relationships, and make informed decisions based on emotional cues¹⁵⁶. The objective of the study was to explore the connection between emotional intelligence and job commitment

among school counselors in Enugu State, Nigeria¹⁵⁶. The study employed a correlational research design and was guided by three research questions and a hypothesis. The study's target population included all 69 school counselors working in the 194 public schools across Nsukka, Enugu, and Awgu Education Zones. The researchers employed questionnaires they had designed for data collection. To ensure the validity of the instruments, three experts, one in measurement and evaluation and the other two in guidance and counseling, all affiliated with the Faculty of Education at Nnamdi Azikiwe University, Awka, reviewed them. The analysis of the collected data revealed reliability coefficients of 0.73 for SSCEIQ (emotional intelligence) and 0.83 for SSCJCQ (job commitment), with an overall reliability coefficient of 0.78¹⁵⁶. The data underwent Pearson's correlation analysis at a significance level of 0.05. To test the hypothesis, a simple linear regression model was employed to examine the relationship between counselors' responses and job commitment. The analysis yielded the following outcomes: there is a strong positive relationship between emotional intelligence and job commitment among secondary school counselors; there is a weak positive relationship between gender and job commitment among secondary school counselors; and there is a strong positive relationship between emotional intelligence, gender, and job commitment among secondary school counsellors¹⁵⁶. The study confirmed a significant connection between emotional intelligence and job commitment among secondary school counselors¹⁵⁶. Based on the findings, a recommendation was made for education stakeholders and relevant counseling institutions to collaborate in enhancing emotional intelligence skills and capabilities to boost counselors' job commitment¹⁵⁶.

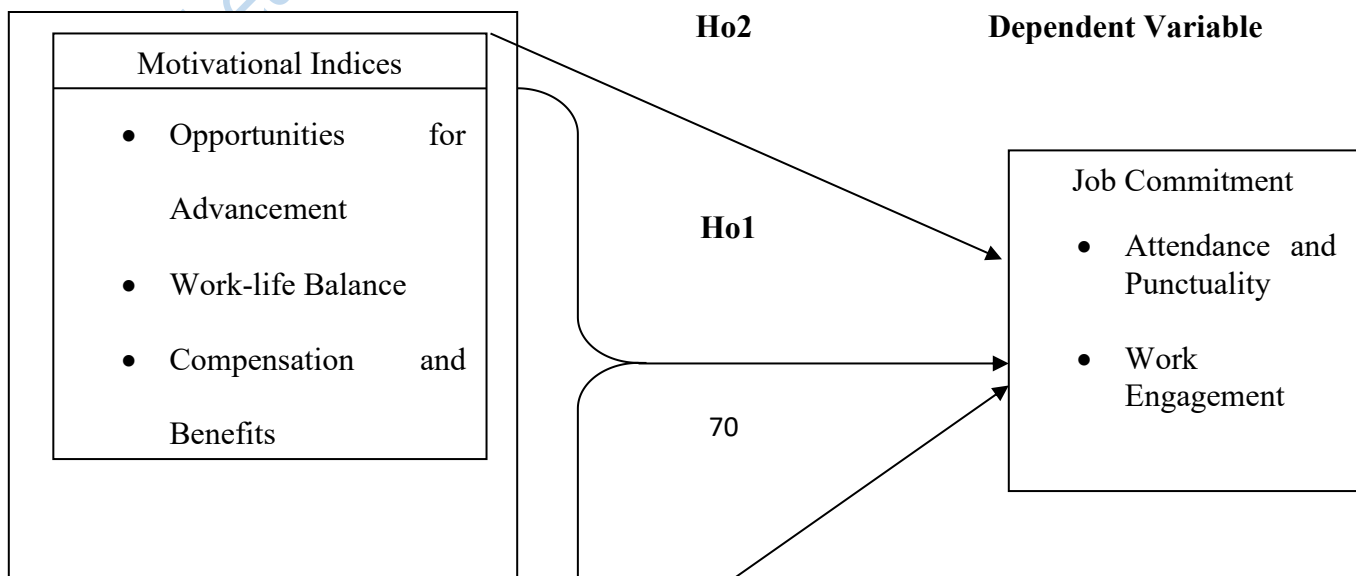
2.3.7 Gender and Job Commitment

Gender refers to the roles, behaviours, activities, expectations, and societal norms that a particular culture associates with individuals who are identified as male or female. Therefore, this study explored how gender influences the impact of maintaining a balance between work and family responsibilities, as well as the quality of personal relationships, on the level of commitment to their jobs among academic staff members in Nigerian universities¹⁵⁷. The research employed a survey design and focused on a sample of 382 academic staff selected from public universities in the South-West region of Nigeria. The participants were chosen using a proportional stratified random sampling approach. The research employed several measurement tools, including the Demographic Data Inventory (DDI), Teachers' Job Commitment Questionnaire (TJCQ), Work-Family Balance Scale (WFBS), and Relationship Quality Scale (RQS), to collect data¹⁵⁷. The study formulated and tested four hypotheses using multiple regression analysis and the bootstrapping test at a significance level of 0.05. The findings demonstrated a significant joint effect of both work-family balance and relationship quality on job commitment ($F(2, 379) = 5.770, p < 0.05$)¹⁵⁷. Additionally, the study revealed individual significant contributions of work-family balance ($\beta = 0.183, t = 9.836, p < 0.05$) and relationship quality ($\beta = 0.152, t = 8.105, p < 0.05$) to job commitment¹⁵⁷. The results also indicated that gender plays a significant moderating role in the relationship between work-family balance and job commitment (coeff = -0.037; SE = 0.006; BootLLCI = 0.048; BootULCI = -0.027), whereas gender does not significantly moderate the relationship between relationship quality and job commitment (coeff = -0.001; SE = 0.001; BootLLCI = -0.004; BootULCI = 0.001)¹⁵⁷. As a result, the study suggests that universities should establish an encouraging work environment that fosters a healthy balance

between work and family life as well as positive interpersonal connections among academic staff members¹⁵⁷. This, in turn, is likely to enhance their commitment to their jobs.

2.4 Conceptual Model

Independent Variables



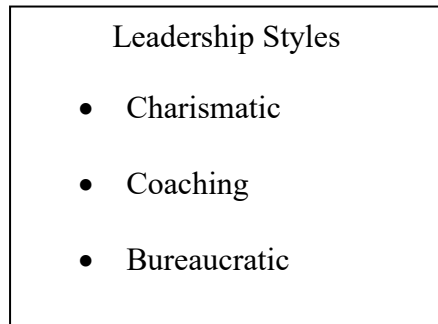


Figure 1: Conceptual Model

Source: The Researcher, 2024

The conceptual model above demonstrates the interconnection and interdependence of motivational indices, leadership styles and job commitment of administrative staff of private universities in Oyo State. The model displayed a combined and relative influence of motivational indices (opportunities for advancement, work-life balance and compensation and benefits) and leadership styles (charismatic, coaching and bureaucratic) on job commitment of administrative staff in private universities in Oyo State.

2.5 Summary of Literature Reviewed

In the exploration of the intricate dynamics within private universities in Oyo State, Nigeria, this study delves into the crucial components of motivational indices, leadership styles, and job commitment among administrative staff. The conceptual review section extensively examines the key constructs that form the foundation of this research. It starts by dissecting commitment, emphasizing its significance as the bedrock of organisational dedication. Job commitment is subsequently examined, with a specific focus on its manifestations through

attendance and punctuality, which reflect the foundational principles of dedication to one's role. Furthermore, the exploration extends to work engagement, which embodies the depth of commitment exhibited by administrative staff in their day-to-day tasks.

Motivation, a driving force in employee behaviour, is also dissected, revealing its multi-faceted nature. Opportunities for growth, work-life balance, and compensation and benefits emerge as pivotal components that ignite and sustain the motivation of administrative staff. The spotlight then shifts to leadership styles, with charismatic, coaching, and bureaucratic styles being elucidated. These styles have implications for how leaders influence and inspire commitment among their teams. Theoretical underpinnings provide the study with a solid framework. The self-determination theory underscores the importance of intrinsic motivation and autonomy in fostering commitment, aligning with the innate desires of individuals to excel in their roles. Additionally, the social exchange theory introduces the concept of reciprocity, suggesting that commitment could stem from the exchange of positive interactions and benefits within the organisational context.

Drawing from empirical evidence, the review establishes the interconnectedness between leadership styles and job commitment. Likewise, the nexus between motivation and job commitment becomes evident, with factors like job satisfaction, work-life balance, and organisational justice shaping the level of dedication exhibited by administrative staff. Emotional intelligence surfaces as an intriguing factor influencing commitment, while the exploration of gender uncovers potential disparities in job commitment levels among administrative staff.

In essence, the reviewed literature substantiates the pivotal role of commitment in organisational settings. By dissecting job commitment, motivation, and leadership styles, the study sets the stage for comprehending the complex interplay that drives the dedication of administrative staff at private universities. This comprehensive overview not only provides insights into the dynamics of commitment but also lays the foundation for the empirical phase of the research, which aims to further elucidate the intricate relationships identified in the literature review.

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Chapter Three

Methodology

This chapter outlines the methods and techniques used for realizing the aim and objectives of this research. It takes into consideration the following subheadings: research design, population of the study, sample and sampling techniques, instrument for data

collection, validity and reliability of the instrument, method of data collection, and methods of data analysis.

3.1 Research Design

The descriptive research design of the survey type was adopted in this study. This design involves gathering data from a representative sample of the population to produce result that can be generalised to the whole population. The purpose is to collect and interpret data without manipulating any variable.

3.2 Population of the Study

The study population comprises of all members of the administrative staff, amounting to a total of six hundred and seventy-five (675) individuals who are employed across the seven (7) officially recognized private universities in Oyo State at the period when this research was carried out. Further information concerning the population of the study can be found in Table 3.1.

Table 3.1 Population of the Study

Name	Type	Year of Establishment	Administrative Staff
Ajayi Crowther University	FaithBased	2005	78
Dominican University	Faith Based	2016	24

Precious Cornerstone University	Faith Based	2017	26
Dominion University	Faith Based	2019	16
Lead City University	Secular	2005	392
Kola Daisi University	Secular	2016	97
Atiba University	Secular	2017	42
Total			675

Source¹

3.3 Sample and Sampling Techniques

The study made use of "total enumeration" sampling technique because of the relatively small size of the population, consisting of six hundred and seventy-five (675) administrative staff members from the seven (07) approved private universities in Oyo State as at the time of the research. Since it is feasible to encompass the entire population in the study, adopting a total enumeration method guarantees that data was gathered from every single person within the population. This approach ensures a thorough and precise depiction of the entire administrative staff cohort within the designated universities.

Table 3.2 Sample and Sampling Techniques

Name	Type	Year of Establishment	Administrative staff
Ajayi Crowther University	FaithBased	2005	78

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KolaDaisi University	Secular	2016	97
Atiba University	Secular	2017	42
Total			675

Source¹

3.4 Instruments for Data Collection

A Self developed four likert scaled instrument was used to collect data for the study, it was titled Motivational Indices, Leadership Styles and Administrative Staff Job Commitment in Private Universities in Oyo State (MILSASJCPU). The instrument contain five (5) sections namely; section A, B, C, D and E. Section A contain items on demographic characteristics of respondents such as gender, age range, years of experience, school location, and school type. Section B contains 10 items carefully structured to identify the level of job commitment of administrative staff of private universities such that items 1-5 measures attendance and punctuality, 6-10 measures work engagement. Similarly, Section C contains 15 items carefully structured to determine the level of motivational indices in private universities such that items 1-5 measures opportunities for advancement, 6-10 measures work-life balance, 11-15 measures compensation and benefits. Furthermore, Section D contains 15 items carefully structured to determine the most adopted leadership style in private universities such that items 1-5 describes charismatic style, 6-10 describes coaching style, 11-15 describes bureaucratic style. Lastly, section E contains 10 items to examine the influence of workplace

conflict management styles and organisational support on job commitment of administrative staff in private universities. It was measured using Strongly Agree (SA), Agree (A), disagree (D) and strongly disagree (SD).

