

**IMPACT OF LEADERSHIP SELF-EFFICACY AND
CHANGE- ORIENTED BEHAVIOUR ON STAFF ORGANIZATIONAL
CITIZENSHIP BEHAVIOUR IN NIGERIAN HIGHER
EDUCATION INSTITUTIONS**

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**FACULTY OF EDUCATION
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IMPACT OF LEADERSHIP SELF-EFFICACY AND
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CITIZENSHIP BEHAVIOUR IN NIGERIAN HIGHER
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IMPACT OF LEADERSHIP SELF-EFFICACY AND CHANGE- ORIENTED BEHAVIOUR ON STAFF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN NIGERIAN HIGHER \EDUCATION INSTITUTIONS

ABSTRACT

Education is the cornerstone of national development. Higher education institutions are responsible for producing skilled manpower needed to attain holistic and sustainable development. In order to make higher education institutions responsive and productive, effective leadership is needed. The self-efficacy and change-oriented behavior of academic leaders play a vital role in attaining organizational goals and development. This study examined the impact of leadership self-efficacy and change oriented behavior on staffs' organizational citizenship behavior in public higher education institutions in Lagos State, Nigeria. It adopted an explanatory mixed method research design. A total of 420 staff were randomly selected from 10 public higher institutions in Lagos State for quantitative strand of this study, while 10 academic leaders participated in the qualitative strand of this study. The research instrument used in the quantitative strand was an adopted survey questionnaire. The questionnaire which consist of 62 items was used to gather information from staff for the quantitative strand while a semi-structured interview protocol consisting of 12 questions was used to collect information from the academic leaders for the qualitative strand in this study. The findings revealed that there is a positive and strong relationship between high selfefficacy and staff organizational citizenship behavior with $r = .593$ and $p = .000$. In addition, there exists a negative relationship between low self-efficacy and staffs' organizational citizenship behavior with $r = -.291$ and $p = .000$. Furthermore, this study shows that there is a significant relationship between leadership self-efficacy and organizational citizenship behavior with estimate value of .172 and p -value of .000. Also, change-oriented behavior of leaders is significant to staff organizational citizenship behavior with estimate value of .273 and p -value of .000. Similarly, change policy was found to be significant to staff organizational citizenship behaviour with estimate value of .272 and p -value of .000. In addition, demographic information such as type of staff, staffs' cadre and faculty do not have any effect on staff organizational citizenship behavior. Experience, type of institution and age of staffs have effect on staff organizational citizenship behavior in higher education institutions in Lagos State. The study further revealed that academic leaders developed their self-efficacy through personal development, experience and interaction with their society. In addition, good moral value, motivation, effective communication and good governance are measures employed by academic leaders in implementing change in higher education institutions. Also, it was found that academic leaders in public higher education institutions in Lagos State faced economic, social, political, human and resources challenges in the course of implementing change in their respective institutions. In order to ameliorate these challenges, the study proposed use of right personnel, self-reformation and good leadership. Finally, the findings revealed that personal, organizational, social and economic elements are responsible for staffs 'organizational citizenship behaviour in public higher education institutions in Lagos State. In order to make public higher education institutions responsive to needs of their stakeholders, good governance, effective leadership and adequate facilities must be provided.

**KESAN EFIKASI KENDIRI KEPEMIMPINAN DAN PERLAKUAN
BERORIENTASI PERUBAHAN KE ATAS PERLAKUAN
KEWARGANEGARAAN ORGANISASI STAF DALAM INSTITUSI
PENGAJIAN TINGGI DI NIGERIA**

ABSTRAK

Pendidikan adalah asas pembangunan negara. Institusi pengajian tinggi adalah bertanggungjawab untuk menghasilkan tenaga kerja mahir yang diperlukan untuk mencapai pembangunan lestari dan holistik. Dalam usaha untuk membuat institusi pengajian tinggi responsif dan produktif, kepimpinan yang berkesan diperlukan. Keberkesanan diri dan tingkah laku berorientasikan perubahan pemimpin akademik memainkan peranan penting dalam mencapai matlamat dan pembangunan organisasi. Kajian ini mengkaji kesan kepimpinan efikasi-kendiri dan tingkah laku berorientasikan perubahan terhadap kelakuan kewarganegaraan organisasi staf di institusi pengajian tinggi awam di Lagos State, Nigeria. Ia menggunakan kaedah campuran reka bentuk kajian penerokaan. Seramai 420 kakitangan termasuk yang dipilih secara rawak dari 10 institusi pengajian tinggi awam di Lagos State untuk mengambil bahagian dalam jalur kuantitatif kajian ini, manakala 10 pemimpin akademik (satu dari setiap institusi pengajian tinggi awam) telah mengambil bahagian dalam jalur kualitatif kajian ini. Instrumen kajian yang digunakan dalam jalur kuantitatif adalah satu soal selidik yang diubah suai. Soal selidik yang mengandungi 62 item digunakan untuk mengumpul maklumat daripada responden mengenai perkara yang dikaji sementara protokol temu bual separa berstruktur yang mengandungi 12 soalan telah digunakan untuk mengumpul maklumat daripada pemimpin akademik dalam jalur kualitatif kajian ini. Dapatan kajian menunjukkan bahawa terdapat hubungan yang positif dan signifikan antara efikasi sendiri yang tinggi dan tingkah laku kewarganegaraan organisasi staf dengan $r = .593$ dan $p = .000$. Di samping itu, wujud hubungan yang negatif antara keberkesanan diri yang rendah dan tingkah laku kewarganegaraan organisasi staf dengan $r = -.291$ dan $p = .000$. Tambahan pula, kajian ini menunjukkan bahawa terdapat hubungan yang signifikan antara efikasi sendiri kepimpinan dan kelakuan kewarganegaraan organisasi dengan nilai anggaran .172 dan nilai $p = 0.000$. Juga, tingkah laku berorientasikan perubahan pemimpin juga penting kepada kelakuan kewarganegaraan organisasi kakitangan dengan nilai anggaran .273 dan nilai $p = 0.000$. Begitu juga, dasar perubahan telah didapati berhubungan signifikan dengan tingkah laku kewarganegaraan organisasi kakitangan dengan nilai anggaran .272 dan nilai $p = 0.000$. Selain itu, maklumat demografi seperti jenis institusi, jenis kakitangan, staf kader dan fakulti tidak mempunyai sebarang kesan ke atas perlakuan kewarganegaraan staf organisasi. Pengalaman dan umur kakitangan mempunyai kesan ke atas tingkah laku kewarganegaraan organisasi staf di institusi pengajian tinggi di Lagos State. Kajian itu juga mendedahkan bahawa pemimpin akademik membangunkan keberkesanan diri mereka melalui pembangunan peribadi, pengalaman dan interaksi dengan masyarakat mereka. Di samping itu, nilai moral baik, motivasi, komunikasi yang berkesan dan tadbir urus yang baik adalah langkah-langkah yang diambil oleh pemimpin akademik dalam melaksanakan perubahan di institusi pendidikan tinggi di Lagos State. Juga, penemuan dalam kajian ini menunjukkan bahawa pemimpin akademik di institusi pengajian tinggi awam di Lagos State mempertingkatkan efikasi sendiri mereka melalui perkembangan personal, pengalaman dan interaksi dengan masyarakat. Tambahan pula nilai moral

yang tinggi, motivasi, komunikasi yang berkesan dan pentadbiran yang baik adalah langkah-langkah yang dijalankan oleh pemimpin akademik dalam implementasi perubahan dalam institusi pendidikan tinggi. Juga, adalah didapati bahawa pemimpin akademik dalam institusi pendidikan tinggi awam di Lagos State menghadapi cabaran ekonomik, social, politik, kemanusiaan dan sumber dalam usaha mengimplementasi perubahan dalam institusi mereka masing-masing. Untuk menghadapi cabaran tersebut, kajian ini mencadangkan menggunakan kakitangan yang sesuai, reformasi sendiri dan kepemimpinan yang berwibawa. Akhir sekali, dapatan kajian menunjukkan bahawa elemen personal, organisasi, sosial dan ekonomik mempengaruhi perlakuan kewarganegaraan pekerja dalam institusi pengajian tinggi awam di Lagos State. Untuk memastikan institusi pendidikan awam lebih responsif terhadap keperluan pemegang kepentingan mereka, pemerintahan yang baik, kepemimpinan yang efektif dan prasarana yang mencukupi mesti disediakan.

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LIST OF SYMBOLS AND ABBREVIATIONS

AC: Academic Leaders

CP: Change Policy

HSE: High Self-Efficacy

LSE: Low Self-Efficacy

OCB: Organizational Citizenship Behaviour

COB: Change Oriented Behaviour

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CHAPTER ONE

INTRODUCTION

Introduction

Education is seen as the cornerstone of national development. It plays a vital role in economic and technological development while removing illiteracy and poverty. It helps in the development of a culturally and socially tolerant people who are able to exercise ethical and moral considerations in national and local affairs, imbued with community spirit (Jegede, 2000). It is generally believed that the post-secondary education sector contributes significantly to the development of a country's human resources, and investment in the sector has played a vital role in economic growth (Fagbamiye, 2004). The post-secondary school sector has also been responsible for establishing expanding research infrastructure and served as a forum for generating, discussing and disseminating new ideas (Bolu & Egbo, 2014). It is also believed that the sector has also frequently helped to forge national identity by facilitating training and further training of public service employees through seminars, symposia, workshops, etc. (Fagbamiye, 2004).

Higher education is performing multi tasks for the development of the nation. It prepares and trains manpower needed for societal reformation (Ijaz, Shahinshah, Khan & Shaheen, 2012). The role of higher education is not limited to promoting economic development of nations and providing opportunities for individuals, and it

also extends to raising political democracy, cultural diversity and trade (Rena & Suleman, 2010). The quality of knowledge generated within higher education institutions, and its availability to the wider economy, are becoming increasingly critical to national competitiveness (The Task Force on Higher Education & Society, 2000).

The continual growth and change in global community have led countries to using higher education as a way of producing highly skilled human capital needed to attain economic growth, development and meet up with the rapidly competitive technological community (Bush, 2008). This re-direction has posted great challenge to academic leaders most especially in developing countries. Leadership is considered as a factor that has a major influence on the performance of organizations, managers and employees (Sathye, 2004). It is conceived as a set of traits, values, qualities and behaviours displayed by the leader that fosters and encourage the participation, commitment and development of followers. Academic leaders are the pivot of change in higher institutions of learning. The success or failure of the system depends on them (Shahmandi, Silong, Ismail, Abu Samah & Othman, 2011). The effectiveness of higher education, staff and students depends on the effectiveness of its leaders (Bass, 2010). Academic leaders' work style, level of acceptability and will to change are most important factors which set the credibility of the higher educational institutions (Harris, 2008). According to Ramsden (1998), effective academic leadership in higher education is a function of several factors or characteristics which include: leadership in teaching, leadership in research, strategic vision and networking, collaborative and motivational leadership, fair and efficient management, development and recognition of performance and interpersonal skills.

In the current era of knowledge-based economy, there is pressure on higher education institutions to ensure that the graduates meet the demands of the society, and the

staff derive benefit from their hard work (Passenheim, 2010). For educators and policy planners, it is essential to know how best this objective can be achieved (Siddique, 2008). Bambacas and Patrickson (2008) reveal that successful administration rest on three basic skills which the leader must possess. They are technical, human and conceptual skills. The technical skill reflects in effective handling of physical resources in the institution. The human resources stress the leader's ability to relate well with people within the organization while the conceptual skill entails the ability of the leader to put things together. Commenting on the human resources skill, Fullan (2005) discovers that if enough leaders across the same system engage in permeable connectivity, they change the system itself. Bandura (1997) opines that the belief and self-perception that the leaders hold about their capabilities will definitely affect their performance within the organization.

In conclusion, higher education is a key to nation building and human capital development. To make it function effectively and realize its set goals, effective leadership is a vital factor which must be carefully and critically looked into. For leaders in higher institutions of learning to accomplish their enormous tasks and compete favourably in the global community, their ability to deliver, create a formidable team to accomplish tasks and belief in themselves is also necessary.

Background of Study

Higher education in Nigeria was established with the aim of acquiring, developing and inculcating proper value orientation for the survival of the individual and the society. It was founded to enhance manpower development through development of the intellectual capacities which will help citizens to understand and appreciate their environment, and for acquisition of both physical and intellectual skills, which will enable the individual to develop into useful members of the community; and acquisition of an objective view of the local and external environments (Federal

Republic of Nigeria, 2004). The government of Nigeria understands that it can only ensure social, economic, political and technological development of the country through quality higher education (Jaja, 2013). As a result, the government states its commitment towards supporting higher education by establishing numerous higher education institutions in all states bearing in mind that these institutions will enhance economic growth (Njoku, Anyanwu & Kaegon, 2014). In order to actualize the aims of higher education, higher institutions of learning must be well managed. Nakpodia (2012) argues that higher education cannot achieve its set goals of establishment and meet up with the global demand if it is not effectively and adequately managed.

Leadership is a key factor in unlocking the mystery of working with diverse employees and enhancing organizational development (Chuang, 2013). Academic leaders are at the center of achieving the vision, mission and goals of higher institutions of learning. They are responsible for leading and managing human and nonhuman resources available for the actualization of the goals of higher education in Nigeria. Obiwuru, Okwu, Akpa and Nwankwere (2011) opine that to attain organizational performance, the leadership style and role are inevitable. To actually deliver and achieve the goals stated in the National Policy on Education, leader's ability to belief in themselves, set goals, effect changes and promote teamwork among staff is paramount. That is why Bandura (1997) asserts that the leader's self-efficacy influences their performance.

Change is a constant phenomenon in human society. This can be seen in the current political transition in Nigeria. The political change has brought a new direction in all sectors of the economy (Okoroma, 2006). Education institutions are also affected with this new wave (Idogho, 2011). This call for an in-depth

understanding of change management practices, process and implementation by all stakeholders more significantly by the academic leaders because of the role they play in the institutions. Aluede et al. (2004) argue that change is not easy to effect in education institution due to the complex nature of the academic environment. To make an impact, academic leaders must learn how to catalyze change bearing in mind that subordinate may object it and rebel against it. Leader's ability, leadership style, self-efficacy, exposure and other factors will determine the extent to which the change can be effected in their various environments (Anya, 2013; Asiyai, 2013). Whatever the outcome of the change may be (either positive or negative), leaders will be appraised or blamed for it. Based on this background, this research study looked at impact of leadership in enhancing staff's organizational citizenship behaviour in Nigerian higher education institutions

Statement of the Research Problem

The global financial crisis and economic recession have a great impact on the development of education most especially in developing countries (Aigbeyisi & Obhiosa, 2014, Martin & Kyrili, 2009). Some developing countries are yet to come out of the mess which the global financial and global economic recession of 2008 put them. In Africa, the global financial crisis was found to be accountable for a decline in the Gross Domestic Product of all African countries from 5.6% to 2.3% between 2008 and 2009 (Aigbeyisi & Obhiosa, 2014). Presently, most of the developing countries in the world are witnessing economic recession due to the fall in the price of crude oil. This has a great impact on the development of economy and its educational system (Gunu & Kilishi, 2010; Aluede et al., 2004). It also leads into fall standard of education in developing countries like Nigeria (Borisade, 2013).

The effect of this falling standard on higher education is that it leads to poor quality of output, continuous strike action, poor leadership, inability to implement change policies, inconsistent policies (Arong & Ogbadu,2010), low student attendance at lecturer, poor supervision, inability to meet up with the global trend in Information and Communication Technology, corruption in tertiary institutions, falling commitment and dedication of lecturers to work (Chinelo,2011; Odia & Omofonmwan,2007), low students' skill (Duze, 2004; Ogum,2007), moral decadence in universities, inconsistency in higher education institutions curriculum, societal degradation and a host of other vices (Akinsanya & Omotayo,2013; Anya,2003). For the purpose of this research study, the researcher will limit himself to poor leadership, global trend in Informational and Communication Technology, implementation of change and fluctuating government policies on education. These will assist in further understanding of the phenomenon and variables in this research. These shall be discussed in the next paragraphs.

Nigeria is a country blessed with a lot of human and non-human resources needed to attain educational growth but this does not reflect in the current situation of the country as a result of poor leadership. This manifests even in our educational institutions. Anya (2013) decries the pathetic situation of Nigerian university education, shifting blame on failure of the system to uphold the spirit of academia which universities stand for. Looking at the current situation, Utomi (2008) discovers that higher education in Nigeria has not yet produced a critical mass of persons with the requisite generic skills that can be associated with the development of the Nigeria state. In another study by Nakpodia (2012), he also notes that many of those saddled with the responsibility of leadership in higher institutions of learning in the country

are not living up the expectation. Failure on the part of some academic leaders manifest in some negative attitude displayed by some staff members of higher institutions of learning. As Ogunraku (2012) states in his presentation at the Association of Vice Chancellor's conference that this act has led to the employment of employees with insufficient skill needed in academic circle.

The development and continual change in the global community which occurs as a result of growth in Informational and Communication Technology (ICT) has a drastic effect on higher education development in developing countries like Nigeria. Universities are now dancing to the tune of the global trend (Okunuga, Opara & Iyiegbuniwe, 2013). Many higher institutions in Nigeria have their own websites. However, these institutions are yet to maximize the use of modern and sophisticated facilities like internet and e-mail to the fullest for teaching, learning, curriculum development and research (Zelezan, 2003). Despite the global importance of Information and Communication Technology, it has exposed developing countries like Nigeria to many new challenges (Adesina, 2012). As a result of the global development, leadership is now becoming more sophisticated and leaders must adopt a wide range of styles in responding to the needs of staff and students in Nigeria universities (Fagbamiye, 2004).

Implementation of change is another vital problem facing the management of higher education in Lagos State. Graetz et al. (2006) propose that those charged with implementation may not consider the change to be the most efficient or appropriate action and may decide to do things in their way. Alternatively, they may decide to implement a vague notion. Okoroma (2006) opines that the distortion in higher education in Nigeria occurred as a result of ineffective implementation which

engendered primarily by lack of political will, lack of continuity of programmes and corruption. The effect of this situation is that it hinders national development and quality of service delivery in Nigerian higher institutions of education.

Organizational dimension is another catastrophe to the accomplishment of change-oriented behaviour in higher institution of learning in Nigeria. Some of the perennial issues under organizational dimension that hinder the development of employee's organizational citizenship behaviour are leadership inaction and uncertainty, embedded ways of working that are difficult to change, difficulty of coordinating a large group of people to all behave differently at the same time, inadequate resources, knowledge or capabilities to make change. Idogho (2011) states, in spite of the mandate, tertiary institutions in Nigeria and African countries find it difficult to provide enabling environment for the actualization of their mission, largely as a result of poor leadership and management.

