Leadership Styles, School Welfare Measures and Organisational Citizenship Behaviour among Administrative Staff in Private Universities in Oyo State

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Certification

This is to certify that Onome Peace AVURAKOGHENE, with matriculation number LCU/PG/002908, completed the research project "Leadership Styles, School Welfare Measures and Organisational Citizenship Behaviour among Administrative Staff in 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 the Lord God Almighty and my beloved siblings, Blessing, Sarah, Beauty, Kome, Solomon, and Emmanuel Avura.

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"Even though the above institution and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any is found in the work".

Abstract

Private University administrative staff in Oyo State seems to be exhibiting poor organizational citizenship behaviours, resulting in reduced support, job satisfaction, effectiveness, turnover, and reduced innovation. Factors contributing to this include poor organisational justice, work motivation, work-life balance, and poor working conditions among others. However, little research has been conducted on the influence of leadership styles and school welfare measures on organisational citizenship behaviour among administrative staff in private universities of Oyo State. Thus, to bridge this gap this study investigated the influence of these factors on organisational citizenship behaviour among administrative staff in private universities in Oyo State. A descriptive research design was used to guide the study. The population consisted of all 675 administrative staff in private universities in Oyo State. A complete enumeration sampling technique was used in the study. The findings revealed that the level of organisational citizenship behaviour among administrative staff in private universities in Oyo State was high ($\bar{x}$=3.23); the most adopted leadership style in private universities in Oyo State was the transformational style; level of school welfare measures was high ($\bar{x}$=3.14); the combined influence of leadership styles and school welfare measures had a significant influence on organisational citizenship behaviour among administrative staff in private universities in Oyo State (Adj. $R^2 = 0.991$) and ($F_{(2,614)} = 32145.714$; $p < 0.000$); among the leadership styles, pace-setting demonstrates the strongest positive influence on organisational citizenship behaviour ($\beta = 0.401$, $t = 15.325$, $P < 0.05$); study leave does not significantly influence organisational citizenship behaviour ($\beta = -0.003$, $t = -0.137$, $p > 0.05$). Based on these findings, it was recommended among others that private universities should invest in comprehensive leadership training programmes and prioritise enhancing school welfare measures to encourage organisational citizenship behaviour among administrative staff in private universities in Oyo State.

Keywords: Leadership Styles, school welfare measures, organisational citizenship behaviour

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Chapter One

Introduction

1.1 Background to the Study

The absence of organisational citizenship behaviour may significantly impede the growth of any organisation. In this ever-changing and highly competitive environment, the sustenance and enhancement of an organisation's efficiency rely heavily on fostering positive and constructive behaviour among both employees and employers. The concept of organisational citizenship behaviour has been a prominent focus within the study of organizational behaviour for the past two decades. Over this period, it has continually evolved and gained importance as a key factor in organisational success. Organisational citizenship behaviour refers to voluntary actions undertaken by employees to enhance the organisation's efficiency, not driven by explicit rewards but with the potential to significantly impact the organisation's performance[1]. Such behaviour is characterised by personal initiatives, a deep sense of responsibility, and a willingness to serve the organisation's greater purpose. Employees willingly and proactively contribute to achieving the organisation's goals, mission, and vision, making organisational citizenship behaviour an indispensable aspect of fostering a thriving and successful organisational culture.

Within the educational system, particularly in Universities, the presence of organisational citizenship behaviour among staff is of paramount importance, as it ensures the seamless functioning of various activities and prevents potential hindrances in achieving educational goals and objectives. Organisational citizenship behaviour goes beyond academic staff and extends to administrative personnel, encompassing cleaners, school nurses, drivers,

account officers, counsellors, admission officers, human resource personnel, and others. Thus, while other studies have majorly focused on organisational citizenship behaviour of academic staff in public Universities in other states, to add to existing literature, this study will focus on organisational citizenship behaviour of administrative staff in Private Universities in Oyo State.

Administrative staff can be considered the unsung heroes of the institution, forming the backbone and working tirelessly behind the scenes to foster a thriving academic environment[2]. Masters of efficiency and organisation, they adeptly manage a complex web of administrative tasks, resulting in the university operating with the precision of a well-coordinated machine. Their skillful use of organisation, foresight, and empathy allows for the seamless integration of diverse university components, creating a harmonious symphony of knowledge and enlightenment. The dedication and commitment of this administrative staff to excellence elevate the university's potential, providing an environment where the pursuit of knowledge knows no bounds within its esteemed halls.

Administrative staff who embody these attributes are likely to be enthusiastic about contributing to the overall growth and success of the school[3]. Their positive and constructive actions towards colleagues and the organisation, even beyond their job responsibilities, promote teamwork, responsiveness to school leaders' programmes, discipline, effectiveness, and a lack of complaints about their work. Additionally, they demonstrate problem-solving abilities, uphold the school's image, and significantly contribute to its growth. Establishing and maintaining organisational citizenship behaviour among administrative staff in Universities is imperative because those who possess such behaviour play a crucial role in ensuring the

organisation functions effectively, ultimately leading to the school's success. By actively engaging in activities that benefit the school as a whole, these staff members contribute to a thriving and prosperous educational institution. Thus, in this study, the researcher will discuss altruism, conscientiousness, sportsmanship, courtesy and civic virtue as indices for organisational citizenship behaviour.

Altruism refers to behaviours and attitudes characterised by selflessness and a genuine concern for the well-being of others[4]. It embodies a form of absolute kindness that is offered without any expectation of receiving something in return. Altruism is driven by a motivational state with the ultimate goal of enhancing another person's welfare[5]. It involves intentional actions, decisions, and sincere dedication to helping others without seeking any tangible rewards for the giver. Altruism stands in contrast to egoism, as it provides assistance freely and unconditionally without anticipation of reciprocity[6].In the context of day-to-day activities of the school, the significance of altruism cannot be overstated, as it plays a pivotal role in accomplishing educational objectives. Among the valuable assets within schools, administrative staff holds a crucial position, and their altruistic approach is indispensable for fulfilling their responsibilities. Tasks such as offering counselling, student enrollment and registration, recruitment, crisis management, and facility coordination demand a selfless dedication to serving others. Moreover, the display of altruism by administrative staff extends beyond interactions with students alone; it also encompasses their relationships with colleagues. This spirit of selflessness serves as a catalyst for growth and harmony within the entire school community. Acts of kindness, such as filling in for an absent colleague, sharing

essential information, offering assistance during challenging situations, and providing colleagues with rides, exemplify the essence of altruism in the school environment.

The value of having a reliable, well-prepared, disciplined, and diligent staff within an organisation cannot be overstated. In the context of a school as an organisation, it is imperative to have individuals who are willing to go the extra mile, whether it be through working extended hours, voluntarily taking on tasks beyond their assigned responsibilities, displaying punctuality, conserving resources, or adhering to organisational rules, all in pursuit of achieving the school's goals. Such qualities can be exemplified through the trait of conscientiousness, which is widely observed in educational institutions, especially schools[7]. Conscientiousness encompasses a strong work ethic characterised by determination, drive, and eagerness to improve, succeed, or excel[8]. Administrative staff demonstrating conscientiousness are characterised by being well-organised, self-disciplined, resilient, and unwavering in their commitment, leading to a greater likelihood of displaying organisational citizenship behaviour and actively contributing to the achievement of the school's objectives[9].

Sportsmanship involves being willing to tolerate anticipated annoyances and additional work demands without expressing objections[10]. In an organisation, it is crucial for employees to possess a high level of endurance, as challenging situations may arise that are not always pleasant. For instance, administrative staff lacking sportsmanship might constantly complain about inconveniences encountered on the job, such as, low income, excessive workload, working under pressure, and producing results under short notice, among others. Conversely, research indicates that staff who exhibit excellent sportsmanship maintain an optimistic

outlook and refrain from displaying negative emotions when confronted with such inconveniences[11, 12].

Exhibiting politeness and consideration as an employee contributes to the organisation's positive image and fosters its growth. Courtesy, which involves displaying thoughtful and polite behaviour towards others in the workplace, encompasses acts of kindness, respect, and thoughtfulness in interactions with colleagues, supervisors, subordinates, and external stakeholders[13]. Demonstrating courtesy is one of the dimensions of organisational citizenship behaviour, evident is in how staff members proactively avoid conflicts with colleagues, show genuine interest in personal matters previously discussed by a coworker, consider the impact of their actions on others' work, and extend common courtesies such as providing early notifications and reminders. By practising courtesy, employees not only cultivate positive social relationships among their peers, thereby enhancing the overall work environment, but also mitigate potential stress that may arise from colleagues failing to communicate important matters, such as impending absences. Courtesy plays a vital role in problem prevention and facilitates the constructive use of time within the organisation[14, 15].

Civic virtue encompasses being fully informed about the events taking place within the school organisation, such as showing a genuine interest in new developments, work methods, and school policies, as well as actively striving for self-improvement[16]. These behaviours demonstrate a person's commitment and active involvement in the well-being of the organisation, reflecting a strong dedication and genuine concern[17]. Civic virtue involves engaging constructively, displaying fervent dedication, and working towards enhancing the strengths of the school while minimising its weaknesses. This also includes identifying

strategic opportunities and threats, openly expressing opinions, actively participating in meetings, and engaging in positive discussions with colleagues about issues that benefit the school. Embracing civic virtue at work can lead to skill development, the formation of positive habits, improved performance quality, and reduced customer complaints[18].

An observation of Nigerian Universities, particularly private institutions, reveals a concerning trend of declining organisational citizenship behaviour among administrative staff over time. During data collection, the researcher observed that only a limited number of administrative staff demonstrated eagerness to assist their colleagues when they were unavoidably absent from work. Furthermore, there was a lack of positive promotion about the schools to uphold the institutions' reputation, a dearth of complaints about work, and a deficiency in discipline and dedication. Likewise, there were instances where certain administrative staff members failed to actively contribute to the growth process within their respective Universities, resulting in adverse effects on organisational progress. This lack of involvement hindered the university's advancement and prevented the organisation from achieving its goals. Some administrative staff displayed disengagement from collaborative efforts, a reluctance to offer assistance to colleagues or students, and a diminished inclination to propose innovative solutions.

As a result of the aforementioned observations, the university's growth process seems to have suffered significant hindrances, and the organisation faced considerable challenges in efficiently achieving its objectives. It appears that poor proactive involvement and support from administrative staff triggered communication breakdowns, reduced overall efficiency, and fostered a negative work environment, thereby adversely impacting the morale of both

staff members and student experiences. Moreover, the implication of poor organisational citizenship behaviour seems to extend to the emergence of counterproductive work behaviours. These behaviours include damaging school property, engaging in harassment of other staff members and students, participating in psychological mobbing, providing false information to parents and guardians, engaging in the consumption of cigarettes and alcohol during work hours, exhibiting poor job performance, increased absenteeism, elevated attrition rates, overall apathy towards organisational goals, deviation from the intended purpose of the school, misusing school resources, a decline in school activities, and a deterioration of the school's ethical climate. Thus, the school as an organisation should devise means for administrative staff to improve organisational citizenship behaviour, as poor organisational citizenship behaviour may make it impossible for educational institutions to fulfil their goals and objectives while also providing high-quality instruction.

Hence, researchers have identified a number of factors that may be responsible for the observed poor organizational citizenship behaviour among administrative staff in Private Universities in Oyo State. These include poor job satisfaction, poor emotional intelligence, poor organizational commitment, poor leadership, among others[3,12,16,19]. However, to the best knowledge of the researcher, very few studies have been carried out to examine the combined influence of leadership styles and school welfare measures on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State. This creates a gap in literature which this study tends to fill. The next paragraph delves into leadership styles.

Leadership is a responsibility entrusted to an individual (known as the leader) who bears the sole accountability for guiding the organisation's activities, aiming to accomplish

specific predetermined objectives[19]. Additionally, leadership involves guiding individuals towards achieving organisational goals while exemplifying the desired behaviour for subordinates, illustrating how these objectives are pursued[19]. The significance of leadership becomes evident in its ability to distinguish between success and failure, gain and loss, as well as development and underdevelopment[20]. Therefore, whether in a formal or informal capacity, the role of leadership within an organisation cannot be overstated, as the organisation's success relies heavily on effective leadership and its respective leadership styles.

Leadership is a subjective concept, varying according to the individual assuming the role[21]. Each leader interprets leadership differently, shaped by their specific leadership position, cultural background, and the nature of the organisations they are involved in[21]. Consequently, leadership styles encompass diverse behavioural approaches adopted by leaders in their interactions with subordinates, each style differing from the other[22]. These leadership styles encompass a blend of distinct characteristics, traits, or behaviours employed by a leader to offer guidance, motivation, and the execution of plans[23]. It represents a leader's unique approach to providing direction, implementing strategies, and inspiring, instructing, and motivating individuals within their purview[24].Over time, numerous theories have arisen with a focus on leadership traits, personalities, behaviours, and patterns. Management theorists have put forth various categories of leadership styles, such as democratic, autocratic, transactional, transformational, bureaucratic, dominant, laissez-faire, servant, coaching, visionary, pacesetting, and others. However, this study will specifically examine the following leadership styles: digital, pacesetting, transformational, transactional, and coaching styles.

The rise of digital leadership can be attributed to the digitization of numerous businesses, driven by rapid advancements in technology. This transformation has resulted in both advantages and increased competition among organisations, including educational institutions. This unique development has created a demand for individuals or leaders who can effectively organise and execute systematic operations to achieve digitalization's goals. These leaders empower their staff to align with digital objectives and adapt to strategic approaches that balance technology and human concepts, leading to the adoption of the digital leadership style.Digital leadership refers to the ability of individuals or organizations to effectively navigate and excel in the rapidly evolving digital landscape[23]. It involves embracing and harnessing technology to drive innovation, transformation, and growth while maintaining a strong focus on ethics, responsibility, and inclusivity[25].Digital leaders harness digital tools and devices to enhance services, communication, and the overall well-being of their staff. They focus on creating opportunities for skilled employees to embrace the digital world, foster positive customer relationships, and develop innovative and efficient ways of accomplishing tasks. Additionally, digital leaders place a strong emphasis on cultivating a digital learning culture throughout the entire organisation[26].

The pacesetting leadership style is characterised by setting ambitious performance expectations for employees and aiming to achieve specific standards. These leaders lead by example, serving as role models and positively influencing their subordinates[27]. Their common phrase is often "do as I say"[28]. The pacesetting leadership style involves delegation but removes responsibilities when high performance seems unattainable. These leaders are results-oriented, highly motivating, and capable of stepping in during challenging situations[29].Pacesetter leaders

prioritise timely and flawless execution of tasks, expecting the same level of commitment from their subordinates[29]. This leadership approach greatly benefits highly skilled and self-motivated employees who thrive on challenging goals. However, some individuals may feel overwhelmed by the leader's pursuit of excellence, leading to a decrease in morale.

The transformational leadership style brings about a change in both individual behaviour and the entire organisation[30]. These leaders have a positive impact on their subordinates by inspiring, encouraging, motivating, and challenging them. This process leads to a transformation of the existing structure, allowing employees to embrace a new vision and explore new possibilities[31]. Transformational leaders are characterised by their idealised influence, inspirational motivation, intellectual stimulation, and individual consideration. They motivate their team members by sharing a compelling vision of the future and effectively communicating it[31]. These leaders help their subordinates prioritise the organisation's goals and interests above their own, captivating others with their enthusiasm and breaking away from conventional thinking by demonstrating their determination to reinvent the future. They challenge established beliefs and expect everyone to follow suit.

Transactional leadership styles are characterised by the demonstration of constructive and corrective behaviours, which include offering rewards and punishments[32]. These leaders operate under the belief that individuals are not inherently self-motivated. Therefore, they foster a culture of providing incentives for successful performance and applying disciplinary measures when employees fail to fulfil their responsibilities. Additionally, transactional leaders prioritise group organisation, establish a well-defined chain of command, and ensure accountability for each team member[33].

The coaching leadership style centres on the belief that individuals possess inherent talents that require nurturing from a leader acting as a coach[34]. This type of leader trusts that everyone can shape their own destiny and serves as a supportive figure, akin to a giant whose shoulders subordinates can rely on to reach their full potential. Emphasising collaboration, assistance, and direction, the coaching leadership style aims to bring out the best in team members and guide them towards achieving the organisation's goals and objectives[35].

Another independent variable in this study is “School welfare”. This refers to the complete compensation and rewards beyond an individual's regular wages and other financial benefits[36]. These additional incentives play a crucial role in encouraging and stimulating employees to perform their tasks with dedication and enthusiasm. They encompass both tangible and intangible benefits that employees receive as a result of exceptional job performance, serving as a measure for promoting improved productivity[37]. These measures encompass a range of benefits, such as vacation time, study leave, sick leave, relocation support, paid holidays, staff training opportunities, medical care services, transportation assistance, accommodation benefits, and more. Many studies have considered, other indicators of school welfare measures on organisational citizenship behaviour, but there exist a noticeable gap in indicators such as medical care services, accommodation and study leave. Thus to add to existing literature, this specifically concentrated on analysing medical care services, accommodation, and study leave, as indices of school welfare measures.

Medical care services offer significant health benefits and encompass a wide range of functions that extend beyond addressing diseases and injuries[38]. They also address issues related to birth, death, and various living challenges unrelated to illnesses or injuries. In

addition to its role in healthcare, medical care plays a vital role in supporting society by complementing the functions of educational institutions, legal systems, and law enforcement, all of which contribute to the overall well-being and functioning of individuals in society[38]. Furthermore, medical care is instrumental in improving the overall lifespan and enhancing the physical, mental, and biochemical health of employees. Organizations often provide medical care services to their staff, which are delivered by healthcare professionals and medical facilities, such as hospitals and nursing homes. These services are usually offered at subsidised rates for the benefit of the employees.

Accommodation plays a significant role in motivating employees within any organisation. This involves offering comfortable and affordable housing options for staff members, leading to improved living conditions. The impact of accommodation extends to various aspects of the organisation, including fostering better interactions among coworkers, increasing overall productivity, and boosting morale[36]. Providing accommodation also gives educational institutions a competitive edge in recruitment. It becomes an appealing benefit for potential employees, attracting highly qualified candidates to the organisation. By showcasing a commitment to the well-being of their staff, the school distinguishes itself as an employer that values its employees' needs, thereby enhancing its reputation as an employee-friendly establishment.It is essential to acknowledge that the specific details and availability of accommodations may vary among different educational institutions. Some schools may offer dedicated housing units, while others might provide allowances to aid employees in finding suitable housing off-campus. The allocation of housing can be influenced by factors such as job position, seniority, or the availability of housing units.

Study leave presents an excellent opportunity for employees to engage in professional development, enabling them to pursue courses, training, or research. This study leave can be granted with or without pay and serves to enrich employees by equipping them with additional value and potential to tackle challenges posed by competition, globalisation, and technological advancements.The study leave empowers employees to bolster their knowledge and skills in specific areas relevant to their job or career[36]. This could involve participation in seminars, workshops, conferences, or undertaking further education, such as enrolling in courses or obtaining certifications. Organisations often encourage study leave as an investment in their workforce's growth and productivity.By offering study leave, organisations stand to benefit from the enhanced expertise and knowledge their employees acquire. This leads to improved performance, increased innovation, and heightened competitiveness in the marketplace. In essence, study leave is a mutually advantageous arrangement, fostering individual growth while simultaneously bolstering organisational success. Therefore, this study investigates the influence of leadership styles and school welfare measures on the organisational citizenship behaviouramong administrative staff in Private Universities in Oyo State.

1.2 Statement of the Problem

In Nigeria, organisational citizenship behaviour, especially in Oyo State, seems to pose serious issues among educational stakeholders. As observed by the researcher, it appears that the organisational citizenship behaviour of administrative staff in Private Universities in Oyo State seems to be declining, which is evident in diminished organisational support, lower job satisfaction, weakened faculty-student relationships, decreased organisational effectiveness, higher turnover, reduced innovation and creativity. Also, it appears these days that

administrative staff seems not to be willing to assist each other, thereby leading to work stress, burnout, and interpersonal tension. They arrive late to school, and even the rate of absenteeism is rampant. They barely engage in school activities or events that will add value to the school, but rather, they spend their time in personal businesses and activities for their personal gains. Also, they tend to complain about every inconvenience they encounter on the job, thereby leading to lower job performance and negative workplace behaviour. These observed phenomena may be due to many reasons, such as the leadership styles adopted by the Vice Chancellor, Registrar, Deans, Head of Departments, Provost, poor organisational justice, a lack of job security, poor work motivation, a poor quality of work-life balance, poor working conditions, a heavy workload, a poor staff development programme, and so on[39,40,41,42]. Many studies have been carried out to identify the causes of the aforementioned problem in Lagos State, Ogun State, and Anambra State among others, to the best knowledge of the researcher, but it seems little attention has been paid by researchers in Oyo State. Also, other studies have utilised other school welfare measures, but it appears that very few or no studies have madeuse of the indices specified in this study. Thus, to bridge this gap, this study seeks to investigate the influence of leadership styles and school welfare measures on the organisational citizenship behaviour among administrative staff in Private Universities in Oyo State.

1.3 Aim and Objectives of the Study

The aim of the study is to investigate the influence of leadership styles and school welfare measures on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State. The objectives of the study are to:

1. identify the level of organisational citizenship behaviour (altruism, conscientiousness, sportsmanship, courtesy, civic virtue) among administrative staff in Private Universities in Oyo State.
2. identify the mostly adopted leadership styles (digital, pace-setting, transformational, transactional, and coaching) in Private Universities in Oyo State.
3. identify the level of school welfare measures (medical care services, standard of accommodation, and rate of study leave) in Private Universities in Oyo State.
4. examine the combined influence of leadership styles (digital, pace-setting, transformational, transactional, and coaching) and school welfare measures (medical care services, standard of accommodation, and rate of study leave) on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State.
5. examine the relative influence of leadership styles (digital, pace-setting, transformational, transactional, and coaching) and school welfare measures (medical care services, standard of accommodation, and rate of study leave) on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State.

1.4 Research Questions

1 What is the identified level of organisational citizenship behaviour (altruism, conscientiousness, sportsmanship, courtesy, civic virtue) among administrative staff in Private Universities in Oyo State?

2 What is the most adopted leadership style (digital, pace-setting, transformational, transactional, and coaching) in Private Universities in Oyo State?

3 What is the identified level of school welfare measures (medical care services, standard of accommodation, and rate of study leave) in Private Universities in Oyo State?

1.5 Hypotheses

$H_0$1: There will be no significant combined influence of leadership styles (digital, pace-setting, transformational, transactional, and coaching) and school welfare measures (medical care services, standard of accommodation, and rate of study leave) on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State.

$H_0$2: There will be no significant relative influence of leadership styles (digital, pace-setting, transformational, transactional, and coaching) and school welfare measures (medical care services, standard of accommodation, and rate of study leave) on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State.

1.6 Significance of the Study

The study will be issued in a reputable journal, and the findings will be made accessible to stakeholders in education, thereby giving policymakers detailed information on the level of organisational citizenship behaviour and school welfare measures, which will aid policymakers in formulating policies that will help enhance and sustain a high level of organisational citizenship behaviour in Private Universities in Oyo State.

Private university owners in Oyo State will also benefit from the findings of this study, as it will provide essential information on the factors that could be responsible for the observed low organisational citizenship behaviour. This is likely to help them channel available

resources towards encouraging organisational citizenship behaviour while also sustaining organisational commitment and job satisfaction among staff.

The findings of this study will have a profound impact on administrative staff, providing a platform for them to voice their concerns about the issues that affect their level of organisational citizenship behaviour. This includes issues related to job satisfaction, work environment, and organisational support. By identifying the factors that influence organisational citizenship behaviour, the study's findings can help create a more supportive work environment, leading to increased job satisfaction and reduced turnover among administrative staff. Moreover, the study's findings can help organisations develop targeted support systems, such as training programmes and recognition initiatives, to encourage and reward organisational citizenship behaviour among administrative staff. This, in turn, can empower and engage administrative staff, leading to increased motivation and commitment to the organization. The study's findings can also ensure that the concerns and contributions of administrative staff are heard and recognized, promoting a sense of value and appreciation within the organisation. Additionally, the study's findings can inform training and development programmes, enabling administrative staff to acquire new skills and knowledge and enhancing their organisational citizenship behaviour and overall performance.

Students will also not be left out, as they will benefit from the findings of this study as well. Since they are at the receiving end of the educational programme, school staff will be willing to invest the necessary efforts towards achieving their aims for schooling. Students will also be enlightened on the need to practiseorganisational citizenship behaviour within and outside the school.

The society at large will equally benefit immensely if the findings of the study are put into practise, as they will provide information on how organisational citizenship behaviour will be achieved and sustained, thereby leading to national development and growth.