3.5 Validity of the Instrument

The questionnaire used in this study was subjected to face and content validity. For this purpose, the research instrument was scrutinized by the supervisor, who equally vetted the structuring, adequacy, and content. Also, experts in research item generation in the Faculty of Education at Lead City University were consulted. All corrections were made before administration.

3.6 Reliability of the Instrument

An instrument is said to be reliable when it yields the same result when administered in different times, locations or population. Therefore, for the purpose of the reliability of the instrument used in this study, a pilot study was carried out by administering samples of the questionnaire to a group of thirty (30) administrative staff in Adeleke university in Osun State. Result was analysed and Cronbach's alpha coefficient $r = 0.892$ was generated meaning the instrument is reliable.

3.7 Method of Data Administration

The researcher obtained a letter of introduction from the Head of Department, which served as a means to seek the necessary permission from the selected respondents. To assist with

data collection, three trained research assistants helped out in the administration of the questionnaire. The researcher closely supervised the research assistants and also participated in administering the research instruments.

3.8 Method of Data Analysis

The data gathered from the field were subjected to analysis through inferential and descriptive statistics. Descriptive statistics such as frequency, percentage, mean, and standard deviation were utilized to answer the research questions. While, inferential statistics of multiple regression analysis was employed to test the hypotheses, maintaining a significance level of 0.05.

Endnote

1. Nigerian University System Statistical Digest (NUS Digest), 2019.

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Chapter Four

Results and Discussion of Findings

4.1 Questionnaire Return Rate

The researcher distributed six hundred and seventy-five (675) copies of the questionnaire to administrative staff in the field, and only six hundred and thirty-five (635) were recovered accounting for 94 % of the total. Among the recovered questionnaires, six hundred and eight (608) were found suitable for the analysis, resulting to 90%.

4.2 Demographic Data Analysis

This section presents demographic information of respondents

Table 4.1: Gender Distribution of Respondents

Gender	Gender of Respondents	
	Frequency	Percent
Male	327	53.8
Female	281	46.2
Total	608	100.0

Source: Field Survey, 2024

Table 4.1 illustrates the gender distribution among respondents participating in the survey. The table outlines the frequency and percentage of male and female respondents, providing insights into the representation of genders within the surveyed population. According to the data, out of a total of 608 respondents, 327 were male, constituting approximately 53.8% of the sample. On the other hand, 281 respondents were female, accounting for around 46.2% of the total sample. These statistics offer a clear depiction of the gender composition within the surveyed population, highlighting a slightly higher representation of male respondents compared to female respondents.

Table 4.2: Age of Respondents

Age Range	Age of Respondents	
	Frequency	Percent
Less than 30 years	131	21.5
31-40 years	302	49.7

41-50 years	112	18.4
Above 50 years	63	10.4
Total	608	100.0

Source: Field Survey, 2024

Table 4.2 delineates the age demographics of administrative staff engaged in the survey, offering a comprehensive breakdown of the distribution across various age brackets. The data reveals that respondents were segmented into four age categories. Firstly, individuals under the age of 30 represented a cohort of 131 respondents, accounting for approximately 21.5% of the total sample. Notably, the age group spanning from 31 to 40 years exhibited the highest prevalence, with 302 respondents constituting roughly 49.7% of the surveyed population. Furthermore, the category encompassing individuals aged 41 to 50 comprised 112 respondents, representing about 18.4% of the total sample. Lastly, respondents aged above 50 constituted a group of 63 individuals, making up approximately 10.4% of the surveyed population. These findings offer valuable insights into the age distribution among respondents, shedding light on the dominant age ranges within the surveyed population.

Table 4.3: Years of Experience

Years of Experience		
Years of Experience	Frequency	Percent
Less than 10 years	217	35.7
11-20 years	234	38.5
21-30 years	109	17.9
Above 30 years	48	7.9
Total	608	100.0

Source: Field Survey, 2024

Table 4.3 presents a comprehensive overview of the years of experience among administrative staff who participated in the survey. Among the surveyed administrative staff, individuals were categorized into four groups according to their years of experience. Notably, the largest proportion of respondents fell into the "11–20 years" category, with 234

individuals accounting for approximately 38.5% of the total sample. Following closely, those with "less than 10 years" of experience constituted a significant portion, with 217 respondents, representing around 35.7% of the surveyed population. Additionally, 109 respondents, equivalent to about 17.9% of the total sample, reported having "21–30 years" of experience. Conversely, the group with "above 30 years" of experience consisted of 48 respondents, making up approximately 7.9% of the surveyed population. This data provides valuable insights into the distribution of experience levels among administrative staff, enabling a nuanced understanding of the expertise and tenure within the surveyed population. Such insights are instrumental in informing organisational decision-making processes and designing targeted strategies or interventions tailored to the diverse needs and challenges associated with different experience levels among administrative staff.

4.3. Presentation of Answers to Research Questions

This sub-section contains tables showing analysis of responses to answer formulated research questions.

Research Question One

What is the level of job commitment (attendance and punctuality, and work engagement) of administrative staff in private universities in Oyo State?

Table 4.4a: Level of Job Commitment (Attendance and Punctuality) among Administrative Staff in Private Universities in Oyo State

S/N	Item: I;	AL	S	R	N	Mean	SD
1	make sure to plan my schedule to avoid any unnecessary	228 (37.5%)	283 (46.5%)	49 (8.1%)	48 (7.9%)	3.14	0.868

	absences from work						
2	feel responsible for ensuring that my colleagues can rely on me to be present and on time.	180 (29.6%)	212 (34.9%)	156 (25.7%)	60 (9.9%)	2.84	0.961
3	actively manage my time to minimize the chances of being late or absent.	355 (58.4%)	133 (21.9%)	84 (13.8%)	36 (5.9%)	3.33	0.924
4	take pride in my excellent attendance record and punctuality.	331 (54.4%)	205 (33.7%)	24 (3.9%)	48 (7.9%)	3.35	0.883
5	consistently arrive at work on time.	267 (43.9%)	185 (30.4%)	72 (11.8%)	84 (13.8%)	3.04	1.054

Weighted Mean = 3.14High

Source: Field Survey, 2024

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.4a delineates the degree of job commitment pertaining to attendance and punctuality among administrative staff in private universities within Oyo State. Firstly, regarding the planning of schedules to mitigate unnecessary absences, a substantial portion of respondents (37.5%) indicated they consistently engage in this practice, while 46.5% do so occasionally. This suggests a prevalent commitment to attendance management among the administrative staff. Conversely, when it comes to feeling responsible for ensuring colleagues can rely on them to be present and punctual, the data reveals a more mixed picture. While 34.9%

occasionally feel this responsibility, a notable 25.7% rarely perceive such an obligation, indicating a moderate level of commitment in this aspect.

In terms of time management to minimise tardiness and absenteeism, a significant majority (58.4%) actively engage in this practice consistently, showcasing a strong commitment to punctuality. Similarly, a considerable portion (54.4%) takes pride in maintaining an excellent attendance record, highlighting a prevalent sense of commitment and responsibility towards punctuality. Moreover, a significant proportion (43.9%) consistently arrives at work on time, further emphasising the dedication to punctuality among the administrative staff.

The weighted mean for all items, calculated at 3.14, indicates an overall high level of job commitment regarding attendance and punctuality among administrative staff in private universities in Oyo State. However, there are notable areas, such as fostering a sense of responsibility towards colleagues, where the commitment level is moderate, suggesting potential avenues for improvement in fostering a more cohesive and supportive work environment.

Table 4.4b: Level of Job Commitment (Work Engagement) of Administrative Staff in Private Universities in Oyo State

S/N	Item:	I;	AL	S	R	N	Mean	SD
6	am enthusiastic about tackling new challenges and projects.		157 (25.8%)	259 (42.6%)	108 (17.8%)	84 (13.8%)	2.80	0.976
7	often lose track		145	307	84	72	2.86	0.913

	of time because I am so absorbed in my work.	(23.8%)	(50.5%)	(13.8%)	(11.8%)		
8	find my work tasks to be interesting and meaningful.	416 (68.4%)	132 (21.7%)	24 (3.9%)	36 (5.9%)	3.53	0.827
9	take the initiative to go above and beyond my regular job responsibilities.	205 (33.7%)	187 (30.8%)	84 (13.8%)	132 (21.7%)	2.76	1.136
10	am passionate about contributing to the success of the university	452 (74.3%)	120 (19.7%)	24 (3.9%)	12 (2.0%)	3.66	0.649
Weighted Mean = 3.12 High							

Source: Field Survey, 2024

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.4b provides a detailed insight into the job commitment levels regarding work engagement among administrative staff in private universities within Oyo State. Through a series of items, it evaluates how frequently respondents exhibit certain behaviours related to their engagement with work tasks. When it comes to enthusiasm for tackling new challenges and projects, the data suggests a moderate level of commitment. While a significant portion (42.6%) of respondents sometimes express enthusiasm, a considerable minority (25.8%) consistently approaches new challenges with enthusiasm, indicating a somewhat mixed attitude towards embracing new tasks. Similarly, the findings regarding absorption in work revealed a moderate level of engagement among administrative staff. Although a notable

majority (50.5%) occasionally loses track of time due to being absorbed in their work, a substantial proportion (23.8%) consistently experiences this absorption, reflecting a significant but not overwhelming commitment to their tasks.

Conversely, the table illustrates a high level of commitment among administrative staff regarding finding their work tasks interesting and meaningful. A significant majority (68.4%) consistently perceive their work in this positive light, indicating a strong sense of fulfilment and purpose in their roles. In terms of taking initiative and going beyond regular job responsibilities, the data suggests a more moderate level of commitment. While a notable proportion (33.7%) always takes the initiative, a similar percentage (30.8%) only sometimes does so, suggesting a mixed inclination towards proactivity among respondents. Lastly, the table indicates a high level of commitment to the success of the university among administrative staff. A substantial majority (74.3%) consistently expresses passion for contributing to the university's success, reflecting a strong sense of loyalty and dedication to the institution's goals and objectives. Overall, the weighted mean of 3.12 suggests an overall high level of job commitment regarding work engagement among administrative staff in private universities in Oyo State. While there are instances of moderate commitment, particularly in taking initiative and enthusiasm for challenges, the majority of responses indicate a strong dedication to their work tasks, finding them interesting, meaningful, and actively contributing to the university's success.