Finally, inconsistency in government policies on education is another challenge to the progress of public higher institutions of learning in Nigeria. The inconsistency in policy occurs as a result of transition in political affairs of the country. According to Aiyamenkhue (2011) the government is responsible for formulating educational laws and policies and, therefore, whatever it wants is followed by the leadership of public higher institutions of learning. This is so in Nigeria due to the government intervention and control of educational system. Ekpiken and Ifere (2015) have observed that once a new government emerges, it comes with a new educational policy and throws the old or previous policies into the

bin. The effect of this is that all the efforts invested in the previous plans and policies will be a waste and make the Ministry of Education and other educational agencies to re-channel their directions towards the path of the new administration (Babalola, 2003; Odukoya, 2009). Professor Ajayi, a former Provost of Federal College of Education (Osiele) as cited by Odukoya (2009) narrates the pathetic situation of higher education in Nigeria in relation to the fluctuating educational policies thus:

Within the eight years that I served as Provost (1991-1999), the nation passed through five different regimes from Military to Civilian government. Within this period, I had to operate under eight Ministers of Education. The same thing happened at state level. Each of the Presidents, Ministers, Governors and Commissioners had their own different conception and policies on education which are not similar, which they tried to implement during their tenure in office. With such instability in the system of governance, coupled with constant changes in Ministers of Education at federal level and Commissioners for Education at state level, one should not be surprised at the level of crisis the nation's education system has witnessed over the years and the inconsistency and often contradictory nature of educational policies and practices. It is one step forward and two steps backward (p.2).

In conclusion, public higher institutions of learning in Lagos State are facing a lot of problems. These problems arise as a result of poor leadership, challenges of globalization and technological advancement in education. To meet up with these problems, change is inevitable. Planning, communicating, adapting and implementing the change process have a great effect on the performance of higher institutions of learning in Nigeria. In order to correct this situation, this research study investigated the impact of leadership self-efficacy, change oriented behaviour and staff's organizational citizenship behaviour with particular reference to selected public higher institutions of learning in Lagos State.

Theories and the Conceptual Framework

Five different theories and models will be used to explain the underlying philosophy of this study. These theories are: leadership competency theory, transformational leadership theory, change theory, self-efficacy theory and organizational citizenship behaviour theory. These theories will guide the researcher in formulating and developing the conceptual framework for this study. The elaborations of these theories are presented in the following sub-section:

Leadership Competency Theory

The first theory that will guide this research study is the leadership competency theory. This theory was first introduced by McClelland in 1973. McClelland is often referred to as the originator and founder of modern competency model as a result of his work. McClelland argued that aptitude test conducted in schools should not be the basis for competence. He found from his study that students, whose performance was poor at school, did well in life as their counterpart who performed well at school. Based on his findings, he argued that school grades should not have absolute power in predicting competence in real life outcomes. This theory was also used to replace intelligence test, arguing that intelligent tests were not valid predictors of intelligence, and they were irrelevant to the workforce. Base on this, he developed the leadership competency theory. This model is relevant in modern-day practice because of its rich content (Clark, 2010). This theory is referred to as Pyramid of leadership. It presents the basic requirements of a leader. The competency model is grouped into three areas of competencies which are: core competencies, leadership competencies and professional competencies.

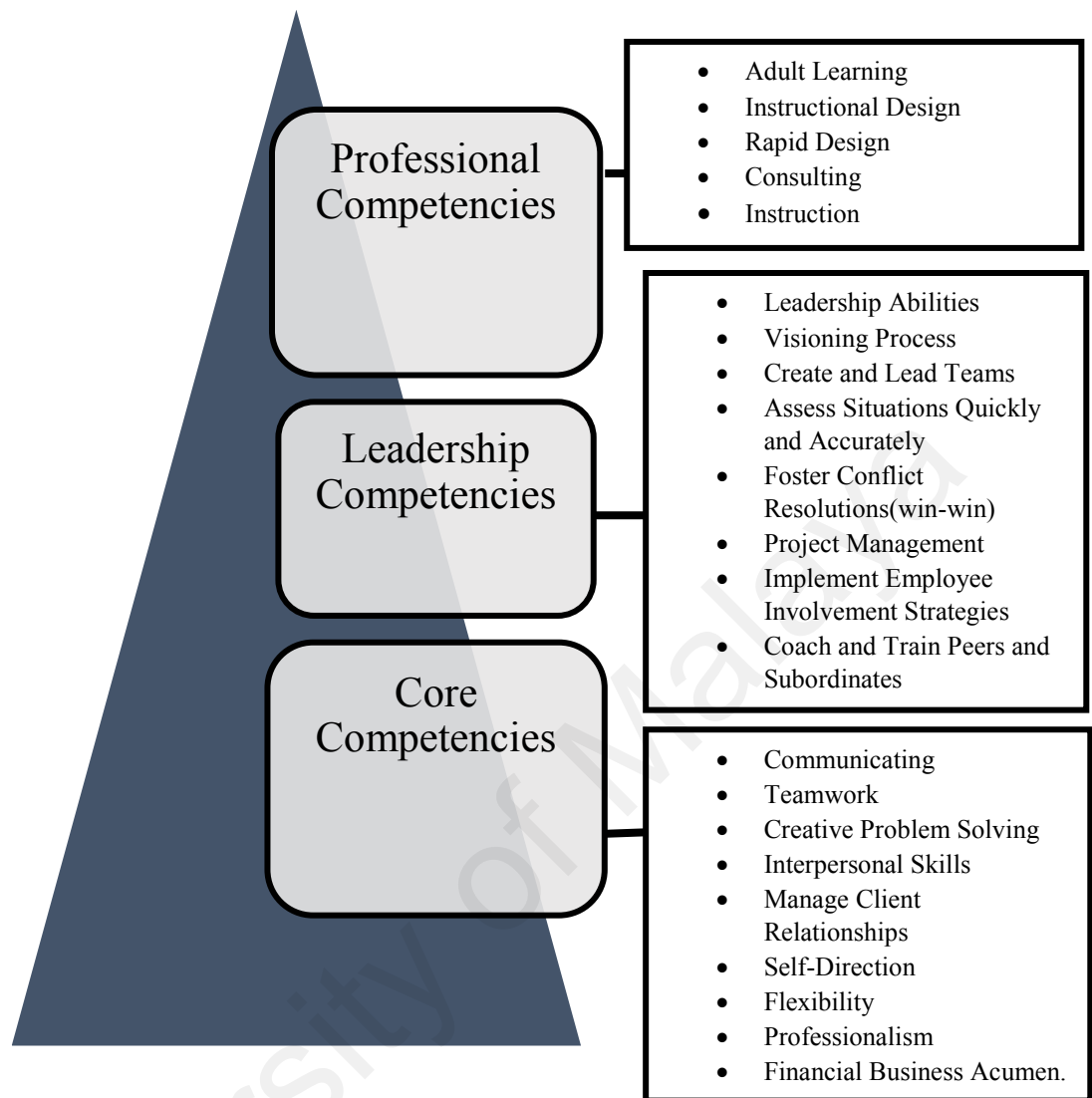


Figure 1.1: Pyramid of Leadership Competency (Source: Clark, 2010, p.3)

Based on the diagram above, the basic competence is the core competencies. It deals with personal skills that a leader must possess. It equips the leader with the required solid foundation needed to face leadership challenges. Without this solid foundation, the pyramid cannot stand. Some of the issues under the core competencies are: communicating (ability to pass across information effectively and efficiently; settle dispute that may arise among work force in a logical manner without creating chaos), teamwork (ability to steer team members towards working in the same direction and working together towards achieving a common goal), creative problem solving (collecting information on a problem, adopting

brainstorming techniques on available choices and selecting the best course of action), interpersonal skills (ability to relate well with people, show respect for their feelings and work well with them towards achieving common goals), managing client relationships (ability to understand the difference in individual customer, appreciate the difference, respect the difference and use the difference in the right proportion toward ensuring a balanced relationship), self-direction, flexibility, professionalism, financial and business acumen.

The second level or stage on the competency pyramid is the leadership competencies. This relates to the skills needed to drive the organization into the front-line of new innovation and technologies. It serves as the wall and interior part of the pyramid. It consists of the following:

- leadership abilities (ability to show attributes or features that can make people to follow him, win their trust and build their morale when the going gets tough).
- visioning process (ability to apply efforts towards increasing the level of productivity most especially in the areas of need, creating and setting organizational goals, winning employees' commitment and reinforce change in an organization).
- creating and leading teams (ability to develop high performance team, developing the spirit of "I can", cooperation and coherence for achieving organizational goals).
- assessing situations quickly and accurately (ability to be able to take charge when needs arise and taking the right step at the right time).

- fostering conflict resolution (ability to handle disputes and disagreements among employees without offending anyone based on win-win approach, providing support and expertise to other leaders with respect to managing people and resources).
- project management (ability to take bold step towards ensuring that projects are completed at the right time, identifying external forces that may hinder realization of organizational goals and tasks).
- implementing employee involvement, coaching and training staff in the organization (identify performance gaps, design training programmes to fill the gaps and taking lead in the mentoring programmes).

The topmost of the pyramid is professional competencies. They provide the skills and knowledge-based needed to direct the affairs of the organization or system and process which a leader controls. Absence of the professional competencies will set the organization apart. Skills needed for the professional competencies include:

- Adult learning (ability to understand and appreciate the diverse experiences of various learners; facilitating and helping others to learn)
- Instructional design (ability to use instructional design model to conduct need assessment; analyze performance need; design maximum performance need; develop training materials; deliver learning package and conduct formative and summative evaluation of the process)
- Rapid design (the use of prototype to create and deliver learning package).

- Consulting (determining the needs of stakeholders in the organization; negotiate solutions to the needs and strive towards ensuring that the solutions fall within the requirements of the organization)
- Instruction (planning and preparing for instruction; engaging employees throughout the entire instruction process; show effective preparation skills; provision of feedback and clarification, and provide retention and transfer of newly acquired learned skills and knowledge).

This theory is considered relevant to, and suitable for this research topic in the sense that it brings out the competencies and qualities required by effective leaders. Effective school leadership implies that school leaders and administrators must possess some features and qualities that will distinguish them from their subordinates and will serve as examples to others to emulate (Owen & Valesky, 2011). In addition, it enables us to know the interaction between leadership, sustainability and organizational performance (Fullan, 2005). When academic leaders know the competencies required of them, then, they will be able to device means of improving themselves and change their misconception about what leadership is (Levin, 2006).

Despite the numerous advantage of competency theory, it has its own disadvantage. One of which is that it does not state how the leaders can build themselves at each stage. Also, it does not state the factors that may hinder leaders in achieving and implementing these traits like environmental factors, organizational factors and other. Nevertheless, the theory is very crucial to proper understanding of

the phenomenon in this research study as proper understanding of the required competencies of leaders will enable us to proffer solutions to leadership challenges and organizational problems most especially in educational institutions.

Transformational Leadership Theory

The second theory for this study is the transformational leadership theory. The theory of transformational leadership was first developed by Burns in 1978. Burns is regarded to as the father of transformational leadership. Later different researchers built upon the initial theory developed by Burns, came up with a better model. For this purpose, this research study will adopt the transformational leadership theory proposed by Kouzes and Posner in 2007. It borrows much from Weber's idea about charisma. It is considered suitable for this study because it is a development and modification of the previous research study on transformational leadership. Kouzer and Posner (2007) developed their transformational leadership theory based on their research study and came up with five practices of a transformational leader. They propose five attributes of a transformational leader. They suggest that a transformational leader must be able to: (a) model the way (b) inspire shared vision (c) challenge the process (d) enable others to act, and (e) encourage the heart.

The first practice in the Kouzer and Posner's theory is model the way: Modeling the way implies that leaders will be the first person to lead and design the way which the organization will follow. This can be done by designing the vision and pattern which the organization will take. Transformational leaders set an example and build commitment through daily acts that create progress and momentum (Kouzer & Posner, 2002). For leaders to model the way, they must take

time for consideration, reflect on the lessons from admired leaders, create alignment around key values of the organization, and speak about shared values of the organization with confidence and enthusiasm (Kouzer & Posner, 2007).

Secondly, the theory proposed inspire shared vision as the next attribute of a transformational leader. According to this theory, a transformational leader gives his or her followers a purpose, a vision of something to aim for, and creates a connection or identification between the followers and leader (Barbara & Swailes,2010). In education, transformational leaders are able to effect vision-driven, structural, value-based, cultural and systematic changes in their respective schools bearing in mind some internal and external factors. Inspiring shared vision involves visualizing the future of the vision of an organization and painting it in a colorful pattern for team members to understand. It also implies the ability of leader to bring his/her subordinates together towards a shared vision (Abu Tineh, Khasawneh & Al-Omari, 2009). To be able to do this, leaders must listen, deliberate a shared vision statement, put life into the vision, talk from the heart, amplify communication skills and reveal common ground for operation.

The third item in the theory is challenge the process. This involves creating new ideas, recognizing and supporting new ideas, showing willingness to challenge the system in order to turn ideas into action and improve on the quality of service delivery, product and process. To be able to perform this, leaders need to learn from their past mistakes, admit their past shortcomings and avoid shifting blame of failure on subordinates (Kouzes & Posner, 2002).

Fourthly, the transformational leader must enable others to act. This means that leaders need to promote collaboration with others and encourage their subordinate to act at different capacity towards achieving or realizing goals of the organization. They must co-opt their subordinates in the planning process, decision-making process, allowing and supporting subordinates to accomplish their tasks, ensure effective and maximum utilization of human potentials, creating an enabling environment with trust and respect for human dignity.

Lastly, a transformational leader must encourage the heart. This involves motivating his or her followers towards accomplishing organizational goals and completing given tasks as at when due. As a leader, he or she must encourage subordinates.

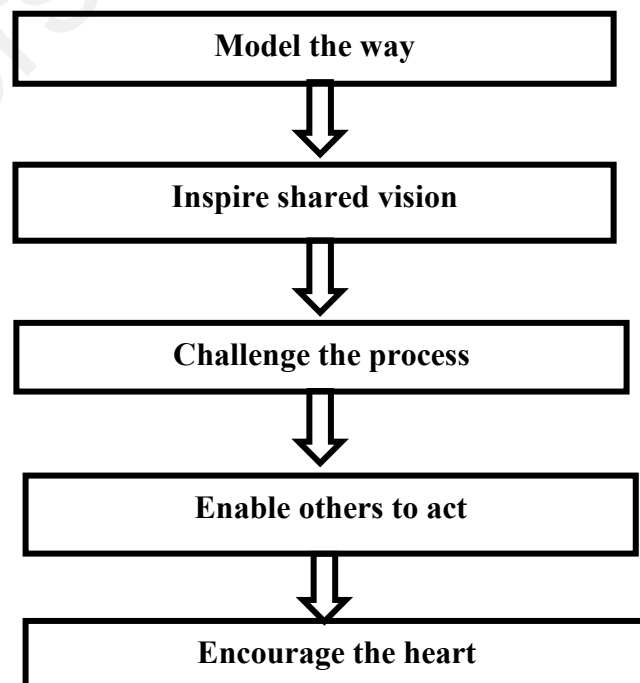


Figure 1.2: Kouzes and Posner 5 practices of transformational leadership (Source: Abu Tineh et al., 2009, p.268-270)

Transformational leadership has a lot of advantage and is considered relevant to the phenomenon under study. Part of its strength in an organization is that it helps to ensure and promote team spirit among workforce in an organization (Yukl, 2011). In addition, a transformational leader tends to promote shared vision, communicate transformation ideas, build trust among members in an organization and encourage others towards a common goal (Abu Tineh et al., 2008; Bass & Riggio, 2005). Furthermore, it was found to have a direct link and relationship with staff's Organizational Citizenship Behaviour (Abu Nasra & Helibrunn, 2015). Despite the strength of this theory, it has its own demerits. One of the shortcomings of this theory is that it results into misuse of influence by leaders. Leaders often abuse transformational ideas with their unethical and immoral attitudes. This often makes the subordinates to lose the confidence they have in the leaders. Also, it could result into loss of inspiration for the workers. Followers will lose their enthusiasm and get demotivated when they see that there are unrealistic deadlines set by their leaders (Owens & Valesky, 2011). In addition, transformational leadership can result into too much emphasis given to some individuals. If transformational leadership style is not carefully and appropriately implemented, some individuals within the organization will feel inferior and irrelevant (Yukl, 2010). Therefore, they will conclude that their leader is only favouring on some levels of staff over the other. This aggrieved party will automatically withdraw their loyalty to the leadership because they will consider the leader as a biased leader. They will also strive to truncate the transformation agenda introduced by the leader.

Change Leadership Theory

The third theory that will guide this research study is the change leadership theory which was developed by Nilakant and Ramanarayan in 2006. This model stresses that organization change is a complex process which occurs as a result of dynamism in human society. This dynamic nature of human society requires managing a set of complex activities which are vital to the change. Based on this fact, Nilakant and Ramanarayan (2006) propose a model which comprises of four key elements or tasks. They opine that these complex tasks must be completed effectively in order to achieve the goals of an organization. The four tasks are: appreciating change, mobilizing support, executing change, and building change capability. They present the tasks in a logical manner with leadership as a core and center element. They argue that effective change management does not depend on transformational leadership; instead, they propose four different kinds of leadership attributes that will be needed to accomplish each task. These leadership attributes are: cognitive tuner; people catalyzer; system architect and efficacy builder. The diagram in Figure 1.3 below shows that the tasks overlap in the most cases.