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 leadership styles, school welfare measures, and organisational citizenship behaviour 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 delimited to Private Universities in Oyo State. Oyo State is a landlocked state located in the Southwestern region of Nigeria. It was named after the historical Oyo Empire, which had its capital in the region during the pre-colonial era. Oyo State, covering an area of approximately 28,454 square kilometres, is one of the larger states in Nigeria. The landscape of Oyo State is diverse, featuring a mix of flat plains, rolling hills, and plateaus. The southern part of the state is characterised by a low-lying coastal belt, while the central and northern regions are hilly and more elevated. The prominent hills in the state include the Oke-Ogun, Ogbomoso, and Igbeti hills, which add to the scenic beauty of the area. The state is home to a diverse population, comprising several ethnic groups, with the Yoruba being the dominant tribe. It has three (3) senatorial districts which are Oyo North, South and Central. It also has thirty three (33) local governments. As at the time of this study was carried out, Oyo State has seven (7) Private Universities and 675 administrative staff.

Contextually, this study would be limited to organisational citizenship behaviouramidst administrative staff in Private Universities and how it is influenced by leadership styles and school welfare measures. Leadership styles indices considered in this study are digital, pace-setting, transformational, transactional and coaching leadership styles. Also, school welfare measures considered in this study are medical care services, accommodation and study leave.

1.8 Limitation of the Study

The workload of the participants affected their willingness to participate in the survey. Additionally, security concerns such as kidnapping, physical harm and other forms of violence in the country, particularly in Oyo State, posed a significant challenge, especially in distributing the survey instrument to vulnerable areas facing insecurity. Nevertheless, 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.

Organizational Citizenship Behaviour: Organisational citizenship behaviour is when administrative staff voluntarily goes the extra mile at work by doing helpful and positive things that are not necessarily part of their job, like helping colleagues or suggesting improvements, making the workplace better for everyone in Private Universities in Oyo State. The indicators of organisational citizenship behaviour considered in this study are altruism, conscientiousness, sportsmanship, courtesy and civic virtue.

Altruism: This refers to behaviours and attitude that are characterised by selflessness, aimed towards assisting others for the benefit of Private Universities in Oyo State.

Conscientiousness: It is the willingness to go extra miles, be disciplined, efficient and effective in carrying out tasks outside of those assigned to them in Private Universities in Oyo State.

Sportsmanship: It entails being willing to put up with the expected annoyances and extra work demand without protesting or complaining in Private Universities in Oyo State..

Courtesy: This involves being polite and considerate as an employee thereby keeping the school's image and contributing to the growth of Private Universities in Oyo State.

Civic Virtue: These are behaviours that show a person is obediently and actively involved in and concerned with the organisation's well-being, thereby demonstrating a broad level of dedication and interest in Private Universities in Oyo State.

School Welfare Measures: This refers to all the benefits enjoyed by administrative staff in Private Universities in Oyo State. The indices considered in this study are medical care services, accommodation and study leave.

Medical Care Services: These are services rendered by health professionals and medical care centers such as hospitals, nursing homes, among others which mainly come at a subsidized rate for administrative staff in Private Universities in Oyo State.

Standard of Accommodation: This involves providing comfortable and affordable homes for administrative staff inPrivate Universities in Oyo State for better living conditions.

Rate of Study leave: This is an opportunity granted to administrative staff in Private Universities in Oyo State to pursue a course of studies or training or even research, which could be with pay or without pay and will also add more value and potentials to the employee.

Leadership Styles: Leadership is the process of guiding and influencing others towards achieving a common goal or vision. Leadership styles encompass diverse behaviouralapproaches adopted by leaders in their interactions with subordinates, each style differing from the other. It denotes the style of leadership with which the Vice Chancellor, Registrar, Deans, Head of Departments and Provost operates in Private Universities in Oyo State. The indicators in this study are: digital, pace-setting, transformational, transactional and coaching leadership styles.

Digital Leadership Style: This is where a leader makes use of digital devices to improve services rendered, enhance communication, good customer relationship, also developing new ways and strategies of doing old things in a new and more efficient way in Private Universities in Oyo State.

Pace-setting Leadership Style: These are leaders that lead by examples and are concerned about doing things on time and perfectin Private Universities in Oyo State.

Transformational Leadership Style: This type of leader tends to have a positive influence on their subordinates through ways of inspiring, encouraging, motivating and challenging administrative staff in Private Universities in Oyo State

Transactional Leadership Style: These leaders believes that individuals are not self-motivated; hence they imbibe the culture of rewarding employees for a job well-done and also giving punishment when they fail in carrying out their duties in Private Universities in Oyo State.

Coaching Leadership Style: This is characterised by collaboration, support and guidance, aiming towards bringing out the best in their subordinates and guiding them in the path of actualizing organisational set goals and objectivesin Private Universities in Oyo State.

Administrative Staff: These are individuals who are professionally employed in Private Universities in Oyo State to carrying out non-academic functions.

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Literature Review

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

2.1 Conceptual Review

2.1.1 Organisational Citizenship Behaviour

2.1.2 Leadership Styles

2.1.3 School Welfare Measures

2.2 Theoretical Framework

2.2.1 Social Exchange Theory

2.2.2 Self-Determination Theory

2.3 Review of Empirical Studies

2.3.1 Leadership Styles and Organisational Citizenship Behaviour

2.3.2 Organizational Justice and Organisational Citizenship Behaviour

2.3.3 Workload and Organisational Citizenship Behaviour

2.3.4 Job Security and Organisational Citizenship Behaviour

2.3.5 Trust and Organisational Citizenship Behaviour

2.3.6 Quality of Work-life and Organisational Citizenship behaviour

2.3.7 Job Involvement and Organisational Citizenship Behaviour

2.3.8 Work Motivation and Organisational Citizenship Behaviour

2.1 Conceptual Review

2.1.1 Organizational Citizenship Behaviour

The notion of organisational citizenship behaviour refers to the qualities displayed by exemplary members that contribute to the efficient operation and advancement of the organisation[1]. Organisational citizenship behaviour has been a concept in the field of organizational behaviour for the past twenty years and has continued to evolve since its inception[2]. Organisational citizenship behaviour involves going beyond the expected job responsibilities in the workplace and receiving recognition from organisations for the tasks accomplished[3]. It is characterised by voluntary actions that may be indirect or explicitly acknowledged, aiming to enhance the overall effectiveness of an entity. It represents an immeasurable type of workplace behaviour that brings advantages to the organisation by surpassing the expected duties of employees[4]. The behavioural traits exhibited by employees in the workplace, which have always been a focus of management, play a crucial role in the success of organisations. The performance, fulfilment of contractual responsibilities, and other work-related activities of individual employees significantly impact the overall effectiveness of an organisation[5]. The distinguishing characteristic of organisational citizenship behaviour

is that it is not a formal requirement. In other words, if an employee chooses not to engage in organisational citizenship behaviour, it is not considered an offence and carries no penalties[6].

Organisational citizenship behaviour has emerged as a significant topic of conversation among academics and managers due to its numerous beneficial effects on the overall achievement of the organisation. It refers to behaviours that are not specifically defined by official organisational rules or explicitly rewarded, but are expected from employees who voluntarily engage in these actions for the improvement of the organisation[7]. Therefore, organisational citizenship behaviour serves as a valuable instrument for enhancing organisational effectiveness and achieving success. It entails actions that surpass the obligatory roles and responsibilities expected from employees during their regular working hours[8]. Organisational citizenship behaviour additionally assists managers in reducing the amount of time spent on supervising employees regarding their work processes, allowing them to concentrate on their own responsibilities and opportunities for enhancing performance[9].

Employees are the lifeblood of any organisation, and their combined performance directly impacts the competitive position of the organisation within its industry. As a result, the concept of organisational citizenship behaviour has gained popularity among many organisations as a means to enhance the overall performance of employees and achieve the performance goals of the organisation. In simple terms, "organisational citizenship behaviour" refers to the favourablebehaviours exhibited within an organisation that contribute to positive organisational outcomes[10]. Organisational Citizenship Behaviour refers to voluntary actions performed by employees that are not part of their official job responsibilities and do not explicitly consider the formal compensation structure of the organization, however, these

actions contribute to enhancing the overall efficiency of the organisation[11].Organisational citizenship behaviour is characterised by engaging in "extra-role" activities that go beyond the formal job requirements of employees but contribute to the overall productivity and performance of organisations[12]. It facilitates the success of businesses and accelerates innovation and the generation of novel solutions in the unpredictable modern world. Individuals who exhibit organisational citizenship behaviour go beyond their prescribed duties and willingly contribute their abilities, aspirations, and perspectives to advance the interests of the organisation[13].

According to a researcher's definition, organisational citizenship behaviour refers to discretionary individual actions that are not directly or explicitly acknowledged by the formal reward system, but when combined, they contribute to the efficient operation of the organisation[14].The distinguishing characteristic of such behaviours is that they are not specified in the employee's job description. In-role behaviours are those that are formally required as part of the worker's job responsibilities, while extra-role behaviours surpass the regular job expectations. Organisational citizenship behaviours fall within the broader category of extra-role behaviour, encompassing pro-social actions like aiding new colleagues, assisting coworkers, refraining from unnecessary breaks, and demonstrating willingness to undertake tasks not explicitly outlined in the job description. According to a scholar, when individuals exhibit organisational citizenship behaviours, it leads to increased levels of efficiency, effectiveness, innovation, and adaptability within the company[16].

While the concept of organisational citizenship behaviour is not completely new, an author suggests that it has emerged as one of the most promising areas of study in

organisational performance research in recent decades[17]. Organisational citizenship behaviour essentially refers to discretionary actions that are not obligatory or directly rewarded but collectively contribute to the effective functioning of an organisation. Organisational citizenship behaviours can be considered behaviours that go beyond one's formal job role. These behaviours have the potential to significantly enhance organisational performance by improving the productivity of individuals as well as their colleagues and superiors. This is crucial for organisations, as the overall performance is a result of the combined individual efforts. Organisational citizenship behaviour can also aid in coordinating organisational activities and reduce the need for strict formal controls. Additionally, it can contribute to the acquisition of organisational resources and enhance their efficient and effective utilisation. However, it is important to note that not every instance of organisational citizenship behaviour will directly impact organisational outcomes or effectiveness. Rather, it is the cumulative effect of various organisational citizenship behaviours that collectively enhance the effectiveness and subsequent performance of an organisation.The formal reward system does not explicitly recognise or reward organisational citizenship behaviour, which is a distinct type of individual work behaviour that boosts productivity in the organisation. The personal decision of employees to put in more effort at work is what motivates organizational citizenship behaviour[18]. Organizational citizenship behavior has five dimensions such as altruism, conscientiousness, sportsmanship, civic virtue and courtesy.

Altruism

The exploration of altruism has captured considerable attention across various academic disciplines, including philosophy, biology, sociobiology, psychology,

developmental psychology, and social psychology, specifically.Social psychology represents the most comprehensive discipline for capturing the fundamental nature of altruism[19].The aforementioned academic disciplines made efforts to clarify the underlying motivations that drive individuals to prioritise the welfare of others, seeking to address the question of "What compels us to help others?" Additionally, they sought to provide explanations for the underlying reasons behind the aspiration to live selflessly for others, exploring the concept of altruism. Different scholars explore the concept of altruism by employing an evolutionary theory framework[20].According to them, the phrase denotes conduct that "enhances the well-being of others while diminishing the well-being of the individual engaging in the behaviour[20].They characterised individuals who exhibit altruistic behaviour as "placid" individuals and emphasised that social influence is the primary determinant of altruistic actions[20].Similarly, other scholars arrived at the consensus that altruistic behaviour represents a pro-social act that compels individuals to act for the well-being of others without anticipating reciprocation[21]. In other words, social factors influence altruistic behaviour.

Several scientists have defined the idea of altruism in the pertinent literature.Altruism can be defined as the concern or care for the well-being of others or a behaviour that provides benefits to others without seeking any self-centred motives or external rewards[22].Altruism is a motivating state characterised by the ultimate aim of promoting the welfare of others[23].The perception of altruism could potentially serve as a barrier that influences the individual's own fitness in relation to the positive or negative fitness outcomes of others[24].Various endeavours to define and elucidate altruism have regarded motivation as a helping behaviour[25]. Similarly, it has been found that altruism serves as a significant driving force behind professionalism in

the field of education[19].Altruism enhances a teacher's sense of authority, hedonism, achievement, enthusiasm, self-discipline, and altruism itself[26]. Altruism is also recognised as a strong predictor of safe behaviours and acts of organisational citizenship[27]. Altruism enhances the learning capacity of individuals, highlighting that it acts as a deterrent to relationship conflicts[28]. Teachers with a strong sense of altruism are adept at inspiring children to learn and creating positive relationships with them[26].

Altruism can be described as "voluntary actions in which an employee offers support to an individual facing a specific challenge in order to help them complete their task, especially in extraordinary situations"[29].Altruism pertains to employees assisting their colleagues with their work-related tasks. It involves direct efforts aimed at aiding a specific individual in face-to-face interactions, such as helping those who have been absent, voluntarily taking on tasks beyond requirements, providing guidance to new colleagues even when not obligatory, and supporting others burdened with heavy workloads.Altruism serves as the fundamental impetus for collaboration and compromise. Altruism is one aspect of what social psychologists refer to as pro-social behaviour. Any action that benefits others, irrespective of the motivation or personal gain derived from the act, is deemed pro-social behaviour.Altruism can be seen as the opposite of egoism; therefore, assessments of altruism can be conceptualised as a spectrum ranging from selfless acts to self-centred ones[30].Individuals do not fall strictly into the categories of being completely altruistic or entirely egoistic.Consequently, the measurement of altruism revolves around assessing the propensity for altruistic behaviour versus antagonistic behaviour, which encompasses both a willingness to assist and bestow benefits upon others as well as a reluctance to cause harm or impose costs on others[30].

Altruism encompasses voluntary actions directed towards assisting others or colleagues by distributing workloads or resources. It involves mentoring newly appointed individuals to rapidly acquire the necessary technical knowledge, enabling them to handle tasks independently and saving their precious personal time and resources. It also entails orienting new members to embrace naval traditions, regulations, and policies. Altruism represents a mindset or behaviourcharacterised by a selfless concern for the welfare of others. It is an attitude or way of behaving marked by unselfish concern for the welfare of others. Altruism is the enduring propensity to consider the rights and welfare of other people, to feel concern and empathy for them, and to act in a way that benefits them[31]. Altruism stands as a highly reliable personal asset that correlates with the inclination to engage in helpful behaviours. Therefore, altruistic resources do exist, affirming that the inclination to take others into account when assessing our own interests is inherent to human nature.

Altruism is characterised by sentiments of loyalty and a sense of duty[28]. Altruism focuses on the inclination to assist others and the willingness to act morally, regardless of personal benefits. On the other hand, obligation centres around the moral duties associated with specific entities such as God, monarchs, institutions like the government, or abstract concepts like patriotism. While some individuals can experience both obligation and altruism, others may not possess such a capacity.Empathic sentiments and altruism are closely related[27].Altruism serves as the driving force behind an altruistic person's constant desire to help others. The internal factors within oneself that result in happy sentiments are what give rise to the altruistic motive. This will enable them to mobilise efforts to aid others. Altruism

comprises five constituent elements: (1) empathy; (2) belief in a just world; (3) social responsibility; (4) internal locus of control (internal self-control); and (5) low egocentrism.

Altruism has been investigated in the specific context of sharing explicit knowledge[32].Altruism is a psychological motivation that drives people to engage in charitable and socially responsible behaviour because it gives them satisfaction from sharing information. Altruistic employees perceive knowledge sharing as a means to support a group they feel deeply connected to, whether it comprises coworkers, superiors, or the organisation as a community partner. Consequently, altruistic individuals experience the rewards of their charitable actions and hold a positive view and emotional attachment towards collectivism. The notion of finding enjoyment in helping others has been derived from the concept of altruism and has been utilised in previous studies as a measure of altruistic tendencies.

Conscientiousness

The concept of conscientiousness is well-known among researchers due to its inclusion in the Big Five model of personality traits, which also encompasses extraversion, agreeableness, emotional stability, and openness or intellect[33].Conscientiousness is typically regarded as a personality characteristic that embodies enduring and instinctive cognitive, emotional, and behavioural patterns that distinguish individuals from each other, and these patterns manifest automatically and persistently and can be triggered in situations that evoke

specific traits[34].When considering historical perspectives, conscientiousness-related concepts hold significant importance in the field of psychology. These ideas have a rich heritage, originating from Sigmund Freud's concepts of the superego, which encompass related notions such as the ego ideal and conscience. Traits connected to conscientiousness, including achievement motivation and impulse control, have been extensively examined for more than a century, spanning a period exceeding 100 years.During the transitional phase between Freud's theories and the emergence of the Big Five, scholars delved into interconnected ideas through the exploration of constructs such as impulsivity, adherence to societal norms, conformity to social expectations, and the management of one's ego[35].The trait of conscientiousness exerts a substantial impact on various crucial aspects of life and contributes significantly to fostering a positive ageing process. Regardless of cognitive ability, conscientiousness consistently correlates with greater academic achievement in both high school and college[36].Conscientiousness emerges as a highly reliable indicator of work-related results, including job performance, leadership skills, income levels, and occupational achievement[37]. Furthermore, conscientiousness acts as a predictor of marital stability, exhibiting a corresponding propensity for reduced divorce rates[38]. Ultimately, conscientiousness emerges as a distinct predictor of major depression, going beyond other personality traits like neuroticism[39]. It appears that individuals who aspire to live or cultivate a lengthy, healthy, prosperous, and joyful life should prioritise the development of conscientiousness.

Conscientiousness can be characterised as the tendency to demonstrate organisation, responsibility, and a strong work ethic. It encompasses the inclination to adhere to socially accepted standards concerning impulse control, goal-oriented behaviour, planning, delayed

gratification, and compliance with rules and norms.Although there is general agreement on the definitions of conscientiousness, there is ongoing debate regarding the hierarchical organisation of its component traits. Various factor structures have been put forth to explain conscientiousness, resulting in differences of opinion. However, there are shared elements across these structures that emphasise characteristic aspects of conscientiousness, and four facets have consistently emerged as prototypical of the domain, though not universally accepted. The aspect of self-control encompasses the capacity to manage attentional, emotional, and behavioural impulses while striving towards meaningful goals and standards. The trait of industriousness exemplifies a dedicated work ethic, reflecting a purposeful and diligent approach to accomplishing objectives. A facet of responsibility entails the consistent fulfilment of duties and obligations towards others. Lastly, the facet of orderliness involves a preference for neatness, the maintenance of well-organised personal belongings, and an orderly and systematic approach to tasks in the workplace.

Conscientiousness, a personality attribute extensively examined in psychology, has attracted considerable attention for its influence on diverse facets of human conduct and results[40]. It refers to an individual's inclination to approach obligations and commitments in an orderly, dependable, reliable, and meticulous fashion. It is characterised by goal-directedness, task focus, and adaptability, and it is widely regarded as the most influential factor in predicting performance[41].Conscientiousness can be observed through a focus on achievement, including qualities such as diligence and perseverance[42]. It is also evident in traits like dependability, where individuals are responsible and cautious, as well as in their orderly approach to tasks, characterised by careful planning and organisation[42].Conscientiousness is commonly defined

as the assessment of an individual's level of organisation, perseverance, and motivation in pursuing goals. A conscientious person demonstrates rationality, goal-oriented focus, and self-confidence in their abilities. Scientific studies have consistently shown that conscientious individuals tend to enjoy longer lifespans. This can be attributed to their lifestyle preferences, including refraining from substance abuse, actively engaging in regular exercise, and adhering to a nutritious diet. Moreover, conscientious individuals are more inclined to follow medical advice and undergo routine health check-ups.Conscientiousness plays a beneficial role in facilitating workplace adaptation, fostering interpersonal relationships, and enhancing overall achievements[43]. Conscientiousness emerges as a prominent and robust predictor of exceptional performance in diverse occupations and the outcomes of training programmes.

Conscientiousness, often referred to as the 'desire to accomplish,' is synonymous with reliability. It is also referred to as meticulousness, organisation, and accountability[44]. It encompasses being driven by goals, demonstrating self-discipline and persistence, and maintaining ethical standards[45]. Individuals who exhibit conscientiousness tend to excel and have a strong orientation towards achievement[46]. They possess ambition, are self-directed, and demonstrate self-governance. They are recognised for their reliability and dependability[47]. Individuals of this nature establish personal goals and exhibit strong dedication towards attaining them. Conscientiousness is closely associated with thriving in the workplace, exerting control over habits and impulses, and consequently enhancing time management skills.Conscientiousness acts as an influential factor preceding the pressure and learning processes, ultimately leading to employee flourishing and success in the workplace[48]. People who exhibit a high level of conscientiousness are known for their methodical and organised

approach. They are praised for being efficient, persistent, and having a strong sense of responsibility. They are highly motivated to achieve their goals and willingly put in substantial effort. Additionally, they show ambition and set high standards for themselves and those around them[49].Individuals with conscientiousness often complete work-related tasks regardless of feeling inspired or experiencing joy. Instead, they possess the ability to self-motivate and accomplish the given task, even if it is tedious or uninteresting[49]. Individuals who have a high conscientiousness score tend to invest significant effort in planning and organising, resulting in a predictable and consistently efficient approach. They are punctual, meet deadlines, and follow through on their commitments. Due to their strong sense of obligation, they are often seen as reliable, dutiful, conscientious, and loyal[49]. Individuals with high conscientiousness value rules and regulations, show respect for norms and authority, and actively strive to meet the expectations of others[49]. Individuals who score low on conscientiousness often exhibit characteristics such as carelessness, irresponsibility, laziness, impulsiveness, and a lack of drive to achieve[42].They typically have a reduced sense of obligation to adhere to rules, norms, and authority[49].

Sportsmanship

Sportsmanship is an admirable mindset that embraces the inescapable inconveniences and requirements of work with elegance and refrains from expressing complaints.A fine sportsman not only avoids complaining when confronted with inconveniences caused by others but also upholds a positive demeanour in the face of unexpected outcomes or setbacks[50].Employees exhibit a willingness to prioritise the collective welfare of the team or the organisation's success over their individual interests and demonstrate a lack of personal

attachment when their ideas are rejected.Sportsmanship encompasses the act of abstaining from actions that may create detrimental tension in the workplace and cultivating a collaborative environment within the organisation, even when confronted with challenging situations[51].Sportsmanship also encompasses the responsibility to safeguard the reputation of the organisation against external entities or individuals who are not part of it[52]. It signifies the willingness of employees to embrace suboptimal conditions and maintain a positive attitude without expressing complaints. Sportsmanship showcases an employee's inclination towards tolerance, their resilience to overcome demanding issues and obstacles, and their readiness to embrace certain frustrations and organisational pressures without voicing grievances[53]. The sportsmanship of employees involves the ability to endure unforeseen or less desirable circumstances without expressing complaints.

Sportsmanship entails the compulsory collaboration of individuals in executing their tasks and duties in accordance with the law, regulation, and standard acceptable to the organisation[54]. It is the voluntary cooperation of individual employees to carry out their duties beyond their task responsibilities and use their energy and insight in developing their abilities infavour of the organisation. Sportsmanship refers to a mandatory set of conduct that aligns with the ethical and moral principles of sports, which every employee must adhere to in order to enhance their performance in tasks and organisational responsibilities[55]. When employees engage in behaviour beyond their expected roles that contributes to the success of the organisation, it is termed as sportsmanship. Hence, individuals frequently prioritise the interests of others over their own and fulfil their responsibilities with a selfless approach. Every action undertaken by a sportsman is driven by specific objectives[56]. In order for a company to

embark on successful endeavours, its employees must demonstrate a strong sense of sportsmanship[56]. Alongside fostering a culture of sportsmanship within the organisation, creating a positive work environment plays a crucial role in accomplishing the company's objectives. It is essential to establish a pleasant atmosphere in the workplace, as this facilitates the employees' ability to embrace the spirit of sportsmanship and thereby enables the company to attain its targets more effectively.

The development of sportsmanship among employees is influenced by various factors. Firstly, the organisational culture plays a crucial role in shaping employees' attitudes and actions. An inclusive and positive culture that encourages fair competition and respect for others can promote sportsmanship within the organisation. Secondly, the behaviour of leaders has a significant impact on how employees conduct themselves. When leaders display sportsmanlike behaviour, they act as role models, inspiring their subordinates to behave in a similar manner. Thirdly, individual characteristics, such as moral values, personality traits, and personal experiences, also affect an employee's likelihood of exhibiting sportsmanship. Studies indicate that individuals with high levels of empathy, integrity, and self-control are more inclined to demonstrate sportsmanlike behaviour.

The demonstration of sportsmanship in the workplace brings about numerous positive outcomes for individuals and organisations. Firstly, sportsmanship enhances employee satisfaction and engagement by fostering a positive work environment characterised by fairness and respect. When employees feel valued and respected, they are more likely to be motivated and dedicated to their work. Secondly, sportsmanship promotes positive interpersonal relationships and teamwork. When employees exhibit fair play and respect, trust

is established, leading to more effective collaboration. Consequently, this improves team performance and productivity. Thirdly, organisations that prioritise sportsmanship are more likely to attract and retain top-quality talent. Prospective employees are attracted to organisations that exhibit ethical behaviour and prioritise fairness and respect. Lastly, sportsmanship contributes to the overall reputation and image of the organisation, positively influencing its relationships with stakeholders such as customers, partners, and investors.