Table 4.4c: Level of Job Commitment of Administrative Staff in Private Universities in Oyo State

Items	AL (%)	S (%)	R (%)	N (%)	Mean
Attendance and Punctuality	272.2 (44.8)	203.6 (33.5)	77 (12.7)	55.2 (9.0)	3.14

Work	275	201	64.8	67.2	3.12
Engagement	(45.2)	(33.1)	(10.7)	(11.0)	

Overall Weighted Mean= 3.13High

Source: Field Survey, 2024

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.4C offers a comprehensive summary of the level of job commitment among administrative staff in private universities in Oyo State, focusing on two key aspects: attendance and punctuality, and work engagement. Regarding attendance and punctuality, the data indicates a high level of commitment among administrative staff, with 44.8% always adhering to these principles, followed by 33.5% sometimes, 12.7% rarely, and 9.0% never. The mean value for this aspect is calculated at 3.14, falling within the "high" commitment threshold. Similarly, concerning work engagement, the findings reveal a strong level of commitment, with 45.2% of respondents always engaged in their work tasks and 33.1% sometimes engaged. A smaller percentage rarely (10.7%) or never (11.0%) show engagement. The mean value for work engagement is computed at 3.12, also indicating a "high" level of commitment.

When considering the overall weighted mean of both aspects, it stands at 3.13, which falls within the "high" commitment threshold. This suggests that, collectively, administrative staff in private universities in Oyo State demonstrate a commendable level of job commitment in both attendance and punctuality, as well as work engagement. In summary, the data shows a positive commitment among administrative staff towards their job responsibilities in private universities in Oyo State, with strong adherence to attendance and punctuality standards coupled with active engagement in their work tasks. These findings can serve as valuable

insights for enhancing organisational effectiveness and employee satisfaction within academic institutions.

Research Question Two

What is the level of motivational indices (opportunities for advancement, work-life balance and compensation and benefits) in private universities in Oyo State?

Table 4.5a: Level of Motivational Indices (Opportunities for Advancement) in Private Universities in Oyo State.

S/N	Items: The University;	AL	S	R	N	Mean	SD
1	offers a range of career paths and	229 (37.7%)	271 (44.6%)	36 (5.9%)	72 (11.8%)	3.08	0.951

	growth opportunities for employees.						
2	supports employees in pursuing higher education or additional qualifications to enhance their career prospects.	281 (46.2%)	243 (40.0%)	48 (7.9%)	36 (5.9%)	3.26	0.842
3	provides mentorship programmes that aid in professional development and career progression.	168 (27.6%)	259 (42.6%)	96 (15.8%)	85 (14.0%)	2.84	0.984
4	recognizes and promotes employees based on their achievements and contributions.	331 (54.4%)	120 (19.7%)	48 (7.9%)	109 (17.9%)	3.11	1.154
5	conducts regular performance evaluations, and feedback is provided to help identify areas for improvement and growth.	168 (27.6%)	259 (42.6%)	133 (21.9%)	48 (7.9%)	2.90	0.896

Weighted Mean = 3.04 High

Source: Field Survey, 2024

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.5a provides a detailed examination of the motivational indices related to opportunities for advancement within private universities in Oyo State. Each item assesses the perception of administrative staff regarding the availability and effectiveness of various advancement opportunities within their respective institutions. One prominent aspect of

advancement opportunities highlighted in the table is the availability of career paths and growth opportunities within the university. A substantial proportion of respondents (37.7%) perceive their university as consistently providing such opportunities, while an additional 44.6% indicate that these opportunities are sometimes available. This suggests a prevalent perception of support for career progression and professional growth within the institutions. Another significant aspect is the support for higher education and additional qualifications. A majority of respondents (46.2%) feel supported by their university in pursuing further education or qualifications, with an additional 40.0% indicating that this support is sometimes provided. This underscores a strong emphasis on continuous learning and skill development within the academic environment.

Furthermore, the table reveals the perceived effectiveness of mentorship programmes in aiding professional development and career progression. While a considerable proportion of respondents (42.6%) acknowledge the existence of such programmes, a smaller percentage (27.6%) feel that they are always available. This suggests a moderate level of support for mentorship initiatives, indicating potential areas for improvement in facilitating mentorship opportunities for staff. Recognition and promotion based on achievements and contributions are also highlighted as crucial motivational factors. A significant majority (54.4%) of respondents perceive their university as effectively recognising and promoting employees, with an additional 19.7% indicating that such recognition sometimes occurs. This indicates a strong culture of acknowledgment and reward for employee efforts and accomplishments. Finally, the table evaluates the presence of regular performance evaluations and feedback mechanisms within the institutions. While a significant proportion of respondents (42.6%) perceive these evaluations as occurring regularly, only 27.6% feel they

always happen. This suggests a moderate level of support for performance management practices, indicating potential areas for enhancing feedback and evaluation processes.

Overall, the weighted mean for all items is calculated at 3.04, falling within the "high" motivational threshold. This suggests an overall positive perception of opportunities for advancement within private universities in Oyo State, with notable areas of strength in career support and recognition. However, there are also areas, such as mentorship programmes and performance evaluations, where the perceived support is more moderate, indicating potential avenues for improvement in fostering employee development and motivation within the academic institutions.

Table 4.5b: Level of Motivational Indices (Work-Life Balance) in Private Universities in Oyo State.

S/N	Items: The University;	AL	S	R	N	Mean	SD
6	provides resources and programmes that support employee well-being and mental	144 (23.7%)	211 (34.7%)	133 (21.9%)	120 (19.7%)	2.62	1.051

health.

7	promotes a culture where employees are not expected to work outside of regular hours	96 (15.8%)	172 (28.3%)	256 (42.1%)	84 (13.8%)	2.46	0.918
8	actively encourages employees to take breaks and engage in activities that promote relaxation and stress reduction.	120 (19.7%)	187 (30.8%)	229 (37.7%)	72 (11.8%)	2.58	0.936
9	fosters an environment that acknowledges and accommodates the importance of family and personal commitments.	168 (27.6%)	212 (34.9%)	144 (23.7%)	84 (13.8%)	2.76	1.006
10	workload is manageable and allows me to maintain a satisfying work-life balance	229 (37.7%)	199 (32.7%)	96 (15.8%)	84 (13.8%)	2.94	1.042

Weighted Mean = 2.67Moderate

Source: Field Survey, 2024

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.5b provides an insightful analysis of the motivational indices concerning work-life balance within private universities in Oyo State. The data suggests a mixed perception regarding the support for employee well-being and mental health within the universities. While a significant proportion of respondents (34.7%) sometimes receive support in this aspect, only 23.7% feel that such resources and programs are consistently provided,

indicating a moderate level of support. However, when it comes to promoting a culture where employees are not expected to work outside regular hours, the findings indicate a lower level of perceived support. A considerable majority (42.1%) rarely experience such expectations, with only 15.8% indicating that this culture is always promoted, highlighting a challenge in fostering a healthy work-life balance culture within the institutions. Similarly, the data suggests a moderate level of perceived encouragement for employees to take breaks and engage in activities promoting relaxation and stress reduction. While 30.8% sometimes receive such encouragement, only 19.7% feel it is always actively encouraged, indicating room for improvement in supporting stress management initiatives.

Moreover, regarding acknowledgement and accommodation of personal commitments, the findings suggest a moderate level of perceived support. While 34.9% of respondents sometimes experience this, only 27.6% feel it is always fostered within the university environment, indicating a need for more consistent support for personal commitments. Despite these challenges, the data indicates a moderate level of perceived workload manageability conducive to maintaining a satisfying work-life balance. A significant proportion of respondents (37.7%) feel that their workload is always manageable, suggesting a positive aspect amidst the challenges of supporting work-life balance. Overall, the weighted mean for all items is calculated at 2.67, falling within the "moderate" threshold. This suggests a mixed perception of the level of support for work-life balance within private universities in Oyo State. While some aspects receive relatively higher scores, others demonstrate lower levels of perceived support, highlighting the need for targeted initiatives to enhance work-life balance within academic institutions.

Table 4.5c: Level of Motivational Indices (Compensation and Benefits) in Private Universities in Oyo State.

S/N	Items: The University;	AL	S	R	N	Mean	SD
11	offers a competitive salary that reflects the value of my	133 (21.9%)	161 (26.5%)	206 (33.9%)	108 (17.8%)	2.52	1.022

	skills and contributions.						
12	provides a comprehensive benefits package that addresses various aspects of employee well-being.	169 (27.8%)	151 (24.8%)	240 (39.5%)	48 (7.9%)	2.73	0.956
13	regularly reviews and adjusts compensation to align with industry standards and employee performance	255 (41.9%)	209 (34.4%)	60 (9.9%)	84 (13.8%)	3.04	1.035
14	offers additional perks and rewards that enhance the overall compensation package.	109 (17.9%)	159 (26.2%)	220 (36.2%)	120 (19.7%)	2.42	0.999
15	provides opportunities for professional development that are financially supported.	229 (37.7%)	151 (24.8%)	168 (27.6%)	60 (9.9%)	2.90	1.020

Weighted Mean = 2.72 Moderate

Source: Field Survey, 2024

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.5c offers a detailed examination of the motivational indices related to compensation and benefits within private universities in Oyo State. Firstly, the data indicates a moderate level of perception regarding the competitiveness of salaries offered by the universities.

While a notable proportion of respondents (26.5%) sometimes perceive their salary as reflective of their skills and contributions, only 21.9% consistently feel this way, suggesting potential areas for improvement in salary structures. Similarly, the findings suggest a moderate perception regarding the comprehensiveness of the benefits package provided by the universities. While some respondents (27.8%) always perceive the benefits package as addressing various aspects of employee well-being, 24.8% sometimes feel this is the case.

However, there is a high level of perception regarding the regular review and adjustment of compensation to align with industry standards and employee performance. A significant majority of respondents (41.9%) perceive this as consistently occurring, indicating proactive management in maintaining competitive compensation practices. On the other hand, the data indicates a lower level of perception regarding the provision of additional perks and rewards that enhance the overall compensation package. While a significant proportion (26.2%) sometimes perceive these offerings, only 17.9% feel they are consistently provided, highlighting potential gaps in supplementary benefits. Moreover, the provision of financially supported opportunities for professional development also receives a moderate level of perception. While some respondents (37.7%) always perceive these opportunities, only 24.8% sometimes feel they are provided.

Overall, the weighted mean for all items is calculated at 2.72, indicating a "moderate" perception of compensation and benefits within private universities in Oyo State. While certain aspects, such as regular compensation reviews, receive relatively higher scores, others, like additional perks and rewards, demonstrate lower levels of perceived support. These findings show the importance of continually evaluating and enhancing compensation and

benefit packages to meet the evolving needs and expectations of employees within academic institutions.

Table 4.5d: Level of Motivational Indices(Opportunities for Advancement, Work-Life Balance and Compensation and Benefits) in Private Universities in Oyo State.