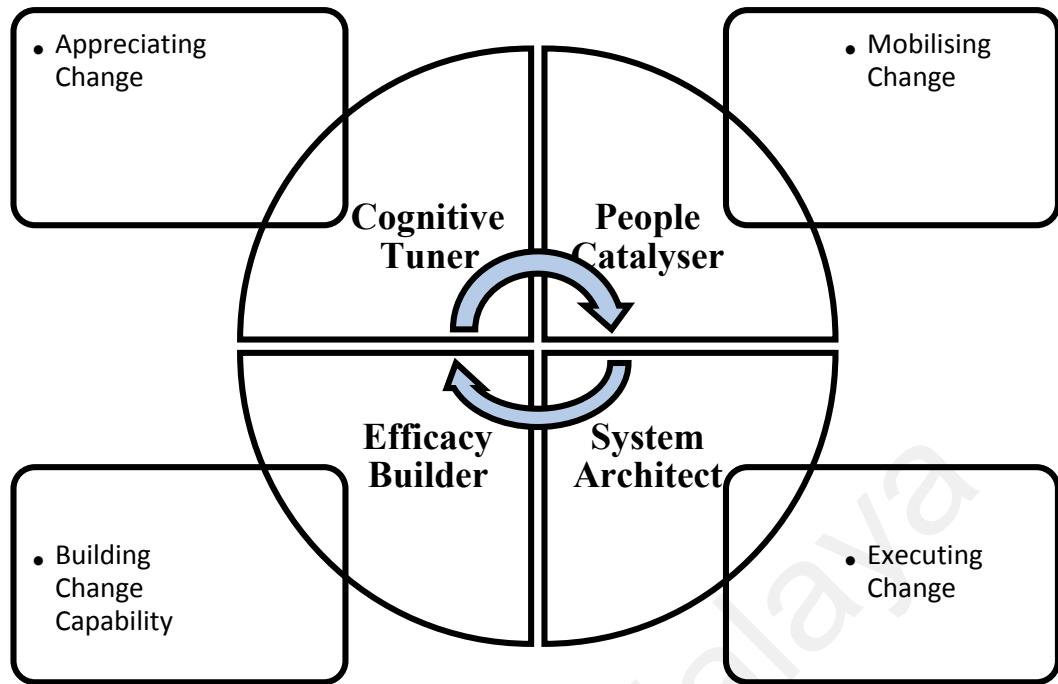


Figure 1.3: Change Leadership Theory (Source: Nilankant & Ramnarayan, 2006, p. 51)

Appreciating change: This is the first task in managing change according to Nilakant and Ramnarayan (2006). This involves understanding the forces of stability and change in an organization. The purpose of this stage is to create awareness on the need for change, provide the organization with the consequences of change, and provide the organization with options available for undertaking the change. This task builds in leaders the habit of thoughtfulness, and enables them to ponder over the cost and options that are related to the organizational change. To be able to deliver this task as expected and achieve the goal of the task, Nilankant and Ramnarayan (2006) opine that the leader must be a cognitive tuner. This implies that leaders must pay adequate attention to the mental models within and outside their organizations.

To do this, they need to ponder over their own mind-set and mental models. This will enable them to understand the mental feelings of other employees under their control, design a proper model of initiating and sustaining the change in their organizations.

The next phase is mobilizing support for the change. It involves collection of information relevant to the change, soliciting staff's support for the change and taking ideas from people (expert within and outside) the organization for the change. The required leadership style that fits this task is people catalyser. This model strikes out the coercive persuasion as a means of effecting change in an organization. They argue that leaders must serve as a catalyse (speed up the process of realizing the old and adopt the new way of thinking) in an organization. They need to influence and persuade their subordinates to reflect on the change, change their mental models, mobilize support for the idea of the change, facilitate the emergence of the change by persuading staff to drop their old pattern and embrace a new way of thinking (Kotter, 1996). To accomplish the task at this phase, Nilankant and Ramnarayan (2006) propose that leaders must mobilize resources, build networks and communicate the message of change at all times. These require that the leader must possess human relation skills in order to accomplish the task.

Executing change is the third task according to this change model. It refers to creating a new structure, process and procedure. It also involves creating an enabling environment for innovations and improvement. It is the most crucial task and aspect of the change model (Kotter, 1995). It requires more resources because of unforeseen circumstances which may occur during the execution process (Nohria, Joyce &

Roberson, 2003). At times, key employees that are vital to the change may die or leave the organization; sudden change can take place in the market etc. These factors require resources and professional skills in handling them towards accomplishing the task and achieving the goals of the organization (Nilankant & Ramnarayan, 1998). To be able to accomplish this task, the leader needs to be system architect. He/she needs to create the right structure and process in the organization, strive towards sustaining the momentum of change by keeping staff on right focus and maximize the use of human resources in the organization.

Building change capability is the last task in the change model. As the organization grows and becomes more stable, there is the need for it to develop and build capacity for adapting to change. The aim of capacity building is to make staff of an organization believe in their own ability to face challenges and master new task (Nilankant & Ramnarayan, 2006). To accomplish this task, leaders must be efficacy builder. Leaders as efficacy builder connote helping staff to develop a right and positive thinking that they can confront any obstacles and summon challenges that may come their way in their place of work. Change leaders are responsible for creating and sustaining positive work climate for their staff which will help to promote the staff's self-efficacy. They can do this by building and igniting in their staff a high morale and sense of commitment to the attainment of the organization goals, acting as a role model to staff, designing incentives to motivate staff, setting high performance goals for staff, recognizing and compensating them whenever they achieve the goal.

The strength of this theory lies in its ability to incorporate leadership style which is appropriate at each stage and level of change. It enables leaders to know the type of character that is expected of them in order to effect the real change (Nilakarant & Ramranarayan, 2006). However, part of its shortcomings includes: inability of the leader to display or exhibit the required trait at each stage; poor implementation and abuse of leadership power and influence. Despite these shortcomings, the study of change leadership is crucial and considered important factor for better understanding of this research study.

In summary, this model provides comprehensive guidance on developing characteristics of self-efficacy, focus and energy joined with challenging goals, ownership and opportunities for learning (Nilakant & Ramnarayan, 2006).

Self-Efficacy Theory

The Self-Efficacy theory which was proposed by Alfred Bandura will also serve as a basis for explaining this research topic. The self-efficacy theory views people as self-organizing, proactive, self-reflecting, self-regulating, and are driven by inner impulses. Bandura (1997) maintains that human functioning is the product of a dynamic interplay of personal, behavioural and environmental influences which he describes as reciprocal determinism. The interaction between personal, behavioural and environmental factors creates interactions that result in a Triadic Reciprocity. The diagram below depicts the interaction among the three factors identified by Alfred Bandura.

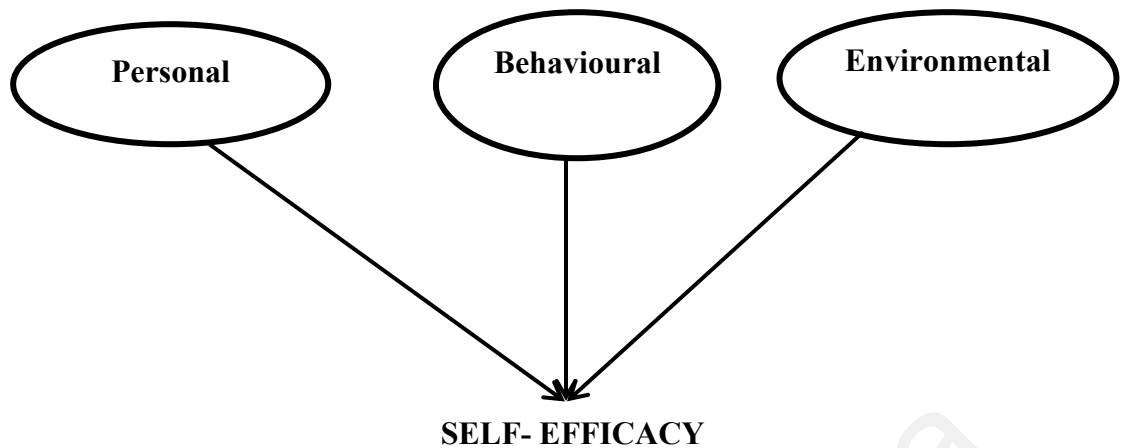


Figure 1.4: Triadic Reciprocity of Leadership Self-Efficacy (Source: Bandura, 1997, p. 11)

According to social learning theory, changes in defensive behaviour produced by different methods of treatment derive from a common cognitive mechanism. It is postulated that psychological procedures, whatever their format, serve as ways of creating and strengthening expectations of personal effectiveness. Bandura and Nancy (1977) assert that perceived self-efficacy affects people's choice of activities and behavioural settings, how much effort they expend, and how long they will persist in the face of obstacles and aversive experiences. This manifests in and impacts on the *choices* people make and the courses of action they follow. Bandura suggests that individuals will tend to select tasks and activities in which they feel confident and competent, and will avoid those in which they do not. Unless people believe that their actions will have the desired consequences, they have little incentive to engage in those actions (Bandura, 1997). The stronger the perceived self-efficacy, the more active the coping efforts (Van- der- Bijl & Shortridge-Baggett, 2002). Those who persist in subjectively threatening activities will

eventually eliminate their inhibitions through corrective experience, whereas those who avoid what they fear, or who cease their coping efforts prematurely, will retain their self-debilitating expectations and defensive behaviour.

In addition, Bandura (1997) proposes that people are of two kinds in relation to their self-efficacy. Some are of high self-efficacy while others are of low self-efficacy. He further argues that people with high self-efficacy set challenging goals, stay committed to the attainment of their set goals, show high dedication to work, display positive attitude, never give up even when task is difficult and put in high aspiration in accomplishing their set goals. On the other hand, Bandura maintains that people with low self-efficacy shy away from difficult tasks; show low aspirations to attainment of goals, give up easily when confronted with small or little work challenges, become anxious with tasks, complain a lot about given task and exhibit weak commitment to work. The diagram below shows the attributes of people in relation to self-efficacy as reported by Bandura theory.

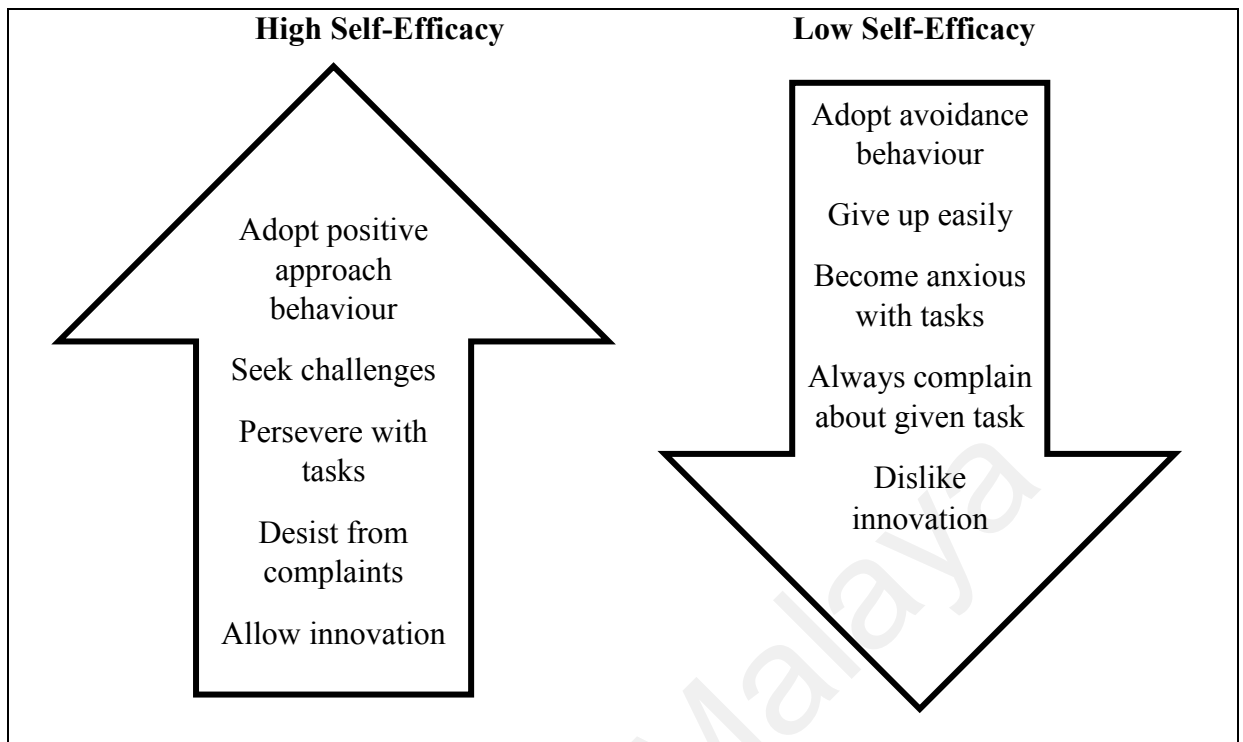


Figure 1.5: Characteristics of high and low self-efficacy. (Source: Bandura 1997, p. 5).

Self-efficacy of leaders has a lot of advantage in determining the performance of an organization. The belief held by leaders in their ability to transform an organization and achieve organizational goals and objectives will definitely impact and reflect on the performance of workers in the organization (Bandura & Locke, 2003). Similarly, the theory will help employers and leaders to know ways of developing themselves and the impact of leadership self-development on the overall performance of an organization (Ross, 2014). It further enables us to know that leaders' self-efficacy and transformational leadership have direct impact on the subordinates. As Walumbwa et al. (2005) find from their study that leadership self-efficacy moderates and influences the impact of transformational leadership on staff's job satisfaction and organizational commitment.

In summary, the term self-efficacy basically deals with the attitude or behaviour of people towards task. People exhibit different attitudes or behaviours towards specific tasks at work. These attitudes determine their success or otherwise. Leaders with a high self-efficacy always show positive attitude towards their work and often achieve more while leaders with low self-efficacy show negative attitude towards their work.

Organizational Citizenship Behaviour Theory

The last theory that will guide this research study is the 5-dimension organizational citizenship behaviour theory. This was proposed by Dennis Organ in 1997 when he redefined the concept of Organizational Citizenship Behaviour in his publication titled: OCB: Its construct clean-up time. It must be noted that the term “Organizational Citizenship Behaviour” was first introduced by Dennis Organ in 1988. Organ (1997) identified five common behaviours which he used to describe the organizational citizenship behaviour theory. These common behaviours identified by Organ are: altruism, courtesy, sportsmanship, conscientiousness and civic virtue. He opines that when these common behaviours are exhibited or displayed in a group setting, it will result into more productivity and more effective work. Although modern psychologists have proposed numerous common positive organizational citizenship behaviours, the Organ’s five dimensions are still considered as the most significant. The five dimensions of common behaviour are discussed in the succeeding paragraphs.

Organs (1997) sees altruism as the desire to help another individual without expecting any form of reward or compensation for the assistance rendered. It involves showing a kind gesture or giving a helping hand to others. Ehtiyar, Aktas and Omuris (2010) suggest that employees in higher institutions of learning can display a good organizational citizenship behaviour in numerous ways, e.g. sharing course materials among themselves, producing a latest book for their colleagues without expecting any gain or compensation, driving colleagues to work whenever their cars have mechanical faults, serving as volunteers to university project and so on.

The second dimension in the Organ's (1997) dimensions of organizational citizenship behaviour is courtesy. This refers to the act of being polite and considerate towards others. It involves caring for co-workers and showing concern for their welfare; sharing their joy, happiness and sorrow; showing concern for their work progress and family. Farh, Zhong and Organ (2004) maintain that whenever workers show these attributes towards themselves in an organization, it will reduce stress on the other workers who always feel lazy by gearing them up towards their tasks, and will end up improve work environment.

Sportsmanship is the third dimension proposed by Organ (1997). He describes this as the act of not expressing wrong or negative feelings when things do not go as planned or expected. Organ stresses that employees will show a positive organizational citizenship behaviour when they do not display a wrong or ill-feeling towards the outcome of an event. For example, an employee with positive

organizational citizenship behaviour will not feel too bad when his or her proposal or request is not met or not well received by his or her superior. He or she will see it as a normal thing, take the decision of the organization as the best option, and then work in line with the instruction given towards attaining the goals of the organization.

Consciousness is the fourth dimension as proposed by Organ in his 5 dimension of organizational citizenship behaviour. Organ (1997) describes consciousness as the behaviour that suggests a reasonable level of self-control and discipline, which extends beyond the minimum requirement expected in a given situation. Organ, Podaskoff and MacKenzie (2006) opined that employees can also display this behaviour by coming early to office, completing given task on time, planning ahead to ensure that other co-workers are not whelmed in their work and so on.

Civic virtue is the last dimension of Organ's organizational citizenship behaviour. This refers to behaviour that shows how well an employee represents his or her organization or how well he or she associates and supports the organization. Organ points out that workers can show this by speaking positively about their organizations and co-workers in an official capacity, display that the organization is actually theirs, and stand at all times as integral part of the organization with a high level of commitment to the organizational goals.

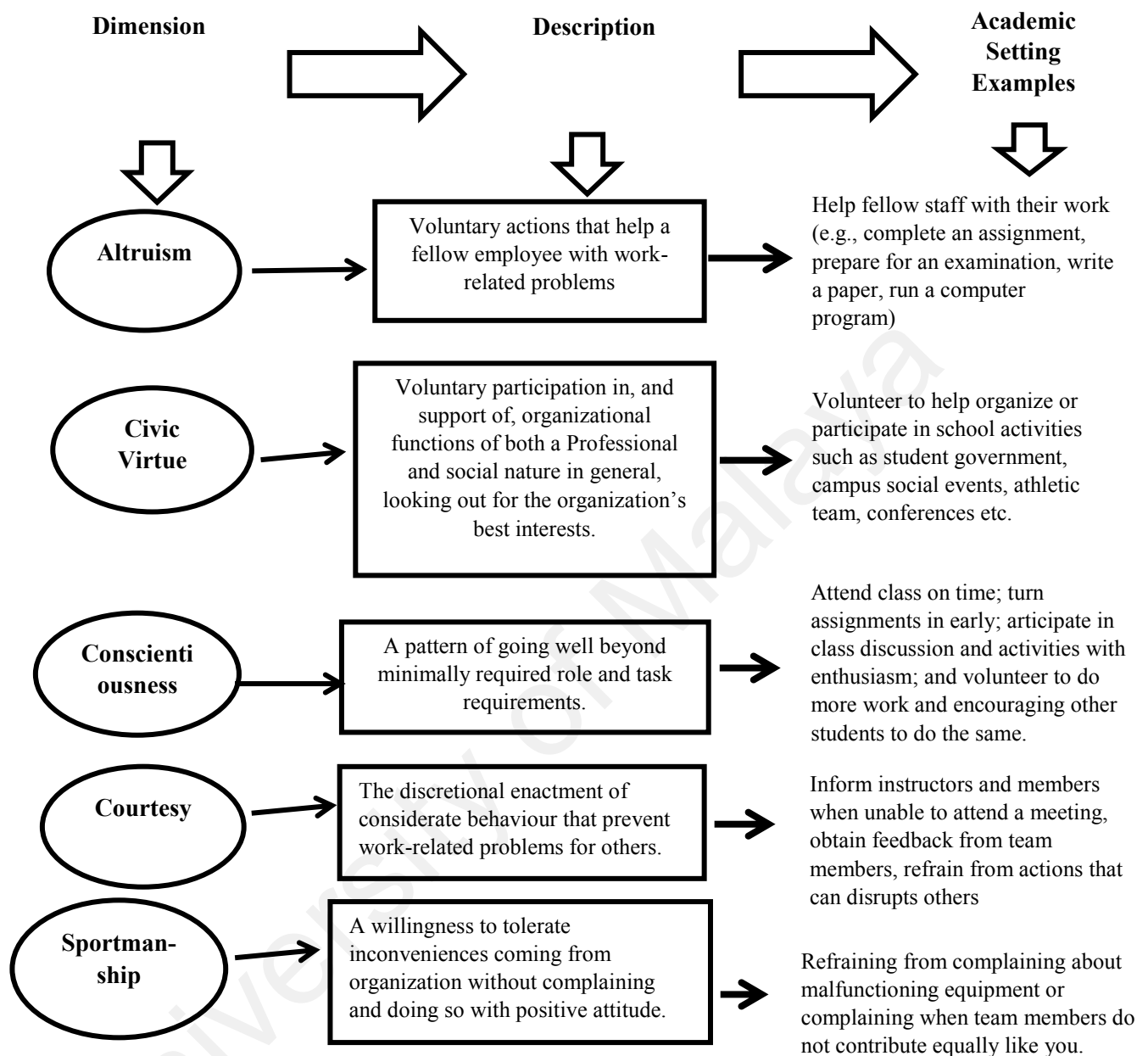


Figure 1.6: Dimensions of Organizational Citizenship Behaviour (Source: Ehtiyar et al., 2010, pp.50-51)

One of the major disadvantage of Organizational Citizenship Behaviour is that it is difficult to measure as it has a direct link with Organizational Climate (Faroqii,2012). Climate of each organization differs. This variation has its own influence and effect on the attitude of workers (Owen & valesky, 2011).