Courtesy

Prosocial behaviour refers to voluntary actions that benefit others, and one such behaviour is being courteous. Courtesy encompasses various acts of politeness, respect, and consideration towards others[57]. It involves displaying good manners, observing proper etiquette, and showing thoughtfulness in our interactions with people, regardless of our familiarity with them or their status. Courtesy plays a crucial role in social interactions by fostering positive relationships, cultivating harmonious environments, and nurturing a sense of community[58].

One important aspect of being courteous is showing politeness[59]. Politeness entails using courteous language, such as "please" and "thank you," as well as employing appropriate greetings and expressions of respect. It also involves being considerate of others' emotions and refraining from actions or words that may cause offence or harm. Polite conduct demonstrates a level of thoughtfulness towards others and contributes to a more pleasant and respectful atmosphere in any social situation. Respect is another essential component of courtesy[59]. It

entails acknowledging and appreciating the inherent value, dignity, and rights of others. Respecting others involves treating them fairly, listening to their opinions, and abstaining from belittling or demeaning them. It is also crucial to respect personal boundaries and cultural differences. By demonstrating respect, individuals create an environment that fosters trust, inclusivity, and cooperation.Consideration is strongly connected to both politeness and respect, encompassing the act of contemplating the needs, preferences, and welfare of others and adapting our conduct accordingly[59]. Considerate individuals anticipate how their actions and words may affect others and strive to reduce any negative consequences. This may involve being conscious of noise levels, providing assistance when required, and being punctual for appointments or gatherings. Consideration nurtures empathy and comprehension, and it plays a significant role in cultivating a constructive and encouraging social atmosphere[59].Courtesy goes beyond personal interactions and can also be demonstrated through acts of kindness and good citizenship[60]. Acts of kindness, such as holding the door for someone, aiding others with their belongings, or providing assistance to those in need, exemplify a willingness to go beyond what is expected to brighten someone else's day. Good citizenship entails respecting public areas, adhering to rules and regulations, and actively engaging in community activities. These behaviours display a sense of accountability and contribute to the overall welfare of society.

Courtesy refers to the actions and behaviours that help prevent interpersonal issues and problems among individuals[61]. Examples of courtesy include informing others in advance about work schedules, consulting them before making decisions that could affect them, and generally making an effort to avoid creating problems for coworkers. When employees are courteous, they help prevent managers from constantly dealing with crises by taking proactive

steps to prevent problems[62]. Courtesy involves behaviours aimed at preventing problems and taking timely actions to minimise their impact in the future. In simpler terms, courtesy means offering support and encouragement to fellow members of the organisation when they feel demotivated or discouraged in their professional growth[61]. Displaying courtesy among employees can reduce conflicts between groups and decrease the time spent managing such conflicts[63]. The core concept of courtesy revolves around refraining from actions that unnecessarily burden colleagues and ensuring they have sufficient notice when their workload increases.

Civic Virtue

Civic virtue refers to the conduct that demonstrates the extent to which an individual effectively represents an organisation they are affiliated with, as well as their support for the organisation beyond their official responsibilities[64]. It involves actively participating in the organisation's political activities and contributing to its progress by expressing opinions openly and honestly, attending meetings, engaging in discussions with colleagues on matters related to the organisation, and staying informed through organisational communications like emails—all for the betterment of the organisation[65].

Civic virtue refers to the conduct of an individual that demonstrates their dutiful participation, active involvement, and genuine concern for the organisation's well-being. It reflects a high level of interest in and commitment to the organisation, showcasing a willingness to actively engage in organisational events, monitor the organisation's environment for potential challenges and opportunities, and work towards finding optimal solutions for the

organisation[66]. These behaviours arise when employees align themselves with the organisation and perceive themselves as integral members of it. Civic virtue can be understood as the subordinate's engagement in the organisation's political dynamics and support for its administrative functions[65].

Civic virtue pertains to the ethical and moral conduct demonstrated by individuals in an organization, community, or society[67]. It encompasses their readiness to engage actively in matters concerning their community or organisation, uphold its values, and contribute to its overall welfare beyond their designated duties[68]. Civic virtue is based on the belief that individuals have a duty to make positive contributions to their organisation. It also emphasises the importance of integrity and ethical behaviour[67]. Individuals with civic virtue adhere to elevated moral principles, acting with honesty and ethics in both their personal and public lives.

Civic virtue refers to the voluntary behaviours exhibited by employees that bring benefits to the organisation as a whole[69]. Within the workplace, civic virtue is demonstrated through employees' commitment to the organisation's objectives, values, and mission. It encompasses actions that surpass the minimum requirements of their job descriptions and reflect a sense of dedication, loyalty, and accountability towards the collective success of the organisation. This includes actively participating in organisational activities, such as volunteering for committees, task forces, or workgroups that contribute to the organisation's improvement. It also entails promoting a positive organisational culture by serving as ambassadors for the organisation's values and norms and engaging in behaviours that cultivate a positive work environment[70]. This involves fostering teamwork, cooperation, and respect among colleagues while discouraging behaviours that undermine the organisational culture.

Additionally, civic virtue involves supporting organisational changes and adapting to new initiatives.

2.1.2 Leadership Styles

The idea of leadership is complex and includes many facets of influencing and guiding people or groups towards a shared objective. It can be observed in a wide range of settings, including families as well as business, politics, sports, and education. It entails having the capacity to empower, inspire, and motivate people to realise their full potential and to contribute to the achievement of a group, organisation, or community's goals[71]. The ability to make a vision a reality is what it means to be a leader[72]. It involves convincing and inspiring people to make voluntary and passionate contributions to accomplishing common goals[73]. Leadership entails moving outside the culture to launch more adaptive evolutionary change processes[74]. Being in command is not what makes a leader[72]. It involves looking out for those you are responsible towards.

Leadership can be fundamentally defined as the ability to inspire and influence a group of individuals towards a shared objective or goal[75]. A leader possesses the capacity to motivate others through passion, driven by a vision and conviction, ultimately serving a purpose[75]. A leader instills a sense of positivity and guides others towards specific goals and objectives. According to management literature, leadership is often associated with certain traits such as intelligence, empathy, extraversion, adaptability, openness to new experiences, decision-making skills, self-confidence, and conscientiousness[76]. A leader not only advocates for their own cause but also takes responsibility for the well-being of others. They serve as motivators within a team[77]. Leadership can be seen as a characteristic deeply ingrained in an individual's

behaviourand conduct. A leader consistently displays a positive attitude and possesses a strong sense of self-worth[72]. While their approach may be assertive, they are not aggressive or forceful in their style. A leader is highly self-reflective, constantly evaluating and analysing their plans and actions[78].

It is important to recognise that leadership is not confined to specific personality types or positions. It can be demonstrated by individuals at any level within an organization or community. Effective leaders possess a blend of skills, traits, and behaviours, often referred to as leadership styles. The term "style" essentially reflects the leader's behaviour, encompassing various approaches and actions they employ when interacting with followers or subordinates. It represents how the leader influences their subordinates[79]. Each leader has their own unique way and style of guiding a group of people within an organisation. Commonly observed leadership styles in organisations include autocratic, bureaucratic, democratic, laissez-faire, digital, transformational, coaching, pace-setting, and charismatic, among others.

Digital Leadership Style

To succeed in the digital era of managing and retaining talent as well as effectively reaching out to, connecting with, and engaging employees, leadership roles have become essential. The integration of a variety of technologies, techniques, and instruments is a key component of digital leadership[80]. These include the Internet of Things (IoT), e-platforms (webinars), social media, artificial intelligence, Big data, and machine learning[81]. The term "digital leadership style" describes how leaders behave and think in the digital era, when technology is integral to business and organisational processes[82].Digital leadership entails utilising digital tools, strategies, and skills to guide organisations, promote innovation, and

adjust to the dynamic digital environment[83]. Digital leaders understand the possibilities presented by technology and utilise it to enhance growth, efficiency, and customer focus[82]. They possess a comprehensive awareness of digital trends, emerging technologies, and the digital requirements of their organisation and industry. While they may not be experts in every technical detail, they possess a solid understanding of digital concepts and are open to continuous learning and adaptation to new digital advancements[81].

Digital leaders have a strategic and visionary mentality and are aware of how technology may transform their organisation and their field of work[82]. They successfully convey their vision to stakeholders by coordinating their digital initiatives with their entire business objectives. Additionally, digital leaders show agility and flexibility by welcoming change and fostering an environment that values experimentation and innovation[84]. They are open to new suggestions and give their teams the freedom to investigate and put into practise digital projects that support organisational development and competitiveness[85]. Making decisions based on data is yet another essential component of digital leadership[85].Leaders use analytics, artificial intelligence (AI), and machine learning to obtain insights and make wise decisions because they understand the importance of data. Data security, privacy, and ethical considerations are given top priority. Digital leadership requires both empowerment and collaboration[86]. Leaders encourage collaboration and knowledge sharing between teams and hierarchies, giving staff members the freedom to offer their digital expertise. They cultivate a welcoming environment that promotes learning, experimentation, and taking risks[87].

A customer-centric approach is also prioritised by digital leaders[88]. In order to improve the customer experience, they make use of digital tools, gathering information, customising

the offers, and providing frictionless digital interactions. They interact with customers through digital platforms and adjust to their changing wants and tastes. For digital leaders, ongoing education and development are essential. They actively keep up with developing technologies and digital trends, investing in their own education and assisting their teams in gaining digital expertise[89]. They encourage an environment of ongoing learning within the organisation in question.Digital leaders are aware of how crucial change management is to the process of going digital[90]. They handle opposition to change, explain the reasons and advantages of digital projects, and assist staff in adjusting to new working practises. They build a welcoming environment where staff members feel free to embrace change and investigate digital potential. However, it is important to remember that a leader can also have different leadership philosophies, including authoritarian, democratic, transactional, servant, and digital leadership.

Pace-setting Leadership Style

Setting the pace is a dynamic leadership style where the leader creates a fast-paced environment and sets high performance criteria for their team to follow[91]. The leader acts as an example, demonstrating great abilities and a strong work ethic while actively motivating the team to achieve challenging goals. They set high standards for performance and encourage their team members to meet or surpass them[92]. They place a strong emphasis on productivity, promptness in making decisions, and personal involvement in work[93]. The team's high expectations are fostered and a sense of urgency is created by the pace-setting leader. They demand quality from people and anticipate constant, exceptional outcomes[92]. They rely on their own knowledge to lead and motivate the team by setting clear goals and closely observing progress[94].They keep a quick pace and concentrate on getting outcomes quickly while making

quick decisions. A crucial component of their strategy is holding team members accountable for attaining high performance requirements[91]. The pace-setter leader places a strong emphasis on effectiveness, promotes swift action, and anticipates that people will act independently while pursuing challenging objectives[95].

A pace-setting leadership style successfully communicates expectations to team members and has a clear understanding of what needs to be completed[96]. These leaders set an example for others to follow by actively participating in the work process and modelling the necessary attitudes and work habits[91, 92]. They put a lot of focus on attaining concrete results and exhibit competence, dedication, and commitment[96]. Setting the pace ensures that progress is regularly monitored, that people are held responsible for fulfilling objectives and deadlines, and that performance measures are valued. They put efficiency first and act quickly to solve problems or capture opportunities[97].However, pace-setting leaders could not offer much coaching or feedback due to their emphasis on efficiency and high performance[98]. They presume that the members of their team have the requisite knowledge and abilities. It is therefore inappropriate for teams who need an environment that is more loving and supportive or for long-term sustainable growth. While this leadership style can motivate a team to achieve goals, it can also have a negative effect on morale. Team members may experience stress, burnout, and a decline in motivation as a result of the ongoing pressure to perform to high standards and the accompanying lack of support and feedback.

Transformational Leadership Style

The goal of transformational leadership is to inspire and motivate people to realise their maximum potential and go beyond their own expectations[99]. The leader must develop a vision and motivate people to work towards it by instilling a sense of passion and purpose in them. Transformational leaders inspire their followers to put the interests of the group or organisation ahead of their own[100]. Individual influence, spiritual encouragement, and intellectual stimulation are qualities of transformational leadership[77]. They frequently take the individual into account, set internal vision and goals, foster an open culture, have faith in the workforce to achieve their objectives, and maximise staff potential.The needs of followers are prioritised together with their development under a transformational leadership style. Managers that practise transformational leadership focus on the expansion and development of their team members' morale, level of inspiration, and values as a prelude to their technical skills[101]. A vision for their organisations can be defined and communicated by transformational leaders, and their leadership style has the power to "transform" organisational as well as individual-level factors, such as improving motivation and resolving conflict within teams or groups[102]. Employee performance and happiness were actively influenced by transformational leadership on both personal and organisational levels.

Four distinctive traits of transformational leaders make them stand out[79]. They first exhibit Idealised Influence by being role models for their followers and gaining their esteem. They encourage people to imitate them by upholding high moral standards, honesty, and a solid value system[102]. They efficiently convey a captivating future vision to their followers, which demonstrates their inspirational motivation[102]. They enthral and inspire others towards the common goal through strategies like storytelling. By encouraging creativity, invention, and critical thinking among their followers, they thirdly promote intellectual stimulation[102]. They

question accepted beliefs, promote lifelong learning, and cultivate an atmosphere that promotes intellectual development and discovery.Finally, they demonstrate Individualised Consideration by actually caring for each follower's needs and progress[102]. They assist, coach, and mentor individuals while acknowledging their individual qualities and abilities. The essence of transformational leadership is defined by these four behaviours as a whole, giving leaders the ability to motivate and effect change in their teams and organisations.

Transactional Leadership Style

A leadership approach called "transactional leadership" emphasises the interaction between leaders and their subordinates. It is founded on the idea of transactions or agreements, in which superiors give incentives or penalties in exchange for particular acts or output from their subordinates[103]. In this leadership style, the fulfilment of immediate tasks and goals is prioritised[104]. The fact that employees can consistently reap both tangible and intangible rewards shows that the transactional leadership style is effective in establishing and maintaining the conditions that allow for the full realisation of organisational and human potential[105]. In particular, this leadership approach supports the development of a performance-enhancing atmosphere and articulates a compelling vision that improves overall organisational performance.

Several fundamental ideas form the foundation of transactional leadership. Contingency reward is one of these ideas, in which leaders define clear expectations and objectives for their people[106]. They set expectations for tasks and performance, and in exchange they provide incentives like pay increases, promotions, or recognition to people who achieve or surpass those criteria[107]. The idea of management by exception (active) is another one.

Under this concept, supervisors actively watch the work of their employees and step in when they notice a deviation from predetermined norms or expectations[108]. They quickly spot issues and deal with them, offering advice and remedial action to keep performance on track.Additionally, transactional leaders use a more passive strategy called management by exception (passive). In this situation, leaders allow their followers to function independently so long as everything goes according to plan, only getting involved when serious issues or mistakes arise[108]. Finally, transactional leaders could adopt a carefree attitude. This indicates that they refrain from leading their team in a proactive manner[109]. They don't offer much advice, give little criticism, and let their followers make their own decisions.

A distinct chain of command and organised hierarchical relationships are the foundation of transactional leadership[110]. It functions effectively in organisations that demand tight obedience to rules and regulations, where tasks can be outlined precisely and outcomes are simple to gauge[110]. Typical environments for this leadership style include the military, bureaucracy, and conventional organisational structures. Transactional leadership has its limitations even though it occasionally works well. It frequently emphasises immediate objectives and might not encourage originality, progress, or long-term development. Instead than relying on intrinsic motivation, it uses external motivation in the form of rewards and penalties. Other leadership philosophies like transformational or servant leadership may therefore be more suitable in dynamic and complicated contexts that call for flexibility, creativity, and initiative.

Coaching Leadership Style

A leadership strategy that focuses on enabling and developing people to realise their full potential is known as coaching. A coaching leader fosters the personal and professional development of their team members by acting as a mentor and facilitator rather than only assigning or directing duties[111]. Coaching leaders believe in the potential of their team members and work to maximise it by offering advice, encouragement, and helpful criticism. They foster a supportive and welcoming environment where people are encouraged to experiment, take chances, and gain knowledge from their experiences[112].

Coaching leaders place a priority on their team members' personal growth[113]. They put in the time and effort to get to know each person's strengths, limitations, and goals before offering them specialised advice and resources to help them develop their skills and accomplish their goals. The foundation of coaching leadership is effective communication, and active listening is essential[111, 112]. These managers pay close attention to their team members' viewpoints, issues, and suggestions. They establish a safe environment for people to express themselves freely by encouraging honest and open discourse. Powerful questioning tactics are used by coaching leaders to encourage reflection and critical thinking[114].They help people explore diverse perspectives, unearth ideas, and hone their problem-solving skills by offering thought-provoking questions. This method encourages people to go within themselves for answers as opposed to relying primarily on direct instruction. Another crucial component of coaching leadership is providing regular feedback[115]. These leaders offer supportive constructive criticism while recognising both accomplishments and potential areas for development[116]. They aid people in recognising their areas of potential growth, promote self-awareness, and provide direction, resources, and support to overcome obstacles and realise their potential.

Coaching leaders upholds the essential concepts of autonomy and empowerment[117]. They provide their team members the power to make decisions and freedom within their job descriptions. A sense of accountability, motivation, and engagement are fostered by this trust among team members. Coaching leaders model a growth mentality for their teams and inspire others to do the same. They think that hard work, practise, and ongoing learning can help people enhance their talents and abilities. By encouraging this way of thinking, people are inspired to take on challenges, persevere through setbacks, and see failure as an opportunity for personal development. The coaching leadership style is very good at encouraging personal growth, developing solid bonds with others, and creating an environment at work that is supportive and empowering[118].It helps individuals reach their potential, enhances team performance, and contributes to long-term organizational success.

2.1.2 School Welfare Measures

The policies and programmes that educational institutions implement to guarantee the staff members' physical, mental, and emotional well-being are known as school welfare measures[119]. These metrics cover a range of subjects like work-life balance, professional growth, and support networks to improve the standard of the workplace as a whole and encourage productivity and employee satisfaction. They refer to a variety of plans, advantages, and rules made to serve the all-encompassing requirements of academic staff and teachers. The objective is to offer financial stability, opportunity for career progress, work-life balance, and a supportive workplace, encouraging employee engagement, loyalty, and well-being. These measures include a range of proactive efforts implemented by schools to address the welfare and happiness of their workers, such as equitable pay, wellness and health initiatives, chances

for professional growth, employee recognition, and improvements to the working environment. Educational institutions establish a favourable and supportive work environment by encouraging the physical, social, and psychological well-being of its employees[120]. By employing strategies like financial incentives, employee assistance programmes, flexible work schedules, performance recognition, career advancement opportunities, and support systems that address the various needs and concerns of educators and other staff members, they prioritise the welfare and satisfaction of their workforce.

By addressing their needs and fostering a friendly workplace, school welfare initiatives raise employee happiness. Additionally, they increase employee retention, lowering turnover and its expenses. Welfare programmes also raise staff morale, which increases drive and output[121]. Educational institutions can draw brilliant individuals looking for a job that appreciates their well-being by providing extensive welfare measures. Through health and wellness efforts, these measures also support a healthy workforce, which lowers absenteeism and increases productivity[119]. They help employees handle their personal duties successfully and lessen stress, promoting work-life balance. Employees can improve their skills and knowledge by investing in professional development opportunities through welfare programmes, which promotes career advancement and job satisfaction.

Welfare programmes also help create a better workplace atmosphere where staff members feel supported, appreciated, and valued[121]. Schools with a strong focus on employee wellbeing develop a positive organisational reputation that draws in eligible applicants and benefits from word-of-mouth advertising[121]. Positive learning environments are produced when staff members are content and happy at work. This has a direct impact on the standard

of instruction and the experience of students. Welfare programmes ultimately help to create a culture in the organisation that prioritises employee wellbeing and encourages a helpful and cooperative environment throughout the whole organisation[122].

Medical Care

Medical care includes a broad range of healthcare services that are offered to those in need by healthcare professionals[123]. It consists of diagnostic, therapeutic, and rehabilitative services in addition to preventive measures including immunisations and health screenings. Assessing, treating, and managing diseases, injuries, and medical problems are all part of medical care. It includes procedures, drug delivery, medical consultations, and ongoing patient health monitoring. Promoting and restoring health, preventing illnesses, easing suffering, and enhancing patients' general wellbeing are the main objectives of medical care[124]. It is provided in a methodical and organised manner, accounting for the special requirements of patients, and utilising medical know-how, expertise, and technologies to improve health outcomes[125]. Health care is provided holistically, taking into account not only physical wellbeing but also psychological, emotional, and social facets as well[124]. In order to improve patients' quality of life, it entails collaboration between healthcare experts from many disciplines and aims to deliver individualised, compassionate, and evidence-based treatment.

Organisations hope to show their dedication to the health and welfare of their workforce by offering medical care services[126]. These services not only support keeping a healthy workforce, but they also boost employee morale and productivity while lowering absenteeism. Employees have access to timely, high-quality healthcare, including doctors, specialists, tests, and treatments, ensuring that medical needs are met effectively and efficiently. This offers

peace of mind by reducing the financial strain connected with paying for medical bills through medical insurance or perks[126]. It fosters a positive work environment where people feel appreciated, taken care of, and empowered to put their health first. Medical care services can also encourage a culture of wellbeing and health among students.Employees are more likely to adopt healthy lifestyle choices and actively participate in self-care practises if frequent health checkups and preventive actions are encouraged. A healthier and more energetic learning environment might result from this, which would be advantageous to both staff members and students.

Accommodation

The term "accommodation" refers to the housing or living arrangements that educational institutions offer to their staff as a kind of employee welfare[127]. By providing workers with an accessible and comfortable location to live, it is intended to promote and enhance their wellbeing, job satisfaction, and productivity, especially if they are obliged to work or live on the school grounds. It acknowledges that an employee's living situation can have a big impact on how well they do their job in general and how well they manage work and life[128]. Schools want to address the needs and worries of their staff members, encourage employee retention, and foster a healthy work environment by offering adequate housing options. This practise is particularly prevalent in boarding schools, colleges, and other academic institutions where employees may be forced to live on campus or close to their place of employment.

By offering on-campus or close living choices, accommodations offer convenience by cutting down on commuting time and its related stress. This is especially useful for people who

have erratic work schedules, obligations in the evenings and weekends, or who need to be available at short notice. Employee housing costs are reduced, especially in regions with high living prices. Schools may provide discounted rates or include lodging as part of the benefits package, easing financial obligations and enhancing the appeal of employment. By allowing workers to live close to their place of employment, accommodations promote work-life balance[129]. Due to their close proximity, they may attend school-related events, spend more time with their families, and participate in leisure activities all without having to spend a lot of time commuting. Additionally, accommodating employees as a welfare measure results in greater employee satisfaction and improved retention rates. Employee commitment to their work and the institution is increased when they feel valued and supported, resulting in a steady workforce and high morale[130].

Study Leave

Study leave is a concept that refers to a period of time granted to individuals, usually employees or students, to focus on their studies or educational pursuits[127]. It is a designated period during which individuals are allowed to take time away from their regular work or academic responsibilities to engage in intensive studying, research, or training related to their field of interest.

The duration and terms of study leave can vary depending on the specific organisation or educational institution. Some companies or institutions may provide a fixed number of days per year for study leave, while others may consider granting study leave on a case-by-case

basis, depending on the individual's circumstances and the relevance of the proposed study activities. During study leave, individuals are expected to utilise their time effectively to acquire new knowledge, improve their skills, or make progress towards their educational goals. It is important for individuals to plan and prioritize their study objectives, allocate sufficient time for different activities, and make the most of the opportunity provided by the study leave.

Study leave facilitates professional development by enabling individuals to enhance their knowledge, skills, and qualifications, leading to improved job performance, increased career prospects, and potential salary advancements[128]. It also allows dedicated time for skill enhancement, enabling individuals to deepen their expertise, learn new techniques, and broaden their skill sets, which can directly enhance their productivity and efficiency. Study leave offers the opportunity for intensive knowledge acquisition, enabling individuals to explore new subjects, gain in-depth knowledge on specific topics, and develop better problem-solving abilities and innovative thinking[122]. Additionally, study leave promotes personal growth by allowing individuals to pursue their passions, interests, and intellectual curiosity, resulting in increased confidence, expanded horizons, and a sense of accomplishment. Furthermore, study leave facilitates networking and collaboration with like-minded professionals, experts, and educators, leading to valuable connections, potential partnerships, and access to a wider professional community. Moreover, study leave contributes to improved work-life balance by reducing stress and burnout by providing individuals with a break from regular work routines[127]. This investment in personal development allows individuals to return to their work or studies with renewed energy, motivation, and a fresh perspective.

2.2 Theoretical Framework

2.2.1 Social Exchange Theory

Social exchange theory is a sociological and psychological framework that centres around the exchange of resources, benefits, and costs within social relationships among individuals or groups[131]. Its premise is that individuals participate in social interactions with the expectation of receiving rewards and avoiding punishments[132]. This theory can provide a theoretical foundation for examining leadership styles, school welfare measures, and organisational citizenship behaviour within Private Universities.