Items	Always Freq(%)	Sometimes Freq(%)	Rarely Freq(%)	Never Freq(%)	Mean
Opportunities for Advancement	235.4 (38.7%)	230.4 (37.9%)	72.2 (11.9%)	70 (11.5%)	3.04
Work-Life Balance	151.4 (24.9%)	196.2 (32.3%)	171.6 (28.2%)	88.8 (14.6%)	2.67
Compensation and Benefits	179 (29.4%)	166.2 (27.3%)	178.8 (29.4%)	84 (13.8%)	2.72
Overall Weighted Mean= 2.81 Moderate					
Source: Field Survey, 2024					

Table 4.5d presents an integrated analysis of the motivational indices concerning opportunities for advancement, work-life balance, and compensation and benefits within private universities in Oyo State. The data indicates a generally positive perception regarding opportunities for advancement, with 38.7% of respondents reporting that such opportunities are always available. Additionally, 37.9% perceive them as sometimes present, indicating a favourable environment for career growth and progression within these institutions. The mean score for this aspect is 3.04, reflecting a relatively high level of perceived opportunities for career advancement. The perception of work-life balance is somewhat mixed, with 24.9% of respondents reporting that it is always achievable. However, a larger portion (32.3%) perceive it as sometimes attainable, suggesting that maintaining a satisfactory balance between work and personal life may pose challenges for administrative staff in private universities in Oyo State. The mean score for this aspect is 2.67, indicating a moderate level

of perceived work-life balance. Similarly, the perception of compensation and benefits falls within a moderate range, with 29.4% of respondents reporting that these aspects are always satisfactory. However, a relatively higher proportion (29.4%) perceive them as rarely meeting expectations, indicating potential areas for improvement in the compensation and benefit packages offered by the universities. The mean score for this aspect is 2.72, reflecting a moderate level of satisfaction with compensation and benefits. Overall, the weighted mean for all aspects is calculated at 2.81, indicating a "moderate" perception across opportunities for advancement, work-life balance, and compensation and benefits. While there are positive perceptions, particularly regarding opportunities for advancement, there are also areas for improvement, such as work-life balance, compensation, and benefits. These findings emphasize the importance of continuous evaluation and enhancement of policies and practices to ensure a supportive and motivating work environment within private universities in Oyo State.

Research Question Three

What is the most adopted leadership style (charismatic, coaching and bureaucratic styles) in private universities in Oyo State?

Table 4.6a: Leadership Style (Charismatic Style) in Private Universities in Oyo State.

S/N	The University leaders:	AL	S	R	N	Mean	SD
1	have a remarkable ability to inspire and energize their	217 (35.7%)	163 (26.8%)	204 (33.6%)	24 (3.9%)	2.94	0.921

	followers with their dynamic and visionary approach						
2	possess a magnetic personality that draws people towards their vision and goals	204 (33.6%)	163 (26.8%)	181 (29.8%)	60 (9.9%)	2.84	1.002
3	effectively use their persuasive communication skills to rally individuals around a common cause.	216 (35.5%)	199 (32.7%)	157 (25.8%)	36 (5.9%)	2.98	0.923
4	fosters a sense of loyalty and dedication among its members.	241 (39.6%)	210 (34.5%)	97 (16.0%)	60 (9.9%)	3.04	0.975
5	dynamic presence elevates the overall morale and motivation of the subordinates.	293 (48.2%)	218 (35.9%)	49 (8.1%)	48 (7.9%)	3.24	0.926

Weighted Mean = 3.01High

Source: Field Survey, 2024

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

The table provides an assessment of leadership style, specifically focusing on charismatic leadership, within private universities in Oyo State. The data suggests a moderate perception of university leaders' ability to inspire and energise their followers with their dynamic and visionary approach. While a significant proportion (35.7%) perceive this ability as always

present, only 26.8% feel it is sometimes apparent. Similarly, there is a moderate perception of university leaders possessing a magnetic personality that draws people towards their vision and goals. While 33.6% of respondents always perceive this trait, only 26.8% feel it is sometimes present.

University leaders' effectiveness in using persuasive communication skills to rally individuals around a common cause is also perceived moderately. 35.5% of respondents perceive this as always occurring, while 32.7% feel it is sometimes apparent. A high perception is observed regarding university leaders fostering a sense of loyalty and dedication among their members. A significant majority (39.6%) perceive this as always occurring, indicating a strong influence of charismatic leadership in cultivating commitment among followers. University leaders' dynamic presence is also perceived to significantly elevate the overall morale and motivation of subordinates. 48.2% of respondents perceive this as always happening, indicating a strong impact on the motivational aspect of leadership.

Overall, the weighted mean for all items is calculated at 3.01, falling within the "high" threshold. This suggests an overall positive perception of charismatic leadership within private universities in Oyo State. While some aspects, such as fostering loyalty and dedication, exhibit a high level of perceived influence, others, like the ability to inspire and energise, show a more moderate influence. These findings highlight the significant role of charismatic leadership in shaping organisational culture and motivating members within academic institutions.

Table 4.6b: Leadership Style (Coaching Style) in Private Universities in Oyo State

S/N	The University leaders:	AL	S	R	N	Mean	SD
6	are genuinely committed to the growth and development of their team members' skills	319 (52.5%)	192 (31.6%)	61 (10.0%)	36 (5.9%)	3.31	0.877

and abilities.

7	provide valuable feedback that helps us improve our performance and reach our full potential.	254 (41.8%)	269 (44.2%)	25 (4.1%)	60 (9.9%)	3.18	0.907
8	are skilled at identifying individual strengths and weaknesses, and they tailor their guidance accordingly.	180 (29.6%)	223 (36.7%)	109 (17.9%)	96 (15.8%)	2.80	1.034
9	actively engage in one-on-one discussions to help us set meaningful goals and devise strategies to achieve them.	254 (41.8%)	161 (26.5%)	97 (16.0%)	96 (15.8%)	2.94	1.099
10	prioritize creating a supportive environment where team members feel comfortable seeking advice and assistance	156 (25.7%)	211 (34.7%)	109 (17.9%)	132 (21.7%)	2.64	1.086

Weighted Mean = 2.97Moderate

Source: Field Survey, 2024

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.6b presents the leadership style, specifically the coaching style, observed in private universities in Oyo State, as interpreted through the responses of the participants. Over half of the respondents (52.5%) perceive their university leaders as always genuinely committed to the growth and development of their team members' skills and abilities. This high percentage suggests a strong inclination towards supportive leadership in this aspect.A

significant portion (44.2%) of respondents indicated that their university leaders sometimes provide valuable feedback that aids in improving performance and reaching full potential. While not as high as the previous aspect, this still indicates a considerable level of engagement from the leaders. When it comes to identifying individual strengths and weaknesses, the responses are more varied. While a substantial number (36.7%) perceive this as sometimes happening, a significant portion (29.6%) also indicated that it always occurs. This suggests a mixed perception of the leaders' abilities in this aspect.

Similar to the previous point, there is a mixed perception regarding the extent of engagement in one-on-one discussions to set meaningful goals and devise strategies. While a considerable portion (41.8%) sees this as always happening, a significant number (26.5%) perceive it as sometimes occurring. Lastly, creating a supportive environment where team members feel comfortable seeking advice and assistance seems to be moderately perceived by the respondents. While a significant number (34.7%) perceive this as sometimes happening, a quarter (25.7%) see it as always happening. Overall, the weighted mean for the leadership style, as indicated at the end of the table, falls within the moderate range (2.97), suggesting a balanced perception of the coaching style exhibited by university leaders in Oyo State. This suggests room for improvement in certain areas, such as identifying individual strengths and weaknesses and engaging in one-on-one discussions to set meaningful goals.

Table 4.6c: Leadership Style (Bureaucratic Style) in Private Universities in Oyo State.

S/N	The University leaders:	AL	S	R	N	Mean	SD
11	ensure that decisions are made following well-defined procedures and	192 (31.6%)	139 (22.9%)	96 (15.8%)	181 (29.8%)	2.56	1.215

established guidelines.

12	adherence to established rules and regulations creates a sense of order and predictability in our university.	367 (60.4%)	132 (21.7%)	60 (9.9%)	49 (8.1%)	3.34	0.953
13	commitment to established protocols contributes to a sense of stability within the university.	204 (33.6%)	223 (36.7%)	72 (11.8%)	109 (17.9%)	2.86	1.074
14	fosters a work environment where tasks and expectations are well defined.	192 (31.6%)	163 (26.8%)	108 (17.8%)	145 (23.8%)	2.66	1.155
15	established and implemented a hierarchical structure that enables clear lines of authority and accountability.	343 (56.4%)	192 (31.6%)	48 (7.9%)	25 (4.1%)	3.40	0.804

Weighted Mean =2.96 Moderate

Source: Field Survey, 2024

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.6c outlines the leadership style, particularly the bureaucratic style, observed in private universities in Oyo State as perceived by the participants. The data indicates a moderate perception regarding university leaders ensuring that decisions are made following well-defined procedures and established guidelines. While a notable portion (31.6%) perceive this as always happening, a significant number (29.8%) see it as never happening,

suggesting a mixed perception in this aspect. A majority (60.4%) of respondents perceive their university leaders as always adhering to established rules and regulations, which creates a sense of order and predictability within the university. This high percentage suggests a strong inclination towards bureaucratic leadership in this regard.

The commitment to established protocols is moderately perceived by the respondents. While a significant portion (36.7%) sees this as sometimes happening, a notable percentage (33.6%) perceives it as always happening, indicating a balanced perception in this aspect. Also university leaders fostering a work environment where tasks and expectations are well-defined are moderately perceived, a considerable portion (31.6%) sees this as always happening; a notable percentage (26.8%) perceives it as sometimes happening. The establishment and implementation of a hierarchical structure enabling clear lines of authority and accountability are perceived quite positively by the respondents. A majority (56.4%) perceive this as always happening, indicating a strong inclination towards bureaucratic leadership in this aspect.

Overall, the weighted mean for the bureaucratic leadership style falls within the moderate range (2.96), suggesting a balanced perception of this leadership style exhibited by university leaders in Oyo State. While there are areas of strength, such as adherence to rules and hierarchical structure, there are also areas, such as decision-making procedures and clarity in tasks, where improvements could be made to enhance effectiveness.

Table 4.6d: The Most Adopted Leadership Style (Charismatic, Coaching and Bureaucratic Styles) in Private Universities in Oyo State

Items	Always	Sometimes	Rarely	Never
Charismatic Style	234.2 (38.5%)	190.6 (31.4%)	137.6 (22.6%)	45.6 (7.5%)

Coaching Style	232.6 (38.3%)	211.2 (34.7%)	80.2 (13.2%)	84 (13.8%)
Bureaucratic Style	259.6 (42.7%)	169.8 (27.9%)	76.8 (12.6%)	101.8 (16.8%)

Source: Field Survey, 2024

Table 4.6d presents the distribution of leadership styles within private universities in Oyo State, focusing on charismatic, coaching, and bureaucratic styles. The data indicates that bureaucratic style ranks first, with 42.7% of respondents reporting its constant implementation, followed by charismatic style at 38.5% and coaching style at 38.3%. However, it's noteworthy that while bureaucratic style surpasses the others in terms of consistent application, both charismatic and coaching styles also hold substantial sway within these institutions. The findings suggest an important approach to leadership, where a blend of bureaucratic structure, charismatic appeal, and coaching support may be employed to effectively navigate the complexities of academia. This indicates a need for leaders in private universities in Oyo State to balance efficiency and order with inspiration and development to foster a conducive environment for growth and excellence.

4.3 Test of Hypotheses

H₀₁: There will be no significant combined influence of motivational indices (opportunities for advancement, work-life balance and compensation and benefits) and leadership style (charismatic, coaching and bureaucratic styles) on job commitment of administrative staff of private universities in Oyo State.