In summary, the theoretical framework of this research study can be summarized with the diagram below:

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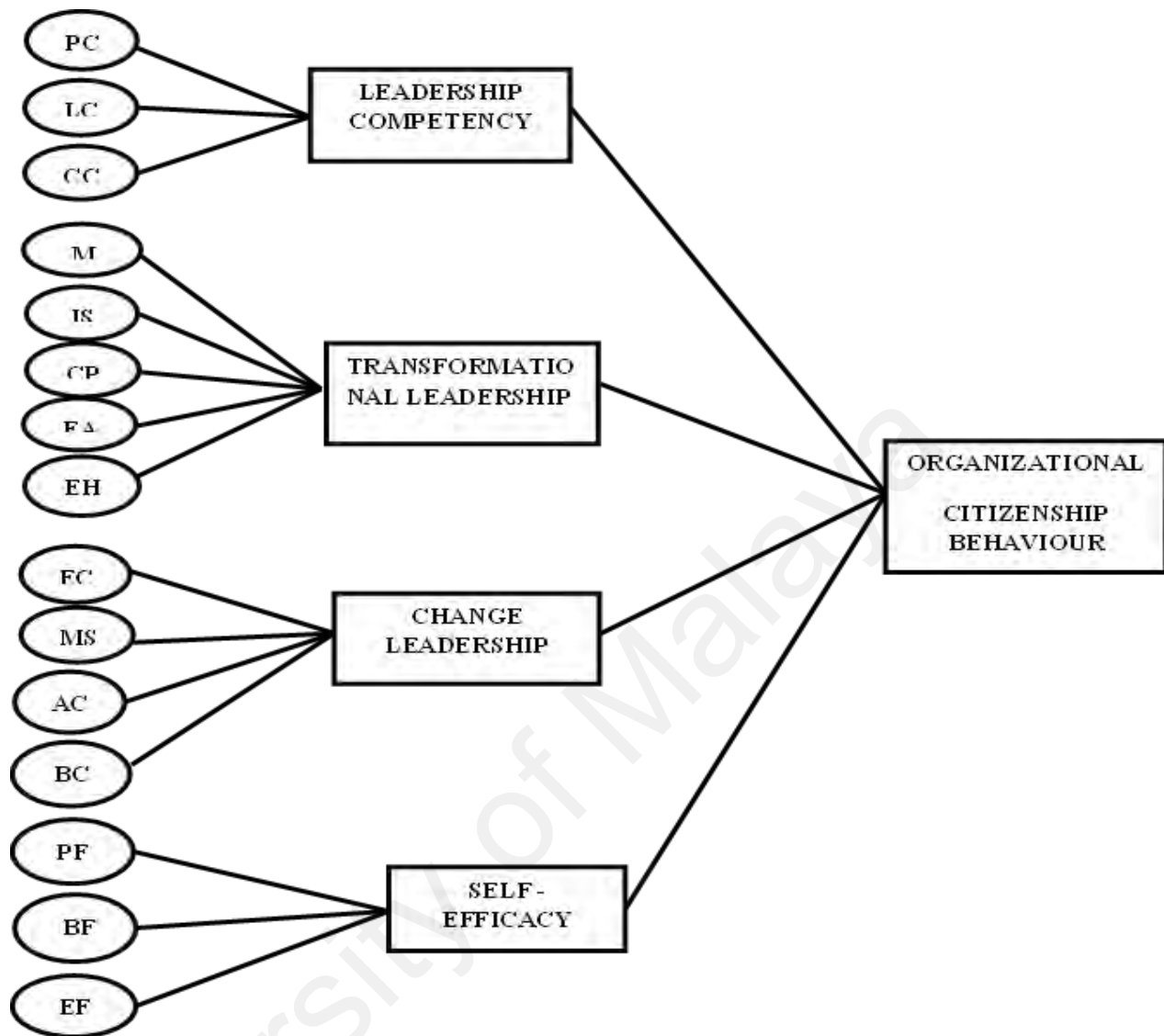


Figure 1.7: Overview of the study (Source: Clark, 2010; Abu Tineh et al., 2009; Nilankant & Ramnarayan, 2006; Bandura, 1997; Ehtiyar et al., 2010)

Note: From the theories above, different acronyms are used. These acronyms are briefly explained below:

PC – Professional Competencies
 LC – Leadership Competencies
 CC – Core Competencies
 MW – Model the way
 ISV – Inspire Shared Vision
 CP – Challenge the Process

PF – Personal Factor
 BF – Behavioural Factor
 EF – Environmental Factor
 AC - Appreciate Change
 MS – Mobilising Support
 EC – Executing Change

EA – Enable others to Act
Capacity
EH – Encourage the Heart.

BCC – Building Change

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Conceptual Framework of the Study

From all the theories discussed above, a conceptual framework will be developed. Miles and Hubberman (1994) conceive conceptual framework as a written or visual product which graphically or narratively express the phenomenon to be studied. In the same vein, Robson (2011) sees it as a combination of concepts, assumptions, beliefs, expectations and theories which corroborate the research study. The conceptual framework consists of various theories used or adopted for this study in a concise manner that will enable readers to understand the basis of the phenomenon under review. This framework is tagged Leadership Self-Efficacy and Change Model. This model addresses the qualities, traits and competencies required by a leader which will boost his or her self-belief in a manner that will enable him or her to effect desired change needed in an organization and the impact meaningfully on the staff's organizational citizenship behaviour. The conceptual framework is presented in the form of input, process and output. Here, input refers to those theories which were synchronized together to generate the process. Process deals with derived concepts from various theories while the output refers to the end product or result that will emanate from the input and process which this research study intends to investigate. The researcher chooses the input, process and output technique in order to make the concept clearer to prospective readers, provide a basis for further argument on the study, ease the investigation procedure and present a better result which can be understood by all prospective users irrespective of their research background. The diagram below shows the model

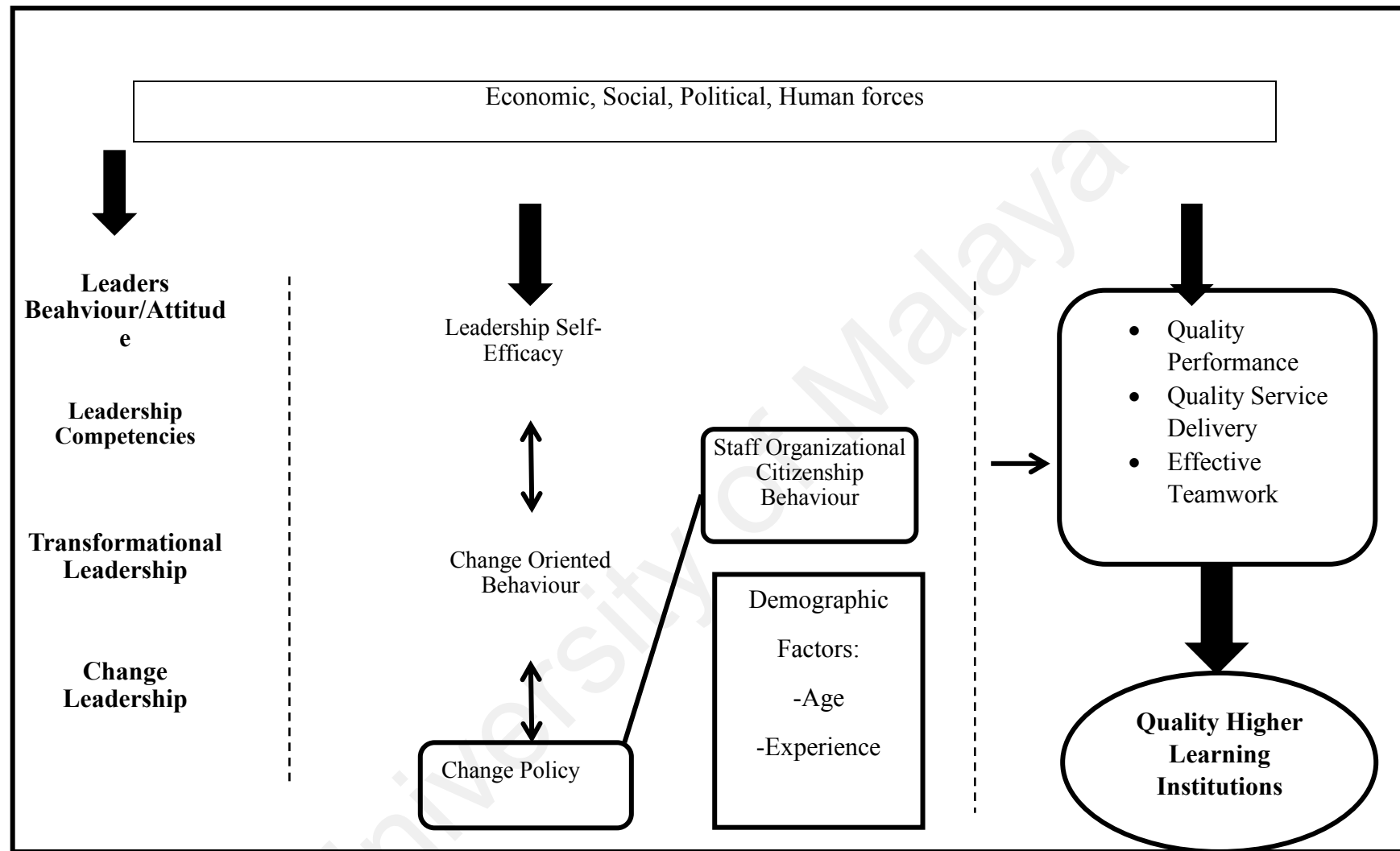


Figure 1.8: Conceptual Framework of the Study (Source: Clark,2010; Abu Tineh et al.,2009; Nilankant & Ramnarayan,2006; Bandura,1997; Ehtiyar et al., 2010)

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Based on the diagram in Figure 1.8 above, the conceptual framework for this study is a system approach which is divided into three broad stage: stage 1, 2 and 3. Stage 1 presents the input stage. Here, behaviour and attitude of academic leaders are combined with their competencies and these result into leadership self-efficacy which means the belief held by academic leaders about themselves and their ability to accomplish the tasks ahead of them. The leadership self-efficacy is a combination of self-efficacy theory and competencies theory. Leaders need the three competencies of core competencies, leadership competencies and professional competencies in order to impact meaningfully on their organizations. These competencies have a great impact on the self-efficacy of a leader as they encompass the behavioural, personal and environmental factor identified by Bandura theory of self-efficacy. Lunenburg (2011) stresses that leaders can influence their subordinate or staff towards attainment of organizational goals with both competencies and self-efficacy.

Furthermore, transformational leadership deals with the way leaders can effect change and reform an organization. Transformation is all about change. It implies changing the form or pattern of operation in an organization. For a leader to develop a change oriented behaviour, he or she must possess the transformational qualities, understand the process of transformation and possess the skills of managing change (Patridge, 2007). This model tries to link transformational leadership to change leadership to generate change oriented behaviour of academic leaders. This change oriented behaviour of leaders addresses the ability of academic leaders to lead change and accomplish the goals of their organizations as expect. For academic leaders to lead change they must possess transformation skills, qualities;

and understand the nature of change as presented in this diagram above. A leader must appreciate change and acknowledge the fact that change is dynamic and not static. Therefore, academic leaders must harness all their resources, human and non-human, towards the attainment of organizational goal, ensure staff's job satisfaction and improve the quality performance in the organization (Nilankant& Ramnarayan, 2006). If academic leaders develop their change oriented behaviour, they will be able to come up with change policies that will cater for the needs of government, students, staff, employers, parents and the society where they operate. The change-oriented behaviour of academic leaders with the change policies will impact on the staff's organizational citizenship behaviour.

The final stage presents the possible overall outcome of the impact of the input and process stage. The end result of the input and process is to ensure total quality performance of higher education institutions. If the staff's organizational citizenship behaviour is developed and improved, it will increase their level of productivity and efficiency which will lead to quality service delivery of higher institutions of learning. Not only that, it will also improve teamwork in these institutions of higher learning because these workers will be ready and willing to give their best at all times. This manifests in the Organ's five dimensions of Organizational Citizenship Behaviour theory as it places a lot of emphases on leader's ability, competencies, belief of leaders in themselves and their attitude towards implementing change in the organization as a way of improving, developing and promoting employees organizational citizenship behaviour. As proposed by Nilankant and Ramnarayan (2006), Clark (2010), Organ et al. (2006), leaders must rise to the task ahead of them and develop the right qualities that will improve and motivate their staff or subordinate towards a healthy work experience, attainment of organizational goals and enhance staff's organizational citizenship behaviour. At the end, these will help to produce renowned higher

institutions of learning which the country really wishes to have as contained in the National Policy on Education of 2004. Furthermore, the conceptual framework in Figure 1.8 above also reveals that the relationship between leadership self-efficacy, change oriented behaviour, change policy and staff's organizational citizenship behaviour is also moderated by experience. It shows that experience of the individual worker counts in his or her display of organizational citizenship behaviour. This shows that experience is a strong variable in the display of organizational citizenship behaviour in educational setting.

Also, the conceptual framework model is influenced by economic, social, cultural, human and political factors. These five factors influence the behaviour of different actors in higher education institutions. They influence staff display of organizational citizenship behaviour, provision of facilities, interaction within the academic environment as a social system and other related issues. Their impact cannot just be over emphasized as they have direct influence on the whole system.

In summary, there exist strong interactions between leaders' ability, belief in themselves that they can accomplish numerous organizational task, transformational capacity, attitude towards change and staff willingness to give more to the organization. For the staff to give more to any organization, motivation must come from the leader. This motivation cannot be achieved if the leader does not develop his self-efficacy and improve his change oriented behaviour. That is the reason why this research topic intends to address this vital issue in relation to higher institutions of learning in Lagos State, Nigeria.

Research Objectives

The main purpose of this study is to examine the impact of leadership self-efficacy and change oriented behaviour on staff organizational citizenship behaviour in Nigerian higher education institutions. More specifically, this research aims to achieve the following objectives:

1. To analyze the perception of staff on the relationship between leaders self-efficacy (low and high) and their organizational citizenship behaviour.
2. To analyze the impact of leadership self-efficacy on the staff organizational citizenship behaviour in higher learning institutions.
3. To analyze the impact of change oriented behaviour on staff organizational citizenship behaviour in higher education institutions.
4. To analyze the impact of change policies on staff organizational citizenship behaviour in higher education institutions.
5. To analyze the impact of demographic information of the participants (type of institution, type of staff, faculty, academic qualification, experience, cadre and age) on staff organizational citizenship behaviour in higher education institutions.
6. To explore ways through which leaders develop their self-efficacy in meeting up with the challenges in contemporary society.

7. To explore the strategies adopted by academic leaders in implementing changes in higher education institutions.
8. To explore the challenges academic leaders faced in the course of implementing change and the measures that can be taken to ameliorate these challenges in higher education institutions.
9. To explore reasons for staff organizational citizenship behaviour in public higher education institutions.

Research Questions

This research aims to answer the following questions:

1. What are the perceptions of staff on the relationship between leaders' self-efficacy (low and high) and their organizational citizenship behaviour?
2. Does leaders' self-efficacy impact on staff's organizational citizenship behaviour?
3. Does leaders' change oriented behaviour impact on staff's organizational citizenship behaviour?
4. Does change in policy impact on staff's organizational citizenship behaviour?
5. Do mean scores of demographic information of participants (type of institution, type of staff, faculty, academic qualification, experience, cadre and age) have any effect on staff's organizational citizenship behaviour in higher education institutions?
6. How do leaders develop their self-efficacy in meeting up with the challenges in contemporary society?

7. What are the strategies adopted by academic leaders in implementing change in higher institutions of learning?
8. What are the challenges that academic leaders face in the course of implementing change and the measures that can be taken to ameliorate those challenges in higher education institutions?
9. What are the reasons for staff's organizational citizenship behaviour in public higher education institutions?

Research Hypothesis

For the quantitative data, the following hypotheses were tested:

H₀₁: There is no significant relationship between staff perceptions of leaders' self-efficacy and their organizational citizenship behaviour.

H₁: There is a significant relationship between staff perceptions of leaders' self-efficacy and their organizational citizenship behaviour

H₀₂: Leadership self-efficacy does not impact on staff's organizational citizenship behaviour in higher education institutions.

H₂: Leadership self-efficacy impacts on staff's organizational citizenship behaviour in higher education institutions.

H₀₃: Change oriented behaviour of leaders does not impact on staff's organizational citizenship behaviour in higher education institutions.

H₃: Change oriented behaviour of leaders' impact on staff's organizational citizenship behaviour in higher education institutions.

H₀₄: Change policy does not impact on staff's organizational citizenship behaviour in higher education institutions.

H₄: Change policy impacts on staff's organizational citizenship behaviour in higher education institutions.

H₀₅: Demographic information like type of institution, type of staff, faculty, academic qualification, experience, cadre and age do not influence staff's organizational citizenship behaviour in higher education institutions.