One of the core tenets of social exchange theory is the emphasis on the rationality and self-interest of individuals[133]. It acknowledges that individuals carefully consider the costs and benefits associated with their social interactions, which can offer insights into how leadership styles and welfare measures influence employee behaviour. By taking into account the rewards and punishments linked to different leadership styles and welfare measures, researchers can gain a better understanding of their impact on organisational citizenship behaviour among administrative staff in Private Universities.

Moreover, social exchange theory recognises the significance of reciprocity in social relationships[134]. It posits that individuals are more likely to engage in positive behaviours when they perceive fairness and equity in their exchanges[135]. In the context of Private Universities, this theory can help explain how leadership styles and welfare measures affect administrative staff willingness to go beyond their formal job responsibilities (organisational citizenship behaviour) in support of the school community. For instance, transformational and coaching leadership styles, along with adequate welfare measures, can foster a positive exchange

environment that encourages staff to engage in organisational citizenship behaviour, such as volunteering for extracurricular activities or offering innovative ideas to enhance the school's welfare[135].

The application of social exchange theory as a theoretical framework in the study titled "leadership styles, school welfare measures, and organisational citizenship behaviour among administrative staff in Private Universities" enables an examination of how different leadership styles (e.g., transformational, transactional, coaching, digital, and pace-setting) influence staff perceptions of fairness, reciprocity, and the exchange of resources. It also explains how leadership behaviours influence the perceived rewards and punishments associated with engaging in organisational citizenship behaviour, thereby influencing staff members' willingness to exhibit such behaviour. Similarly, the theory can be applied to elucidate how welfare measures (e.g., medical care services, accommodation, study leave) impact social exchange relationships within the school. It can analyse the perceived value of these welfare measures in terms of rewards and costs and their influence on staff motivation to engage in organisational citizenship behaviour.

The study seeks to investigate the extent to which administrative staffexhibit organisational citizenship behaviour in Private Universities and explore the contribution of leadership styles and school welfare measures to organisational citizenship behaviour. It aims to investigate how leadership style, coupled with adequate welfare measures, encourages administrative staff members to engage in organisational citizenship behaviour by assisting colleagues, participating in school activities, or contributing to the school's overall welfare. By utilising social exchange theory as a theoretical framework, the study sheds light on the

intricate interplay between leadership styles, school welfare measures, and organisational citizenship behaviour among administrative staff in Private Universities. The findings can offer valuable insights for educational leaders and policymakers in designing effective strategies to enhance staff motivation, satisfaction, and overall organisational effectiveness.

2.2.2 Self- determination Theory

Self-determination theory is a prominent psychological framework that focuses on intrinsic motivation and psychological needs in individuals[136]. It offers a comprehensive understanding of human motivation and behaviour in various contexts, such as education and organisations[137]. In the specific study titled "leadership styles, school welfare measures, and organisational citizenship behaviour among administrative staff of Private Universities," Self-determination theory can serve as a valuable theoretical foundation.

According to self-determination theory, individuals possess three fundamental psychological needs: autonomy, competence, and relatedness[138]. Autonomy refers to the need for choice and control over one's actions; competence pertains to feeling capable and effective; and relatedness entails the need for social connections and positive relationships[138]. Applying Self-determination theory to the study's context allows for the investigation of leadership styles, school welfare measures, and organisational citizenship behaviour among administrative staff in Private Universities.

Self-determination theory proposes that leaders who support autonomy, competence, and relatedness are more likely to cultivate intrinsic motivation and positive outcomes among their subordinates[139]. Autocratic or controlling leadership styles may undermine autonomy and intrinsic motivation, resulting in reduced levels of Organisational Citizenship Behaviour[140]. Conversely, transformational or coaching leadership styles that create autonomy-supportive environments can foster the satisfaction of psychological needs, leading to higher levels of Organisational Citizenship Behaviour[141]. Similarly, when school welfare measures address the psychological needs of autonomy, competence, and relatedness, they can positively impact intrinsic motivation and Organisational Citizenship Behaviour[142]. For instance, providing medical care services and study leave can enhance competence, while fostering a positive and inclusive work environment can promote relatedness and autonomy.

By incorporating self-determination theory into the study, the researcher aims to investigate how different leadership styles and school welfare measures influence the intrinsic motivation of staff members. The researcher also explored the influence of these factors on organisational citizenship behaviour. Furthermore, the study investigated the moderating effects of individual differences and contextual factors on the influence of leadership styles and welfare measures on organisational citizenship behaviour.

Overall, self-determination theory offers a valuable theoretical framework for comprehending the motivational processes and behaviours of administrative staff in Private Universities. By considering the key principles of self-determination theory, the study provides insights into effective leadership and organisationalpractises that foster higher levels of

organisational citizenship behaviour, thereby contributing to the overall well-being and effectiveness of Private Universities.

2.3 Review of Empirical Studies

2.3.1 Leadership Styles and Organisational Citizenship Behaviour

Organisational citizenship behaviour has a substantial impact on an organisation's performance and success, while leadership styles play a key role in determining the dynamics and overall functioning of the organisation. Understanding the connection between leadership styles and organisational citizenship behaviour becomes increasingly important as organisations attempt to improve employee engagement and foster a healthy work environment. A study that addresses the relationship between school administrators' leadership styles and teachers' organisational citizenship behaviours explores the connection between the leadership styles employed by school administrators and the organisational citizenship behaviours exhibited by teachers[143]. In contrast to this study, which explored the organisational citizenship behaviour of staff, it considered the organisational citizenship behaviours displayed by administrative staff. The study narrowed its focus to the specific relationship between school administrators' leadership styles and teachers' organisational citizenship behaviours, while this research takes a broader perspective by incorporating school welfare measures and examining the overall organisational citizenship behaviour of Private Universities

administrative staff[143]. The indicators used in this research for leadership styles include digital, pacesetting, transactional, transformational, and coaching; indicators used for school welfare measures are accommodation, medical care services, and study leave; and indicators for organisational citizenship behaviour include altruism, conscientiousness, civic virtue, sportsmanship, and courtesy. On the other hand, the study aforementioned made use of transformational, transactional, and laissez-faire leadership styles, as well as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue[143]. The location of this research is Oyo State, while that of the study is public sector schools in Lahore[143].

While the study is quantitative in nature, employing the Pearson Product Movement Method to examine the association between leadership styles and organisational citizenship behaviour, this research will use a descriptive survey design and questionnaire for data collection. Data were gathered using a self-created questionnaire. Additionally, all of the sub-dimensions of transactional and transformational leadership styles and the dimensions of organisational citizenship behaviour show a highly significant and favourable correlation in the study's findings, that is (r- .438, P= .000) and (r- .578, P= .000) respectively[143]. This suggests that when school leaders employ more transformational and transactional leadership techniques, a more favourable, effective, and efficient environment is created for working and disseminating knowledge[143]. The study concludes that in order to improve teachers' organisational citizenship behaviours, administrators should concentrate on using transformational and transactional leadership styles[143].

In a separate investigation conducted in China, researchers employed responsible, inclusive, authentic, and supportive leadership styles, which differed from the styles employed

in this particular study and location[144]. The findings of the study shed light on the fact that these responsible, inclusive, authentic, and supportive leadership styles have a strong and meaningful correlation with employees' engagement in pro-environmental organisational citizenship behaviour[144]. The study highlighted the favourable impact of leaders on fostering employees' organisational citizenship behaviour by adopting multiple leadership styles.

Additionally, research conducted in Pakistan utilised transactional, transformational, and laissez-faire leadership styles, whereas the current study took place in Oyo State and incorporated transactional, transformational, pacesetting, digital, and coaching leadership styles. The results from the aforementioned study reveal a significant positive influence of leadership styles on employees' innovative work behaviours, emphasising the mediating and moderating effects of organisational culture and organisational citizenship behaviour on this relationship[145].

2.3.2 Organisational Justice and Organisational Citizenship Behaviour

Due to their deep influence on employee attitudes, behaviours, and overall organisational functioning, the notions of organisational justice and organisational civic behaviour have attracted a lot of interest in the field of organisationalbehaviour. Distributive, procedural, and interactional justices are all included under the umbrella term "organisational justice," which describes how fairness is seen in the workplace[146]. Organisational citizenship behaviour, on the other hand, refers to employee discretionary acts that go above and beyond the official obligations of their jobs and benefit the organisation and its constituents[3]. For researchers, practitioners, and organisational leaders alike, it is crucial to comprehend how

organisational justice affects organisational citizenship behaviour. Some authors conducted a study on the effects of organizational commitment and organizational justice on organizational citizenship behaviour with job satisfaction as a mediation[147]. In contrast to this study, which looks at the impact of leadership styles and school welfare measures on staff organisational citizenship behaviours, the authors were focused on determining the effect of organisational commitment, organisational justice, and job satisfaction as mediators on teacher organisational citizenship behaviour. Through a questionnaire, research information was gathered from 64 teachers at the Gamaliel Christian School in Palu[147]. However, in this study, data would be gathered through a questionnaire from members of staff at Private Universities schools in Oyo State. In contrast to this research, which will be analysed using a descriptive survey design, the data from the aforementioned study were analysed using SEM-PLS (structural Equation Model-Partial Least Square) using SmartPLS software version 3.3.2. The analysis results obtained that organizational justice has a positive effect on organizational citizenship behaviour showing a magnitude of the coefficient value for organizational justice on organizational citizenship behaviour as 0.139 indicating a positive influence of organizational justice on organizational citizenship behaviour and the t-statistic value is 1.834<1.96 with a p-value of 0.06= 0.06[147]. Also, organizational commitment has a positive effect on organizational citizenship behaviour with a co- with a pefficient of 0.137 -value of 0.027< 0.06[147].

A similar study examined the impact of the organizational justice variable, organizational commitment, job satisfaction on the sustainable organizational citizenship behaviour variable in food producers in contrast to this study[148]. In this study, a self-administered cross-sectional questionnaire was given out. A Slovin approach was used to

choose the sample, and a total of 159 participants responded[148]. The analytical tool was the structural equation modelling (SEM) programmeSmartPLS 3.3.3. Through the distribution of an online questionnaire, research data was acquired. The results of this study show that organisational justice variables significantly and favourably affect organisational citizenship variables[148]. This shows that the organisational justice variable assigned to the Banten food producers will increase in proportion to the employee's sustainable organisational citizenship behaviour variable[148]. The organisational commitment variable significantly and favourably affects the organizational citizenhipbehaviour variable[148].

Another study on vitalizing organizational justice in mediating effect of good corporate governance on teachers' organizational citizenship behaviour analyzed the effect of good corporate governance (GCG) on teacher's organizational citizenship behavior mediated by organizational justice[149]. A questionnaire was used to collect research data on GCG, organisational justice, and organisational citizenship behaviour from 356 teachers at State Junior High Schools in Indonesia. The data was analysed using path analysis, descriptive statistics, and correlation. The findings of the study demonstrate that organisational justice has an impact on organisational citizenship behaviour (γ=.26, p<.01)[149]. Additionally, the study suggests that organisational justice plays a crucial role in promoting teacher OCB[149]. In simpler terms, schools that effectively establish organisational justice are more likely to encourage teachers to fulfil their additional roles, such as showing altruism, sportsmanship, courtesy, and civic virtue, to the fullest extent[149].

2.3.3 Workload and Organisational Citizenship Behaviour

Workload refers to the volume of work and responsibilities that an individual is expected to handle within a specific time frame[150]. A study was conducted at BPRS Medina Sejahtera Yogyakarta to investigate the impact of workload on organisational citizenship behaviour and to explore the mediating role of work motivation from an Islamic perspective[151]. A total of 31 respondents were selected for the study using a saturated sampling technique. Data was collected through questionnaires and interviews. The analysis employed SmartPLS 3.2 for both the outer and inner models. The research findings revealed a positive relationship between workload and organisational citizenship behaviour[151]. The original sample value (β) of 0.420 indicates a positive influence, with a T-statistic value of 2.726 exceeding 1.96 (2.726 > 1.96), indicating significance at the 5% level[151]. Additionally, the P-value of 0.007 is smaller than 0.10 (0.007 < 0.10), suggesting that an increase in employees' workload is associated with an increase in their organisational citizenship behaviour[151].

Likewise, another piece of research conducted by a group of scholars focused on the relationship between perceived workload and organisational citizenship behaviour, specifically examining the mediating role of psychological empowerment[152]. The study adopted the theoretical framework of approach-avoidance motivation[152]. To collect research data, a snowball sampling method was employed through an online survey that targeted employees from various private organisations in Indonesia (N = 201). The study utilised three measurement scales: the 9-item workload subscale of the Job Demand-Resource Scale, the 12-item Psychological Empowerment Questionnaire (PEQ), and the 14-item organisational

citizenship behaviour subscale of the Task Performance Scale[152]. The collected data were analysed using the simple mediation regression technique of Macro PROCESS, developed by Hayes for SPSS software. The findings of the study revealed a positive relationship between perceived workload and psychological empowerment, as well as a positive relationship between psychological empowerment and organisationalcitizenship p behaviour. Moreover, the results demonstrated that psychological empowerment acts as a mediator in the relationship between perceived workload and organisational citizenship behaviour[152].

Moreover, an additional study discovered that workloads, organisational culture, and motivation have a positive influence on organisational citizenship behaviour[153]. Specifically, the examination of workloads revealed a significant and positive effect on organisational citizenship behaviour[153]. This impact was observed when employees received workloads that aligned with their skills[153]. Additionally, employees had the opportunity to engage in additional tasks and provide assistance to their colleagues, demonstrating their attitude towards organisational citizenship[153].

2.3.4 Job Security and Organisational Citizenship Behaviour

Job security refers to a sense of stability and protection in one's employment[154]. It encompasses the belief that one's job is secure and that they are unlikely to experience sudden or involuntary job loss[155]. Factors such as the stability of the company, economic conditions, and personal performance influence job security[155]. When individuals have job security, they feel reasonably assured that they will maintain their employment, leading to stability, a consistent income, and the possibility of long-term career advancement[156]. It provides a level of financial security, enabling individuals to plan for the future, meet financial obligations, and

support their families. In a study titled "Can Job Insecurity Promote Organisational Citizenship Behaviour?" Hotel Employees' Coping Mechanism to COVID-19," conducted by scholars, examined the connection between job insecurity and organisational citizenship behaviour among hotel employees during the COVID-19 pandemic[157]. Additionally, the study investigated the role of organisational identification and affective commitment as sequential mediators in the relationship between job insecurity and organisational citizenship behaviour[157]. The research involved a three-wave survey that included 524 employees from 14 hotels in India. The findings of this study indicated a significant correlation between job insecurity and organisational citizenship behaviour among hotel employees during the COVID-19 pandemic, with organisational identification and affective commitment acting as sequential mediators[157].

In a study conducted at Adiwana Unagi Suites, titled "Perceived Organisational Support Mediates the effect of job insecurity on organisational citizenship behaviour at Adiwana Unagi Suites," the researchers examined the relationship between job insecurity and organisational citizenship behaviour[158]. The data analysis revealed that the p-value for the job insecurity variable on organisational citizenship behaviour was 0.000, which was compared to a significance level of 0.05[158]. Therefore, as the p-value (0.000) is less than the significance level (0.05), it can be concluded that the effect of job insecurity on organisational citizenship behaviour is statistically significant[158]. The beta value for job insecurity was -0.584, and the t-statistic value was 5.668, which exceeded the critical t-value of 1.96[158]. This indicates that job insecurity has a negative and significant impact on organisational citizenship behaviour[158]. In other words, higher levels of job insecurity are associated with lower levels of organisational citizenship behaviour[158].

2.3.5 Trust and Organisational Citizenship Behaviour

Trust is a crucial factor in fostering a harmonious connection between leaders and their followers. It can be described as the willingness of one party to embrace the vulnerability of the other, trusting that the person will act in their best interests[159]. Trust has its roots in social exchange theory, which suggests that when employees perceive fair treatment from a leader, they are motivated to reciprocate by exerting extra effort to enhance the organisation's competitiveness[159].Based on a study, trust is identified as a precursor to organisational citizenship behaviour, influencing employees' inclination to engage in such behaviour[160]. The findings demonstrate a significant predictive impact of organisational trust on organisational citizenship behaviour ($\beta = 0.32$, $t = 5.92$, $p < 0.001$)[160]. When employees possess a high level of trust in both the organisation and their superiors, they are more likely to exhibit organisational citizenship behaviour[160]. Nevertheless, it should be noted that the relationship between trust and organisational citizenship behaviour can also be influenced by other variables, such as organisational identification and employee loyalty[160]. Organisational identification reflects the extent to which employees align themselves with the organisation and its objectives, whereas employee loyalty indicates their commitment to remaining with the organisation and supporting its decisions[160].Researchers have proposed that organisational identification and employee loyalty act as sequential mediators between trust and organisational citizenship behaviour[160]. This means that trust influences organisational identification, which in turn influences employee loyalty, ultimately affecting organisational citizenship behaviour[160]. This indicates that trust can have both direct and indirect effects on organisational citizenship behaviour through its influence on organisational identification and employee loyalty[160]. The results demonstrate the following relationships: Organisational trust

significantly and positively influences organisational identification ($\beta = 0.54$, $t = 11.17$, $p < 0.001$); organisational trust has a significant positive impact on employee loyalty ($\beta = 0.19$, $t = 3.21$, $p < 0.001$); organisational identification has a significant positive effect on employee loyalty ($\beta = 0.41$, $t = 7.03$, $p < 0.001$); organisational identification has a positive and significant effect on organisational citizenship behaviour ($\beta = 0.33$, $t = 5.88$, $p < 0.001$); employee loyalty has a positive and significant effect on organisational citizenship behaviour ($\beta = 0.43$, $t = 8.29$, $p < 0.001$)[160]. Hence, the relationship between trust and organisational citizenship behaviour is intricate and multifaceted, depending on the levels of organisational identification and employee loyalty among individuals[160]. Notably, the predictive effect of organisational trust on organisational citizenship behaviour is no longer significant ($\beta = 0.03$, $t = 0.62$, $p = 0.54$) in the given result[160]. To enhance organisational citizenship behaviour, organisations should focus on cultivating a culture of trust while fostering organisational identification and employee loyalty among their workforce.

2.3.6 Quality of Work-life and Organisational Citizenship behaviour

Quality of work-life refers to the degree of contentment, fulfilment, and overall sense of well-being that individuals experience within their work environment[161]. It encompasses various factors that contribute to a satisfactory balance between work-related commitments and personal lives[161]. In a study conducted, the aim was to examine the effects of work-life quality and work motivation on organisational citizenship behaviour, with job satisfaction acting as a mediating factor[162]. The researchers collected information and data through online questionnaires, obtaining 171 responses from employees at PT. Regar Sport Industri Indonesia. The collected data was analysed using factor analysis supported by SPSS. The results of the

analysis indicate a direct impact of work-life quality and work motivation on organisational citizenship behaviour[162]. Additionally, there is an indirect influence of work-life quality and work motivation on organisational citizenship behaviour mediated by job satisfaction[162]. Interestingly, the mediating variable, job satisfaction, does not directly affect organisational citizenship behaviour in this study[162].Hence, this study highlights the significance of quality work-life balance and motivation in fostering job satisfaction, ultimately leading to the development of organisational citizenship behaviour among employees[162].

Another study aimed to investigate the following aspects: (1) the impact of work motivation on organisational citizenship behaviour; (2) the influence of the quality of work life on organisational citizenship behaviour; and (3) the effect of work motivation on the quality of work life[163]. The study employed a quantitative approach using a survey method, with multiple linear regression employed for data analysis. The research focused on employees in local government offices in North Minahasa Regency. The sample consisted of employees from the Regional Government Office of North Minahasa Regency, and data collection was conducted using a questionnaire. The results indicated that work motivation has a direct effect on organisational citizenship behaviour, accounting for 6.98% of the variance[163]. The quality of work-life balance also has a direct effect on organisational citizenship behaviour, explaining 5.95% of the variance[163]. Furthermore, work motivation has a direct effect on the quality of work-life balance, accounting for 2.43% of the variance[163]. These findings affirm that organisational citizenship behaviour can be enhanced through the promotion of work motivation and the improvement of quality work-life balance[163].

2.3.7 Job Involvement and Organisational Citizenship Behaviour

Job involvement refers to how much an individual identifies with and feels connected to their job[164]. It indicates the level of engagement, dedication, and enthusiasm an employee has towards their work[164]. A group of researchers conducted a study called "Organisational Citizenship Behaviour in Online Transportation Drivers: A Mediation Model[164]." The main aim of this study was to investigate the role of organisational commitment as a mediator between job involvement and organisational citizenship behaviour. The study aimed to enhance our understanding of human resource management in start-up companies that have partner status[164]. The researchers employed the technique of partial least squares structural equation modelling to analyse quantitative data and test their hypotheses. The findings of the study revealed that organisational commitment does not mediate the impact of job involvement on organisational citizenship behaviour[164]. Additionally, it was found that job involvement has a significantly positive effect on organisational citizenship behaviour ($\beta = 0.56$, $t = 9.79$, $p < 0.05$)[164]. The study also suggests a practical implication that high levels of commitment among employees do not necessarily lead to extra effort, as the dynamics of being a partner are different[164]. Therefore, further discussion and exploration are necessary.

2.3.8 Work Motivation and Organisational Citizenship Behaviour

Work motivation encompasses the internal and external factors that compel individuals to initiate, sustain, and direct their efforts towards accomplishing work-related objectives[165]. It is the driving force that inspires and energises employees, leading them to engage in behaviours that enhance their job performance, productivity, and overall satisfaction[165]. The sources of work motivation can vary, including personal aspirations, intrinsic rewards (such as enjoyment and a sense of accomplishment), extrinsic rewards (like salary and recognition), social

interactions, or the desire to meet professional expectations[166]. Work motivation plays a crucial role in fostering Organisational Citizenship Behaviour, where employees willingly go beyond their formal job duties to benefit both the organisation and their colleagues, creating a harmonious and productive workplace.

A study was conducted to examine and analyse the impact of loyalty, quality of work life, organisational culture, and work motivation on Organisational Citizenship Behaviour (OCB), either individually or collectively[167]. The study comprised five variables, with one dependent variable (organizational citizenship behaviour) and four independent variables (loyalty, quality of work life, organisational culture, and work motivation). The participants in the study were employees at the North Penajam Paser District Health Office, and a sample size of 84 individuals was used. Multiple linear regression was employed as the analytical tool. The findings revealed that loyalty, quality of work life, organisational culture, and work motivation collectively influence Organisational Citizenship Behaviour[167]. Specifically, loyalty exhibited a significant influence on Organisational Citizenship Behaviour, while organisational culture and work motivation also impacted it[167]. However, the variable of quality of work life did not have an effect on Organisational Citizenship Behaviour[167].

2.3.9 Job Satisfaction and Organisational Citizenship Behaviour

Job satisfaction refers to the sense of fulfilment an employee experiences in relation to their job responsibilities and duties[168]. Existing literature suggests a strong and positive connection between job satisfaction and organisational citizenship behaviour[168,169]. This indicates that employees who are content with their work tend to exhibit a positive attitude, assist their colleagues, speak favourably about the organisation, and go above and beyond their

regular duties[169]. Hence, job satisfaction plays a crucial role in determining organisational citizenship behaviour.

A study was conducted to examine the impact of compensation, job satisfaction, and organisational citizenship behaviour on employee performance[170]. The analysis revealed that job satisfaction significantly influences organisational citizenship behaviour, with a path coefficient value of 0.703 and a p-value of less than 0.001, which is considered statistically significant at a significance level of 0.05[170]. As the p-value is below 0.05, we can accept the hypothesis that job satisfaction has a significant impact on organisational citizenship behaviour[170]. This suggests that higher levels of employee satisfaction result in better organisational citizenship behaviour[170]. Essentially, a satisfied employee willingly collaborates with colleagues, provides assistance, offers advice, actively participates, delivers exceptional service, and utilises time effectively[170].

Moreover, another study examined the relationship between job satisfaction, organisational commitment, employee performance, and organisational citizenship behaviour as intervening variables[171]. The findings indicated a positive and significant effect of job satisfaction on organisational citizenship behaviour, as evident from the p-value of 0.045, which is greater than 0.05[171]. This implies that increased job satisfaction leads to higher levels of organisational citizenship behaviour among employees[171].