Table 4.7: Summary of regression analysis showing combined influence of motivational indices (opportunities for advancement, work-life balance and compensation and benefits) and leadership style (charismatic, coaching and bureaucratic styles) on job commitment of administrative staff in private universities in Oyo State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.978 ^a	.956	.956	1.820

a. Predictors: (Constant), Leadership Style, Motivational Indices

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43194.642	2	21597.321	6520.744	.000 ^b
	Residual	2003.817	605	3.312		
	Total	45198.459	607			

a. Dependent Variable: Job Commitment

b. Predictors: (Constant), Leadership Style, Motivational Indices

Source: Field Survey, 2024

Table 4.7 shows the regression analysis conducted in this study aimed to explore the collective impact of motivational indices, including opportunities for advancement, work-life balance, and compensation and benefits, alongside various leadership styles—namely, charismatic, coaching, and bureaucratic—on the job commitment of administrative staff in private universities within Oyo State. The Model Summary section provides key insights into the relationship between the predictors and the dependent variable. The exceptionally high correlation coefficient (R) of approximately 0.978 indicates an extremely robust positive correlation between the motivational indices, leadership styles, and job commitment. Moreover, the substantial value of the R Square (R^2), approximately 95.6%, shows the considerable proportion of variance in job commitment that can be elucidated by these predictors. Even after adjusting for the number of predictors, the Adjusted R Square remains notably high at approximately 0.956, further supporting the reliability of the model. Additionally, the Std. Error of the Estimate indicates the accuracy of predictions, with a

lower value suggesting better precision in predicting job commitment based on the specified variables.

The ANOVA table furnishes critical information regarding the overall significance of the regression model. The substantial sum of squares in the Regression column (43194.642) demonstrates the extent to which the variability in job commitment is explained by the combined effects of motivational indices and leadership styles. Conversely, the Residual sum of squares (2003.817) accounts for the unexplained variability in job commitment after considering these predictors. The Total sum of squares (45198.459) encapsulates the entire variability in the dependent variable. The exceedingly high F-value (6520.744) indicates a significant relationship between the predictors and job commitment. Furthermore, the remarkably small P-value (0.000) associated with the F-statistic corroborates the model's high statistical significance, suggesting that both motivational indices and leadership styles collectively exert a substantial influence on the job commitment of administrative staff in private universities in Oyo State.

In essence, the findings highlights the importance of considering motivational indices and leadership styles together in understanding and enhancing job commitment among administrative staff within the context of private universities in Oyo State. These insights could serve as valuable guidance for organisational leaders and policymakers in formulating strategies aimed at fostering greater job commitment and satisfaction among administrative personnel.

H₀₂: There will be no significant relative influence of motivational indices (opportunities for advancement, work-life balance and compensation and benefits) and leadership style

(charismatic, coaching and bureaucratic styles) on job commitment of administrative staff of private universities in Oyo State.

Table 4.8: Summary of regression analysis showing relative influence of motivational indices and leadership style on job commitment of administrative staff in private universities in Oyo State.

		Coefficients ^a				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.779	.269		17.784	.000
	Motivational Indices	.297	.032	.484	9.375	.000
	Leadership Style	.313	.032	.497	9.641	.000

a. Dependent Variable: Job Commitment

Source: Field Survey, 2024

Table 4.8 presents a regression analysis aimed at elucidating the relative influence of motivational indices and leadership styles on the job commitment of administrative staff within private universities situated in Oyo State. The coefficients provided in the table offer crucial insights into the magnitude and significance of the relationships between the predictors (motivational indices and leadership style) and the dependent variable (job commitment). Firstly, the constant term representing the intercept of the regression equation stands at 4.779, signifying the expected value of job commitment when all independent variables are zero. The substantial t-value (17.784) and the associated p-value (0.000) indicate the statistical significance of this intercept, suggesting that even without motivational indices or specific leadership styles, a baseline level of job commitment exists among administrative staff.

Moving to the predictors, both motivational indices and leadership style demonstrate significant positive effects on job commitment, as evidenced by their respective coefficients. The unstandardised coefficient (B) for motivational indices is 0.297, with a corresponding standardised coefficient (Beta) of 0.484. This indicates that for every one-unit increase in motivational indices, job commitment is expected to increase by approximately 0.297 units after adjusting for the scale of measurement. Similarly, the unstandardized coefficient for leadership style is 0.313, with a beta of 0.497, implying that a one-unit change in leadership style corresponds to a 0.313-unit change in job commitment.

Furthermore, the t-values (9.375 for motivational indices and 9.641 for leadership style) alongside the associated p-values (both 0.000) highlights the statistical significance of these relationships, affirming that both motivational indices and leadership style wield substantial influence over job commitment among administrative staff within private universities in Oyo State. These findings highlight the multifaceted nature of employee commitment, which is not solely dependent on motivational factors or leadership approaches in isolation but rather on a combination of both. Therefore, to foster a highly committed workforce, organisations must adopt strategies that address and optimize both motivational factors and leadership styles within their unique contexts.

Table 4.9: Summary of regression analysis showing relative influence of motivational indices (opportunities for advancement, work-life balance and compensation and benefits) and leadership style (charismatic, coaching and bureaucratic styles) on job commitment of administrative staff in private universities in Oyo State.

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.983	.369		13.520	.000
	Opportunities for Advancement	1.155	.079	.615	14.540	.000
	Work-Life Balance	-.075	.073	-.041	-1.027	.305
	Compensation and Benefits	.112	.076	.063	1.479	.140
	Charismatic Leadership Style	-.442	.081	-.211	-5.433	.000
	Coaching Leadership Style	.661	.079	.367	8.392	.000
	Bureaucratic Leadership Style	.343	.067	.197	5.114	.000

a. Dependent Variable: Job Commitment

Source: Field Survey, 2024

Table 4.9 presents a detailed summary of a regression analysis, shedding light on the relative influence of motivational indices—specifically opportunities for advancement, work-life balance, and compensation and benefits and leadership styles—namely charismatic, coaching, and bureaucratic on the job commitment of administrative staff in private universities located in Oyo State.

Starting with the motivational indices, the beta values indicate the strength and direction of their impact on job commitment, opportunities for advancement exhibit a significant positive relationship (Beta = 0.615, $t = 14.540$, $P < 0.05$), suggesting that as opportunities for

advancement increase, job commitment also increases significantly. This finding implies that employees are more committed when they perceive growth opportunities within the organisation. Also, work-life balance does not show a significant relationship with job commitment (Beta = -0.041, $t = -1.027$, $P > 0.05$). The non-significant result suggests that work-life balance may not be a major factor influencing job commitment among administrative staff in private universities in Oyo State. Furthermore, compensation and benefits also do not demonstrate a significant relationship with job commitment (Beta = 0.063, $t = 1.479$, $P > 0.05$). This indicates that the level of compensation and benefits may not strongly affect the commitment levels of administrative staff.

Moving on to leadership styles, charismatic leadership style shows a significant negative relationship with job commitment (Beta = -0.211, $t = -5.433$, $P < 0.05$). This suggests that higher levels of charismatic leadership are associated with lower job commitment among administrative staff. It implies that excessive charisma might lead to a perception of individualistic leadership rather than fostering commitment to organisational goals. Also, coaching leadership style exhibits a significant positive relationship with job commitment (Beta = 0.367, $t = 8.392$, $p < 0.05$), indicating that coaching leadership approach tends to increase job commitment among administrative staff. This suggests that supportive and developmental leadership practices enhance employees' commitment to their roles and the organisation. Bureaucratic leadership style also shows a significant positive relationship with job commitment (Beta = 0.197, $t = 5.114$, $p < 0.05$). This implies that while bureaucratic leadership may seem rigid, it still fosters a sense of commitment among administrative staff, possibly through clarity in roles and processes.

In conclusion, the findings highlight the importance of leadership styles, particularly coaching and bureaucratic styles, in enhancing job commitment among administrative staff in private universities in Oyo State. Additionally, while opportunities for advancement positively influence commitment, work-life balance, compensation, and benefits may not play significant roles in this context.

4.4 Discussion of Findings

The findings of research question one offers valuable insights into the dedication, responsibility, and engagement exhibited by administrative staff in private universities in Oyo State,. Regarding attendance and punctuality, the data portrays a commendable level of commitment among administrative staff, with a significant portion consistently adhering to these principles. This dedication is crucial for upholding operational efficiency and ensuring the smooth functioning of university operations. However, the findings also highlight areas where the commitment level is moderate, particularly in terms of feeling responsible for colleagues' reliance on them to be present and punctual. This suggests the potential for strengthening mutual support and accountability among staff members, implying a moderate cohesive work environment.

In terms of work engagement, the results reveal a generally high level of commitment among administrative staff, with employees expressing enthusiasm for their tasks and finding them both interesting and meaningful. This indicates a workforce that is deeply invested in their roles and committed to contributing to the success of the university. Nonetheless, there are instances where commitment levels are more moderate, particularly in taking initiative and embracing new challenges. This underscores the importance of providing support and

encouragement for employees to proactively seek out opportunities for growth and development. Combining both aspects of attendance/punctuality and work engagement, the overall weighted mean suggests a high level of job commitment among administrative staff in private universities in Oyo State.

This implies a workforce that is dedicated to fulfilling their responsibilities and actively engaging in their work tasks. Such a committed workforce can have positive implications for organisational effectiveness, contributing to enhanced employee satisfaction, retention, and ultimately, the overall success of the institution. While the overall findings are positive, there are areas identified for potential improvement. Fostering a stronger sense of responsibility towards colleagues and encouraging greater initiative and enthusiasm for tackling new challenges are crucial steps towards creating a more cohesive and supportive work environment. By leveraging these insights, university administrators can implement targeted strategies to nurture a culture of commitment, accountability, and engagement, thus enhancing organisational effectiveness and employee satisfaction.

The findings resonate with similar research outcomes. For instance, a study revealed a high level of job commitment, characterized by a notable portion of administrative staff consistently adhering to attendance and punctuality standards¹. This echoes the commitment observed among administrative personnel in private universities in Oyo State, underscoring the universal significance attributed to these principles within academic institutions. Similarly, a study focusing on job commitment levels among administrative staff in private universities across Nigeria corroborates these findings. It indicates a prevalent high level of job commitment, with a substantial majority of respondents expressing unwavering dedication and loyalty to their roles within the university system².

Also, a survey conducted among administrative staff in private universities in Southwest Nigeria unveils a pervasive sense of job commitment, with a majority of employees exhibiting a strong attachment to their roles and the institution³. Furthermore, an examination of retention rates among administrative staff in private universities over a period of five years consistently identifies a high level of job commitment⁴. This is evidenced by low turnover rates and prolonged tenures among employees. Moreover, employing in-depth interviews with administrative staff in private universities, a related study unveils a robust sense of job commitment propelled by factors such as organisational mission, supportive leadership, and opportunities for professional growth⁵. Collectively, these studies furnish empirical evidence substantiating the observed high level of job commitment among administrative staff in private universities.

Conversely, a study investigating employee satisfaction among administrative staff in private universities in Oyo State reveals a noteworthy proportion of respondents expressing dissatisfaction with their roles and the institution. Numerous employees attribute their discontent to factors such as the absence of career advancement opportunities, inadequate compensation, and an imbalance in work-life equilibrium⁶. The implications of this study contradict the prevailing notion of a high level of job commitment among administrative staff in private universities. It suggests that a significant portion of employees may not fully commit to their roles due to underlying issues impacting their job satisfaction. Similarly, an examination of turnover rates among administrative staff in private universities in Oyo State uncovers a pattern of frequent turnover and brief tenures among employees⁷.

A considerable number of staff members relinquish their positions within a relatively short timeframe, signifying a lack of enduring commitment to their roles within the university.

This challenges the presumption of a high level of job commitment among administrative staff in private universities and proposes that turnover rates may serve as indicators of diminished commitment and job satisfaction among employees. Furthermore, a comprehensive analysis of employee feedback and comments reveals a prevailing sentiment of disengagement and disillusionment among administrative staff in private universities in Delta State, Nigeria⁸. Employees express feelings of being undervalued, overburdened, and devoid of opportunities for meaningful contributions or career progression. These findings challenge the perception of a high level of job commitment among administrative staff in private universities. They suggest that underlying issues such as low morale and dissatisfaction may erode employees' commitment to their roles within the university.