H₅: Demographic information like type of institution, type of staff, faculty, academic qualification, experience, cadre and age influences staff's organizational citizenship behaviour in higher education institutions.

Significance of the Study

This research study will contribute to the knowledge of leadership and organizational behaviour most especially in higher educational institutions as it will provide a better understanding of the effects and impacts of leadership self-efficacy and change-oriented behaviour on staff's organizational citizenship behaviour in higher education institutions in Lagos State. It will also help educational administrators of higher institutions of learning to know the impact and effect of their leadership style and attitude on employee's commitment and the overall development of the educational institutions. It will also enable the administrators to know how their self-efficacy can contribute positively or otherwise to the organizational citizenship behaviour of their employees. In addition, policy makers and administrators of higher education institutions will also know the impact of organizational change on their workers and their institutions. In addition, it will enable academic leaders to understand the impact of change policies on staff's organizational citizenship

behaviour in higher education institutions. This research study will also enable them to know factors that influence staff's organizational citizenship behaviour in higher education institutions. Moreover, academic leaders will be able to identify reasons why staff will refuse any change policy and how they can implement change policies successfully in their respective institutions. Administrators of higher institutions of learning in developing countries will learn how to deal with change in global community and apply it to their immediate environment in a way that will enhance the commitment of their staff and improve performance of students with the aid of this research study.

Also, academic leaders in various institutions of learning will learn various strategies that can be adopted in developing their self-efficacy as a way of meeting up with numerous challenges in higher education institutions. Furthermore, higher education administrators, government agencies and education leaders will understand the challenges facing implementation of change in higher education institutions and necessary measures that must be taken to ameliorate these challenges with the help of this research study. Leadership in higher institutions of learning in developing countries will also learn how to improve team work and develop team spirit among members of staff. In addition, school administrators in public sectors will know the influence of changing government policies on their institutions and how their staff could react to these changes with the help of this research study. Moreover, the government will know its role in managing and influencing policies in higher institutions of learning with the help of this research study. Also, policy makers in education, academic leaders, lecturers and non-academic staff will identify various ways of improving their commitments to the vision and mission statements of their

institutions. Researchers and prospective students will know the effect and impact of leadership in driving and effecting change in an organization through this research study. Members of the public, private investors, philanthropists and non-governmental organizations will know the dynamics of organizational leadership and behaviour, and will be able to find solution to some perennial problems facing their organizations.

Scope and Limitation of the Study

This research study is limited to ten public higher education institutions including federal and state higher education institutions in Lagos State, Nigeria. This is because of the presence of all tiers of higher education institutions in the state, large scope of the work and financial constraint which prevented the researcher in the course of conducting the research study.

Moreover, this research study was limited to the Lagos State that was the former capital territory of the country with a large number of higher education institutions, staff and students. In addition, the study was limited to public higher education institutions in the state because these institutions are renowned and have made tremendous achievements in higher education development in the country. It therefore implies that Lagos State can represent a true picture of what is happening in Nigeria.

In addition, the study concentrated its quantitative study on low and middle level academic and non-academic staff in the selected public higher education institutions. It investigated the impact of leadership factors like efficacy and change

oriented behaviour on staff's organizational citizenship behaviour in public higher education institutions. Also, the qualitative strand focused on administrators and academic leaders. It explored the challenges these leaders faced while implementing change in higher education institutions in Lagos State. Therefore, registrar, deans, directors and heads of departments were interviewed for the qualitative strand of this study. This enabled the subordinates to give a fair and clear analysis of their leaders, and the leaders too gave a clear view of their challenges as the research.

Operational Definition of the Key Terms

This section presents a brief definition of some operational terms used in this study as follow:

- **Leadership Self-Efficacy:** This refers to a person's judgement of his or her ability to accomplish a task or successfully exercise leadership roles like setting vision, setting organizational goals and objectives, mapping out direction for staff, establishing healthy relationship among himself and followers to attract their commitment in accomplishing organizational goals and working harmoniously with followers to overcome all the challenges facing the organization (Paglis, 2010). It implies the extent or strength of one's belief in one's own ability to complete given tasks and reaching set goals, the belief in one's effectiveness in performing specific tasks (Bandura,1997).
- **Academic leaders:** These are members of the faculty in an academic community who are selected because of their experience, expatriate and qualities to temporarily fulfill administrative and leadership positions in their various institutions, and will later return to their duties after completing their

tenure or service as a teacher in their respective faculties. They are saddled with the responsibility of promoting quality teaching, research, learning, school-community partnership or collaboration and developing the learning community in all aspects (Moore & Diamond, 2000). Examples of academic leaders in higher institutions of learning include: Vice-Chancellors, Deputy Vice-Chancellors, Rectors, Deputy Rectors, Provosts, Deputy Provosts, Registrars, Deputy Registrars, and Deans of faculties and schools in higher institutions of learning.

- Change-oriented behaviour: These are behaviour exhibited by leaders with the aim of promoting change within their organizations. Change-oriented behaviour are behaviour that truly call for making a difference within the organization (Yukl, 2010). Leaders with change oriented behaviour are risk-takers, creative and project more into the future development of their organizations. These leaders are found to be inspiring as they encourage change innovation and do not allow staff to be stagnant.
- Higher education institutions: These are institutions of learning that offer post-secondary education. They award post-secondary degrees or certificates. The primary aims of these institutions are development of research, promotion of effective teaching and learning, development of qualitative education and public services (Griffin & Museums, 2011). Their activities include research development, teaching, industrial partnership, provision of manpower for economic and social development for the nation (Lenartowicz, 2014). These institutions include: universities, polytechnics, colleges of Education, institutes of technology, technical colleges and monotechnics.

They offer diploma courses, professional courses, undergraduate and postgraduate programmes.

- **Organizational Citizenship Behaviour:** It is a concept in organizational psychology which refers to the contributions and commitment of an individual to the progress of an organization which do not relate to the contractual agreement or task given to them before taking the job. It implies discretionary behaviour displayed by employees which are not explicitly or directly acknowledged by the organizations where they work but in return lead to organizational development (Organ, 1997). These behaviour are displayed whenever a member of staff goes above and does beyond his or her call of duty, at his or her own discretion, without being false, compelled or authorized to do so with the intention of promoting the organization (Organ, Podsakoff & Mackenzie, 2006). Employees show this behaviour when they do more than what they are expected to do at work and going beyond what is stated in their employment or offer letter.
- **Staff:** A group of persons, as employees, charged with the task of carrying out the work of an establishment or executing some undertaking. In academic circles, there are two main types of staff namely: teaching and non-teaching staff. Teaching staff refers to professional personnel who are engaged in teaching students in schools, colleges and universities (OECD, 2002; Collins Dictionary, 2014). Non-teaching staff are employees within an academic or vocational environment who are not engaged or involved in teaching (Collins Dictionary, 2014). These are including the members of higher institutions of learning.

Summary

This chapter presents the introductory part of this research study by drawing the attention of readers to the background knowledge of the various constructs in the study. It also identifies the gaps in the literature and presents the purpose and the aim of the research study. It further presents some of the relevant theories which will guide the research study. Relevant questions which the research study will ask were also highlighted in this chapter. In addition, it states in a clear term the importance of this research study to different stakeholders in educational sector and the society bringing out their roles in actualizing the aim of higher education in the country. The researcher tries to spell out the reasons why this research study will be limited to the selected public higher institutions in Lagos State and defines some difficult terms for proper understanding of the readers.

The next chapter is the review of relevant literature on the research topic. This chapter elaborates in a clear term what past researchers have said about various constructs on this research topic and how these constructs are connected.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents the review of relevant literature on impact of leadership self-efficacy, change oriented behaviour and change policy on staff's organizational citizenship behaviour in the context of higher education institutions. This is in line with the main purpose of this study which is to analyze the impact of leadership self-efficacy and change oriented behaviour on staff's organizational citizenship behaviour in public higher education institutions in Lagos State, Nigeria. Therefore, this chapter reviews what past researchers have done on the topic, narrows it down to address the current challenges facing higher education development in Lagos State by providing required solution to the problems facing educational development in the country.

The chapter is divided into five main sections. Section one is the introduction to the chapter. It deals with a brief description of the arrangement of the chapter. The reason for this is to provide adequate background knowledge for prospective readers. Section two is entitled: concept of leadership in education. It reviews past research on the concept of leadership in education. It sheds more light on the concept for prospective readers to have a better understanding of the phenomenon because researchers differ on its meaning. It also addresses the functions of education leaders. Section three deals with leadership self-efficacy, including concept of self-efficacy, types of self-efficacy, meaning of leadership self-efficacy, sources of leadership self-efficacy, factors influencing leadership self-efficacy, key elements for measuring

leadership self-efficacy and the implication of leadership self-efficacy on employee's organizational citizenship behaviour.

In addition, section four of this chapter is titled change leadership. It connotes two different key words which are change and leadership. It covers issues like: concept of change, types of change, why do employee resist change, how to deal with employee's resistance to change, process of creating change in an organization, factors influencing change in higher institutions of learning, models of organizational change, leadership and change, skills needed by academic leaders in communicating change in higher institutions of learning, challenges of leading change in higher institutions of learning and implication of leadership change-oriented behaviour on employees' organizational citizenship behaviour in higher institutions of learning. It draws attention of readers to another vital aspect of Educational Leadership which plays a vital role in the well-being and performance of any institute (i.e policy). It also reviews relevant literature on the concept of change policy by laying more emphasis on educational policy and how change policies impact on the performance of an organization.

Furthermore, section five of this chapter is tagged organizational citizenship behaviour. It deals with critical review of literature on the concept of organizational citizenship behaviour, factors influencing organizational citizenship behaviour and the impact of organizational citizenship behaviour on the performance of an organization. Finally, the last section which is section six explores briefly the historical background of the research site by x-raying some higher institutions of learning in Lagos State and their roles in nation building. The vital roles of these selected higher institutions of learning in Lagos State to the government of the state and the nation as a whole serve as basis for conducting this research study.

In summary, the literature review provides the views of scholars and researchers on various subheadings discussed above. It also covers and provides answer to all the questions raised in the research objectives, research questions, research hypotheses sections of this research study as stated in chapter one. It is done with the hope that this will serve as evidence and reference point for further argument in future chapters.

Concept of Leadership in Education

Meaning of Leadership

The word leadership is a multi-dimensional concept. There is no any generally agreed definition of the concept among scholars of leadership. The concept remains unclear, enigmatic and largely elusive (Yukl, 2002; Sam et al., 2013). This occurs as a result of different perceptions held by people on the concept of leadership. Different people and cultures have their own understanding of what leadership should be and how leaders should behave. Therefore, various scholars and researchers gave their own definitions of the concept based on their perspectives (Yukl, 2010).

For the purpose of this study, the researcher will try to report some definitions of leadership as provided by some scholars in order to provide a basis for better understanding of the variables in this study. House et al. (1999) defines leadership as the ability of an individual to influence, motivate and persuade others to contribute towards attaining organizational goals. According to Whitaker (1998), leadership involves provision of enabling work climate which will enhance and

facilitate commitment of staff. He therefore proposes that the term leadership is concerned with:

- A strong focus on the future,
- Setting and maintain quality service delivery,
- Development of inter-personal and personal attributes of people in an organization,
- Promoting change and development, and
- Ensuring effectiveness of the whole system.

Wasserberg (2000) argues that the key role of leadership is to redirect and reshape people round set values. Northouse (2004) opines that the term leadership refers to a process whereby a particular individual (i.e the leader) influences a group of individuals (i.e subordinates under them) to achieve common goals. In addition, Storr (2004) defines leadership as a way of achieving pre-determined goals with, and through others, based on interactive relationship. It involves the ability to engage human potential in the pursuit of common cause. Munro (2008) argues that leadership is changing approaches which focus on collaboration, flexibility and collectivity.

Furthermore, Yukl (2010) maintains that leadership is a process of influencing people to understand and accept what need to be done, how to go about doing it, persuading and mobilizing effort towards accomplishing the set objectives. In another perspective, Shahmandi et al. (2011) conceive leadership as the process whereby one individual (leader) influences the other members of the group (followers) towards achieving defined group or organizational goals. Looking at the word leadership from another angle. Beekun and Badawi (1999) maintain that

leadership is a trust or contract that exists between a leader and follower. This trust must be fulfilled by each party. By seeing leadership as a trust, the leader will be able to do justice, be careful in exercising their authority wrongly, and the followers will be committed to the contract and attainment of goals whole-heartedly.

The definitions above have two elements in common. These are: influence and providing direction (Leithwood, 2003). Yukl (2010) itemizes what a leader can influence as follows:

- Interpretation of external events by members,
- Selection of organizational goals and objectives, and strategies to be adopted,
- Motivation of members towards attaining set goals and objectives,
- Mutual trust and cooperation with their subordinates,
- Organization and coordination of work activities,
- Resources allocation which aims at achieving the set goals and objectives,
- Building in the subordinates' appropriate skills and required zeal needed for the task,
- Building in subordinates' zeal to learn new ideas, strategies and technical know how,
- Ability to solicit external support and cooperation on the task,
- Design of structure, programme and system,
- Development of shared support and shared belief. (p.9)

From the various definitions above, one will see that the concept of leadership is not a joke. Leadership is not about forcing or coercing others but rather

encouraging them towards achieving goals. It is mission driven. This therefore denotes that there cannot be leaders without followers. Leaders cannot work in isolation without their subordinates and every action of the leader, has effect on the subordinates because they are both in the contract terms as suggested by Beekun and Badawi (1999). That is the reason why this research study intends to look at the effect of leadership self-efficacy and change oriented behaviour on staff's Organizational Citizenship behaviour in higher education institutions in Lagos State, Nigeria.

Leadership in Education

Educational leadership deals with providing support and guidance to staff and students with the aim of improving the education process in an academic institution. Those, who are saddled with these responsibilities, are referred to as school administrators or academic leaders. Their roles tend to go far beyond just managing or discharging administrative duties but also revolve round improving the whole educational system through creating enabling environment for teaching and learning, stimulating realistic and viable policies that will promote enabling environment for academic culture (Moore & Diamond, 2000; Gunter, 2001; Bush & Middlewood, 2005). The roles of leadership in higher institutions of learning go further to cover promotion of viable environment that will enhance academic development, promotion of learning and scholarship, ensuring collaboration with external and corporate bodies in the area of cutting edge research, re-branding the image of higher learning in meeting up with contemporary needs of the learners, society and global community, handling organizational conflict, and a host of others (Ramsden, 1998).

The roles of leaders in education institution are adjudged to be the topmost because they come with more responsibilities, and they determine the success or failure of higher education institutions (Moore & Diamond, 2001; Bush & Middlewood, 2005). Effective educational leaders strive to inspire and ensure that they gain the commitment of their followers (Tomlinson, 2004). They develop sense of commitment to task, build their energy, set clear vision and harness their resources in attaining their targeted goals (Yukl, 2010). Furthermore, successful academic leaders exhibit some leadership traits in addition to their professional career which distinguished them from others and enhance their chance of attaining leadership roles in their respective domains (Seagren, Creswell & Wheeler, 1993).

Functions of Education Leaders

(a) Education leaders as planners: Planning is a concise effort which aims at achieving pre-determined goals. Leaders in educational institutions are planners. They are responsible for planning the things that will happen in their organizations (McCaffery, 2004). They are responsible for making the short-term, medium-, and long-term plan in the educational setting (Yukl, 2010). Examples of the plans made by educational leaders include academic calendar of the school or institution, staff training programme; students' excursion, research activities plan for the academic session, etc. Based on the plans laid down by educational leaders, students and staff will be able to define their direction for the session.

(b) Education leaders as policy makers: Education leaders set goals, policies, guidance and laws that will guide the activities of staff, students and other stakeholders (McCaffery, 2004; Ramsden, 1998). In doing this, leaders must take into consideration, relevant government policies and the needs of different stakeholders like students, staff, parents, industry, community, philanthropies, etc.

(c) Educational leaders as external group representative: Leaders in an educational institute will be responsible for representing the image of their organizations outside (Yukl, 2010; McCaffery, 2004). So, whatever the leaders say or do will be taken as the decision of the group which they represent.

(d) Education leaders as relationship builders: Leaders in an educational institution are responsible for building a cordial relationship between their institutions and the public. That is the reason why higher institutions of learning today are going beyond the idea of teaching and learning alone. They are also responsible for ensuring collaboration with industries and philanthropies in providing and soliciting support for their institutions in the areas of research, funding and scholarship (Owens & Valesky, 2011; Yukl, 2010; Nilankant & Ramranayan, 2006, McCaffery, 2004). Academic institutions are basically set for promoting learning and scholarship. Learners are responsible for ensuring a profitable and healthy partnership with industry as a way of promoting cutting-edge research which will promote the image of their organization, provide job opportunities for their graduates and open research gate for staff members (McCaffery, 2004; Ramsden, 1998). Similarly, education leaders ensure collaboration with other institutions on research projects that will promote development to their institutions and their communities. Also, leaders solidify their relationship with various government agencies who will fund some of their research projects and provide grant for learning and scholarship.

(e) Education leaders as role-model: Education leaders model the way and allow their subordinates and students to follow. The role of a leader in an academic setting is high sensitive (McCaffery, 2004). Leaders must serve as a role model to all and sundry under them and even the entire community. Acting a role model implies that leaders must be worthy of example to all (Lenartowicz, 2014; Yukl, 2010; Latchem

& Hanna, 2003). They must desist from shameful, degrading and unholy attitudes which can tarnish their image or the image of their organizations (McCaffery, 2004). Example of these unholy character include: corruption, misappropriation of fund, diversion of project fund into personal account, harassing students sexually, forgery, encouraging thugs and secret cult activities in the campus, lateness to office, activities

(f) Education leader as a fore-runner in ensuring excellence: Ramsden (1998) opines that the primary role of academic leader in any academic institution is to ensure excellence in all ramifications. Leaders must ensure academic excellence, excellence in quality research, quality in service delivery; strive towards infusing quality teaching and learning; assure quality product coming out of their institutions, excellence human relation, excellence community-university partnership and excellent in maintaining foreign relation, network and collaboration (Babara & Swailes, 2010; Yukl, 2010; Beerel, 2009; Haris, 2008).

(g) Education leader as innovator and change inventor: Leader in educational institute is responsible for bringing new and purposeful innovative ideas that will improve effective teaching and learning process. Innovation in higher education can come in different forms like: innovation research, innovation in instructional technology, innovation in provision of resources, improvisation where necessary, creating enabling environment for staff to provide the university authority with constructive ideas that can move the academic community forward (Lenartowicz, 2014; Kouzes & Posner, 2007; McCaffery, 2004; Leaming, 1999).