2.4 Conceptual Model

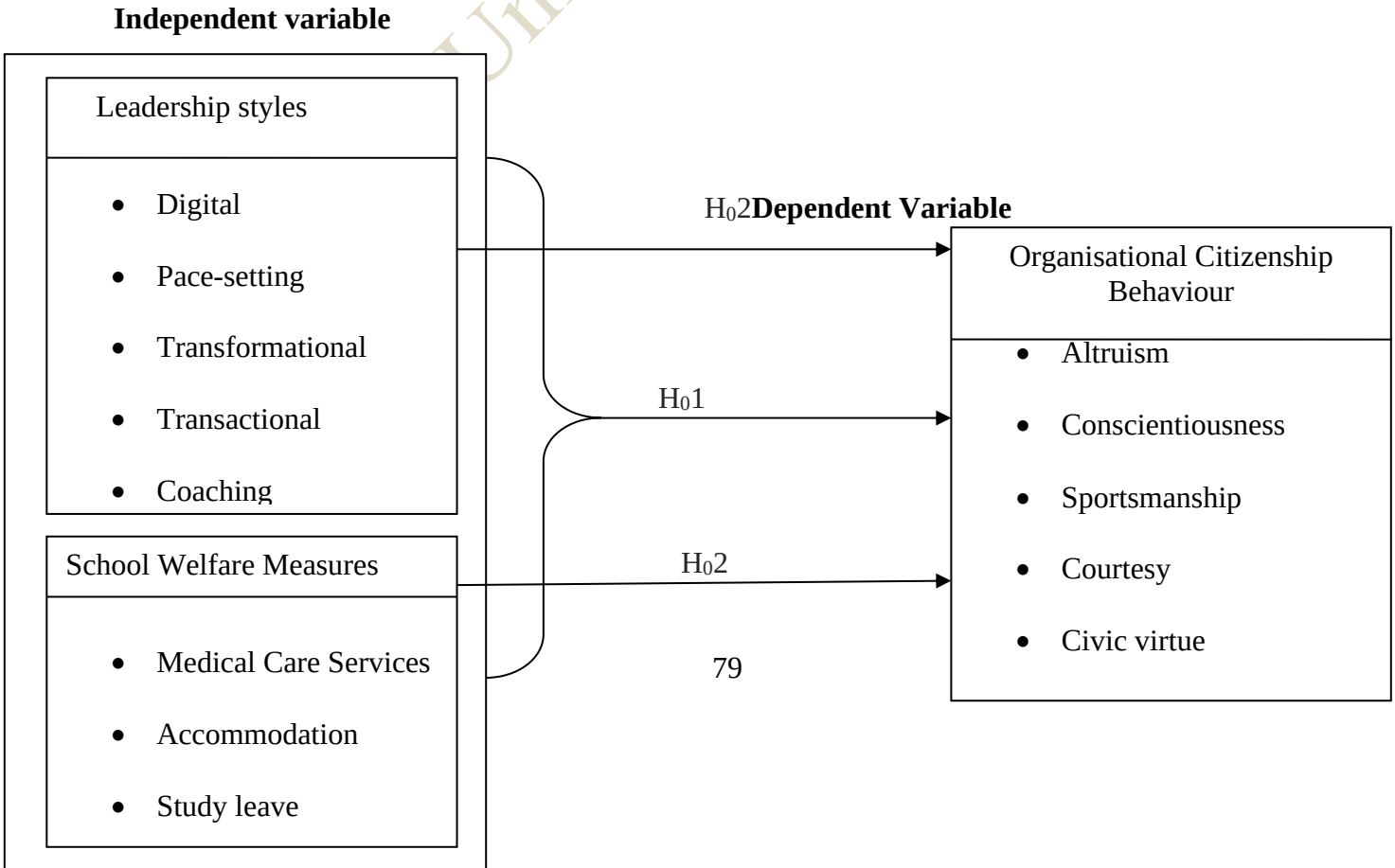

Figure 1: Conceptual model showing the interconnectedness and interdependence of leadership styles, school welfare measures and organisational citizenship behaviour among administrative staff of Private Universities in Oyo State.

Source: The Researcher, 2023

The conceptual model above demonstrates the interconnection and interdependence of leadership styles, school welfare measures and organisational citizenship behaviour among administrative staff of Private Universities in Oyo State. The model displayed a combined and relative influence of leadership styles (digital, pace-setting, transformational, transactional, and coaching) and school welfare measures (medical care services, accommodation, and study leave) on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State.

2.5 Summary of Reviewed Literature

This study explores different Leadership Styles, School Welfare Measures, and organisational citizenship behaviour within the context of the Theoretical Framework that draws on Social Exchange Theory and Self-Determination Theory. The review synthesises existing literature on these topics, shedding light on the interplay between various factors and their impact on organisational citizenship behaviour in organisational settings.

Social Exchange Theory posits that individuals engage in reciprocal relationships with their organisations, where they contribute positively in response to perceived fairness and

rewards received. This theory provides a foundation for understanding organisational citizenship behaviour, as it emphasises the importance of interpersonal interactions and mutual benefits within the workplace. Self-Determination Theory, on the other hand, delves into the intrinsic motivation that drives individuals to engage in voluntary and discretionary behaviours, like organisational citizenship behaviour, when their psychological needs for autonomy, competence, and relatedness are fulfilled. This theoretical perspective enriches our understanding of the underlying drivers of organisational citizenship behaviour, highlighting the importance of fostering an environment that nurtures employees' sense of autonomy and competence.

The review of empirical studies demonstrates a strong correlation between Leadership Styles and Organisational Citizenship behaviour. Leaders who adopt transformational, coaching, and pacesetting leadership styles tend to promote organisational citizenship behaviour among their subordinates by inspiring trust, fostering collaboration, and empowering employees to contribute beyond their formal roles. Moreover, trust within the organisational context emerges as a significant factor influencing Organisational Citizenship behaviour. When employees perceive their organisation as trustworthy with fair and transparent practises, they are more likely to engage in discretionary behaviours that benefit the organisation as a whole. Similarly, Organisational Justice also emerges as a significant factor influencing organisational citizenship behaviour. When employees perceive that their organisationpractises fairness in decision-making processes, the distribution of rewards, and the treatment of employees, they are more inclined to display citizenship behaviours.

The review also reveals that factors such as Workload, Job Security, and Job Satisfaction impact organisational citizenship behaviour. Higher job satisfaction and perceived job security are associated with greater willingness to engage in organisational citizenship behaviour, while excessive workload can have a negative influence on discretionary behaviour. Also, quality of work life and Job Involvement are additional determinants affecting organisational citizenship behaviour. A positive work-life balance and high levels of job involvement contribute to an increased propensity for employees to exhibit organisational citizenship behaviour. Furthermore, Work Motivation, as expected, emerges as a crucial factor in driving organisational citizenship behaviour. Employees who are intrinsically motivated and derive satisfaction from their work are more likely to engage in voluntary behaviours that contribute to the betterment of the organisation.Nonetheless, there exists a noticeable scarcity of literature addressing school welfare measures encompassing medical care services, accommodations, and study leave. This study aims to bridge this gap by contributing to the understanding of these aspects.

In conclusion, this literature review emphasises the multifaceted nature of Organisational Citizenship behaviour and its strong association with Leadership Styles, School Welfare Measures, and various other organisational factors. Drawing upon Social Exchange Theory and Self-Determination Theory, this review emphasises the importance of creating a positive work environment that fosters trust, fairness, and employee autonomy to encourage organisational citizenship behaviour. Understanding the intricacies of these relationships can assist organisations in fostering a culture of active engagement and voluntary contribution, ultimately leading to improved organisational effectiveness and performance.

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Chapter Three

Methodology

This chapter describes the methods and techniques that were used to achieve the aim and objectives of this study, it was presented in 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

This research employed a descriptive research design of the survey type, which involves gathering data from a representative sample of the population to obtain results that could be applied to the entire population. The purpose of this design was to collect and interpret data without manipulating any variable.

3.2 Population of the Study

The study encompasses the entire administrative staff population, totaling six hundred and seventy-five (675) individuals, from seven (07) approved Private Universities in Oyo State as of the time of conducting this research. Further information regarding the study's population 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
KolaDaisi University	Secular	2016	97
Atiba University	Secular	2017	42
Total			675

Source[1]

3.3 Sample and Sampling Techniques

The study employed a "complete enumeration" sampling technique. This method was chosen due to 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 at the time of the study. As the population can be entirely included in the research, a complete enumeration approach ensures that data was collected from every individual within the population, providing a comprehensive and accurate representation of the entire administrative staff body in the specified Universities.

Table 3.2 Sampled Population for 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
KolaDaisi University	Secular	2016	97
Atiba University	Secular	2017	42
Total			675

Source[1]

3.4 Instruments for Data Collection

A Self developed four likert scaled instrument was used to collect data for the study, it was titled "Leadership Styles, School Welfare Measures and Organisational Citizenship Behaviour among Administrative Staff in Private Universities in Oyo State"(LSSWMOCBASPU). 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 25 items carefully structured to identify the level of organizational citizenship behaviour of administrative staff of Private Universities such that items 1-5 measures altruism, 6-10 measures conscientiousness, 11-15 measures sportsmanship, 16-20 measures courtesy and 21-25 measures civic virtue. Similary, Section C contains 25 items carefully structured to determine the most adopted leadership style of the registrar in Private Universities such that items 1-5 describes the digital leadership style, 6-10 the pace-setting leadership style, 11-15 the transformational leadership style, 16-20 the transactional leadership style and 21-25 the coaching leadership style. Furthermore, Section D contains 15 items carefully structured to

identify the level of school welfare measures in Private Universities such that items 1-5 measures medical care services, 6-10 measures accommodation, 11-15 measures study leave. Lastly, section E contains 10 items to examine the influence of leadership styles and school welfare measures on organisational citizenship behaviour of administrative staff of Private Universities. It was measured using Strongly Agree (SA), Agree (A), disagree (D) and strongly disagree (SD).

3.5 Validity of the Instrument

The survey utilised in this research underwent both face and content validity assessments. To ensure this, the supervisor carefully examined the research instrument, evaluating its structure, adequacy, and content. Additionally, experts in research item generation from the Faculty of Education at Lead City University were consulted. All necessary corrections were made before the instrument was administered.

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 McPherson University in Ogun State. Result was analyzed and cronbach's alpha coefficient r = 0.995 was generated meaning that the instrument was reliable.

3.7 Method of Data Collection

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 research assistants helped out in the administration of the questionnaire. The researcher closely supervised the research assistants and personally 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 utilised to address the research questions. While, inferential statistics of multiple regression analysis was employed to test the hypotheses, at a significance level of 0.05.

Endnote

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

Chapter Four

Results and Discussion of Findings

4.1 Questionnaire Return Rate

A total of six hundred and seventy-five (675) copies of the questionnaire were distributed to administrative staff in the field. Out of these, six hundred and forty-one (641)

were successfully retrieved, accounting for 94.96% of the total. Among the retrieved questionnaires, six hundred and seventeen (617) were deemed useful for analysis, representing 91.41%. The remaining thirty-four (34) copies of the questionnaire, constituting 5.03%, were not retrieved.

4.2 Demographic Data Analysis

This section presents demographic information of respondents

Table 4.1: Gender Distribution of Respondents

Gender of Respondents		
Gender	**Frequency**	**Percent**
Male	209	33.9
Female	408	66.1
Total	617	100.0

Source: Field Survey, 2023

Presented in table 4.1 and figure 2 in appendix II is the gender distribution of respondents that participated in the study. The table shows that a total of 617 individuals participated in the study. Among them, 209 (33.9%) identified as male, while 408 (66.1%) identified as female. With this, it is obvious that females, with nearly two-thirds of respondents are more represented in the study than male.This could be attributed to the greater presence of females in educational institutions compared to males.

Table 4.2: Age Distribution of Respondents

Age Range of Respondent		
Age Range	Frequency	Percent
Less than 30 years	131	21.2
31-40 years	174	28.2

41-50 years	192	31.1
Above 50 years	120	19.4
Total	617	100.0

Source: Field Survey, 2023

Table 4.2 and figure 3 in appendix III presents the age distribution of respondents. The table shows that the highest numbers of respondents are between ages 41-50 years with frequency 192 representing (31.1%), this was followed by ages 31-40 years with frequency 174 representing (28.2%) and less than 30 years with frequency 131 representing (21.2%) respectively. The table further showed that administrative staff above 50 years with frequency 120 representing (19.4%) was the least represented age group in the study. This implies that significant numbers of employees are old enough to give useful information for the achievement of the objectives of the study. Also, different age groups may exhibit variations in organisational citizenship behaviour. For instance, older employees might demonstrate more traditional forms of organisational citizenship behaviour, such as loyalty and helping colleagues, while younger employees may engage in newer forms, like contributing to innovation or embracing technological changes.

Table 4.3: Years of Experience of Respondents

Years of Experience of Respondents

Years	Frequency	Percent
Less than 10 years	86	13.9
11-20 years	423	68.6
21-30 years	108	17.5
Total	617	100.0

Source: Field Survey, 2023

Table 4.3 and figure 4 in appendix IVpresents years of experience of the respondents. The table revealed that 86 representing (13.9%) have spent less than 10 years working experience, 423 representing (68.9%) have 11-20 years working experience while 108 representing (17.5%) have 21-30 years working experience as at the time of the study.

Table 4.4: School Type of Respondents

School Type of Respondents

School Type	Frequency	Percent
Secular	395	64.0
Faith Based	222	36.0
Total	617	100.0

Source: Field Survey, 2023

Table 4.4 and figure 5 in appendix V presents school type of the respondents. The table revealed that 395 representing (64.0%) of the respondents are from secular Universities, 222 representing (36.0%) of the respondents are from faith based Universities as at the time of the study

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 identified level of organizational citizenship behaviour (altruism, conscientiousness, sportsmanship, courtesy, and civic virtue) among administrative staff of Private Universities in Oyo State?

Table 4.5a: Altruism among Administrative Staff in Private Universities in Oyo State.

S/N	Item: I;	AL (%)	SE (%)	R (%)	N (%)	Mean	SD	R
1	willingly assist my colleagues with their work, even if it is not part of my job responsibilities.	305(49.4)	126(20.4)	108(17.5)	78(12.6)	3.07	1.083	High
2	often share my working materials	251(40.7)	252(40.8)	72(11.7)	42(6.8)	3.15	.879	High

	and resources with fellow staff to support their professional growth.							
3	proactively contribute to school-wide initiatives and committees to improve the overall learning environment.	377(61.1)	120(19.4)	78(12.6)	42(6.8)	3.35	.943	High
4	frequently support and encourage struggling students.	251(40.7)	288(46.7)	42(6.8)	36(5.8)	3.22	.812	High
5	genuinely care about the well-being of my colleagues and express concern during challenging times.	359(58.2)	234(37.9)	18(2.9)	06(1.0)	3.53	.605	High
Weighted Mean = 3.26								

Source: Field Survey, 2023

KEY: AL= Always (4), SE= Seldom (3), R= Rarely (2), N= Never (1), SD= Standard Deviation and R= Remarks
***Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.5a presents analysis of responses in the research instrument to assess the level of altruism among administrative staff of Private Universities in Oyo State. Item one delved into their readiness to assist colleagues beyond their job requirements. The data suggests that nearly half of the administrative staff 305(49.4%) consistently engage in such behaviour, while 126(20.4%), seldom, 108(17.5%) rarely and 78(12.6%) are never willingly to assist their colleagues with their work resulting in a mean score of 3.07, indicative of "high" altruism. Similarly, Item two explored their inclination to share resources, revealing a significant portion

that always does so, reinforcing the perception of "high" altruism. This implies that 251(40.7%) administrative staff always share working materials and resources with fellow staff, 252 (40.8%) seldom, 72(11.7%) rarely and 42(6.8%) never do so resulting in a mean score of 3.15. Item three focused on proactive contributions to school-wide initiatives, where a substantial majority showed unwavering participation, once again signalling "high" altruism. This shows that 377(61.1%) administrative staff always proactively contribute to school wide initiatives and committees to improve the overall learning environment, 120 (19.4%) seldom, 78(12.6%) rarely and 42(6.8%) never do so resulting in a mean score of 3.35. Item four examined their frequency of support for struggling students, with a notable proportion consistently providing help which also reflected a "high" level of altruism. This shows that 251(40.7%) administrative staff always frequently support and encourage struggling students, 288 (46.7%) seldom, 42(6.8%) rarely and 36(5.8%) never do so resulting in a mean score of 3.22. Item 5 gauged their concern for colleagues' well-being during challenging times, with a significant majority displaying genuine care. This implies that 359(58.2%) administrative staff always genuinely care about the well-being of their colleagues and express concern during challenging times, 234 (37.9%) seldom, 18(2.9%) rarely and 6(1.0%) never do so resulting in a mean score of 3.53. The overall assessment, with a weighted mean of 3.26, solidifies the conclusion of "high" altruism within administrative staff. In essence, these findings illuminate a commendable display of altruistic behaviour and attitudes among administrative staff, fostering a cooperative and supportive environment, within Private Universities in Oyo State.

Table 4.5b: Conscientiousness among Administrative Staff in Private Universities in Oyo State.

S/N	Item: I;	AL (%)	SE (%)	R (%)	N (%)	Mean	SD	R
6	am highly organized in carrying out my responsibilities.	191(31.0)	228(37.0)	150(24.3)	48(7.8)	2.91	.926	Moderate
7	pay great attention to details and provide feedback to students and other stakeholders.	275(44.6)	174(28.2)	84(13.6)	84(13.6)	3.04	1.062	High
8	am diligent in meeting deadlines for administrative tasks and paperwork.	371(60.1)	156(25.3)	54(8.8)	36(5.8)	3.40	.875	High
9	consistently follow school policies and	497(80.6)	78(12.6)	42(6.8)	0(00.0)	3.74	.575	High

	guidelines in my daily operations.						
10	take initiative to continuously improve my administrative skills and stay updated with new methodologies	269(43.6)	318(51.5)	18(2.9)	12(1.9)	3.37	.639	High
Weighted Mean= 3.29							

Source: Field Survey, 2023

KEY: AL= Always (4), SE= Seldom (3), R= Rarely (2),N= Never (1) SD= Standard Deviation and R= Remarks
***Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

The table 4.5b presents analysis of responses in the research instrument to assess the level of conscientiousness among administrative staff of Private Universities in Oyo State. Item six keen on their organisational skills, revealing that while most administrative staff considered themselves moderately organised, the mean score pointed to a "moderate" level of organisational skills. The data suggests that 191(31.0) administrative staff are highly organised in carrying out their responsibilities, while 228(37.0%), seldom, 150(24.3%) rarely and 48(7.8%) are never organised in carrying out their responsibilities resulting in a mean score of 2.91, indicative of "moderate" conscientiousness. Item seven revealed that 275 (44.6%) administrative staff always pay great attention to details and provide feedback to students and other stakeholders, while 174(28.2%), seldom, 84(13.6%) rarely and 84(13.6%) are never pay great attention to details and provide feedback to students and other stakeholders, resulting in a mean score of 3.04 indicative of "high" conscientiousness. Item eight assessed their diligence in meeting deadlines, with a majority displaying "high" diligence. The data suggests that 371(60.1) administrative staff are always diligent in meeting deadlines for administrative tasks

and paperwork, while 156(25.3%), seldom, 54(8.8%) rarely and 36(5.8%) are never diligent in meeting deadlines resulting in a mean score of 3.40, indicative of "high" conscientiousness. Item nine revealed that 497 (80.6%) administrative staff are always consistent in following school policies and guidelines in their daily operations, while 78(12.6%), seldom, 42(6.8%) are rarely consistent in following school policies and guidelines in their daily operations, resulting in a mean score of 3.74 indicative of "high" conscientiousness. Item ten revealed that a substantial proportion of 269(43.6%) administrative staff always take initiative to continuously improve their administrative skills and stay updated with new methodologies, while 318(51.5%), seldom, 18(2.9%) rarely, and 12(1.9%) never do so, resulting in a mean score of 3.37 indicative of "high" conscientiousness. Overall, the findings portray a group that excels in various administrative aspects. The overall weighted mean of 3.29, solidifies the conclusion of "high" conscientiousness among administrative staff. Although being organised in carrying out their responsibilities stand at a "moderate" level, the other attributes consistently rank as "high." These characteristics are emblematic of a group valuing precision and upholding professionalism, qualities particularly crucial in administrative roles within Private Universities in Oyo State.

Table 4.5c: Sportsmanship among Administrative Staff in Private Universities in Oyo State.

S/N	Item: I;	AL (%)	SE (%)	R (%)	N (%)	Mean	SD	R
11	approach conflicts or disagreements with a collaborative and constructive mindset to find solutions amicably	233(37.8)	186(30.1)	126(20.4)	72(11.7)	2.94	1.023	Moderate
12	am committed to promoting a positive work culture and fostering a sense of camaraderie among my colleagues.	383(62.1)	114(18.5)	42(6.8)	78(12.6)	3.30	1.052	High
13	actively participate in school committees and projects aimed at improving the overall school environment	359(58.2)	78(12.6)	120(19.4)	60(9.7)	3.19	1.063	High
14	demonstrate fair play and respect towards my colleagues, students, and school	437(70.8)	78(12.6)	54(8.8)	48(7.8)	3.47	.944	High

	staff, regardless of the situation.							
15	am open to receiving feedback and criticism, using them as opportunities for personal and professional growth.	431(69.9)	108(17.5)	18(2.9)	60(9.7)	3.47	.945	High
Weighted Mean= 3.27								

Source: Field Survey, 2023

KEY: AL= Always (4), SE= Seldom (3), R= Rarely (2), N= Never (1) SD= Standard Deviation and R= Remarks
***Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.5c presents analysis of responses in the research instrument to assess the level of sportsmanship among administrative staff of Private Universities in Oyo State. The analysis of the responses are discussed as follows; Item eleven revealed that 233 (37.8%) administrative staff always approach conflicts or disagreements with a collaborative and constructive mindset to find solutions amicably, while 186(30.1%), seldom, 126(20.4%) rarely and 72(11.7%) never approach conflicts or disagreements with a collaborative and constructive mindset to find solutions amicably, resulting in a mean score of 2.94 indicative of "moderate" sportsmanship. Item twelve shows that 383 (62.1%) administrative staff are always committed to promoting a positive work culture and fostering a sense of camaraderie, while 114(18.5%), seldom, 42(6.8%) rarely and 78(12.6%) are never committed, resulting in a mean score of 3.30 indicative of "high" sportsmanship. Item thirteen shows that 359(58.2%) administrative staff always actively participate in school committees and projects aimed at improving the overall school environment, while 78(12.6%), seldom, 120(19.4%) rarely and 60(9.7%) never actively participate in school committees and projects aimed at improving the overall school environment, resulting in a mean score of 3.19, indicative of "high" sportsmanship. Similarly,

Item fourteen shows that 437(70.8%) administrative staff always demonstrate fair play and respect towards my colleagues, students, and school staff, regardless of the situation, while 78(12.6%), seldom, 54(8.8%) rarely and 48(7.8%) never do so, resulting in a mean score of 3.47, indicative of "high" sportsmanship. Item fifteen gauged their receptivity to feedback, showing that 431(69.9%) administrative staff are open to receiving feedback and criticism, using them as opportunities for personal and professional growth, while 108(17.5%), seldom, 18(2.9%) rarely and 60(9.7%) are never open to receiving feedback and criticism, using them as opportunities for personal and professional growth, resulting in a mean score of 3.47, indicative of "high" sportsmanship .Collectively, these findings depict that administrative staff are deeply committed to fostering a positive work culture, actively engage in school initiatives, consistently exhibit fair play and respect, and are receptive to feedback for personal and professional growth. The overall weighted mean of 3.27, firmly emphasises the notion of "high" levels of sportsmanship among administrative staff of Private Universities in Oyo State.

Table 4.5d: Courtesy among Administrative Staff in Private Universities in Oyo State.

S/N	Item: I;	AL (%)	SE (%)	R (%)	N (%)	Mean	SD	R
16	consistently treat my colleagues, students, and school staff with respect and politeness.	317(51.4)	114(18.5)	138(22.4)	48(7.8)	3.13	1.016	High
17	greet and acknowledge others with a friendly and warm demeanor.	305(7.8)	198(10.7)	66(32.1)	48(49.4)	3.23	.927	High
18	actively listen to others, valuing their opinions and perspectives.	203(32.9)	222(36.0)	108(17.5)	84(13.6)	2.88	1.018	Moderate
19	use positive and encouraging language when interacting with colleagues and students.	317(51.4)	180(29.2)	60(9.7)	60(9.7)	3.22	.976	High
20	am patient and understanding when dealing with others, even in challenging situations.	257(41.7)	240(38.9)	48(7.8)	72(11.7)	3.11	.975	High

Weighted Mean= 3.11

Source: Field Survey, 2023

KEY: AL= Always (4), SE= Seldom (3), R= Rarely (2), N= Never (1) SD= Standard Deviation and R= Remarks
***Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

The table 4.5d presents analysis of responses in the research instrument to assess the level of courtesy among administrative staff of Private Universities in Oyo State. The analysis of the responses are discussed as follows; Item sixteen revealed that 317(51.4%) administrative staff always treats their colleagues, students, and school staff with respect and politeness, while 114(18.5%) seldom, 138(22.4%) rarely and 48(7.8%) never treats their colleagues, students, and school staff with respect and politeness, resulting in a mean score of 3.13 indicative of "high" courtesy. Item seventeen revealed that 305(7.8%) administrative staff always greet and acknowledge others with a friendly and warm demeanor, while 198(10.7%) seldom, 66(32.1%) rarely and 48(49.4%) never greet and acknowledge others with a friendly and warm demeanor, resulting in a mean score of 3.23 indicative of "high" courtesy. Item eighteen shows that 203(32.9%) administrative staff always actively listen to others, valuing their opinions and perspectives, while 222(36.0%) seldom, 108(17.5%) rarely and 84(13.6%) never do so, resulting in a mean score of 2.88 indicating a "moderate" courtesy. Item nineteen revealed that 317(51.4%) administrative staff always use positive and encouraging language when interacting with colleagues and students, while 180(29.2%) seldom, 60(9.7%) rarely and 60(9.7%) never use positive and encouraging language when interacting with colleagues and students, resulting in a mean score of 3.22 indicative of "high" courtesy. Item twenty also shows that 257(41.7%) administrative staff are always patient and understanding when dealing with others, even in challenging situations, while 240(38.9%) seldom, 48(7.8%) rarely and

72(11.7%) are never patient and understanding when dealing with others, even in challenging situations, resulting in a mean score of 3.11 indicative of "high" courtesy. Overall, these findings depict an administrative staff that consistently treat others with respect and politeness, use positive language, and demonstrate patience and understanding in their interactions. The overall assessment, with a weighted mean of 3.11, strongly indicates an overall "high" level of courtesy among administrative staff of Private Universities in Oyo State.