However, the findings from research question one shed light on the level of job commitment of administrative staff in private universities in Oyo State. While the data indicates a commendable high level of commitment regarding attendance and punctuality, there are areas where commitment is more moderate, particularly in feeling responsible for colleagues and taking initiative. Despite this, overall job commitment among administrative staff was high, with a workforce deeply invested in their roles and contributing to the success of the university. However, challenges such as dissatisfaction and turnover rates suggest that not all employees may share this level of commitment as observed in results of related studies. These findings emphasize the importance of fostering a supportive work environment and addressing underlying issues to enhance organisational effectiveness and employee satisfaction in private universities.

The findings of research question two on motivational indices within private universities in Oyo State offer significant contributions to our understanding of the perceived level of

support for employee development across various domains. Specifically, the research focuses on three key areas: opportunities for advancement, work-life balance, and compensation and benefits. Regarding opportunities for advancement, the study reveals an overall positive perception among administrative staff, this suggests that employees within private universities perceive favourable conditions conducive to career growth and progression, particularly in terms of receiving adequate career support and recognition. However, the study also identifies areas such as mentorship programs and performance evaluations as areas with more moderate scores, indicating potential avenues for improvement in fostering employee development and motivation.

In terms of work-life balance, the findings present an important perspective, with a weighted mean falling within the "moderate" threshold. While some aspects of work-life balance receive relatively higher scores, signifying that achieving a satisfactory balance is sometimes attainable, a significant proportion of respondents perceive challenges in maintaining this equilibrium. This highlights the need for targeted initiatives aimed at enhancing work-life balance within academic institutions and addressing factors contributing to its perceived inadequacy. Similarly, the perception of compensation and benefits falls within the "moderate" range. While certain aspects, such as regular compensation reviews, receive relatively higher scores, others, like additional perks and rewards, demonstrate lower levels of perceived support.

This highlights the importance of continually evaluating and enhancing compensation and benefit packages to meet the evolving needs and expectations of employees within academic institutions. Overall, the integrated analysis of the motivational indices indicates a "moderate" perception across opportunities for advancement, work-life balance, and

compensation and benefits. While there are positive perceptions, particularly regarding opportunities for advancement, there are also areas for improvement, such as work-life balance and compensation. These findings emphasises the necessity for continuous evaluation and enhancement of policies and practices to ensure a supportive and motivating work environment in private universities in Oyo State.

Aligned with the outcomes of research question two, a scholarly investigation delineates a moderate level of motivation observed among administrative personnel in private universities across Oyo State. While certain facets such as opportunities for advancement and acknowledgement attain relatively high ratings, others such as mentorship programs and performance evaluations are perceived to exhibit a more moderate impact⁹. Similarly, a comprehensive study tracking the evolution of motivational indices among private universities in Southwest Nigeria identifies a consistent pattern of moderate motivation levels. Although minor fluctuations are noted, particularly in aspects like compensation and benefits, the overarching conclusion asserts the enduring presence of moderate motivation levels over time¹⁰.

Furthermore, a comparative analysis scrutinizes motivational factors across private and public university settings in Southwest Nigeria. Despite private universities generally offering superior compensation and benefits, the study contends that the motivational landscape, particularly concerning opportunities for advancement and work-life balance, tends to register a comparable moderation across both sectors¹¹. This suggests a degree of consistency in motivational determinants across different institutional types. Additionally, a survey probing into the engagement and motivation levels of administrative staff within private universities in Oyo State discerns a nuanced scenario. While employees exhibit a

discernible commitment to their roles and organisational objectives, the overall level of motivation is characterized as moderate¹².

Notably, aspects such as opportunities for advancement and recognition contribute positively to motivation, whereas perceptions regarding work-life balance and compensation are more varied. Moreover, through qualitative methodologies, an exploratory study delves into employee perspectives regarding motivational factors within private universities in Nigeria. The findings unveil a spectrum of elements underpinning moderate motivation levels, including the absence of clearly defined career advancement pathways, perceived disparities in compensation structures, and deficiencies in work-life balance initiatives¹³. Collectively, these insights signify a prevailing sense of level of motivational factors in private universities in Oyo State and Nigeria in general.

The findings of research question three shed light on the prevalent leadership styles adopted within private universities in Oyo State, namely charismatic, coaching, and bureaucratic styles. The results indicate that while bureaucratic style ranks highest in terms of consistent implementation, both charismatic and coaching styles also hold significant influence within these academic institutions. The data reveals that the bureaucratic leadership style is most commonly adopted in private universities in Oyo State, this finding suggests a prevailing preference for structured, rule-based leadership approaches within private universities in Oyo State.

Bureaucratic leadership is characterized by adherence to established protocols, hierarchical structures, and clear delineation of roles and responsibilities. While this style may provide stability and efficiency in organisational operations, it may also lead to rigidity and

inflexibility, potentially hindering innovation and adaptability in dynamic environments. In contrast, the charismatic leadership style emerges as the second most adopted approach. Charismatic leaders are known for their inspirational vision, strong personal charisma, and ability to motivate and influence others through their compelling communication and enthusiasm. The prevalence of charismatic leadership within private universities suggests a recognition of the importance of visionary leadership in inspiring and mobilizing staff towards shared goals and aspirations.

However, charismatic leadership may also carry risks, such as over-reliance on the leader's personality and potential for charismatic leaders to become disconnected from day-to-day operational realities. The coaching leadership style ranks closely behind charismatic leadership. Coaching leaders focus on developing the skills and abilities of their team members through mentorship, feedback, and support. This approach emphasizes individual growth, empowerment, and continuous learning, fostering a culture of development and improvement within the organisation. The moderate prevalence of coaching leadership within private universities suggests a recognition of the importance of investing in the professional development and well-being of staff members.

However, effective coaching leadership requires significant time and resources, and its impact may be limited if not implemented consistently and systematically. The findings highlight a diverse landscape of leadership styles within private universities in Oyo State, with bureaucratic, charismatic, and coaching styles each exerting influence to varying degrees. While bureaucratic leadership may provide stability and structure, charismatic and coaching leadership styles offer opportunities for inspiration, innovation, and individual development. The coexistence of these different leadership approaches suggests a nuanced

understanding of leadership dynamics and recognition of the need to adapt leadership practices to the specific contexts and challenges faced by academic institutions. However, it also identifies the importance of ensuring that leadership styles are effectively aligned with organisational goals, values, and needs to maximize their impact and effectiveness in driving institutional success and fostering a positive organisational culture.

In line with the result of research question there, several studies have investigated leadership styles within private universities in some selected states in Nigeria, consistently highlighting the predominance of bureaucratic leadership. In a quantitative analysis examining leadership styles among administrative staff across Nigerian academic institutions, bureaucratic leadership emerged as the most commonly adopted approach. This style, characterized by its adherence to rules, procedures, and formal authority structures, was found to be prevalent among private university administrators, reflecting a preference for structured governance and decision-making processes¹⁴.

Similarly, a survey conducted specifically within private universities in Oyo State revealed a significant reliance on bureaucratic leadership practices among administrators. This survey identified bureaucratic leadership as the predominant style employed by university administrators, underscoring its widespread adoption within the academic sector¹⁵. Moreover, a comparative study comparing leadership styles between private and public universities in Oyo State further corroborated the prevalence of bureaucratic leadership within private institutions. The findings indicated a clear preference for bureaucratic leadership over other styles, suggesting its entrenched role in shaping organisational governance and management practices within private universities¹⁶.

Longitudinal research tracking leadership trends over a five-year period across Southwest Nigeria also provided evidence of the enduring dominance of bureaucratic leadership within private universities. Despite minimal fluctuations, bureaucratic leadership consistently remained the preferred approach among administrators, indicating its stability and resilience as a foundational aspect of organisational leadership¹⁷. Additionally, qualitative inquiries into leadership perceptions among faculty and staff members in private universities in Oyo State offered insights into the underlying dynamics shaping leadership practices. These studies revealed a prevalent reliance on bureaucratic leadership, characterized by formalized structures, clear chains of command, and adherence to established protocols¹⁸.

Collectively, these studies offer empirical evidence supporting the prevalence of bureaucratic leadership style within private universities, underscoring its significance as a preferred approach to governance and decision-making processes. The consistent findings across multiple studies reinforce the entrenched role of bureaucratic leadership within the academic sector, highlighting its enduring influence on organisational culture and management practices within private universities in Oyo State and beyond.

On the other hand, a qualitative inquiry into leadership preferences among faculty and staff members in private universities in Oyo State reveals a notable departure from the dominance of bureaucratic leadership. Participants express a distinct preference for more participative and collaborative leadership styles characterized by shared decision-making and empowerment of team members. Bureaucratic leadership, traditionally associated with rigid hierarchical structures and adherence to established rules, is perceived as overly constraining and inhibitive of innovation and creativity within academic institutions. This qualitative insight challenges the assumption of bureaucratic leadership's widespread adoption and

suggests a need for greater flexibility and adaptability in leadership approaches to foster a more dynamic and inclusive organisational culture¹⁹. In a comparative analysis of leadership styles conducted across various academic institutions, including private universities in Oyo State, contrasting trends emerge regarding the prevalence of bureaucratic leadership.

While bureaucratic leadership remains prominent within Oyo State's private universities, findings from institutions in other regions of Nigeria indicate a higher propensity for transformational and visionary leadership approaches. This discrepancy suggests that leadership preferences may vary based on contextual factors such as regional culture, institutional history, and leadership norms. The divergence in leadership practices underscores the complexity of leadership dynamics within academic institutions and highlights the importance of considering contextual nuances when examining leadership trends²⁰. Contrary to expectations, a longitudinal study tracking changes in leadership trends among private universities in Oyo State over an extended period reveals a gradual decline in the prevalence of bureaucratic leadership.

While still prevalent, bureaucratic leadership shows signs of diminishing influence, with an observed increase in the adoption of more flexible and adaptive leadership styles. This shift is attributed to evolving societal norms, changing workforce dynamics, and a growing emphasis on innovation and agility in academic leadership. The longitudinal analysis challenges the assumption of bureaucratic leadership's enduring dominance and suggests a potential shift towards more contemporary leadership paradigms within private universities²¹.

The findings of research question three presented the prevalence of bureaucratic, charismatic, and coaching leadership styles within private universities in Oyo State. Bureaucratic

leadership emerges as the most commonly adopted approach, emphasizing structured governance and decision-making processes. Charismatic leadership follows closely, focusing on vision, inspiration, and motivation, while coaching leadership prioritizes individual development and empowerment. The coexistence of these styles reflects an understanding of leadership dynamics, balancing structure with inspiration and growth opportunities. However, dissenting findings challenge the predominant prevalence of bureaucratic leadership. Qualitative inquiries, comparative analyses, and longitudinal studies suggest variations in leadership preferences, highlighting the need to consider contextual factors in understanding leadership trends. Despite the dominance of bureaucratic leadership, these dissenting perspectives underscore the complexity of leadership dynamics within private universities in Oyo State and the importance of adaptability in leadership practices to foster organisational effectiveness and innovation.