Leadership Self-Efficacy

Concept of Self-Efficacy

Self-efficacy refers to people's judgement about their capability to perform particular tasks. Bandura (1995) conceives self-efficacy as the belief in one's capabilities to organize and execute course of action required to manage prospective situations. Also, Snyder and Lopez (2007) see self-efficacy as what an individual believes he or she can accomplish using his or her skill under certain circumstances. Lunenburg (2011) conceives self-efficacy as the task-specific version of self-esteem which influences people's ability to learn, motivation and performance. Kanter (2006) conceives self-efficacy as confidence possessed by people. Base on this, people tend to do those tasks which they believe they will be successful at. This is in line with the finding of Van der Bijl and Shortridge-Baggett (2002) who find that individuals are more likely to engage in activities for which they have high self-efficacy and less likely to engage in those they do not, and that one's belief in the likelihood of goal completion can be motivating in itself.

Sources of Self-Efficacy

The effect of leadership self-efficacy on organizational performance cannot be over emphasized (Lunenburg, 2011; Bandura, 1997). Base on this fact, Albert Bandura (1997) comes up with four factors that influence the self-efficacy of leaders. They are: past performance, vicarious experience, verbal persuasion, and emotional cues. The diagram below depicts the four factors of self-efficacy.

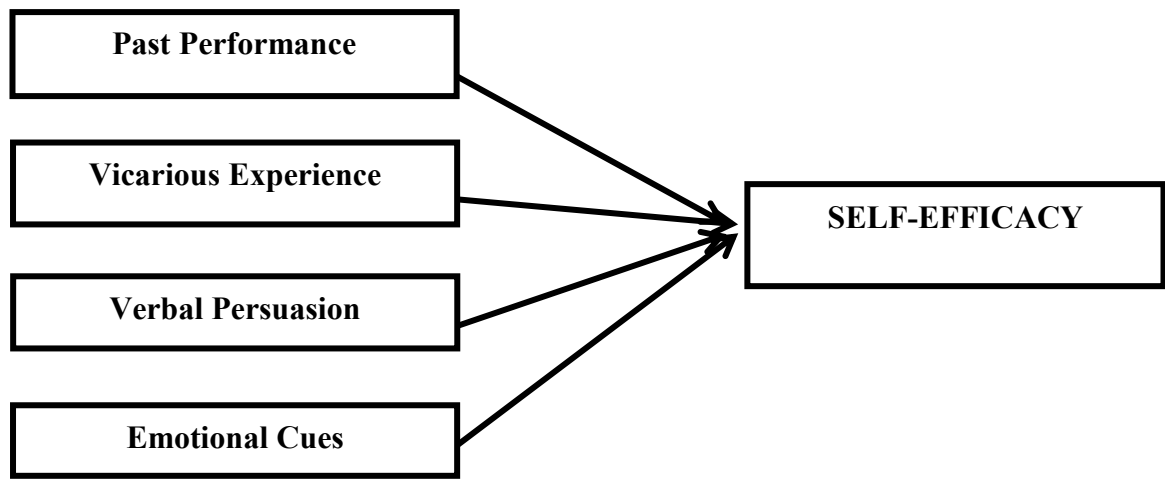


Figure 2.1: Sources of Leadership Self-Efficacy (source: Lunenburg, 2011, p. 2)

(i) Past Performance

According to Bandura (2004), the most important source of self-efficacy is past performance. Employees who have succeeded in job-related tasks are likely to have more confidence to complete similar tasks in the future (high self-efficacy) than employees who have been unsuccessful (low self-efficacy). Managers or supervisors can boost self-efficacy through careful hiring, providing challenging assignments, professional development and coaching, goal setting, supportive leadership, and rewards for improvement.

(ii) Vicarious Experience

A second source of self-efficacy is through vicarious experience (Bandura, 2004). Seeing a co-worker succeed at a particular task may boost your self-efficacy (Bandura & Locke, 2003). For example, if your co-worker loses weight, this may increase your confidence that you can lose weight as well. Vicarious experience is most effective when you see yourself as similar to the person you are modelling. Watching LeBron James dunk a basketball might not increase your confidence in being able to dunk the basketball yourself if you are 5 feet, 6 inches tall. But if you

observe a basketball player with physical characteristics similar to yourself, it can be persuasive.

(iii) Verbal Persuasion

The third source of self-efficacy is through verbal persuasion. Essentially this involves convincing people that they have the ability to succeed at a particular task. The best way for a leader to use verbal persuasion is through the Pygmalion effect (Bandura, 2004). The Pygmalion effect is a form of a self-fulfilling prophesy in which believing something to be true can make it true (Bandura & Locke, 2003).

(iv) Emotional Cues

This is also referred to as psychological feedback. Bandura (1997) asserts that the experienced sensations from their body and the way they perceive their emotional arousal influence their self-efficacy belief. The emotional thoughts held by people and their psychological reactions to tasks may have effect on their performance at work and also affect their self-efficacy (Bandura & Locke, 2003). For example, a person who always get headache, swollen palm when confronted with difficult task will definitely experience some difficulties in accomplishing their tasks.

Factors influencing Leadership Self-Efficacy

In addition, Nilankant and Ramaranyan (2006) point four factors contributing to low self-efficacy of people in the work place. They are: poor human relation quality, absence of reward based on competence, organizational factor, and nature of the job. These will be discussed in the succeeding paragraphs.

(1) Poor human relation qualities refer to low level of interaction techniques. Usually people with poor human relation find it difficult to relate well with others. They often like to be alone without having anything to do with other people. Staff self-efficacy will be low when they do not interact or relate well with others (Nilankant & Ramnarayan, 2006). At times, subordinates may not have good human relationship with their superiors. As a result, they will develop a feeling of failure and incompetence to accomplish any task given to them by their superior (Bandura, 2007). They also do not have or show consideration for other workers because they do not possess good human relation quality. All these will automatically lead to low self-efficacy.

(ii) Absence of reward system is another factor identified as a cause of low self-efficacy. A good reward system will trigger the zeal of staff to achieve and accomplish given tasks. If the reward and appraisal system is faulty, staff will be demotivated, discouraged and detached from the system of administration adopted in the organization (Nilankant & Ramnarayan, 2006). This will lead to low job satisfaction and low self-efficacy.

(iii) Organizational factor is the third factor which leads to low self-efficacy. This refers to many factors which are in existence and operation within the organization which have effect on self-efficacy of the people in it (Bandura, 2007). Factors in the organization like bureaucratic nature or set up of the system, communication barrier, style of leadership and management, system of operation will demoralize the staff and will result into low self-efficacy (Nilankant & Ramnarayan, 2006; Bandura & Locke, 2003).

(iv) The last factor is the nature of the job. At times, the nature of the job may not be clear. Things like job role, organizational goals and job content may not be clearly

stated. This may lead to conflict in the organization (Robins & Judge, 2013; George & Jones, 2012; Haripogal, 2006). Trying to avoid such conflict, staff may be avoiding themselves and duties. This will lead to them displaying low self-efficacy (Bandura, 2007; Nilankant & Ramranayan, 2006). On the other hand, other factors that can affect self-efficacy include: experience, taking pause to reflect on action taken, feeling of mastery on difficult tasks, being a role model, encouragement of staff, building and developing trust, work autonomy and creating enabling work environment for staff development (Nilankant & Ramranayan, 2006).

(v) Experience: Experience is a moving force in learning. It is also described as the best teacher. The experience gained by leaders from their previous work, interaction with people and their society will be transferred to their current work place. Nilakant and Ramnarayan (2006) maintain that experience will determine how far a leader can go and how well they can lead a successful team. The experience of leaders will manifest in their manner of managing and leading human and non-human resources in the organization (Airola et al., 2014).

(vi) Reflection: Nilakant and Ramnarayan (2006) opine that leaders must take time to pause, think about their action and re-action. This will help them to checkmate their self-efficacy. For leaders to lead a successful team, they must have time to reflect on style, policy, success, failure and mode of operation.

(vii) Role Model: Leaders must be role-models to their subordinate. They must be the mirror through which their subordinates look at things. It is through this that they can win the hearts of their followers (Kouzes & Posner, 2013; Kinicki & Fugate, 2012). When workers in an academic institution see their leader as their role model, someone whose character they are willing and ready to emulate, then, they will follow all his or her instructions because they are satisfied with his or her attitude

(McRoy & Gibbs, 2009; McCaffery, 2004). This is when leaders can transform their organization, and increase followers' motivation and performance (Yukl, 2010).

(viii) Motivating Staff: A leader with high self-efficacy will see staff motivation as his priority. He believes he cannot achieve his goals without his staff. He does not look down on the capacity, contribution and support of his staff irrespective of their level of education, gender or social background. He sees everyone as a very important aspect of the team. Also, leaders must express words of encouragement to their staff as a way of motivating them towards their work and increasing performance (Nilakant & Ramnarayan, 2006). Therefore, a leader with high self-efficacy needs to motivate his staff towards achieving the set organizational goals. Brown and Keeping (2005) have found in their study that leaders who motivate staff stand to gain the love, support and likeness of their staff and in return it increases the performance of the organization.

(ix) Mastering of difficult task: This implies that the leader himself or herself must be ready to try difficult tasks before calling his or her subordinates. He should be at the forefront of any difficult task. He must not just sit back and assign duties to staff without himself trying to solve or working with them to solve it task (Nilakant & Ramnarayan, 2006).

(x) Building trust: Trust is a very important factor in developing self-efficacy. Followers tend to follow, obey and respect their leaders once they notice that their leaders are trustworthy (Metzger, 2006; Owen & Valesky, 2011). For academic leaders to build their self-efficacy, trust must be imbibed in their attitudes. They must create a truthful environment that is fair and transparent to all staff, deal with staff-related issues with sincerity, justice and encourage their staff to be truthful (Caldwell, 2006; Ramsden, 1998).

(xi) Decision and work autonomy: Leaders must allow staff to display their creativity. They must acknowledge the fact that each employee is a unique individual with a unique gift. Therefore, these employees must be allowed to take decision on their work at times and where necessary (Nilakant & Ramnarayan, 2006). It is good to direct all tasks and final decision to their leader, but the leader must also allow staff to take decision at times. This will build the relationship between the team and will make the staff feel proud to be a part of the team (Owens & Valesky, 2011).

In summary, ability of the leaders to utilise all these factors effectively in their organizations will form the basis through which their subordinates will judge or perceive their level of self-efficacy. A leader with a high self-efficacy will show a positive attitude to task and will be willing to do more while those with low self-efficacy will display negative attitude to task and will feel reluctant to task.

Types of Leadership Self-Efficacy

Basically, there are two main types of leadership self-efficacy namely: High leadership self-efficacy and Low leadership self-efficacy.

(i) High Leadership Self-Efficacy: Leaders with high self-efficacy show commitment to work. They are goal-oriented leaders. They also strive to mobilise all their resources towards achieving organizational goals (Bandura, 2004). In addition, they provide support for their subordinates, and communicate change idea in a pleasant manner which will motivate their followers see the need to give their utmost support to their organization (Lunenburger, 2011). These leaders do not complain about difficult tasks or difficult situations rather they find a way out in order to achieve

their goals (Bandura, 1997). Leaders with a high self-efficacy usually record high success performance in their organizations (Locke & Latham, 2002)

(ii) Low leadership Self-Efficacy: This is the opposite of high leadership self-efficacy. Leaders with low self-efficacy always complain about difficult tasks. So, they feel reluctant to take any challenge because they see challenges as a problem and burden (Bandura & Locke, 2003). Also, they do not believe in themselves that they can accomplish difficult task (Bandura, 1997). Therefore, they are not ready to take any challenging work rather they transfer difficult tasks to their subordinates. In addition, these set of leaders do complain whenever assignments are given to them to execute.

In summary, both high and low leadership self-efficacy have impact on the well-being of employees in an organization and are also account for the success or failure of the organization.

How to Build Employees Self-Efficacy.

Lunenburg (2011) and Bandura (2004) suggest that the leader in an organization can build the self-efficacy of his subordinates by setting small and simple goal or target for them to achieve. Leaders must also ensure that they continuously assure their employees that they can achieve the small target or goal. Once the employees strive and accomplish the targeted goal, their efforts must be acknowledged by the leader and they should be rewarded for a job well done (Nilnkant & Ramnarayan, 2006). This recognition will serve as a form of motivation for the employees to give their best. After accomplishing the small target, then, he can set a bigger target, and encourage them towards attain it. The second step is review past experience and past

successes. This involves the leader to cast his mind back to the past success he has achieved. With this, he will be able to build confidence in the minds of the employees in the organization.

The third step is to visualize your success. Leaders must always be positive and look beyond the present (Lepard & Foster, 2003). They must think about the success of the targeted goal. With this, they will be able to harness all their resources towards attaining their set goals (Gunter, 2001; Bush & Coleman, 2000). Fourthly, leaders in an organization can also develop the self-efficacy of their employees by serving as role models to their staff (McCaffery, 2004). This is in line with the suggestion of Ramarayan (2006) who opines that leaders must lead the way for subordinates to follow. In order to lead the way, leaders must serve as role models to their followers. The followers or employees must see their leaders as friends, confidants and partners in progress (Owens & Valesky, 2011). These will help to improve level of commitment and loyalty of staff in an organization. It is only when workers see their leaders as role models and partners in progress that they will be ready to work freely with them. Once this is assured, then leaders can assist their subordinates to develop positive attitude towards work, develop their confidence level and improve their performance at work (Bandura, 2004).

Finally, the leader must provide positive social support to employees. This includes intrinsic and extrinsic motivation of workers. Once employees are motivated, they will deliver their best and produce desired result which will enhance organizational development (Kanter, 2006; Bandura, 2004; Locke & Latham, 2002).

Leadership Self-Efficacy and Employees' Organizational Citizenship Behaviour in Educational Institutions

Leadership play a vital role in an organization as it determines and influences the outcome and performance of both the employees and the organization itself (Wang et al., 2005). Their beliefs, attitudes and styles have a great influence on the existence of the organization. Based on this, different past studies confirm that a strong and positive relationship exists between the attitude, behaviour and style of leaders and the performance of their subordinates (Locke & Latham, 2002; Bandura, 2004; Lunenburg, 2011). Irrespective of the type of the organization involved, the leaders' behaviour usually determines the success or otherwise of the organization (Owens & Valesky, 2011).

McCormick et al. (2002) find from their study that leadership self-efficacy determines the behaviour of leaders and it also distinguishes between leaders and non-leaders in an organization. Obiwuru et al. (2011) study selected small scale enterprises in Ikosi-Ketu Local Council Development Area of Lagos State. They discover that the leadership style of leaders in these companies influence the performance of the staff. Similarly, Vigoda-Gadat (2007) discovers that a strong and positive relationship exists between leadership style and performance of staff in an organization most especially in relation to the organizational citizenship behaviour of

workers. Furthermore, Lunenburg (2011) discovers from his finding that self-efficacy has direct effect on workers' level of commitment and level of persistence when dealing with or faced with complex situations.

All these are in line with the position of Bandura (1997) who opines in his theory of self-efficacy that leadership self-efficacy influences the goals which the staff choose for themselves, the level of commitment displayed by workers to work, attitude towards learning and dealing with complex tasks. If leaders show positive attitude to difficult tasks, it will transit to the followers. They will also display such attitude to work and will strive not to give up, but if the leader displays a low self-efficacy, the subordinates will tend to turn a lukewarm attitude to task. Based on this, Bandura and Locke (2003) summarize the impact of leadership self-efficacy as the most important determinant factor which influences performance of workers, and influences their organizational citizenship behaviour.

In summary, the self-efficacy of academic leaders has a great effect and impact on the level of organizational performance and the organizational citizenship behaviour of staff in an academic community.

Change Leadership

Concept of Change

The word change has a lot of meanings. Different scholars, writers and researchers have looked at the concept from various perspectives and therefore come up with different definitions. For the purpose of this research study, the researcher will

explore some of the definitions provided by past writers and researchers in the field of change management as way to provide adequate understanding of the concept. Dawson and Andriopoulos (2014) conceive change as something which comes with a new thing that redefines, refines, replaces what has gone before or previous practices. Haripogal (2006) defines change as the need to make or become different or begin to have a different form. It means dissatisfaction with the old and the belief in the new (Yukl, 2010). It underlies a quantitatively different way of perceiving, thinking and behaving and to improve over the past and present.

Cawsey, Deszca and Ingols (2012) define organizational change as purposeful and strategically planned alterations of various components of organization which aim at improving the effectiveness and efficiency of the organization. Change management is not limited to creating business models, profit maximization and expansion, but all about creating an enabling environment for competence development, capacity building and promotion of value (Nilarakant & Ramanrayan, 2007). Glaser (2005) maintains that change refers to a shift in the process and ways of doing things which has effect on staff, clients and the organization.

From the definitions provided above, we discover that the concept of change has a lot of meanings, part of which include: dissatisfaction with One-ways of doing things and opening the door for a new and more productive style in order to achieve a better result, improve performance and attain organizational goals. In summary,

change aims at improving organizational performance and increase efficiency in meeting up with modern challenges.

Types of Change in Organisation

There are various classifications of change. Harigopal (2006) identifies the following types of change: directional change, fundamental change, operational change, total change planned change, happened change, transformational change, revolutionary change, recreation change, strategic change, anticipatory change, and reactive change. These will be discussed in the succeeding paragraphs:

(i) Directional change: This is a type of change that occurs in an organization as a result of serious competition, change in government policy and control (Haripogal, 2006; Nilankant & Ramranayan, 2006). This type of change will be binding and compulsory on organizations. An example of directional change is the change in price control, import and export duty. Harigopal (2006) opines that this type of change becomes imperative when organizations are developing a new strategy or incapable of implementing its present organizational strategy.

(ii) Fundamental change: This type of change involves the present mission and vision statement of the organization for optimum performance. This type of change may be influenced by environmental factors, leadership incapability, low staff turnover and satisfaction (Palmer et al., 2009; Yukl, 2010). These factors are essential to the success of any organization (Robins & Judge, 2013). Once an organization is lacking in any of them, it shows there is a fundamental error which must be changed.

(iii) Operational change: This occurs when an organization needs to improve the quality of its service or product due to external or internal forces (Haripogal, 2006). These forces include: market forces, organizational dynamics, cost and so on.

(iv) Total change: This type of change happens when the organization feels that there is the need for the development of a new vision, operational strategy, employee and business performance. This change usually occurs due to the failure of the organization to perform up to expectation and meet up with the demands of the management, employees and society (Nilakant & Ramaranyan, 2006). In order for the organization to keep existing, total change is important. It involves a total turn-around of the organization (Kouzes & Posner, 2013). This total change will involve a change in size, complexity, operational strategy, service delivery, management policy, employees' performance and other organizational development areas (Robins & Judge, 2013).