Table 4.5e: Civic Virtue among Administrative Staff in Private Universities in Oyo State.

S/N	Item: I;	AL (%)	SE (%)	R (%)	N(%)	Mean	SD	R
21	take pride in representing my school and maintaining a positive image within the local community.	389(63.0)	168(27.2)	18(2.9)	42(6.8)	3.47	.847	High
22	am committed to being a responsible and ethical role model for my students and colleagues.	443(71.8)	114(18.5)	48(7.8)	12(1.9)	3.60	.716	High
23	actively seek ways to address and improve social issues that may affect the school or the broader community.	155(25.1)	258(41.8)	138(22.4)	66(10.7)	2.81	.932	Moderate
24	willingly support and participate in school-sponsored events and activities.	311(50.4)	174(28.2)	66(10.7)	66(10.7)	3.18	1.003	High
25	committed to upholding the school's values and mission beyond my regular administrative duties.	251(40.7)	174(28.2)	114(18.5)	78(12.6)	2.97	1.048	Moderate
Weighted Mean= 3.20								

Source: Field Survey, 2023

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

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

The table 4.5e presents analysis of responses in the research instrument to assess the level of civic virtue among administrative staff of Private Universities in Oyo State. The analysis of the responses are discussed as follows; Item twenty-one revealed that 389(63.0%) administrative staff always take pride in representing their school and maintaining a positive image within the local community, while 168(27.2%) seldom, 18(2.9%) rarely and 42(6.8%) never take pride in representing their school and maintaining a positive image within the local community, resulting in a mean score of 3.47 indicating of "high" civic virtue. Item twenty-two revealed that 443(71.8%) administrative staff are always committed to being a responsible and ethical role model for the students and colleagues, while 114(18.5%) seldom, 48(7.8%) rarely and 12(1.9%) are never committed to being a responsible and ethical role model for the students and colleagues, resulting in a mean score of 3.60 indicative of "high" civic virtue. Item twenty-three shows that 155(25.1%) administrative staff always actively seek ways to address and improve social issues that may affect the school or the broader community, while 258(41.8%) seldom, 138(22.4%) rarely and 66(10.7%) never do so, resulting in a mean score of 3.18 indicating a "moderate" civic virtue. Item twenty-four revealed that 311(50.4%) administrative staff are always willing to support and participate in school-sponsored events and activities, while 174(28.2%) seldom, 66(10.7%) rarely and 66(10.7%) are never willing to support and participate in school-sponsored events and activities, resulting in a mean score of 3.18 indicative of "high" courtesy. Item twenty-five also shows that 251(40.7%) administrative staff are always committed to upholding the school's values and mission beyond the regular administrative duties, while 174(28.2%) seldom, 114(18.5%) rarely and 78(12.6%) are never committed to upholding the school's values and mission beyond the regular administrative duties, resulting in a mean score of 2.97 indicating "moderate" level of courtesy. Overall, the

findings depict an administrative staff that excels in several aspects of school representation and ethical role modelling, particularly in pride for the school, commitment as role models, and willingness to participate in school activities. The overall weighted mean of 3.20, strongly indicates an overall "high" level of civic virtue among administrative staff of Private Universities in Oyo State. These behaviours highlight a collective dedication to their role in the local community, a commitment to setting positive examples for students and colleagues, and active participation in school-related activities. While there's potential for improvement in addressing social issues and upholding school values, the group's overall commitment is commendable.

Table 4.5f: Level of Organizational Citizenship Behaviour (Altruism, Conscientiousness, Sportsmanship, Courtesy, and Civic Virtue) among Administrative Staff of Private Universities in Oyo State

Items	Always Freq(%)	Seldom Freq(%)	Rarely Freq(%)	Never Freq(%)	Mean
Altruism	308.6(50.02)	204 (33.04)	63.6 (10.3)	40.8 (6.6)	3.26
Conscientiousness	320.6 (52.0)	190.8(30.92)	69.6 (11.28)	36 (5.82)	3.29
Sportsmanship	368.6 (59.76)	112.8(18.26)	72 (11.66)	63.6 (10.3)	3.27
Courtesy	279.8 (37.04)	190.8(26.66)	84 (17.9)	62.4 (18.44)	3.11
Civic Virtue	309.8 (50.0)	177.6(28.78)	76.8 (12.46)	52.8 (8.54)	3.20
Overall Weighted Mean= 3.23 High					

Source: Field Survey, 2023

KEY: AL= Always (4), SE= Seldom (3), R= Rarely (2), and N= Never (1)
***Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

The analysis presented in the table 4.5f and figure 6 in appendix VIshows a summary of table 4.5a- table 4.5e and it reveals a remarkably high level of organisational citizenship

behaviour in areas such as altruism, conscientiousness, sportsmanship, courtesy and civic virtue among administrative staff in Private Universities in Oyo State. Notably, altruistic behaviours are reported by over 50.02% of respondents showing altruism "always" and 33.04% of the respondents portraying altruism "seldomly," indicating a strong commitment to helping others within the organisation. Conscientiousness is similarly high, with 52.0% of the respondents indicating "always" and 30.92% of the respondents occurring as “seldom” indicating that staff are consistently exhibiting responsible and diligent behaviours. Sportsmanship stands out, with 59.76% of respondents reporting "always" and 18.26% of the respondents as “seldom” engaging in sportsmanlike conduct, reflecting a positive and cooperative workplace culture. Courtesy also shows 37.04% of respondents reporting "always" and 26.66% of the respondents as “seldom” and civic virtue showcase a noteworthy 50.0% reporting "always" and 28.78% of the respondents as “seldomly” engaging in behaviours that contribute to the greater good of the organisation. In light of this, it is worth noting that among the organisational citizenship behaviours, sportsmanship is the highest followed by conscientiousness, civic virtue, altruism and lastly courtesy.

The high percentages of respondents reporting engagement in these behaviours, particularly in sportsmanship, conscientiousness, civic virtue and altruism, suggest a workforce that is not only fulfilling their basic job duties but also actively participating in activities that benefit their colleagues and the organisation as a whole. The positive organisational citizenship behaviour levels imply a workplace environment characterised by collaboration, ethical conduct, and a sense of responsibility among the administrative staff. Employees' willingness to engage in behaviours such as helping others, being conscientious in

their duties, and demonstrating sportsmanship contributes to a positive team dynamic and fosters a supportive atmosphere. The findings also highlight the potential for enhanced employee morale, job satisfaction, and overall organisational success. However, it's important to note that the slightly lower level of engagement in courtesy behaviours, as shown in the table, suggests an area for potential improvement. Institutions may want to explore ways to enhance courteous behaviours among staff to further enhance interpersonal relationships within the organization.

The overall weighted mean, considering all five indices, is 3.23. Based on the threshold provided, this falls into the category of "High Level" (≥ 3.00).Therefore, it can be stated that organisational citizenship behaviour among administrative staff in Private Universities in Oyo State is high. Conclusively, these findings collectively depict a cohesive and dedicated administrative team that not only upholds the values and mission of their institutions, but also contributes positively to the broader community. Such qualities are instrumental in fostering a nurturing and supportive educational environment.

Research Question Two

What is the most adopted leadership style (digital, pace-setting, transformational, transactional and coaching) in Private Universities in Oyo State?

Table 4.6a: Digital leadership styles in Private Universities in Oyo State

S/N	Items: My VC, Registrar, Deans, Head of departments, provost and, departmental/unit head;	AL (%)	SE(%)	R(%)	N(%)	Mean	SD	R
1	actively encourages the integration of technology in carrying out administrative functions	197(31.9)	114(18.5)	138(22.4)	168(27.2)	2.55	1.197	Moderate
2	regularly use digital tools and platforms to communicate with staff, students, and parents.	365(59.2)	120(19.4)	54(8.8)	78(12.6)	3.25	1.060	High
3	shows a strong commitment to staying updated with the latest technological advancements in education.	191(31.0)	192(31.1)	120(19.4)	114(18.5)	2.75	1.086	Moderate
4	provide adequate training and support to staff to effectively utilize digital tools.	131(21.2)	168(27.2)	180(29.2)	138(22.4)	2.47	1.060	Low
5	fosters a culture of innovation and experimentation with digital solutions to enhance working outcomes.	209(33.9)	174(28.2)	114(18.5)	120(19.4)	2.76	1.117	Moderate
	Weighted Mean = 2.76 Moderate							

Source: Field Survey, 2023

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

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

Table 4.6a presents analysis of responses on the digital leadership styles in Private Universities in Oyo State. It reveals a moderate inclination towards embracing technology within administrative functions. Examining each survey item in detail, a notable finding is that a significant portion of respondents, constituting 197(31.9%), actively encourage the integration of technology in carrying out administrative functions, while 114(18.5%), seldom, 138(22.4%) rarely and 168(27.2%) never do so, resulting in a moderate mean score of 2.55. In contrast, the second item demonstrates a commendable 365(59.2%) of respondents regularly using digital tools for communication, while 120(19.4%), seldom, 54(8.8%) rarely and 78(12.6%) never do so, resulting in a high mean score of 3.25. The commitment to staying updated with technological advancements is moderately high, with 191(31.0%) of respondents reporting always, 192(31.1%), seldom, 120(19.4%) rarely and 114(18.5%) never, resulting in a mean score of 2.75.

However, there is a concerning trend in the fourth item, where only 131(21.2%) of respondents report always receive adequate training and support, 168(27.2%), seldom, 180(29.2%) rarely and 138(22.4%) never receiving adequate training and support, yielding a low mean score of 2.47. The final item highlights a moderate commitment to fostering innovation, with 209(33.9%) of respondents indicating always, 174(28.2%) seldom, 114(18.5%) rarely and 120(19.4%) never, resulting in a mean score of 2.76. Overall, the institution receives a "moderate" category with a weighted mean of 2.76, suggesting a need for targeted improvements in specific areas, such as staff training and support, to elevate the level of technological integration in administrative functions.

Table 4.6b: Pace-setting leadership styles in Private Universities in Oyo State

S/N	Items: My VC, Registrar, Deans, Head of departments, provost and, departmental/unit head;	AL (%)	SE (%)	R(%)	N(%)	Mean	SD	R
6	sets high performance expectations and demonstrates these expectations through his/her own actions	377(61.1)	114(18.5)	114(18.5)	12(1.9)	3.39	.851	High
7	leads by example and expect others to follow suit in achieving ambitious goals.	227(36.8)	108(17.5)	114(18.5)	168(27.2)	2.64	1.230	Moderate
8	motivates staff to excel and take ownership of their responsibilities	155(25.1)	276(44.7)	114(18.5)	72(11.7)	2.83	.936	Moderate
9	establish clear performance standards and provide regular feedback to help staff meet these standards	425(68.9)	108(17.5)	30(4.9)	54(8.8)	3.47	.934	High
10	focuses on achieving challenging targets and continuously improving the school's overall performance	491(79.6)	42(6.8)	42(6.8)	42(6.8)	3.59	.887	High
Weighted Mean = 3.18 High								

Source: Field Survey, 2023

KEY: AL= Always (4), SE= Seldom (3), R= Rarely (2), N= Never (1) SD= Standard Deviation and R= Remarks
***Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

The table 4.6b presents analysis of responses in the research instrument on pace-setting leadership stylesin Private Universities in Oyo State. Notably, in item 6, a substantial 377(61.1%) of respondents affirm that their leaders sets high performance expectations,

demonstrating these expectations through their actions, while, 114(18.5%) seldom, 114(18.5%) rarely and 12(1.9%) never do so, resulting in a notably high mean score of 3.39 and a "high" remark. Item 7 indicates that 227(36.8%) of respondents leads by example and expect others to follow suit in achieving ambitious goals, while, 108(17.5%) seldom, 114(18.5%) rarely and 168(27.2%) never do so, resulting in a moderate mean score of 2.64. Item 8 indicates that 155(25.1%) of respondents motivates staff to excel and take ownership of their responsibilities, while, 276(44.7%) seldom, 114(18.5%) rarely and 72(11.7%) never do so yielding a moderate mean score of 2.83. Item 9 emphasises the importance of clear performance standards and regular feedback, with 425(68.9%) of respondents supporting this, while, 108(17.5%) seldom, 30(4.9%) rarely and 54(8.8%) never do so resulting in a high mean score of 3.47. Lastly, item 10 emphasises leaders focusing on achieving challenging targets and continuous improvement, garnering 491(79.6%) always, 42(6.8%) seldom, 42(6.8%) rarely and 42(6.8%) never and a high mean score of 3.59. The overall assessment, represented by the weighted mean of 3.18, falls within the "high" category.

Table 4.6c: Transformational leadership styles in Private Universities in Oyo State

S/N	Items: My VC, Registrar, Deans, Head of departments, provost and, departmental/unit head;	AL (%)	SE (%)	R (%)	N (%)	Mean	SD	R
11	inspires and motivates staff and students to envision a better future for the school.	431(69.9)	90(14.6)	18(2.9)	78(12.6)	3.42	1.030	High
12	promotes a shared vision that emphasizes the importance of individual contributions to the overall success of the school.	371(60.1)	180(29.2)	36(5.8)	30(4.9)	3.45	.810	High
13	encourages creativity, innovation, and new ideas to improve the school's learning environment	419(67.9)	66(10.7)	54(8.8)	78(12.6)	3.34	1.077	High
14	shows genuine care and concern for the personal and professional development of staff.	293(47.5)	192(31.1)	54(8.8)	78(12.6)	3.13	1.026	High
15	fosters a positive and empowering school culture that leads to a sense of collective purpose and commitment.	251(40.7)	228(37.0)	114(18.5)	24(3.9)	3.14	.853	High
Weighted Mean = 3.29 High								

Source: Field Survey, 2023

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

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

The table 4.6c presents analysis of responses in the research instrument on transformational leadership stylesin Private Universities in Oyo State. In item 11, a substantial

431(69.9%) of respondents express that their leaders inspires and motivates staff and students to envision a better future for the school, while, 90(14.6%) seldom, 18(2.9%) rarely and 78(12.6%) never do so resulting in a high mean score of 3.42. Item 12 indicates that 371(60.1%) of respondents perceive the promotion of a shared vision that emphasises the importance of individual contributions to the overall success of the school, while, 180(29.2%) seldom, 36(5.8%) rarely and 30(4.9%) never do so, yielding a high mean score of 3.45. Leaders encouragement of creativity, innovation, and new ideas to improve the school's learning environment is acknowledged by 419(67.9%) always, 66(10.7%) seldom, 54(8.8%) rarely and 78(12.6%) never of respondents in item 13, resulting in a high mean score of 3.34. In item 14, 293(47.5%) of respondents note genuine care and concern for the personal and professional development of staff by leaders, 192(31.1%) seldom, 54(8.8%) rarely and 78(12.6%) never do so leading to a mean score of 3.13. Lastly, item 15 highlights that 251(40.7%) of respondents perceive leaders as fostering a positive and empowering school culture that leads to a sense of collective purpose and commitment, while, 228(37.0%) seldom, 114(18.5%) rarely and 24(3.9%) never, resulting in a mean score of 3.14. The overall assessment, represented by the weighted mean of 3.29, falls within the "high" category, indicating strong and positively perceived transformational leadership that encourages motivation, shared vision, creativity, genuine care, and a positive school culture.

Table 4.6d: Transactional leadership styles in Private Universities in Oyo State

S/N	Items: My VC, Registrar, Deans, Head of departments, provost and,	AL (%)	SE (%)	R (%)	N (%)	Mean	SD	R

	departmental/unit head;							
16	clearly communicates expectations and rewards staff for meeting set targets and goals.	185(30.0)	120(19.4)	174(28.2)	138(22.4)	2.57	1.138	Moderate
17	relies on a structured system of incentives and rewards to motivate staff.	251(40.7)	204(33.1)	108(17.5)	54(8.8)	3.06	.964	High
18	actively monitor and evaluate the performance of staff to ensure accountability.	329(53.3)	228(37.0)	30(4.9)	30(4.9)	3.39	.792	High
19	emphasizes the importance of meeting established standards and adhering to existing rules and regulations.	311(50.4)	192(31.1)	108(17.5)	6(1.0)	3.31	.789	High
20	use performance appraisal systems to recognize and acknowledge the efforts of high-performing staff.	137(22.2)	144(23.3)	234(37.9)	102(16.5)	2.51	1.013	Moderate
Weighted Mean = 2.96 Moderate								

Source: Field Survey, 2023

KEY: AL= Always (4), SE= Seldom (3), R= Rarely (2), and N= Never (1), SD= Standard Deviation and R= Remarks
***Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

The table 4.6d presents analysis of responses in the research instrument on transactional leadership stylesin Private Universities in Oyo State. Item 16 reveals that 185(30.0%) of respondents perceive that their leaders clearly communicates expectations and rewards staff

for meeting set targets and goals, while, 120(19.4%) seldom, 174(28.2%) rarely and 138(22.4%) never do so resulting in a moderate mean score of 2.57. Item 17 highlights that 251(40.7%) of respondents believe that their leaders relies on a structured system of incentives and rewards to motivate staff, while, 204(33.1%) seldom, 108(17.5%) rarely and 54(8.8%) never do so, leading to a high mean score of 3.06. In item 18, 329(53.3%) of respondents notes that leaders actively monitors and evaluates staff performance to ensure accountability, while, 228(37.0%) seldom, 30(4.9%) rarely and 30(4.9%) never do so, yielding a high mean score of 3.39. Similarly, item 19 indicates that 311(50.4%) of respondents agrees that their leaders emphasis the importance of meeting established standards and adhering to existing rules and regulations, while, 192(31.1%) seldom, 108(17.5%) rarely and 6(1.0%) never do so resulting in a high mean score of 3.31. However, item 20 shows that only 137(22.2%) of respondents believe that their leaders uses performance appraisal systems to recognise and acknowledge the efforts of high-performing staff, while, 144(23.3%) seldom, 234(37.9%) rarely and 102(16.5%) never do so, resulting in a moderate mean score of 2.51. The overall assessment, represented by the weighted mean of 2.96, falls within the "moderate" category, indicating generally positive transactional leadership practice, particularly in incentivizing and monitoring staff performance. Nonetheless, the findings suggest opportunities for improvement, particularly in recognising and acknowledging high-performing staff through performance appraisal systems.

Table 4.6e: Coaching leadership styles in Private Universities in Oyo State

S/N	Items: My VC, Registrar, Deans, Head of departments, provost and,	AL (%)	SE (%)	R (%)	N (%)	Mean	SD	R

	departmental/unit head;							
21	engages in one-on-one coaching sessions with staff to support their professional growth	257(41.7)	114(18.5)	192(31.1)	54(8.8)	2.93	1.037	Moderate
22	encourages open and constructive communication between leaders and staff to address challenges effectively.	251(40.7)	126(20.4)	126(20.4)	114(18.5)	2.83	1.151	Moderate
23	provide regular feedback and guidance to help staff enhance their professional growth.	137(22.2)	246(39.9)	114(18.5)	120(19.4)	2.65	1.031	Moderate
24	Focuses on identifying and nurturing the strengths of staff to maximize their potential	233(37.8)	114(18.5)	114(18.5)	156(25.3)	2.69	1.216	Moderate
25	actively promotes a culture of continuous learning and development among staff.	185(30.0)	168(27.2)	168(27.2)	96(15.6)	2.72	1.056	Moderate
Weighted Mean= 2.76								

Source: Field Survey, 2023

KEY: AL= Always (4), SE= Seldom (3), R= Rarely (2), N= Never (1), SD= Standard Deviation and R= Remarks
***Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

The table 4.6e presents analysis of responses in the research instrument on coaching leadership styles in Private Universities in Oyo State. Item 21 reveals that 257(41.7%) of respondents perceive leaders as always engaging in one-on-one coaching sessions with staff to

support their professional growth, while, 114(18.5%) seldom, 192(31.1%) rarely and 54(8.8%) never do so, resulting in a moderate mean score of 2.93. Item 22 emphasises that 251(40.7%) of respondents believe believes their leaders encourages open and constructive communication to address challenges effectively, while, 126(20.4%) seldom, 126(20.4%) rarely and 114(18.5%) never do so, leading to a moderate mean score of 2.83. In item 23, 137(22.2%) of respondents note that leaders provides regular feedback and guidance to help staff enhance their professional growth, while, 246(39.9%) seldom, 114(18.5%) rarely and 120(19.4%) never do so, yielding a moderate mean score of 2.65. Similarly, item 24 indicates that 233(37.8%) of respondents see their leaders focusing on identifying and nurturing the strengths of staff to maximise their potential, while, 114(18.5%) seldom, 114(18.5%) rarely and 156(25.3%) never do so, resulting in a moderate mean score of 2.69. Item 25 highlights that 185(30.0%) of respondents believe their leaders actively promotes a culture of continuous learning and development among staff, while, 168(27.2%) seldom, 168(27.2%) rarely and 96(15.6%) never do so, resulting in a moderate mean score of 2.72. The overall assessment, represented by the weighted mean of 2.76, falls within the "moderate" category.

Table 4.6f: The Most Adopted Leadership Style (Digital, Pace-Setting, Transformational, Transactional and Coaching) in Private Universities in Oyo State

Items	Always Freq(%)	Seldom Freq(%)	Rarely Freq(%)	Never Freq(%)	Rank
Digital Leadership	218.6(35.44)	153.6(24.88)	121.2(19.66)	123.6(20.02)	4th

Pace-setting Leadership	335 (54.3)	129.6 (21.0)	82.8 (13.44)	69.6 (11.28)	2nd
Transformational Leadership	353 (57.22)	151.2(24.52)	55.2 (8.96)	57.6 (9.32)	1st
Transactional Leadership	242.6(39.32)	177.6 (28.8)	130.8 (21.2)	66 (10.72)	3rd
Coaching Leadership	212.6(34.48)	153.6 (24.9)	142.8(23.14)	108 (17.52)	5th

Source: Field Survey, 2023

KEY: AL= Always (4), SE= Seldom (3), R= Rarely (2), and N= Never (1)
***Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

The analysis presented in the table 4.6f and figure 7 in appendix VII shows a summary of table 4.6a- table 4.6e which provides data on the most adopted leadership style in Private Universities in Oyo State. The five leadership styles are digital, pace-setting, transformational, transactional and coaching. The data is categorised into four frequency ranges: always, seldom, rarely, and never. As presented in the table, the most adopted leadership style in Private Universities in Oyo State is the transformational style, with 57.22% of respondents indicating "always", and 24.52% of respondents indicating "seldom". This is followed by the pace-setting style with 54.3% of respondents indicating "always", and 21.0% of respondents indicating "seldom". The transactional style is next with 39.32% of respondents indicating "always", and 28.8% of respondents indicating "seldom". The digital style also shows 35.44% of respondents indicating "always", and 24.88% of respondents indicating "seldom". Lastly, coaching style shows 34.48% of respondents indicating "always", and 24.9% of respondents indicating "seldom". In summary the table shows that the transformational style is the most commonly adopted leadership style in Private Universities in Oyo state, followed by the pace-setting style, transactional style, digital style and the coaching style respectively.

The predominant adoption of the transformational leadership style in Private Universities in Oyo State suggests a positive and motivating organisational culture wherein leaders inspire and guide administrative staff towards shared goals. This prevalence implies a focus on innovation and adaptability, positioning the institutions to respond effectively to changes in the educational landscape. The emphasis on transformational leadership also signifies a potential for higher employee satisfaction and engagement, as this leadership style prioritises individual development and well-being. While highlighting leadership diversity with the presence of other styles like pace-setting, transactional, digital, and coaching, the findings emphasise the need for targeted improvements, particularly in the digital and coaching styles. Addressing these areas could contribute to a more comprehensive and balanced leadership approach, ensuring continued organisational success at Private Universities in Oyo State.

Research Question Three

What is the identified level of school welfare measures (medical care services, standard of accommodation, and rate of study leave) in Private Universities in Oyo State?