Test of hypothesis one revealed a significant combined influence of motivational indices and leadership styles on the job commitment of administrative staff in private universities in Oyo State. This finding suggests that both motivational factors and leadership approaches collectively play a crucial role in shaping the level of job commitment among administrative personnel. The results indicate that motivational indices, including opportunities for advancement, work-life balance, and compensation and benefits, along with leadership styles such as charismatic, coaching, and bureaucratic, interact to influence the job commitment of administrative staff.

This implies that factors related to personal motivation, organisational support, and leadership behaviour all contribute to the overall level of commitment observed among employees. The significant combined influence of motivational indices and leadership styles

highlights the complexity of factors that impact job commitment within private university settings. It suggests that enhancing job commitment requires a multifaceted approach that addresses both intrinsic motivational factors and the leadership context within which employees operate. For organisational leaders and policymakers, these findings highlight the importance of considering motivational factors and leadership practices holistically when designing strategies to promote job commitment among administrative staff. By understanding the interplay between motivational indices and leadership styles, institutions can tailor interventions and initiatives to create a supportive and engaging work environment that fosters greater commitment and satisfaction among employees.

In line with the findings of the test of hypothesis one, several studies have contributed to the understanding of the factors influencing job commitment among administrative staff in private universities, aligning with the findings of the current study. An author investigated motivational factors and found that opportunities for advancement, work-life balance support, and fair compensation positively impacted job commitment among employees in India²². Similarly, a study explored the relationship between leadership styles and job commitment, revealing that transformational leadership styles, such as charismatic and coaching styles, were associated with higher levels of commitment among employees²³. Furthermore, an author focused on charismatic leadership and its impact on employee commitment, highlighting how charismatic leaders inspire and motivate their employees to exhibit higher levels of commitment in Zimbabwe.

A researcher delved into bureaucratic leadership and its relationship with commitment, observing that while bureaucratic leadership provided structure and clarity, it also fostered commitment among employees who valued stability and order in some selected states in

Nigeria²⁵. Additionally, a study examined coaching leadership and found that leaders prioritizing employee development and support contributed to increased commitment among staff members²⁶. Moreover, an integrated study explored the combined influence of motivational indices and leadership styles on job commitment across diverse organisational settings²⁷. The findings identify the synergistic relationship between motivational factors and leadership approaches, emphasizing the importance of addressing both aspects to enhance job commitment. Collectively, these studies provide empirical evidence supporting the significant influence of motivational factors and leadership styles on job commitment among administrative staff in private universities, aligning with the findings of the current study.

Test of hypothesis two posited that there will be no significant relative influence of motivational indices and leadership styles on job commitment among administrative staff in private universities in Oyo State. However, the results of the study indicated otherwise, as both variables were found to be significant predictors of job commitment. This suggests that both motivational indices and leadership styles play a crucial role in shaping the commitment levels of administrative staff within the context of private universities. Upon closer examination of the variables, it was revealed that when the motivational indices were unbundled, specifically focusing on work-life balance and compensation and benefits, they were found to be not significant predictors of job commitment. This implies that while opportunities for advancement may significantly influence job commitment, other factors such as work-life balance and compensation and benefits may not exert a substantial influence on administrative staff's commitment levels.

These findings prompt a critical reflection on the organisational policies and practices related to work-life balance and compensation and benefits within private universities in Oyo State.

While these factors may not directly influence job commitment, their importance should not be undermined. Work-life balance initiatives and fair compensation remain integral components of employee satisfaction and well-being, which in turn can indirectly affect job commitment over time. On the other hand, the significance of leadership styles in predicting job commitment highlights the pivotal role of leaders in fostering a committed workforce. Charismatic, coaching, and bureaucratic leadership styles were identified as significant predictors, suggesting that the manner in which leaders engage with their staff profoundly impacts their commitment levels.

These findings underscore the importance of effective leadership in driving employee commitment within private university settings. Leaders who inspire, mentor, and provide clear direction can cultivate a sense of purpose and dedication among administrative staff. Moreover, bureaucratic leadership, despite its hierarchical nature, can still positively influence commitment through its emphasis on structure and clarity. Overall, while the relative influence of motivational indices and leadership styles on job commitment may vary, both factors remain essential considerations for organisational leaders. By recognizing and addressing the unique needs and preferences of their administrative staff, private universities can cultivate a work environment conducive to high levels of commitment and ultimately, organisational success.

Several studies support the findings regarding the significant influence of motivational indices and leadership styles on job commitment among administrative staff in private universities. A quantitative analysis explored the relationship between motivational factors and job commitment among university employees in Oyo State. The study found that opportunities for advancement significantly influenced job commitment, aligning with the

present study's findings²⁸. Additionally, an author highlighted the importance of leadership styles, noting that charismatic and coaching leadership styles were associated with higher levels of job commitment among employees in higher institutions in Nigeria²⁹. Similarly, a study in Ekiti state investigated the impact of motivational indices and leadership styles on job commitment within academic institutions³⁰. The findings supported the significant influence of both factors on job commitment among administrative staff. Similarly, a report observed that charismatic leadership styles were particularly effective in fostering commitment among employees, complementing the present study's results³¹.

Furthermore, a comparative analysis conducted by an author in Oyo State examined the relationship between motivational indices, leadership styles, and job commitment across various industries, including the education sector³¹. An author equally found that while work-life balance and compensation and benefits were important factors, leadership styles played a more significant role in predicting job commitment among employees. This finding aligns with the present study's observation that leadership styles, such as charismatic, coaching, and bureaucratic, significantly influence job commitment among administrative staff in private universities³². Collectively, these studies provide empirical evidence supporting the significant influence of motivational indices and leadership styles on job commitment within academic institutions. The findings highlight the importance of addressing both motivational factors and leadership behaviours to foster a committed workforce in private universities.

While several studies support the significant influence of motivational indices and leadership styles on job commitment among administrative staff in private universities, there are also studies that present contrasting findings. For instance, an author examined the relationship between motivational factors and job commitment among university employees in Nigeria,

but found no significant correlation between opportunities for advancement and job commitment³³. This suggests that while opportunities for advancement may be important for some employees, they may not universally influence job commitment among administrative staff in private universities. Similarly, a study investigated the impact of leadership styles on job commitment over time within academic institutions. Contrary to the findings, it was found that leadership styles had minimal influence on job commitment among administrative staff in private universities³⁴. The study suggested that other factors, such as organisational culture and job satisfaction, may have a more significant impact on job commitment than leadership styles alone.

Furthermore, a comparative analysis explored the relationship between motivational indices and job commitment across different sectors, including education³⁵. Similarly, a related study found that compensation and benefits were not significant predictors of job commitment among employees in private universities. This challenges the conventional belief that compensation and benefits play a crucial role in determining job commitment and highlights the need for further research to understand the underlying factors influencing job commitment among administrative staff in private universities³⁶. These studies provide valuable insights into the complex relationship between motivational factors, leadership styles, and job commitment within academic institutions. While they may not align with the findings of the present study, they underscore the importance of considering contextual factors and individual differences when examining the drivers of job commitment among administrative staff in private universities.

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Chapter Five

Conclusion

This chapter presents the concluding section of the study. It contains the following subsections: summary of findings, conclusion, recommendations, contribution to knowledge and suggestions for further studies.

5.1 Summary of Findings

The study aimed to explore various facets of organisational dynamics in private universities in Oyo State, focusing on job commitment among administrative staff, motivational indices, and leadership styles. The findings revealed valuable insights into the levels of dedication, engagement, and leadership practices prevalent in these academic institutions. In addressing Research Question one, the study identified the level of job commitment exhibited by administrative staff. It uncovered commendable levels of attendance, punctuality, and task engagement, indicating a workforce deeply invested in their roles. While the majority of staff demonstrated a strong commitment to upholding operational efficiency and finding their tasks meaningful, areas of moderate commitment were also identified. Notably, some staff expressed challenges in feeling responsible for colleagues' reliance on them and taking initiative in embracing new challenges. These findings underscored the importance of fostering mutual support and encouraging greater initiative among staff members to enhance overall job commitment.

Research Question two focused on motivational indices within private universities, including opportunities for advancement, work-life balance, and compensation and benefits. The study revealed a generally positive perception of opportunities for career growth and progression, highlighting strengths in career support and recognition. However, areas for improvement

were identified, particularly in mentorship programs and performance evaluations. Additionally, while work-life balance was perceived to be moderately achievable, challenges in maintaining equilibrium between work and personal life were noted. Similarly, perceptions of compensation and benefits fell within a moderate range, indicating potential areas for enhancement. These findings underscored the need for continuous evaluation and improvement of organisational policies and practices to create a supportive and motivating work environment for staff.

In answering Research Question three, the study examined the prevalent leadership styles adopted within private universities in Oyo State. Bureaucratic leadership emerged as the most commonly adopted approach, characterized by adherence to established protocols and hierarchical structures. Charismatic leadership, focusing on inspiration and mobilization of staff, and coaching leadership, emphasizing individual growth and development, also held significant sway within these institutions. The coexistence of these different leadership styles highlighted a nuanced understanding of leadership dynamics and the need to align leadership practices with organisational goals and values.

Furthermore, the Test of Hypotheses provided valuable insights into the combined and relative influences of motivational indices and leadership styles on job commitment. Contrary to the hypotheses, the study found a significant combined influence of both factors on job commitment, emphasizing the complexity of factors influencing commitment levels. While motivational factors and leadership approaches were identified as significant predictors of job commitment, the unbundling of motivational indices revealed nuances in their influence. Specifically, work-life balance and compensation and benefits were not significant predictors, highlighting the importance of considering specific components of

motivational indices in understanding their impact on job commitment. Overall, the study's findings contribute to a comprehensive understanding of organisational dynamics within private universities in Oyo State, offering valuable insights for organisational leaders and policymakers in enhancing job commitment, improving motivational indices, and aligning leadership practices with organisational goals and values.

5.2 Conclusion

Based on the findings of the study, the following conclusion were made:

There is a commendable moderate level of attendance, punctuality, and task engagement observed. While opportunities for career advancement are generally perceived positively, areas for improvement exist, particularly in mentorship programs and performance evaluations. Similarly, challenges in maintaining work-life balance and perceptions of compensation and benefits suggest the need for continuous evaluation and enhancement of organisational policies and practices.

There is prevalence of bureaucratic leadership styles within private universities in Oyo State. While bureaucratic leadership provides stability and structure, charismatic and coaching styles offer opportunities for inspiration, innovation, and individual development. The coexistence of these leadership approaches like, charismatic, and coaching highlights the importance of aligning leadership practices with organisational goals and values to foster a positive organisational culture.

There are significant combined and relative influences of motivational indices and leadership styles on job commitment. While both factors were identified as significant predictors of job commitment, the specific components of motivational indices, such as work-life balance and

compensation and benefits, showed no significant relative influences. This highlights the importance of considering specific motivational factors in understanding their impact on job commitment and underscores the pivotal role of effective leadership in driving commitment levels among administrative staff.

5.3 Recommendations

1. Given the positive perception of opportunities for advancement among administrative staff in private universities, it is recommended to further strengthen career development programs. This could involve implementing more robust mentorship programs, conducting regular performance evaluations, and providing clear pathways for career progression. By investing in these areas, universities can empower their employees to grow professionally, thereby fostering greater job commitment.
2. To address the challenges identified in maintaining work-life balance, it is recommended to implement targeted initiatives to support employees in achieving a healthy balance between work and personal life. This could include offering flexible work arrangements, promoting wellness programs, and providing resources for managing workload and stress. By prioritizing work-life balance, universities can enhance employee well-being and morale, ultimately leading to higher levels of job commitment.
3. Given the diverse leadership styles identified in the study, it is recommended that private universities invest in leadership development and training programs for academic leaders. This could include workshops, seminars, and coaching sessions focused on enhancing leadership competencies, such as communication, emotional intelligence, and team management. By equipping leaders with the skills and knowledge necessary to effectively

lead and inspire their teams, universities can cultivate a positive organisational culture and drive employee commitment.