(v) Planned change: This is also called developmental change. This is a type of plan usually undertaken by organization in order to improve on their current mode of operation (Haripogal, 2006). It is a calculated attempt made to make the organization respond to the needs of the community or society, employees, and compete favourably with its competitors, and above all meet up with its set vision and mission (Nilakant & Ramaranyan, 2006).

(iv) Happened change: This can be described as unpredictable changes that occur in an organization as a result of external factors (Haripogal, 2006). For example, devaluation of the currency is an external factor that is out of control of the management. Devaluation affects the importation of raw materials, cost of production and other business operations in the organization. Organizations do not have a say over external factors or forces which have direct effect on its operation

(Nilakant & Ramarauyan, 2006; Patridge, 2007). A change in these external factors will automatically affect the organizational performance, and lead to a change in the modus operandi of the organization. In addition, change in government policy as another external factor that can make or mar an organizational development (Palmer et al., 2009). Fluctuation in government policy can affect the operation of business in a country (Patridge, 2007; Yukl, 2010).

(vii) Transformational change: This type of change involves a change in greater part of an organization. The change could occur as a change in size, complexity, operational strategy, service delivery, management policy, employees' performance and other organizational development areas (Nilakant & Ramranayan, 2006). As Harigol (2006) suggests that a change must meet the following conditions and criteria before it is regarded as transformational:

- ❖ It must be a fundamental change that affects the relationship between the organization and the sub-system.
- ❖ It must bring about a deviation from the previous ways of doing things.
- ❖ It must be a change that drives the organization to a greater height.
- ❖ It must result into a change in the organizational culture and norms.

(viii) Revolutionary change: This is a type of change that occurs as a result of abruptness. Harigol (2006) argues that this type of change comprises of 3e's namely: Envisioning, Energizing and Enabling. Envisioning entails projecting a clear and visible vision and a new plan to realize the vision. Moreover, energizing involves mobilizing employees (individually and collectively) and inculcating in them the zeal for change. Enabling deals with providing conducive environment, resources and support for the attainment of the task needed to accomplish the change.

(ix) Recreation change: This type of change involves spiral change in an organizational strategy with the aim of taking the organization away from its current stage towards achieving total transformation (Haripogal, 2006). For example, the British Airline changed its organization to the world's favourite airline by changing from its previous stage of poor service standard.

(x) Strategic change: This type of change is applicable to the entire organization or major components of the organization (George & Jones, 2012; Kinicki & Fugate, 2012; Nilankant & Ramnarayan, 2006; Haripogal, 2006). It deals with issues like a change in the management and leadership style. The motive behind this change is to ensure a turn-around in the organization and improve performance (Haripogal, 2006). This type of change takes place in academic institutions (McRoy & Gibbs, 2009). At times, the university management may give directive to all lecturers to publish in high impact journals with minimum of rank of Q4. This change may aim at increasing the ranking of the university. Similarly, universities may force some of their staff who have not attended foreign conferences to do so as a way of exposing them to some latest discoveries and development in the world.

(xi) Anticipatory change: This is a type of change that takes place in anticipation or expectation of an event in the future (Haripogal, 2006; Nilankant & Ramnarayan, 2006). A typical example of this type of change in an academic institution is to change from traditional method of teaching or the use of traditional tools to the use of modern technology with the aim that students, upon successful completion of their programmes, may like to further their studies abroad where they make use of sophisticated tools for instruction. A leader in an academic institution may introduce the use of modern equipment in anticipation that learners may need it in future (McCaffery, 2004).

(xii) Reactive change: This is a type of change that occurs as a result of series of events or reactions that took place in the organization (Haripogal, 2006). A typical example is the protest by members of academic and non-academic staff complaining about their welfare and leadership competence. This might force the leadership of the higher institution or the government to shift its ground and dance to the tune of the workers (McRoy & Gibbs, 2009).

Table 2.1: Types of Change and Their Nature

S/N	Types of change	Nature
1.	Directional Change	Occurs under severe competition, change in government policy and unsuccessful business strategy.
2.	Fundamental Change	Redefinition of current vision and mission.
3.	Operational Change	Improvement in quality, timeliness and service delivery.
4.	Total Change	Developing a new vision, attaining a turnaround and drastic diagnosis of the existing practice and system.
5.	Planned Change	An operational change on a calculated basis as a response to internal and external demands.
6.	Happened Change	Unpredictable change which occurs as a result of external factors which the organization has no control over. It has drastic effect on the organization.
7.	Transformational Change	Change that involves the entire or greater part of the organization which occur due to serious threat to the survival of the organization.
8.	Revolutionary Change	Abrupt changes in the organization's design and strategy.
9.	Recreation Change	Tearing down the old structure, design and plan of an Organization, and developing a new vision plan for the organization.
10.	Strategic Change	Change of almost all the organizational components.

11. Anticipatory Change Change executed in anticipation of an event. It may cause the organization to tune-in or change its orientation and perception.
12. Reactive Change Change that occurs in reaction or response to an event. It is limited to a sub-system or part of the sub-system.

Source: Haripogal, 2006, pp. 49-50

Employees' Resistance to Change

Resistance to change does not necessarily imply ignorance of the change rather it connotes people's reaction to the change (Ford, Ford & D'Amelio, 2008; Yukl, 2010). Therefore, various people have various reasons for resisting a change agenda or change policy in any organization. Partridge (2007) identifies four reasons why people resist change. They are: uncertainty, unwillingness to give up some things, fear of increase workload and the need for learning.

(i) Uncertainty: Change implies migration from a well-known situation to a new and unknown situation (Partridge, 2007; Nilakant & Ramaranyan, 2006). This gives rise for the uncertainty which poses a big threat to people (George & Jones, 2012). Despite adequate effort and planning by the leader, the subordinates are still afraid of the uncertainty associated with change. The uncertainty is an unfamiliar territory to the subordinates because they cannot predict what the future will bring or look like (Partridge, 2007). This fear of the unknown situation has dragged and forced some people to resist change in their organizations.

(ii) Inability to give-up some things: Change in its nature involves give and take (Yukl, 2010). It implies giving-up an old idea and upholding a new one. People resist change because the wave of change implies that they have to give up their old style and pattern of doing things or behaviour and turn a new leaf (Palmer et al., 2009;

Yukl, 2010). They see the act of giving-up as a form of loss. Partridge (2007) maintains that even if the workers recognize the benefits of the change process, there will still be an aspect of the current practice which they will still regret not doing. But those who are addicted to the old style and behaviour will strive hard to resist any form of change to their lifestyle.

(iii) Increase workload: Change comes with an increase workload. Change implies hard work. It involves planning, organizing and executing new task and adapting to a new situation (Robins & Judge, 2013; George & Jones, 2012; Kinicki & Fugate, 2012). People who do not like hard work will definitely resist change (Kouzer & Posner, 2013; Yukl, 2010). This is in line with the findings of Bandura (1997) who finds that this set of people have low self-efficacy. As such, they will strive to resist anything that will increase their workload, pose a new challenge to them and increase their task because they do not want additional tasks or they believe they cannot accomplish additional tasks. So, this people will try all their efforts and ensure that the change does not see the light of the day (Partridge, 2007).

(iv) Change implies learning new things: Learning is a relatively permanent change in behaviour which occurs as a result of experience. Change means learning new things, new skills, new ways of doing things and new attitudes (Partridge, 2007). It means that people must acknowledge that the old style, skill, expertise is obsolete and a new way of thinking, attitude and skill must be upheld (Nilakant & Ramaranayan, 2006). All these involve learning. Learning is a relatively permanent change in behaviour which occurs due to experience. Learning means that for change to actually take place, there is the need for the subordinates to learn to change their ways of life, attitudes to work, skills and behaviour (Robins & Judge, 2013; Kinicki & Kreitner, 2009; Partridge, 2007). Furthermore, Yukl (2010) identifies lack of trust,

misconception about change, cost, personal threat, interference and economic factor as the reasons why employees in an organization resist change or change effort. These will be discussed in the succeeding paragraph.

(v) Lack of trust: Trust is a vital ingredient in promoting organizational performance. In an organization where there is no trust, there will always be a problem. Mintzberg (2010), as cited by Hassan et al. (2015), opines that trust is a vital aspect of organizational relationship which occurs as a result of respect held by the followers for their leaders. Whenever employees trust their leader, they will be able to do their best. On the contrary, they will resist any form of change agenda coming from leader they do not trust irrespective of the status of the person (Yukl, 2010). Distrust in leadership will force the subordinates to resist any form of change programme or policy coming from such leader.

(vi) Misconception about change: Misconception is another big challenge to change agenda or policy in an organization (Palmer et al., 2006). The perceptions held by people about change differ relatively. Some people perceive change as something irrelevant (Kinicki & Kreitner, 2009). They do not see the need for it. Most especially if these set of staff are comfortable with the present way of doing things and see that they are achieving result with their current style. They will see no reason for them to change to a new way of accomplishing a result (Yukl, 2010).

Similarly, other members of staff may conceive change as unimaginable and unrealistic. These set of people or staff in an organization believe that the change will not see the light of the day (Nilakant & Ramarayan, 2006). So, they see no reason for introducing it since it will not succeed. Therefore, they will try to go extra mile in

resisting the change agenda or change policy whenever the change is introduced to them (Yukl,2010).

Strebel (1998), in his study conducted on two big companies in United States about the reasons why employees resist change as reported in the Harvard Business Review, finds that different perceptions of the term change by various stakeholders (i.e the executives and employees) are the root cause of the resistance. He finds that some members of executive see change as a personal and business opportunity while some employees see change as a form of disruption and intrusive. In order to bridge the gap that led to the failure of implementing change in organization, Strebel (1998) recommends the introduction of Personal Compacts. The personal compact, according to him, is a form of agreement that shows the relationship, obligation, change initiative and mutual commitment between the management of an organization and its employees either expressed or implied.

- Dimension of the personal compact

The personal compact has three dimensions namely: formal, psychological and social dimensions.

(a) Formal dimension: Strebel (1998) opines that the formal dimension reflects the basic task and performance requirement expected of a job holder. This is defined by the organization and duly communicated to the respected office holder (employee). It states in a simple and clear term: what the organization expected from the employee, materials needed to perform the given task, method of performance appraisal and reward system.

(b) Psychological dimension: This deals with implicit aspect of the work relationship between the parties (Strebel,1998). It involves mutual understanding, expectation, trust, loyalty and commitment. This is usually not expressed but often implied. Issues like how hard an employee is expected to work, what type of recognition will be given to workers or staff and the reward strategy are all examined here (Yukl, 2010).

(c) Social dimension: This deals with the norms and value of the organization (Nilakant & Ramaranyan, 2006). Employees usually look at the mission and vision statement of an organization, how the management reacts to these statements, the management practice towards realization of the statements (Patridge, 2007; Palmer et al., 2009; Yukl, 2010). All these have sociological implication on the relationship between the organization and employees which could result into the real change (Kinicki & Fugate, 2012).

(vii) Cost: The cost of introducing change agenda, maintaining and sustaining the change policy may result into staff resisting the change (Yukl, 2010). The cost of maintaining change at times may outweigh its benefit to the staff (Nilankant & Ramanrayan, 2006). For example, in an academic environment, academic staff may be forced to use modern technology. This technology may imply that some of them need to get enough internet facilities or procure some gadgets which are not provided by their faculties. So, these lecturers will be forced to use their little income which is not enough to cater for their household. Therefore, they will be forced to resist change and will prefer to go back to their old method. In essence, employees do resist change if the cost of the change is higher than the benefit of the change to them (Yukl, 2010).

(viii) Personal threat: At times some workers feel that change is a thorn in their flesh. They see change policy as a threat to their personality. To them, change implies a

loss of power, authority and status (Nilankant & Ramanranyan, 2006). This can be observed in some middle- and high-level managers in an organization. Once there is restricting agenda which aims at improving the organization, there may be the need to reduce the power of some office holder; some will need to share theirs. Therefore, this set of people will definitely conceive change as a threat to them and will strive towards ensuring that the change does not survive (Patridge, 2007). Similarly, some people with a low self-efficacy will see change as a barrier because the change policy will reveal their low competencies (Bandura, 1997). Change in its nature implies a new direction, method of doing things and new challenge (Robins & Judge, 2013). This set of people does not like to do new things and they do not want to be challenged in any way. In order not to face any obstacle, they will try to resist the change (Yukl, 2010).

(ix) Economic threat: People will resist change no matter its benefit if the change has a negative impact on their income, spending pattern and job security (Patridge, 2007; Palmer et al., 2009; Yukl, 2010). The fear of these three key economic factors will force employees in an organization to work against a change policy (Yukl, 2010). They will be ready to accept the change as long as the change can guarantee their job security, maintain their salary and reduce their spending pattern.

Dealing with Employees' Resistance to Change

Kouzes and Posner (2013), Kinicki and Fugate (2012), Yukl (2010), Patridge (2007) and Jackson (2000) have identified three major steps which managers and leaders in an organization must follow in order to address staff resistance to change and effective hitch-free change in their organizations. These three steps are: creating

vision and value, organizing coaching and development programmes, and executing the few.

(i) Creating vision and values: Leaders need to create clear vision for the organization. The vision statement must not be ambiguous to staff, management and customers of the organization (Yukl, 2010). Based on the clear vision created by the leader, core values of the organization will be deduced. The leader must strive to communicate the core value of the organization to all stakeholders like staff, customers, business partners, corporate bodies and other users of the organization information (Kouzes & Posner, 2013).

(ii) Organizing coaching and development programme: For any meaningful change to occur in an organization, there is the need for leaders and managers to organize a coaching programme in form of training for staff. This will help them to dance to the tune of change in the organization (Adebayo, 2009; Tomlinson, 2004; McCaffery, 2004). Coaching will help the organizational performance as it will help staff to learn how to give feedback and adopt conflict as a constructive tool rather than destructive (Jackson, 2000).

(iii) Executing the few: Despite all efforts to introduce change by the leader, there will still be some staff who will remain adamant or heedless to change as a result of their statuses or positions in the organization. These set of people will contaminate the organization and encourage continuous conflict. Therefore, Jackson (2000) opines that these people should be disengaged if their work will not jeopardize the attainment of the goals of the organization.

Roles of Leadership in Implementing Change

The leader is a vital factor in determining the success and failure of an organization (Dawson & Andriopoulos, 2014; Cawsey et al., 2012; Yukl, 2010). So, their roles in implementing change in their organizations cannot be over emphasized. Based on this, different researchers have conducted extensive study on the roles of leaders in implementing change in an organization. They come up with different guidelines that leaders must strictly adhere to in order to infuse dynamic change in their organizations (Nadler et al., 1995; Jick, 1993; Connor, 1995; Kotter, 1996; Yukl, 2010).

The roles of leaders in implementing change in an organization include: establishing urgency of the change plan, effective communication of the vision of the change plan, getting the required support for the change plan, developing a formidable team to assist the change plan, filling up missing gaps with right personnel, guiding the execution process, staff empowerment, making the change, preparing the minds of people ahead of the change, giving required support needed by the staff to confront the change plan, making provision for success, monitoring of the progress of change, giving feedback to staff, remaining committed to the change (Kinicki & Fugate, 2012; Yukl, 2010; Kinicki & Kreitner, 2009; Foskett & Lumby, 2004; Bush & Coleman, 2000). These leadership roles will be discussed in the succeeding paragraph.

(i) Establishing the urgency and need for the change: This is the first role of a leader in implementing change plan in any organization (Robins & Jusge, 2013; Kouzes & Posner, 2013; Kinicki & Fugate, 2012; Yukl, 2010). To be able to do this, the leader needs to know the reasons for the change, why it is necessary at this present time, what will be the consequences of not implementing the change on the performance of

his or her organization, how the change plan will promote the organizational goals, what the effect on the staff his or she is leading will be, and so on (Robbins & Judge, 2013; Kinicki & Fugate, 2012; Patridge, 2007). Once the leader understands all these, then, he or she sees the need for the change plan.

When the leader is sure of the effects and consequences of the change plan, he needs to establish the urgent need of the change plan to his organization (Yukl, 2010). This involves making people to reason along with the change plan, see reasonable rationale for it and encourage them to see the immediate need to introduce the change (Latchem & Hanna, 2003).

(ii) Effective communication of the vision of the change plan: After establishing and creating the urgency for the change plan, the next thing for the leader is to ensure that he or she communicates effectively the clear vision of the change plan (Kouzes & Posner, 2013; George & Jones, 2012). This will help to keep the minds of staff at rest (Riley & MacBeath, 2003). Those who thought that the change plan will deprive them of their role will change their mindset once they are aware of the vision of the change plan. Yukl (2010) opines that when leaders tell their subordinates the vision of a change plan, benefits of the change to staff and the organization as a whole, it will help the leaders to gain the commitment of the staff on the change.

(iii) Getting required support: The next stage is for the leader to get the required people to support the change plan. This can be done by identifying and sourcing for those staff, resource personnel, experts and others that are vital to attaining the change plan (Cawsey et al., 2012). Similarly, leaders can also identify those who will reject and oppose the proposed change plan, who to manage them, draw the proposal, identify the time frame that should be dedicated to completion of the change plan,

what will be the role of each of these supporters and in what manner should they be introduced (Yukl, 2010).

(iv) Building a formidable team: This involves bringing together the various personnel (both within and outside the organization) that will be useful to attaining the vision of the plan (Robbins & Judge, 2013; Kinicki & Fugate, 2012). When these people come together, the leader must discuss the change plan to them together as a team, bringing out the vision of the change, the purpose of the change, rationale for introducing the change at this crucial time, proposed stage of the change plan, time frame for attaining the plan in each stage and the expected role of each of the team member (Dawson & Andriopoulos, 2014; Robins & Jusge, 2013; Cawsey et al., 2012, Yukl, 2010). Based on these, each member of the team will understand the message and vision of the change plan better, feel proud to be recognized as a vital component of the change process and therefore, come up with suggestions on how they can improve the change plan and achieve the set goals (George & Jones, 2012; De Janasz et al., 2006).

(v) Filling in the missing gap: This is a vital role of a change leader in implementing change in an organization. It involves the leader putting round peg in a round hole. For leaders to implement change, they must source for the right candidate to assign the right task (Kouzes & Pousner, 2013; George & Jones, 2012; Yukl, 2010; Patridge, 2007). For example, a higher institution of learning that needs to improve its e-learning must first get skilled personnel who are experts in the use of online and e-learning gadgets. Such an institute must not compromise in sourcing for the required personnel if only they want their institute to be the best in the area of Information and Communication Technology and e-learning. The staff to be used must have passion for attaining the vision and goals of the change plan (Yukl, 2010;

McCaffery, 2004). Therefore, vital positions must be filled with those who are committed to the change plan (Partridge, 2007).