Table 4.7a: Medical Care Services in Private Universities in Oyo State

S/N	Item: I;	VS (%)	S (%)	US (%)	VUS (%)	Mean	SD	R
1	Access to medical care services provided by my school	485(78.6)	54(8.8)	18(2.9)	60(9.7)	3.56	.943	High
2	Quality of medical care	305(49.4)	168(27.2)	114(18.5)	30(4.9)	3.21	.911	High

	services provided by my school							
3	Medical facilities and equipment available at my school's healthcare center	293(47.5)	120(19.4)	96(15.6)	108(17.5)	2.97	1.154	Moderate
4	Availability of healthcare professionals (doctors, nurses, etc.) at my school's healthcare center is satisfactory	353(57.2)	168(27.2)	66(10.7)	30(4.9)	3.37	.860	High
5	Availability of medications at my school's healthcare center	269(43.6)	216(35.0)	90(14.6)	42(6.8)	3.15	.912	High
Weighted Mean= 3.25								

Source: Field Survey, 2023

KEY: VS= Very Satisfactory (4), S= Satisfactory (3), US= Unsatisfactory (2), VUS= Very Unsatisfactory (1), SD= Standard Deviation and R= Remarks
***Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

The table 4.7a presents analysis of responses in the research instrument to assess the level of medical care services in Private Universities in Oyo State. The analysis of the responses are discussed as follows; access to medical care services emerges as highly favourable, with 485(78.6%) expressing that it is very satisfactory, 54(8.8%) satisfactory, 18(2.9%) unsatisfactory and 60(9.7%) very unsatisfactory, yielding a commendable mean score of 3.56. The quality of medical care services follows suit, with 305(49.4%) rating it as very satisfactory, 168(27.2%) satisfactory, 114(18.5%) unsatisfactory and 30(4.9%) very unsatisfactory and a mean score of 3.21. However, perceptions regarding medical facilities and

equipment show a moderate stance, as 293(47.5%) find them to be very satisfactory, 120(19.4%) satisfactory, 96(15.6%) unsatisfactory and 108(17.5%) very unsatisfactory, resulting in a mean score of 2.97. On the other hand, the availability of healthcare professionals receives high praise, with 353(57.2%) deeming it as very satisfactory, 168(27.2%) satisfactory, 66(10.7%) unsatisfactory and 30(4.9%) very unsatisfactory and a mean score of 3.37. The availability of medications also garners positive feedback, with 269(43.6%) rating it as very satisfactory, 216(35.0%) satisfactory, 90(14.6%) unsatisfactory and 42(6.8%) very unsatisfactory and a mean score of 3.15. The overall assessment, reflected in the weighted mean of 3.25, falls within the "high" category, indicating an overall positive perception of the school's medical care services.

Table 4.7b: Standard of Accommodation in Private Universities in Oyo State

S/N	Item: I;	VS(%)	S(%)	US(%)	VUS(%)	Mean	SD	R
6	Access to accommodation facilities for staff.	191(31.0)	192(31.1)	114(18.5)	120(19.4)	2.74	1.097	Moderate
7	Quality of accommodation provided by the school	371(60.1)	144(23.3)	60(9.7)	42(6.8)	3.37	.915	High

8	Accommodation policy	269(43.6)	222(36.0)	60(9.7)	66(10.7)	3.12	.973	High
9	Maintenance and repairs for staff accommodation	197(31.9)	168(27.2)	156(25.3)	96(15.6)	2.76	1.066	Moderate
10	Safety and security provided	419(67.9)	126(20.4)	36(5.8)	36(5.8)	3.50	.847	High
Weighted Mean= 3.09								

Source: Field Survey, 2023

KEY: VS= Very Satisfactory (4), S= Satisfactory (3), US= Unsatisfactory (2),VUS= Very Unsatisfactory (1), SD= Standard Deviation and R= Remarks
***Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

The table 4.7b presents analysis of responses in the research instrument to assess the level of standard of accommodation in Private Universities in Oyo State. The analysis of the responses are discussed as follows; access to accommodation facilities for staff, as indicated in item 6, receives a moderate response, with 191(31.0%) rating it as very satisfactory, 192(31.1%) satisfactory, 114(18.5%) unsatisfactory and 120(19.4%) very unsatisfactory and a mean score of 2.74 which suggests a moderate level of satisfaction. The quality of accommodation provided by the school, item 7, is highly regarded, with 371(60.1%) rating it as very satisfactory, 1446(23.3%) satisfactory, 60(9.7%) unsatisfactory and 42(6.8%) very unsatisfactory. The mean score of 3.37 signifies a high level of satisfaction. Concerning the accommodation policy (item 8), 269(43.6%) view it as very satisfactory, 222(36.0%) satisfactory, 60(9.7%) unsatisfactory and 66(10.7%) very unsatisfactory, resulting in a mean score of 3.12, indicating a high level of satisfaction. Maintenance and repairs for staff accommodation (item 9) receive a moderate response, with 197(31.9%) rating it as very satisfactory, 168(27.2%) satisfactory, 156(25.3%) unsatisfactory and 96(15.6%) very

unsatisfactory. The mean score of 2.76 suggests a moderate level of satisfaction. The safety and security provided (item 10) are highly praised, with 419(67.9%) rating it as very satisfactory, 126(20.4%) satisfactory, 36(5.8%) unsatisfactory and 36(5.8%) very unsatisfactory. The mean score of 3.50 indicates a high level of satisfaction. The overall assessment, represented by the Weighted Mean of 3.09, falls within the "High" category, indicating a generally positive perception of staff accommodation facilities within the institution. While there are areas of moderate satisfaction, the high ratings in quality, policy, and safety and security suggest that the institution is largely successful in providing satisfactory accommodation facilities for staff.

Table 4.7c: Study Leave in Private Universities in Oyo State

S/N	Item: I;	VS (%)	S (%)	US (%)	VUS (%)	Mean	SD	R
11	study leave opportunities for staff	329(53.3)	192(31.1)	12(1.9)	84(13.6)	3.24	1.020	High
12	study leave policies.	431(69.9)	84(13.6)	18(2.9)	84(13.6)	3.40	1.057	High
13	support and resources for staff on study leave.	263(42.6)	174(28.2)	102(16.5)	78(12.6)	3.01	1.048	High

14	procedures of applying for study leave	131(21.2)	246(39.9)	180(29.2)	60(9.7)	2.73	.905	Moderate
15	study leave days provided	323(52.4)	126(20.4)	36(5.8)	132(21.4)	3.04	1.199	High
Weighted Mean= 3.08								

Source: Field Survey, 2023

KEY: VS= Very Satisfactory (4), S= Satisfactory (3), US= Unsatisfactory (2), and VUS= Very Unsatisfactory (1) SD= Standard Deviation and R= Remarks
***Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

The table 4.7c presents analysis of responses in the research instrument to assess the level of standard of accommodation in Private Universities in Oyo State. The analysis of the responses are discussed as follows; Study leave opportunities for staff (item 11) receive positive feedback, with 329(53.3%) rating them as very satisfactory, 192(31.1%) satisfactory, 12(1.9%) unsatisfactory and 84(13.6%) very unsatisfactory. The mean score of 3.24 indicates a high level of satisfaction. Regarding study leave policies (item 12), a substantial 431(69.9%) view them as very satisfactory, 84(13.6%) satisfactory, 18(2.9%) unsatisfactory and 84(13.6%) very unsatisfactory, resulting in a high mean score of 3.40. Support and resources for staff on study leave (item 13) also garner positive responses, with 263(42.6%) rating them as very satisfactory, 174(28.2%) satisfactory, 102(16.5%) unsatisfactory and 78(12.6%) very unsatisfactory. The mean score of 3.01 suggests a generally satisfactory perception among respondents. Procedures for applying for study leave (item 14) receive a moderate response, with 131(21.2%) rating them as very satisfactory, 246(39.9%) satisfactory, 180(29.2%) unsatisfactory and 60(9.7%) very unsatisfactory. The mean score of 2.73 indicates a moderate level of satisfaction. Study leave days provided (item 15) are generally well-regarded, with

323(52.4%) rating them as very satisfactory, 126(20.4%) satisfactory, 36(5.8%) unsatisfactory and 132(21.4%) very unsatisfactory. The mean score of 3.04 indicates a relatively high level of satisfaction, with some variability in responses. The overall assessment, represented by the weighted mean of 3.08, falls within the "high" category, indicating a generally positive perception of study leave opportunities and policies within the institution. While some aspects receive moderate ratings, the overall satisfaction level is high, suggesting effective study leave provisions and policies that meet the needs and expectations of the staff.

Table 4.7d: Level of School Welfare Measures (Medical Care Services, Standard of Accommodation, and Rate of Study Leave) in Private Universities in Oyo State

Items	Very Satisfactory Freq(%)	Satisfactory Freq (%)	Unsatisfactory Freq(%)	Very Unsatisfactory Freq(%)	Mean
Medical Care Services	341 (55.26)	145.2 (23.72)	76.8 (12.46)	54 (8.76)	3.25
Accommodation	289.4 (46.9)	170.4 (27.6)	85.2 (13.8)	72 (11.66)	3.09
Study Leave	295.4 (47.88)	164.4 (26.64)	69.6 (11.26)	87.6 (14.38)	3.08
Overall Weighted Mean= 3.14 High					

Source: Field Survey, 2023

KEY: VS= Very Satisfactory (4), S= Satisfactory (3), US= Unsatisfactory (2), VUS= Very Unsatisfactory (1) SD= Standard Deviation and R= Remarks
***Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

The analysis presented in the table 4.7d and figure 8 in appendix VIIIshows a summary of table 4.7a- table 4.7c and it reveals a remarkably high level of school welfare measures in areas such as medical care services, standard of accommodation, and rate of study leave in Private Universities in Oyo State. Notably, medical care services is relatively high with 55.26% of respondents indicating "very satisfactory" and 23.72% of the respondents signifying "satisfactory," indicating high levels medical care services. Accommodation is similarly high, with 46.9% of the respondents indicating "very satisfactory" and 27.6% of the respondents occurring as “satisfactory” indicating high level of standard of accommodation. Rate of study leave stands out, with 47.88% of respondents reporting "very satisfactory" and 26.64% of the respondents as “satisfactory” indicating high level of rate of study leave.

The results suggest that, overall, administrative staff in Private Universities in Oyo State is generally satisfied with the school welfare measures, including medical care services, accommodation, and study leave. The majority of respondents expressed high levels of satisfaction in the areas of medical care services and study leave, indicating that these aspects of school welfare are meeting or exceeding their expectations. However, the slightly lower satisfaction levels in the area of accommodation raise concerns. This indicates a potential area for improvement in terms of the procedures of acquiring accommodation. The overall weighted mean falling into the "high" category suggests that, on average, the positive perceptions outweigh the negative ones. Nonetheless, the institution may want to focus on addressing specific issues related to accommodation to ensure a more uniformly positive experience for all administrative staff in Private Universities in Oyo State.

4.4 Test of Hypotheses

$H_0$1: There will be no significant combined influence of leadership styles (digital, pace-setting, transformational, transactional, and coaching) and school welfare measures (medical care services, standard of accommodation, and rate of study leave) on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State.

Table 4.8: Summary of regression analysis showing combined influence of leadership styles (digital, pace-setting, transformational, transactional, and coaching) and school welfare measures (medical care services, standard of accommodation, and rate of study leave) on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.995[a]	.991	.991	2.104

Predictors: (Constant), School Welfare Measures, Leadership Styles

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	284536.646	2	142268.323	32145.714	.000[b]
	Residual	2717.400	614	4.426		
	Total	287254.046	616			

a. Dependent Variable: Organisational Citizenship Behaviour

b. Predictors: (Constant), School Welfare Measures, Leadership Styles

Source: Fieldwork, 2023

Table 4.8 presents a summary of regression analysis conducted on the combined influence of leadership styles (digital, pace-setting, transformational, transactional, and coaching) and school welfare measures (medical care services, standard of accommodation, and rate of study leave) on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State. The model summary reveals an exceptionally strong relationship, with a correlation coefficient (R) of 0.995, signifying a near-perfect association between predicted and observed values. Furthermore, an impressive 99.1% of the variance in organizational citizenship behavior is accounted for by the combined influence of leadership styles (digital, pace-setting, transformational, transactional, and coaching) and school welfare measures (medical care services, standard of accommodation, and rate of study leave). The Adjusted R Square, which considers the number of predictors, remains at a remarkable 99.1%. Moving to the ANOVA table, the F-statistic of 32145.714, coupled with a p-value of 0.000 which is less than the typical alpha level of 0.05, emphasise the model's overall significance. Thus, it can be inferred that at least one of the predictors (leadership styles and school welfare measures) has a significant influence on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State.The regression and residual sum of squares also provide insights into the explained and unexplained variations, respectively. Therefore, based on the significance of the regression model and the substantial R-square value, the null hypothesis ($H_0$1) stated was rejected at 0.05 level of significance. The results indicate that the combined influence of leadership styles and school welfare measures does have a significant influence on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State.

$H_0$2: There will be no significant relative influence of leadership styles (digital, pace-setting, transformational, transactional, and coaching) and school welfare measures (medical care services, standard of accommodation, and rate of study leave) on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State.

Table 4.9: Summary of regression analysis showing relative influence of leadership styles, and school welfare measures on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	8.567	.312		27.452	.000
	Leadership Styles	-.033	.025	-.036	-1.284	.200
	School Welfare Measures	1.583	.043	1.031	36.860	.000

a. Dependent Variable: Organisational Citizenship Behaviour

Source: Fieldwork, 2023

Table 4.9 shows results of the regression analysis examining the influence of leadership styles and school welfare measures on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State. Notably, the coefficient for leadership styles was found to be -0.033, with a standardised coefficient (Beta) of -0.036, suggesting a negative influence. However, this relationship was not statistically significant at the 0.05

significance level (p = 0.200). In contrast, school welfare measures demonstrated a significant positive influence on organisational citizenship behaviour. The coefficient for school welfare measures was 1.583, with a standardised coefficient (Beta) of 1.031 and a highly significant p-value of 0.000. Consequently, the study indicates that, in the context of Private Universities in Oyo State, organizational citizenship behavior among administrative staff is notably influenced by the quality of school welfare measures, while leadership styles did not emerge as statistically significant predictors in this analysis.

Table 4.10: Summary of relative influence of leadership styles (digital, pace-setting, transformational, transactional, and coaching) and school welfare measures (medical care services, standard of accommodation, and rate of study leave) on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.462	.369		3.961	.000
	Digital Leadership Style	-1.320	.087	-.324	-15.175	.000
	Pace-setting Leadership Style	1.941	.127	.401	15.325	.000
	Transformational Leadership Style	.782	.147	.166	5.315	.000
	Transactional Leadership Style	1.243	.089	.256	13.910	.000
	Coaching Leadership Style	.379	.086	.094	4.428	.000
	Medical Care Services	.373	.134	.078	2.777	.006
	Accommodation	1.563	.116	.337	13.508	.000
	Study Leave	-.015	.109	-.003	-.137	.891

a. Dependent Variable: Organisational Citizenship Behaviour

Source: Fieldwork, 2023

Table 4.10 shows results of the regression analysis which reveals the influence of leadership styles and school welfare measures on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State. The intercept, representing the predicted organisational citizenship behaviour when all variables are zero, is significantly different from zero. Among the leadership styles, pace-setting demonstrates the strongest positive influence on organisational citizenship behaviour ($\beta = 0.401$, $t = 15.325$, $P < 0.05$), while digital leadership style has a significant negative impact ($\beta = -0.324$, $t = -15.175$, $P<0.05$). Additionally, transformational ($\beta = 0.166$, $t = 5.315$, $P < 0.05$), transactional ($\beta = 0.256$, $t = 13.910$, $P < 0.05$), and coaching ($\beta = 0.094$, $T = 4.428$, $P < 0.05$) leadership styles also positively influence organisational citizenship behaviour. Regarding school welfare measures, medical care services ($\beta = 0.078$, $t = 2.777$, $P < 0.05$) and accommodation ($\beta = 0.337$, $t = 13.508$, $P < 0.05$) have significant positive effects on organisational citizenship behaviour. However, study leave does not significantly influence organisational citizenship behaviour ($\beta = -0.003$, $t = -0.137$, $P > 0.05$).

In summary, these findings suggest that certain leadership styles, particularly pace-setting, and specific school welfare measures such as medical care services and accommodation play crucial roles in influencing organisational citizenship behaviour among administrative staff in Private Universities in Oyo State. However, digital leadership style has a detrimental impact, and the influence of study leave is not statistically significant.

4.5 Discussion of Findings

Research question one was formulated to identify the level of organisational citizenship behaviour among administrative staff in Private Universities in Oyo State. The result obtained shows that organisational citizenship behaviour among administrative staff in Private Universities in Oyo State is high. This finding demonstrates the existence of a cohesive and committed administrative staff that not only upholds the principles and goals of its institutions but also actively helps to improving the larger community. This discovery is consistent with a previous study on organisational citizenship behaviour, where a comparable study revealed a high level of such behaviour within organisational environments[1]. Furthermore, a separate study carried out in a similar setting demonstrated a correspondingly high level of organisational citizenship behaviour among faculty staff[2]. Although these consistent findings are important, it is necessary to recognise that there are differing viewpoints in the literature regarding the reported high degree of organisational citizenship behaviour among administrative staff in Oyo State. The present study contradicts the findings of a previous study by revealing a decrease in organisational citizenship behaviour[3]. This disparity shows the intricate nature of organisational behaviour dynamics and indicates the necessity for a sophisticated comprehension of contextual elements that could impact the fluctuations in organisational citizenship behaviour among administrative personnel in Private Universities in Oyo State.

Research question two aimed at determining the most adopted leadership style among Private Universities in Oyo State. The findings pointed to the prevalence of the transformational leadership style, followed by pace-setting, transactional, digital, and coaching styles. These results are consistent with several prior studies in similar contexts, reinforcing

the idea that transformational leadership is a widely favoured approach within educational settings.The prominence of the transformational leadership style in Private Universities in Oyo State is in line with the findings of previous research conducted both within and outside the region. For example, a study conducted in a comparable organisational context reported a similar prevalence of transformational leadership styles, supporting the credibility and generalizability of the present study's findings[4]. Additionally, another study conducted in a similar context found alignment with the dominance of the transformational style[5]. Furthermore, a separate study supports the findings of this study, indicating that the transformational leadership style is the most dominate leadership style[6]. Moreover, another study finding aligns with the finding of this study stating that the transformational leadership style is most prevalent leadership style further strengthening the robustness of the current research[7]. However, it is crucial to consider alternative perspectives on leadership styles to provide a comprehensive understanding of the landscape. While the present study highlights the transformational leadership style as the most adopted, it is essential to critically engage with studies presenting differing viewpoints. One such study reported transactional leadership style as the most adopted, introducing a counter-narrative that challenges the prevailing trend identified in this research[8]. This dissenting perspective suggests that the choice of leadership style may vary across different organisational contexts, and Private Universities in Oyo State may not universally lean towards the transformational approach.Furthermore, another study introduced the coaching leadership style as the most dominant, presenting yet another contrasting viewpoint[9]. This disparity in findings highlights the complexity of leadership dynamics within Private Universities, suggesting that leadership preferences and practices may be nuanced and context-dependent.Considering these alternative perspectives, it becomes

evident that the choice of leadership style in Private Universities is not universally standardized. Instead, it may be influenced by various factors, such as organisational culture, individual leadership preferences, and contextual demands. These implications highlight the need for further exploration and understanding of the specific contextual factors shaping leadership choices within Private Universities in Oyo State, enabling a more nuanced and comprehensive interpretation of the research findings.

Research question three was raised to identify the level of school welfare measures in Private Universities in Oyo State. The outcomes indicate a noteworthy observation, revealing a high level of school welfare measures in these institutions. This finding aligns with the conclusions drawn from a previous related study, highlighting a consistent pattern of elevated welfare measures in various domains[10]. Furthermore, the current research's results find support in another related study that substantiates the prevalence of a high level of school welfare measures[11].Nevertheless, it is imperative to acknowledge alternative perspectives on school welfare measures to foster a more nuanced and comprehensive understanding of the landscape. In contrast to the present study, a divergent perspective emerges from a prior related investigation, which reported a lower level of welfare measures[12]. This contradiction suggests potential variability in the implementation and effectiveness of welfare measures across Private Universities in Oyo State.Additionally, the comparison and contrast with another related study bring to light another dimension of contention. This specific study contradicts the findings of the present research, revealing a lower level of welfare measures in Private Universities[13]. Such disparities emphasise the need for a closer examination of the factors influencing school welfare measures, as variations may exist due to institutional differences, policy

implementations, or regional peculiarities.The implications of these disparities are multifaceted. Firstly, the existence of conflicting findings necessitates a critical evaluation of the methodologies employed in measuring and assessing school welfare measures. Researchers and policymakers should consider the intricacies of these measures, recognising that a one-size-fits-all approach may not accurately capture the diverse realities within Private Universities in Oyo State.Secondly, the identification of both high and low levels of welfare measures highlights the potential need for a standardised framework or set of guidelines to ensure a baseline of welfare standards across Private Universities. Addressing the disparities could involve collaborative efforts between educational institutions, regulatory bodies, and relevant stakeholders to establish and uphold a consistent and equitable standard of welfare measures.

Hypothesis one was tested to examine the combined influence of leadership styles (digital, pace-setting, transformational, transactional, and coaching) and school welfare measures (medical care services, standard of accommodation, and rate of study leave) on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State. The results indicate that the combined influence of leadership styles and school welfare measures does have a significant influence on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State. This implies that the leadership styles adopted by Administrators, coupled with the welfare measures provided by the university, collectively contribute to shaping the organisational citizenship behaviour of the administrative staff. The rejection of the null hypothesis further emphasises the statistical significance of this influence, reinforcing the idea that both leadership styles and welfare measures play crucial roles in

fostering positive organisational citizenship behaviour.The observed positive relationship between leadership styles and organisational citizenship behaviour corroborates findings from previous studies, where similar positive associations were identified. For instance, a study supports the notion that leadership styles significantly influence organisational citizenship behavior[14]. This consistency across studies emphasises the robustness of the relationship and suggests a generalizable pattern.Moreover, the supportive evidence from another study highlighting the positive impact of leadership styles on organisational citizenship behaviour further strengthens the argument presented in this research[15]. The convergence of findings across different studies contributes to the overall credibility of the relationship between leadership styles and organisational citizenship behaviour.Additionally, the reference to a related research study linking workload, a welfare measure, to organisational citizenship behaviour provides a nuanced perspective. The positive relationship identified between workload and organisational citizenship behaviour suggests that elements of the work environment, beyond leadership styles alone, can also contribute to shaping employee behaviour[16]. This shows the multifaceted nature of the factors influencing organisational citizenship behaviour and emphasises the need for a comprehensive approach when examining organisational dynamics.On the contrary, the discussion also acknowledges discrepancies in findings among scholars, particularly in the case of one study that found no direct effect between leadership styles and organisational citizenship behavior[17]. This disparity highlights the complexity of the relationship and suggests that contextual factors, specific to each study, may influence the observed outcomes. The contrast with this particular study serves as a reminder that organisational contexts can vary and that the impact of leadership styles on organisational citizenship behaviour may not be universally uniform.

Hypothesis two was tested to examine the relative influence of leadership styles (digital, pace-setting, transformational, transactional, and coaching) and school welfare measures (medical care services, standard of accommodation, and rate of study leave) on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State. Among the leadership styles, pace-setting emerges as the most influential, demonstrating the strongest positive impact on organisational citizenship behavior. This finding suggests that a leadership approach characterised by setting high standards and expectations can motivate administrative staff to engage in behaviours that go beyond their formal job requirements, contributing positively to the rganization. On the other hand, the digital leadership style exhibits a significant negative impact on organisational citizenship behaviour, indicating that this style might hinder or discourage certain citizenship behaviours among administrative staff.Furthermore, the results indicate that transformational, transactional, and coaching leadership styles also positively influence organisational citizenship behavior. These findings highlight the multifaceted nature of effective leadership, suggesting that various leadership styles can contribute positively to the development of a culture of organisational citizenship among administrative staff.In terms of school welfare measures, medical care services and accommodation are found to have significant positive effects on organisational citizenship behavior. This implies that a conducive and supportive work environment, including access to healthcare services and suitable accommodation, can enhance the willingness of administrative staff to engage in behaviours that benefit the rganization. However, the rate of study leave is not found to significantly influence organisational citizenship behaviour, suggesting that this specific welfare measure may not be as critical in shaping citizenship behaviours among administrative staff.The rejection of the null hypothesis emphasises the importance of

considering both leadership styles and school welfare measures when examining their relative influence on organisational citizenship behavior. This aligns with findings from other related studies, supporting the idea that leadership styles indeed play a significant role in influencing organisational citizenship behaviour[18]. Similarly, the positive impact of certain welfare measures on organisational citizenship behaviour is consistent with findings from previous research[19]. However, the discussion also acknowledges discrepancies in findings among scholars, particularly regarding the impact of transformational leadership style on organisational citizenship behavior[20]. While the current study identifies a positive influence, there are studies that report no significant impact[17]. This discrepancy emphasises the contextual nuances that may shape the relationship between leadership styles and organisational citizenship behaviour, urging caution in generalising findings across different organisational settings.In conclusion, the implications of these findings suggest that organisations should recognise the differential impact of various leadership styles and welfare measures on organisational citizenship behavior. Tailoring leadership approaches and welfare initiatives to the specific needs and characteristics of the administrative staff can contribute to fostering a positive organisational culture. Additionally, the study highlights the importance of considering the broader organisational context and acknowledging the potential variations in findings across different studies when interpreting and applying research results in practice.