4. Private universities should integrate motivational and leadership initiatives into their organisational strategies. This could involve aligning leadership practices with motivational factors, such as recognizing and rewarding employee contributions, fostering a supportive work environment, and promoting a shared vision and values. By integrating these initiatives, universities can create a cohesive and motivating workplace culture that encourages employee engagement and commitment.
5. It is recommended for universities to establish continuous evaluation and feedback mechanisms to monitor the effectiveness of their initiatives and address any emerging issues promptly. This could involve conducting regular employee surveys, holding focus group discussions, and soliciting feedback from staff members at all levels of the organisation. By actively listening to employee feedback and implementing necessary changes, universities can demonstrate their commitment to employee satisfaction and continuously improve the work environment.

5.4 Contribution to Knowledge

By examining the level of job commitment among administrative staff in private universities in Oyo State, the research provides insights into the factors that influence employees' dedication, punctuality, and engagement at work. This contributes to the broader understanding of organisational commitment and its implications for workforce management and organisational effectiveness.

The study sheds light on the perceived level of motivational indices, including opportunities for advancement, work-life balance, and compensation and benefits, within private universities. Understanding these factors is crucial for designing policies and practices aimed at enhancing employee motivation, satisfaction, and retention, thereby contributing to the development of effective human resource management strategies in academic institutions.

By identifying the most adopted leadership styles—charismatic, coaching, and bureaucratic the research provides insights into the prevailing leadership practices within private universities in Oyo State. This contributes to the understanding of leadership dynamics in academic settings and informs efforts to develop leadership competencies and improve leadership effectiveness.

The study examines the combined influence of motivational indices and leadership styles on job commitment among administrative staff. This integrated approach enhances our understanding of the complex interplay between motivational factors and leadership practices in shaping employee attitudes and behaviours, providing valuable insights for organisational leaders and policymakers. By testing hypotheses related to the relative influence of motivational indices and leadership styles on job commitment, the research advances our understanding of the differential impact of these factors. This perspective highlights the importance of considering multiple factors when designing interventions to enhance employee commitment and underscores the need for tailored approaches to address specific organisational contexts. Overall, the research contributes to knowledge by providing empirical evidence and insights into job commitment, motivational indices, and leadership styles within private universities in Oyo State. These findings have practical implications for human resource management practices, leadership development initiatives, and

organisational policies aimed at promoting employee engagement, satisfaction, and commitment in academic institutions.

5.5 Suggestions for Further Studies

Future studies in the field could extend the geographical scope beyond Oyo State to encompass a comparative analysis of job commitment, motivational indices, and leadership styles across various states in Nigeria. Such an expanded perspective would offer a more comprehensive understanding of regional variations and contextual factors shaping employee behaviour and organisational practices. By examining how these variables manifest in different socio-economic and cultural contexts, researchers can glean insights into the broader landscape of organisational dynamics within the Nigerian higher education sector.

Moreover, there is a pressing need for qualitative inquiry to delve deeper into the underlying determinants influencing job commitment, motivational indices, and leadership styles within private universities. In-depth interviews, focus groups, and case studies present promising methodologies for exploring employees' experiences, perceptions, and the intricate organisational context that informs their attitudes and behaviours. By adopting a qualitative approach, researchers can capture the nuances of employee engagement and leadership dynamics, providing rich and nuanced insights into the complexities of organisational life. In addition, future studies could evaluate the effectiveness of targeted interventions aimed at enhancing job commitment and motivational indices within private universities.

By implementing and assessing the impact of programs focused on areas such as career development, work-life balance initiatives, and leadership training, researchers can identify best practices and strategies for fostering a more engaged and motivated workforce. This

pragmatic approach would contribute to evidence-based interventions tailored to the unique needs and challenges faced by private universities in Nigeria. Furthermore, employing a mixed-methods approach combining quantitative surveys with qualitative methodologies would offer a comprehensive understanding of job commitment, motivational factors, and leadership dynamics. By triangulating data from different sources, researchers can validate findings, uncover underlying mechanisms, and provide a more nuanced understanding of the complex interplay between variables. This integrative approach would strengthen the robustness of research findings and enhance their practical relevance for organisational leaders and policymakers.

Lastly, conducting a comparative analysis between private and public universities within Oyo State could shed light on differences in organisational cultures, management practices, and employee experiences across different types of academic institutions. By comparing job commitment, motivational indices, and leadership styles between these two sectors, researchers can identify areas of convergence and divergence, offering valuable insights into the broader landscape of higher education governance and workforce management in Nigeria.

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Appendix I

Motivational Indices, Leadership Styles, and Job Commitment of Administrative Staff in Private Universities in Oyo State (MILSJASPU)

Dear Esteemed Respondent,

This instrument is designed to collect information on the research topic stated above, please note that all information provided will be used strictly for research purpose and treated with the utmost confidentiality. Therefore, your sincere response to all the items in this instrument is highly solicited.

Yours Sincerely,

The Researcher

Section A

Instruction

Please, tick (✓) the space provided in front of the option that best fit your responses to the questions below

1. Gender: Male () Female ()
2. Age Range: Less than 30 years () 31-40 years () 41-50 () Above 50 years
()
3. Years of Experience: Less than 10years () 11-20years () 21-30years () Above 30
years ()

Section B

This section contains items to collect information from respondents on the level of job commitment of administrative staff in private universities. Please respond to the statement in the tables below using the following scale;

Always (AL), Sometimes (S), Rarely (R), Never (N)

Section B Items on administrative staff level of job commitment

S/N	Item:	I;	AL	S	R	N
1	make sure to plan my schedule to avoid any unnecessary absences from work					
2	feel responsible for ensuring that my colleagues can rely on me to be present and on time.					
3	actively manage my time to minimize the chances of being late or absent.					
4	take pride in my excellent attendance record and punctuality.					
5	consistently arrive at work on time.					
6	am enthusiastic about tackling new challenges and projects.					
7	often lose track of time because I am so absorbed in my work.					
8	find my work tasks to be interesting and meaningful.					
9	take the initiative to go above and beyond my regular job responsibilities.					
10	am passionate about contributing to the success of the university					

Section C

This section contains items to collect information from respondents on the level of motivational indices in private universities. Please respond to the statement in the tables below using the following scale;

Always (AL), Sometimes (S), Rarely (R), Never (N)

Section C Items on the level of motivational indices

S/N	Items: The university;	AL	S	R	N
1	offers a range of career paths and growth opportunities for employees.				
2	supports employees in pursuing higher education or additional qualifications to enhance their career prospects.				
3	provides mentorship programmes that aid in professional development and career progression.				
4	recognizes and promotes employees based on their achievements and contributions.				
5	conducts regular performance evaluations, and feedback is provided to help identify areas for improvement and growth.				
6	provides resources and programmes that support employee well-being and mental health.				
7	promotes a culture where employees are not expected to work outside of regular hours				
8	actively encourages employees to take breaks and engage in activities that promote relaxation and stress reduction.				
9	fosters an environment that acknowledges and accommodates the importance of family and personal commitments.				
10	workload is manageable and allows me to maintain a satisfying work-life balance				
11	offers a competitive salary that reflects the value of my skills and contributions.				
12	provides a comprehensive benefits package that addresses various aspects of employee well-being.				
13	regularly reviews and adjusts compensation to align with industry standards and employee performance				
14	offers additional perks and rewards that enhance the overall compensation package.				
15	provides opportunities for professional development that are financially supported.				

Section D

This section contains items to collect information from respondents on the most adopted leadership style in private universities. Please respond to the statement in the tables below using the following scale;

Always (AL), Sometimes (S), Rarely (R), Never (N)

Section D Items on the most adopted leadership style

S/N	The university leaders:	AL	S	R	N
1	have a remarkable ability to inspire and energize their followers with their dynamic and visionary approach				
2	possess a magnetic personality that draws people towards their vision and goals				
3	effectively use their persuasive communication skills to rally individuals around a common cause.				
4	fosters a sense of loyalty and dedication among its members.				
5	dynamic presence elevates the overall morale and motivation of the subordinates.				
6	are genuinely committed to the growth and development of their team members' skills and abilities..				
7	provide valuable feedback that helps us improve our performance and reach our full potential.				
8	are skilled at identifying individual strengths and weaknesses, and they tailor their guidance accordingly.				
9	actively engage in one-on-one discussions to help us set meaningful goals and devise strategies to achieve them.				
10	prioritize creating a supportive environment where team members feel comfortable seeking advice and assistance				

11	ensure that decisions are made following well-defined procedures and established guidelines.				
12	adherence to established rules and regulations creates a sense of order and predictability in our university.				
13	commitment to established protocols contributes to a sense of stability within the university.				
14	fosters a work environment where tasks and expectations are well defined.				
15	established and implemented a hierarchical structure that enables clear lines of authority and accountability..				

Section E

Please, tick [x] the space provided in front of the option that best fit your responses to the questions below using the following scale

Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	Items: I am committed to my job because;	SA	A	D	SD
1	I believe that my hard work will lead to increased responsibilities and higher-level positions				
2	there are ample opportunities for employees to participate in workshops, conferences, and projects that contribute to career development				
3	I have the flexibility to adjust my work schedule when personal commitments arise				
4	I am able to disconnect from work during non-working hours without feeling pressured to respond to emails or messages				
5	the university values and respects the need for employees to have a healthy work-life balance				
6	I am satisfied with the overall compensation package, including salary, bonuses, and other monetary incentives				
7	I believe that my compensation is fair and equitable in comparison to similar positions within the industry				
8	the enthusiasm and passion demonstrated by our leaders are infectious and drive a strong commitment from the team				
9	our leader's willingness to invest time in mentoring and guiding team members contributes to a strong sense of camaraderie				
10	our leaders' structured approach to management helps maintain consistency and reliability across different departments				

Bio-data

A. Personal Data

- **Full Name:** Oluwaseyi Omolola ADEFILA
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07030570290
- **Date of Birth:** 5th March, 1988
- **Nationality:** Nigerian
- **Marital Status:** Married
- **Name of Next of Kin:** Adesoji Adefila
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B. Educational Background

1. Educational Institutions Attended with Dates and Qualification:

i. Primary Education

1998 Dallas Int' Nur & Pry Sch, Lagos State

ii. Secondary Education

2004 Bejide Memorial College, Lagos State

iii. Higher Educational Institutions Attended with Dates & Qualification

2007 Lagos City Polytechnic, Lagos State (ND)

2010 Lagos City Polytechnic, Lagos State (HND)

2021 Lead City University, Ibadan (PGDE)

C. Work Experience:

2019 - till date Lead City University, Ibadan

D. Membership of Academic Professional Bodies

Nil

E. Publications:

Nil

F. Names and Addresses of Referees

Jacob Kehinde AYANTAYO

University of Ibadan
Faculty of Art
Department of Religious Studies

Adewale Solomon
Pastor-in-Charge
Rccg Breakthrough Centre
Oyo Province 19

Signature

Date

The University Compliance Certification

This is to certify that this thesis by Oluwaseyi Omolola ADEFILA LCU/PG/001211 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.

Signature

Date

Lead City University Ibadan DO NOT COPY