Endnotes

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Chapter Five

Conclusion

This chapter focuses on the summary of findings, conclusions, recommendations (based on the findings of the study), contribution to knowledge and the areas of further research.

5.1 Summary of Findings

The research aimed at investigating the influence of leadership styles and school welfare measures on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State. The first research question aimed to identify the level of organisational citizenship behaviour (altruism, conscientiousness, sportsmanship, courtesy, and civic virtue) among administrative staff. The findings revealed a high level of organisational citizenship behaviour, indicating a cohesive and committed administrative staff actively contributing to the institution and the broader community. However, the study noted conflicting viewpoints, highlighting the need for a nuanced understanding of contextual factors impacting organisational citizenship behaviour fluctuations.

Regarding the second research question on leadership styles, the study identified five leadership styles: digital, pace-setting, transformational, transactional, and coaching. The most adopted leadership style in Private Universities in Oyo State was found to be the transformational style, with a majority of respondents indicating "always" adopting this approach. The pace-setting style ranked second, followed by transactional, digital, and coaching styles, respectively. This suggests a prevalent inclination towards transformational

leadership, emphasising inspiration, motivation, and vision among administrative staff in Private Universities.

The third research question explored school welfare measures, including medical care services, standard of accommodation, and the rate of study leave. The analysis indicated a remarkably high level of satisfaction among respondents. Medical care services, accommodation standards, and the rate of study leave were reported as very satisfactory by a majority of respondents, reflecting a positive perception of the welfare measures provided by Private Universities in Oyo State.

The study formulated two hypotheses to investigate the influence of leadership styles and school welfare measures on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State. The first hypothesis ($H_0$1) proposed that there would be no significant combined influence of leadership styles and school welfare measures on organisational citizenship behaviour, while the second hypothesis ($H_0$2) posited that there would be no significant relative influence of these factors on organisational citizenship behaviour.

The result of the first hypothesis reveals a significant combined influence of leadership styles and school welfare measures on organisational citizenship behaviour among administrative staff. In the examination of the relative influence of leadership styles and school welfare measures which is the second hypothesis, pace-setting emerged as the most influential leadership style, positively impacting organisational citizenship behavior. Digital leadership exhibited a significant negative impact, indicating a potential hindrance to citizenship behaviors. The study identified significant positive effects of medical care services and

accommodation as welfare measures on organisational citizenship behaviour, while the rate of study leave showed no significant influence.

5.2 Conclusion

In conclusion, this study examined the complex dynamics of organisational citizenship behaviour among administrative staff in Private Universities in Oyo State, investigating the influence of leadership styles and school welfare measures. The results showed that administrative staff exhibited a high level of organisational citizenship behaviour, which fostered a cohesive and dedicated workplace. Interestingly, transformational leadership was the most adopted style, highlighting how important motivation and inspiration are in this learning environment. The study also emphasised how important it is for leaders to set the pace, but it also provided a note of caution about the possible risks of digital leadership. Welfare measures showed that while the rate of study leave did not significantly affect organisational citizenship behaviour, general satisfaction with medical care services and accommodation conditions did positively affect organisational citizenship behaviour. The study offers an in-depth comprehension of the significance of combining welfare measures and leadership styles to meet the unique needs and circumstances of administrative staff in Private Universities. It also provides insightful information for improving organisational performance and cultivating a culture of good citizenship.

5.3 Recommendations

Based on the findings of this study, the following recommendations were made:

1. Recognising the slightly lower level of courtesy behaviour involvement, Private Universities should provide specialised training sessions or workshops that centre on encouraging polite behaviour among administrative staff. The importance of respectful communication, collaboration, and a positive interpersonal approach to enhance relationships within the organisation should be emphasised.
2. Recognising the lower adoption rates of coaching styles, Private Universities should facilitate coaching skills enhancement programmes for leaders. Coaching is a valuable approach for individual development, and improving coaching skills can lead to better mentorship and support for administrative staff.
3. Recognising the slightly lower satisfaction levels in accommodation, private institutions should conduct a detailed analysis of the existing accommodation procedures. Consider implementing improvements such as enhanced facilities, clearer communication regarding accommodation options, and streamlined processes for acquiring suitable accommodation.
4. Private Universities should invest in comprehensive leadership training programmes and prioritise enhancing school welfare measures to cultivate a positive organisational culture and encourage organisational citizenship behaviour among administrative staff in Private Universities in Oyo State.
5. Although study leave was not found to significantly influence organisational citizenship behaviour, institutions should reevaluate and potentially revise study leave policies to better align them with the needs and expectations of administrative staff.

This could involve seeking input from staff to understand their preferences and optimising study leave offerings accordingly.

5.4 Contribution to knowledge

This study significantly contributes to the existing body of knowledge by offering comprehensive insights into the influence of leadership styles and school welfare measures, on organisational citizenship behaviour among administrative staff in Private Universities in Oyo State.

Empirically, the study contributes to existing literature by identifying the specific leadership styles and welfare measures that exert significant influence on organisational citizenship behaviour and also quantifies the magnitude of their impact. The findings highlight the crucial role of pace-setting leadership in fostering positive organisational citizenship behaviour while also highlighting the detrimental impact of digital leadership. Additionally, the study unveils the crucial contributions of medical care services and accommodation to enhancing organisational citizenship behaviour, shedding light on specific areas for targeted improvement. By unpacking these nuanced relationships, the research offers actionable recommendations for institutions seeking to cultivate a workplace culture characterised by collaboration, commitment, and ethical conduct. Furthermore, the exceptionally high correlation coefficient and variance explained in the regression model signify the robustness of the study, providing a valuable foundation for future research endeavors in the realm of organizational behavior within the unique context of Private Universities in Oyo State. Overall, this study not only advances our understanding of the factors influencing organisational

citizenship behaviour in academic settings but also provides practical insights that can inform strategic decisions aimed at fostering a positive and productive work environment.

5.5 Suggestion for Further Studies

Future research endeavours may explore alternative indicators for both leadership styles and school welfare measures that were not included in the present study. This exploration aims to investigate whether these unexamined indices exhibit similar patterns of behaviour as those analysed in the current research. Also, replicating this study in public Universities, private and public secondary schools is also recommended. Furthermore, this study can also be carried out in another state, region, or the entire country at large.

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Appendix I

Leadership Styles, School Welfare Measures and Organisational Citizenship Behaviour among Administrative Staff in Private Universities in Oyo State (LSSWMOCBASPU)

Dear Esteemed Respondent,

This instrument was designed to gather data regarding the research topic stated above. Rest assured that all information provided will be used exclusively for research purposes and treated with the utmost confidentiality. Therefore, we kindly request your honest and sincere response to all the items in this instrument. Your participation is highly valued.

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 ( )
4. School Type: Secular ( ) Faith Based ( )

Section B

This section contains items to collect information from respondents on the level of organizational citizenship behaviour of administrative staff in Private Universities. Please respond to the statement in the tables below using the following scale;

Always (AL), Seldom (SE), Rarely (R), Never (N)

Section B Items on administrative staff level of organizational citizenship behaviour

S/N	Item: I;	AL	SE	R	N
1	willingly assist my colleagues with their work, even if it is not part of my job responsibilities.				
2	often share my working materials and resources with fellow staff to support their professional growth.				
3	proactively contribute to school-wide initiatives and committees to improve the overall learning environment.				
4	frequently support and encourage struggling students.				
5	genuinely care about the well-being of my colleagues and express concern during challenging times.				
6	Am highly organized in carrying out my responsibilities.				
77	pay great attention to details and provide feedback to students and other stakeholders.				
88	am diligent in meeting deadlines for administrative tasks and paperwork.				
99	consistently follow school policies and guidelines in my daily operations.				
110	take initiative to continuously improve my administrative skills and stay updated with new methodologies				
111	approach conflicts or disagreements with a collaborative and constructive mindset to find solutions amicably				

112	am committed to promoting a positive work culture and fostering a sense of camaraderie among my colleagues.				
113	actively participate in school committees and projects aimed at improving the overall school environment				
114	demonstrate fair play and respect towards my colleagues, students, and school staff, regardless of the situation.				
15	am open to receiving feedback and criticism, using them as opportunities for personal and professional growth.				
16	consistently treat my colleagues, students, and school staff with respect and politeness.				
17	greet and acknowledge others with a friendly and warm demeanor.				
18	actively listen to others, valuing their opinions and perspectives.				
19	use positive and encouraging language when interacting with colleagues and students.				
20	am patient and understanding when dealing with others, even in challenging situations.				
21	take pride in representing my school and maintaining a positive image within the local community.				
22	am committed to being a responsible and ethical role model for my students and colleagues.				
23	actively seek ways to address and improve social issues that may affect the school or the broader community.				
24	willingly support and participate in school-sponsored events and activities.				
25	committed to upholding the school's values and mission beyond my regular administrative duties.				

Section C

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), Seldom (SE), Rarely (R), Never (N)

Section C Items on most adopted leadership style in Private Universities

SS/N	Items: MyVC, Registrar, Deans, Head of departments, provost and, departmental/unit head;	AL	SE	R	N
11	actively encourages the integration of technology in carrying out administrative functions				
22	regularly use digital tools and platforms to communicate with staff, students, and parents.				
33	shows a strong commitment to staying updated with the latest technological advancements in education.				
44	provide adequate training and support to staff to effectively utilize digital tools.				
55	fosters a culture of innovation and experimentation with digital solutions to enhance working outcomes.				
66	sets high performance expectations and demonstrates these expectations through his/her own actions.				
77	leads by example and expect others to follow suit in achieving ambitious goals.				
88	motivates staff to excel and take ownership of their responsibilities				
99	establish clear performance standards and provide regular feedback to help staff meet these standards				
110	focuses on achieving challenging targets and continuously improving the school's overall performance				
111	inspires and motivates staff and students to envision a better future for the school.				
112	promotes a shared vision that emphasizes the importance of individual contributions to the overall success of the school.				
113	encourages creativity, innovation, and new ideas to improve the school's learning environment				
114	shows genuine care and concern for the personal and professional development of staff.				
115	fosters a positive and empowering school culture that leads to a sense of collective purpose and commitment.				

116	clearly communicates expectations and rewards staff for meeting set targets and goals.				
117	relies on a structured system of incentives and rewards to motivate staff.				
118	actively monitor and evaluate the performance of staff to ensure accountability.				
119	emphasizes the importance of meeting established standards and adhering to existing rules and regulations.				
220	use performance appraisal systems to recognize and acknowledge the efforts of high-performing staff.				
221	engages in one-on-one coaching sessions with staff to support their professional growth				
222	encourages open and constructive communication between leaders and staff to address challenges effectively.				
223	provide regular feedback and guidance to help staff enhance their professional growth.				
224	focuses on identifying and nurturing the strengths of staff to maximize their potential				
225	actively promotes a culture of continuous learning and development among staff.				

Section D

This section contains items to collect information from respondents on the level of school welfare measures in Private Universities. Please respond to the statement in the tables below using the following scale;

Very Satisfactory (VS), Satisfactory (S), Unsatisfactory (US), Very Unsatisfactory (VUS)

Section D Items on level of school welfare measures in Private Universities.

S/N	Items	VS	S	US	VUS
1	Access to medical care services				
2	Quality of medical care services provided by my school				
3	Medical facilities and equipment available at my school's healthcare center				
4	Availability of healthcare professionals (doctors, nurses, etc.) at my school's healthcare center is satisfactory				
5	Availability of medications at my school's healthcare center				
6	Access to accommodation facilities for staff.				
7	Quality of accommodation provided by the school				
8	Accommodation policy				
9	Maintenance and repairs for staff accommodation				
10	Safety and security provided				
11	Study leave opportunities for staff				
12	Study leave policies.				
13	Support and resources for staff on study leave.				
14	Procedures of applying for study leave				
15	Study leave days provided				

Section E

Please, tick 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 carry out voluntary actions which go beyond my formal job responsibilities because;	SA	A	D	SD
1	My VC, Registrar, Deans, Head of departments, provost and, departmental/unit head uses digital tools and technology to streamline work processes and improve efficiency				
2	My VC, Registrar, Deans, Head of departments, provost and, departmental/unit head leads by example and expects others to follow suit				
3	My VC, Registrar, Deans, Head of departments, provost and, departmental/unit head fosters a culture of learning and encourages staff to contribute ideas and suggestions to improve work processes				
4	My VC, Registrar, Deans, Head of departments, provost and, departmental/unit head gives incentives and rewards.				
5	My VC, Registrar, Deans, Head of departments, provost and, departmental/unit head provides guidance and support				
6	I have access to school medical care services				
7	I pay a subsidized medical fee				
8	I have access to the school accommodation				
9	I am opportune to get study leave				
10	I enjoy the support and resources provided during study leave				

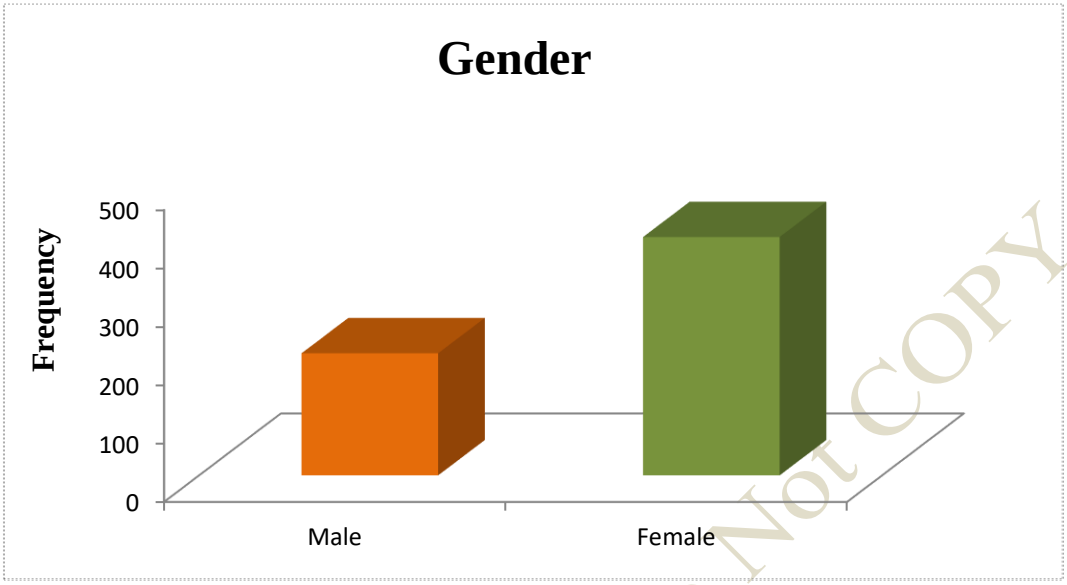

Figure 2: Gender of Respondents

Source: Fieldwork, 2023

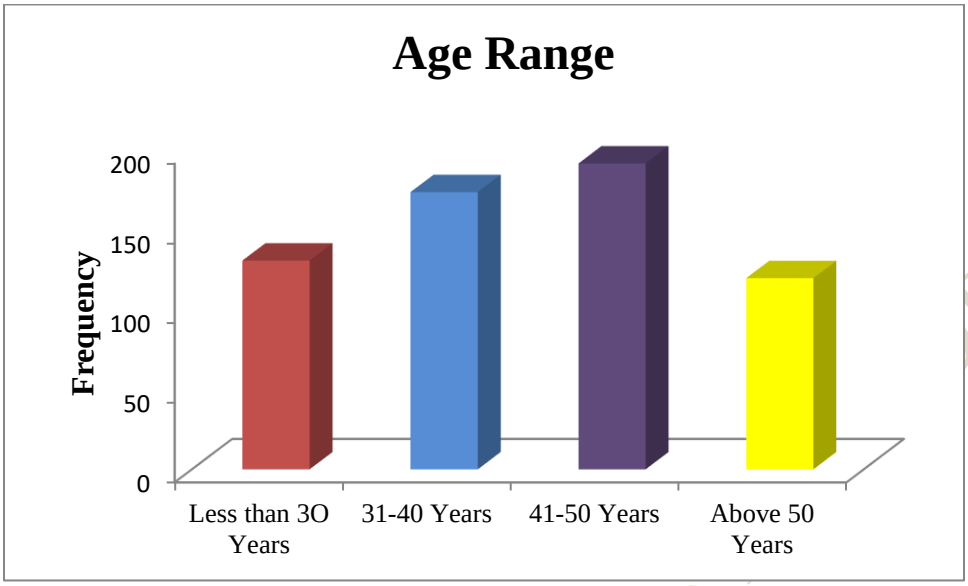

Figure 3: Age Range of Respondents

Source: Fieldwork, 2023

Appendix IV

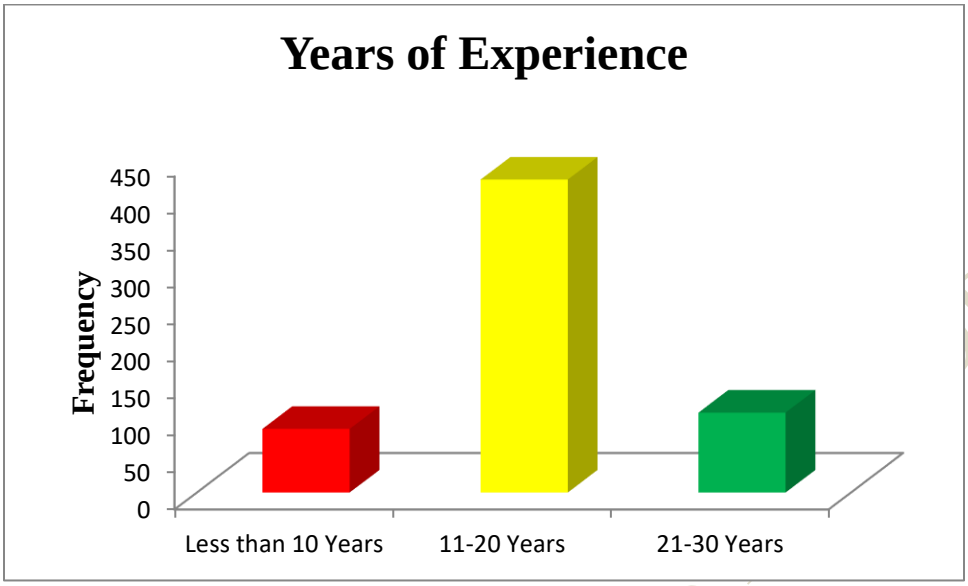

Figure 4: Years of Experience of Respondents

Source: Fieldwork, 2023

Appendix V

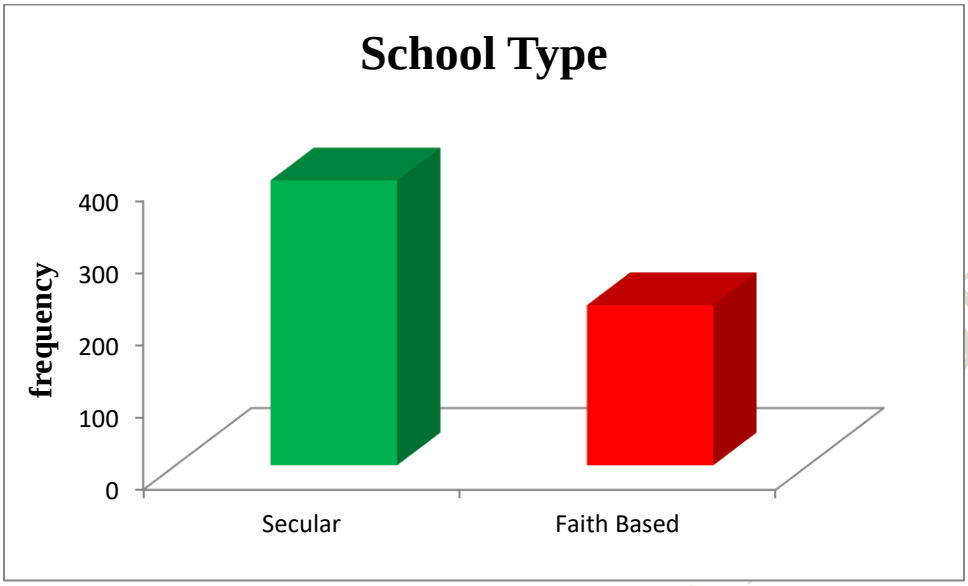

Figure 5: School Type of Respondents

Source: Fieldwork, 2023

Appendix VI

Figure 6: Level of organisational citizenship behaviour (altruism, conscientiousness, sportsmanship, courtesy and civic virtue) among administrative staff of Private Universities in Oyo State.

Source: Fieldwork, 2023

Appendix VII

Figure 7: The most adopted leadership style (digital, pace-setting, transformational, transactional and coaching) in Private Universities in Oyo State.

Source: Fieldwork, 2023

Appendix VIII

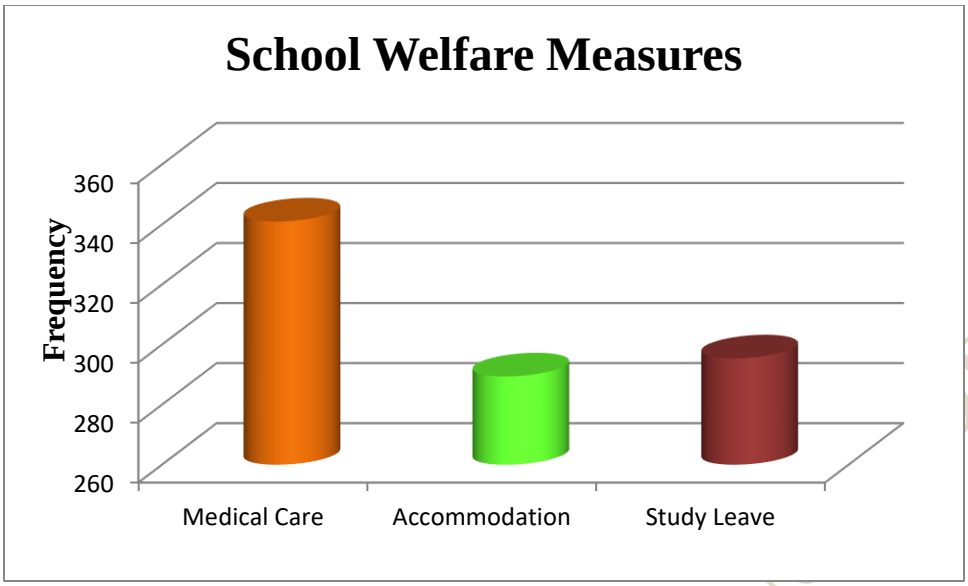

Figure 8: Level of school welfare measures (medical care services, standard of accommodation and rate of study leave) in Private Universities in Oyo State.

Source: Fieldwork, 2023

Bio-data

A. Personal Data

- **Full Name:** Onome Peace AVURAKOGHENE

  Lead City University, Ibadan, Oyo State

  avuraonome@gmail.com

  08100489777

- **Date of Birth:** 19th April, 1997, Delta State
- **Nationality:** Nigerian
- **Marital Status:** Single
- **Name of Next of Kin:** Blessing Avura
- **Address of Next of Kin:** Lead City University, Ibadan, Oyo State.

B. Educational Background

1. Educational Institutions Attended with Dates and Qualification:

i. Primary Education

2000-2006	Future Leaders Academy, Delta State

ii. Secondary Education

2006-2012	St. Matthias Catholic School, Bayelsa State
2012-2013	Community Secondary School, Bayelsa State

iii. Higher Educational Institutions Attended with Dates & Qualification

2014-2018	Delta State University, Abraka; (B.Sc(Ed) Biology Education)

C. **Work Experience:**

2020-2022	Graceville High School (Tutor/ House parent)
2019-2020	Royal Height Academy (Tutor)

D. Membership of Academic Professional Bodies

TRCN: Teachers Registration Council of Nigeria

E. **Publications:**

O. P. Avurakoghene and A.O. Oredein, Higher Education as a Tool for Manpower Development in a Rapidly Evolving World for Sustainable Development. Published in the Multidisciplinary International Academic Conference

O. P. Avurakoghene and A. O. Oredein (2023). Educational Leadership and Artificial Intelligence for Sustainable Development. International Council for Education, Research and Training, 2(3), 211-223.

F. Names and Addresses of Referees

1. Professor A. O. Oredein
   Provost, Post graduate College
   Lead City University, Ibadan, Oyo State

2. Dr. Adeyemi Ayobami,Ebo
   Lecturer 1
   Department of Arts & Social Science
   Faculty of Education,
   Lead City University, Ibadan, Oyo State

G. _____ _____

Signature **Date**

The University Compliance Certification

This is to certify that this thesis by Onome Peace AVURAKOGHENE 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