Guide the execution process: A leader must provide adequate forces to support and guide the implementation and execution of the change plan (Robbins & Judge, 2013). This involves creating or establishing task forces to ensure that the execution of the change plan is done accordingly (Kouzes & Posner, 2013). This can be seen in an academic community. For example, if the university leaders agree to wage war against indecent dress code in the academic community, they will put in place all necessary task forces who will monitor staff and students and ensure compliance with the new change plan and directive. Also, security guards can be used in guarding against immorality in the campus; CCTV can be installed in different parts of the university community as a way of changing the community for good and eradicating immorality. Yukl (2010) opines that the leader of each task forces to be used in implementing change must understand the vision, essence of the change plan and the benefit to the organization.

(vi) Staff empowerment: This involves the ability of the leader to equip the competent staff and personnel who are crucial to the change plan and are ready to implement the change with the required details, equipment, logistics and support (Partridge, 2007). The Leaders tend to achieve more, when they equip their competent staff with the necessary moral, intellectual, financial and logistic support needed to accomplish a change plan (Nilankant & Ramnarayan, 2006; Kezar, 2001).

(vii) Preparing the people ahead of the change: Leaders must prepare the minds of their staff appropriately by telling them the possible effects of the proposed change plan on them, assuring them of their support to reduce the magnitude of the stress which may come as a result of the change and the benefits of the change to the staff

and the organization (Kouzes & Posner, 2013; Yukl, 2010). An example of this can be seen in the academic community like university. University authority can send a memo to staff and students warning them of the effects of cultism and inform them that the university will soon wage war on cultism and secret clubs. So, for them not to be cut unaware, they should be warned and desist from immoral acts.

Furthermore, the memo can state in a clear term, effects of secret cult and illegal clubs on staff, students, image of the university, parents, government and the entire society. Based on the warning, the university will state the need for the war against immorality and prepare minds of people in the community ahead of the plan (McCaffery, 2004).

(vii) Execute the change: This involves the ability of the leader to implement symbolic change in an organization (Kouzes & Posner, 2013). A symbolic change refers to the change that tells people in an organization that this change plan is really going to work and will come to stay (Yukl, 2010). In an academic environment, academic leaders can implement zero tolerance for cultism by suspending some members of the secret cults in the campus. If other students see that their colleagues are being suspended because they belong to unlawful cults or clubs in the university, they will avoid joining such groups. Also, the university can suspend or sack lecturers who are supporting crimes and criminals in the university as a sign to show that the change has come and has come to stay.

(ix) Giving required support that will help staff and students overcome the rigour of the change: Change is not an easy thing. Change comes with some degree of sacrifice (Patridge, 2007). In order to implement change plan in an academic community, staff and students will need to go through some level of stress. Therefore, leaders must provide required support needed to combat the stress most especially when the

change process is on (Robins & Judge, 2013; Yukl, 2010; McCaffery, 2004). For example, if a university decides to make all its learning and administration electronic and online, it must be ready to provide adequate electricity power supply, provide uninterrupted Wi-fi that is accessible and available at all times for staff and students, organize seminars and conferences for staff and students on how to use the online and e-service, encourage them to use it and provide a constant campaign on its benefit to the image of the university, staff, students, teaching and learning process and the entire society.

(x) Making provision for success of the change plan: A leader must ensure that the early stage of the change plan is successful. This will send a signal to the minds of people that the change process is realistic (Yukl, 2010). Leaders must give their best support and make adequate plan for the success of the early stage of the change plan. Once the plan fails at the early stage, it will give room for resistance. Once the change plan is successful at the early stage, the leader must not relent in his effort (Kotter, 1996). In the same vein, Yukl (2010) opines that people will be ready to support a change plan if they see that the effort will be successful.

Therefore, the success of the early stage of the change plan will attract more people to the change (Leaming, 1998). Another example of this is the war against secret cult and cultism in Nigerian universities. Once academic leaders are able to break through in the early stage of the change plan, other members of staff, students, parents, corporate organizations will join the struggle and support the university in achieving the change policy on cultism which is destroying lives of students and the entire society (McRoy & Gibbs, 2009).

(xi) Monitoring the progress: Leaders must monitor the progress of the change plan from time to time. They must not be carried away with the success of the change rather concise effort must be put in place to ensure sustainability of the change plan (Doppelt, 2003). Through constant monitoring of the change plan, leaders will be able to identify areas of linkage, likely problem that will face the change plan and quickly devise alternative measures towards addressing these issues (Cawsey et al., 2012; Yukl, 2010).

In addition, constant monitoring, better ways of doing things will be identified and the system will be improved. A typical example of this in an academic community is the vice-chancellor's monitoring of teaching and learning practices in his university. Furthermore, constant supervision and monitoring by the university head, deans and heads of departments will gear up in their task and see monitoring as an integral part of their work which must be done from time to time (McRoy & Gibbs, 2009; McCaffery, 2004). At the end, it will keep the community moving because there is constant monitoring by various heads and leaders.

(xii) Giving feedback: Leaders must ensure that they give feedback to staff on the progress of the change plan (Kinicki & Kreitner, 2009; Yukl, 2010; George & Jones, 2012). This feedback must include: what has been achieved from the change plan, what areas the staff are doing well, what are those things have not been got right, what is the outcome of the monitoring exercise conducted, what are the likely strategies that can be adopted to improve performance and achieve result (Robins & Judge, 2013; Yukl, 2010). All these will help to re-shape the commitment and direction of staff towards the set change plan (Tomlinson, 2004; McCaffery, 2004; Yukl, 2010). This can also be applied in the academic setting. The university head can inform the support team of the progress on the fight against cultism, progress of

using e-learning in the university and other policies of the university as a way of motivating staff to work harder and re-shape the commitment towards attaining organizational goals (McRoy & Gibbs, 2009; McCaffery, 2004).

(xiii) Reviewing commitment to the change: Leaders can implement change by ensuring continuous commitment to the change plan and process (Patridge, 2007; Kouzes & Posner, 2013; George & Jones, 2013). They must continuously lead the way, allow others to act and display a strong drive for the attainment of the change, give adequate attention to issues relating to the change, stand by the team in terms of ease and hardship, and show support to the change agents (Kotter, 1996; Kinicki & Kreitner, 2009; Yukl, 2010). The continuous commitment show by leaders will motivate and encourage staff to reason along with the change policy and strive towards attaining the change goals (Kouzes & Posner, 2013; Robins & Judge, 2013).

Reasons for Failure of Change Efforts

Kotter (1996) identifies eight factors responsible for the failure of some of the change efforts put in place by some managers and leaders in organizations. They are:

(i) Not establishing a great enough sense of urgency: Change effort fails because most organizations do not examine market and competitive realities (Palmer et al., 2009; Nilankant & Ramranayan, 2006). Some just think because a particular organization is doing well in this area, therefore, they too must also do so without considering the need and reality of its application in their environment. Also, organizations fail because they do not discuss potential crises and/or opportunities with their employees who are also important agent of change (Kouzes & Posner, 2013; Yukl, 2010). This leads to employee not cooperating with the original owner

of the idea (Kinicki & Fugate, 2012; Patridge, 2007; Kottler, 1996). These employees may not be motivated towards the change (Robbins & Judge, 2013).

(ii) Not creating enough powerful guiding coalition: This occurs when the head of the organization fails to create active support for the change idea (Kouzes & Posner, 2013). Most times, change idea is coming from the president or manager without consulting other members of the management board or line managers who are key to the change (Yukl, 2010). These people need to come together, share commitment towards excellence performance and encourage the team work before we can talk about change (De Janasz et al., 2006). Failure to adopt this leads to problem in the change process (Yukl, 2010; Kottler, 1996).

(i) Lack of vision: Failure to have a vision plan is another barrier to positive transformation (Robbins & Judge, 2013; Yukl, 2010). Without a sensible and sound vision in place, transformation effort can easily be defeated and will lead the organization to a doom (Kinicki & Fugate, 2012). Absence of a clear vision, will also affect all the departments in the organization because each department will be working in difference and opposite direction.

(ii) Under-communicating the vision by a factor of ten: Transformation will not take place in any organization, unless, people make sacrifice in terms of physical effort, monetary, intellectual and others. Employees will not make any sacrifice until they see and believe that change is possible (Yukl, 2010). This makes communication imperative for all managers and leaders in an organization (Kouzes & Posner, 2013). The leader of the change idea must communicate effectively with his word and attitude. Nothing undermines change more than attitude of the individual responsible for disseminating the change idea (Robbins & Judge, 2013).

(iii) Allowing obstacles to block the new vision: This is another area of problem in the change process. These obstacles can come in form of internal or external factors. At times, employees may buy an idea and agree to implement the change idea but the barriers in their minds or heads may prevent them from doing so (Nilakarant & Ramananrayan, 2006). At times, some employees may believe that their organization does not need the change now (Patridge, 2007). This type of believe will automatically influence their attitude towards the change idea (Yukl, 2010). Similarly, these barriers could arise as a result of ambiguous job specification, poor compensation, failure to avoid confronting obstacles and weak or poor appraisal system (Kouzes & Posner, 2013; Yukl, 2010). All these can force employees to choose between their self-interest and the new vision. As a result of these obstacles, the transformation agenda will suffer.

(iv) Failure to create a short-term win: Transformation agenda and change idea suffer because the pioneer of the change idea fails to create a short-term plan for achieving the change goal and celebrating the change at short-term basis (Kouzes & Posner, 2013; Kinicki & Kreitner, 2009). It must be noted that transformation or change idea is a gradual process which calls for systematic planning and approach (Robins & Judge, 2013). To achieve this, the manager must create a short-term plan which will state clearly performance improvement needed to achieve the goals, set target for the attainment of the goals, reward and recognize the parties that worked towards attaining the short-term goal, then, re-strategize towards improving the plan (Kouzes & Posner, 2013; Kinicki & Fugate, 2012; Kinicki & Kreitner, 2009). Failure to follow this route constitutes a problem to transformation and change in an organization (Yukl, 2010).

(v) Declaring victory too soon: People often celebrate victory without allowing the change to settle down deeply into the organizational culture. As mentioned above, change takes time before it settles into an organization (Yukl, 2010). It is not too good for an organization to rejoice too early over a change plan (Kouzes & Posner, 2013; Yukl, 2010). The idea of celebrating victory at early stage, thinking that the whole process of change has been achieved and well utilized without allowing the change to take proper, sufficient and adequate time in mixing with the culture of the organization sometimes jeopardize the change plan (Yukl, 2010). Concise effort must be made towards the change plan, asking questions like what are the factors responsible for the change at the first phase? Giving all these factors, can we still achieve more at another phase? What effort must be put in place for sustaining the change plan and all other issues must be put into consideration before celebrating the victory of the change plan (Kinicki & Fugate, 2012; Yukl, 2010).

Process of Creating Major Change

Kotter (1996) itemizes eight-stage process of creating major change as shown in the figure below:

Stage 1: Establishing a sense of urgency

- ❖ Examining the market and competitive realities.
- ❖ Identifying and discussing crises, potential crises or major opportunities



Stage 2: Creating the guiding coalition

- ❖ Putting together a group with enough power to lead the change.
- ❖ Getting the group to work together like a team



Stage 3: Developing a vision and strategy

- ❖ Creating a vision to help direct the change effort.
- ❖ Developing strategies for achieving that vision.



Stage 4: Communicating the change vision

- ❖ Using every vehicle possible to constantly communicate the new vision and strategies.
- ❖ Having the guided coalition role model the behaviour expected of employees.



Stage 5: Empowering broad-based action

- ❖ Getting rid of obstacles.
- ❖ Changing systems or structures that undermine the change vision.
- ❖ Encouraging risk taking and non-traditional ideas, activities and actions.



Stage 6: Generating short-term wins

- ❖ Planning for visible improvements in performance or wins.
- ❖ Creating those wins.
- ❖ Visibly recognizing and rewarding people who made the wins possible.



Stage 7: Consolidating gains and producing more change

- ❖ Using increased credibility to change all systems, structure and policies that do not fit together and do not fit the transformation vision.
- ❖ Hiring, promoting and developing people who can implement the change vision.
- ❖ Reinventing the process with new projects, themes and change agents.



Stage 8: Anchoring new approaches in the culture

- ❖ Creating the performance through customer and productivity-oriented behaviour,

- | |
|---|
| <p>more and better leadership, and more and effective management.</p> <ul style="list-style-type: none">❖ Articulating the connections between new behaviour and organizational success.❖ Developing means to ensure leadership development and succession |
|---|

Figure 2.2: Process of Change (Source: Kotter ,1996, p. 21)

Factors Influencing Change

According to Robbins and Judge (2013), Kinicki and Fugate (2012), Yukl (2010), Haripogal (2006) and Nilakarant and Ramananrayan (2006), there are basically two main factors that influence change in an organization. These factors are: Internal forces and External forces.

(i) Internal forces: These are the factors of change which are present within the organization itself (Palmer et al., 2006). These factors include: inadequacy of managerial and administrative process, individual and group expectations, organizational design and structure, technological changes and system dynamics.

(a) Inadequacy of managerial and administrative process: Organizations have different sets of rules, regulations and strategies of guiding their operation (Kinicki & Fugate, 2012). These sets of rules may not be consistent with the need of the time. The realization of inconsistency and inadequacy of the management and administrative process within the organization will definitely call for change in order to prevent the organization from going into extinction (Haripogal, 2006).

(b) System dynamics: One of the attributes of an organization is that it operates as a system (Patridge, 2007). It contains many sub-systems with each sub-system complimenting each other. The interaction between each sub-system is one of the internal factors that can result into change (Kinicki & Kreitner, 2009).

(c) Individual and group expectation: Organization comprises of people from different backgrounds, beliefs, needs and aspirations (Kouzes & Posner, 2013). The needs and aspirations of individuals differ. It must also be noted that the organization

as a group has its own goals which must be achieved (Kinicki & Fugate, 2012). This now calls for careful consideration of the conflict of goals. Nilakarant and Ramananrayan (2006) suggest that organization must strike a balance between its goals, needs, expectations, and the expectations of the individual workers. In a bid to strike this balance to meet up with the needs and expectations of the employees who are also very crucial towards the attainment of the vision and goals of the organization, change is inevitable (Kouzes and Posner, 2013; George & Jones, 2012; Kinicki & Fugate, 2012).

(d) Organizational design and structure: This is another vital internal factor that influences change in an organization. The need to minimize cost and maximize profit will force an organization to change and re-design its setting (Palmer et al., 2006). Haripogal (2006) stresses that structural change within the organization can take a form of downsizing, job re-design and decentralization. Big companies like IBM, Oracle and HSBC were forced to downsize because of the need to change their operational strategies and organizational restructuring.

(e) Technological change: The trend in technology has a great impact on the organization (Robins & Judge, 2013; George & Jones, 2012). Today, new software keeps coming up. Technological transformation is growing at a very fast rate. The need to input or adopt new technology in an organization will definitely call for change (Yukl, 2010). Equipment used for production is changing. This is not limited to business organizations alone. Educational institutions are also affected. The introduction of new research tool will imply that any educational institute that wishes to develop must re-strategize and change its structure towards the technology. For example, when Nvivo, Atlas ti, and Endnote software were newly developed and discovered, a lot of research universities sent some of their personnel out learn how

to use them. When the personnel returned, they had to teach the academic staff who would later teach the students. Later, these universities made it mandatory on their students to use and apply these softwares in their research. A change in technology within an organization will definitely call for a change in the system (George & Jones, 2012; Kinicki and Kreitner, 2009).

(ii) External forces: These refer to the factors of change which are outside the organization but have great effect on the performance of the organization (Kouzes & Posner, 2013; Kinicki & Fugate, 2012; Yukl, 2010). These include factors like: government forces, economic forces, increasing global competition, technological forces, changing customer needs and preferences, social forces and political forces.

(a) Government forces: These refer to the government interventions which have direct effects on organizational change and development (Nilakarant & Ramananrayan, 2006). These interventions could come in form of new policy, system of practice and laws (Robbins & Judge, 2013). A typical example is the deregulation policy of Nigeria government, removal of oil subsidy, compulsory retirement age in higher institutions, pattern of funding higher institutions of learning, foreign exchange policy, the newly enforced corruption law and the use of single account for the federal government parastatals and institutions. All these have effects directly or indirectly on all government and private higher institutions in Lagos State.

(b) Economic forces: Uncertainty in the future trend of the economy can result to change (Kinicki & Fugate, 2012; George & Jones, 2012). In Nigeria, there is fluctuation in the value of the dollar which results into fluctuation in the price of Naira. This fluctuation has effect on organizations and educational institutions in Lagos State as most universities are forced to cut their spending and look inward for

alternative strategies of generating fund (Ogbogu, 2011). Similarly, the fall in the world price of crude oil has a direct effect on developing countries which Nigeria is inclusive. This affected the 2016 budget as the new administration needed to cut its allocation for different sectors and parastatal (Zuokemefa & Sese, 2015). The change in the budget has brought about a drastic change in the operation, administration and management of higher educational institutions in Lagos State.

(c) Increasing global competition: The trend in the global market has forced some companies to seek merger as a way to keep themselves in the market (Palmer et al., 2006). This is not only limited to companies, institutions of learning are not left out. Today, higher institutions partner with other developed and highly rated universities on research, training and development (McCaffery, 2004). They do this in order to be abreast of the global and current trend in the competitive market (Kouzes & Posner, 2013).

Also, it is worthy to mention that higher institutions of learning are becoming more competitive and challenging today as more students seek higher education most especially in Lagos State. With this increasing demand for higher education, students have choice to seek for institutions with high pedigree, well recognized and can add value to them and their future aspiration (McCaffery, 2004). They will prefer to take online courses with higher institutions of learning even outside Nigeria provided the university can add value to their future aspirations. This call has driven some institutions of higher learning in Nigeria into a serious competition with the hope of meeting up with the needs of their prospective students.

(d) Changing customers' needs and preferences: This is another external factor that could bring about change in an organization. In education sector, the change in the taste of consumers of education (like government, parents, industries and students) may drag higher institutions of learning to change their modus operandi and re-strategize their policies and plans in order to meet up with the demands of their customers (McCaffery, 2004). Growing trend in the global business will force multinational companies and other industries to scout for graduates with skills rather than certification (Palmer et al., 2006). This development will in turn force higher institutions of learning to include entrepreneurial education into their curriculum. The diagram below shows the change forces.

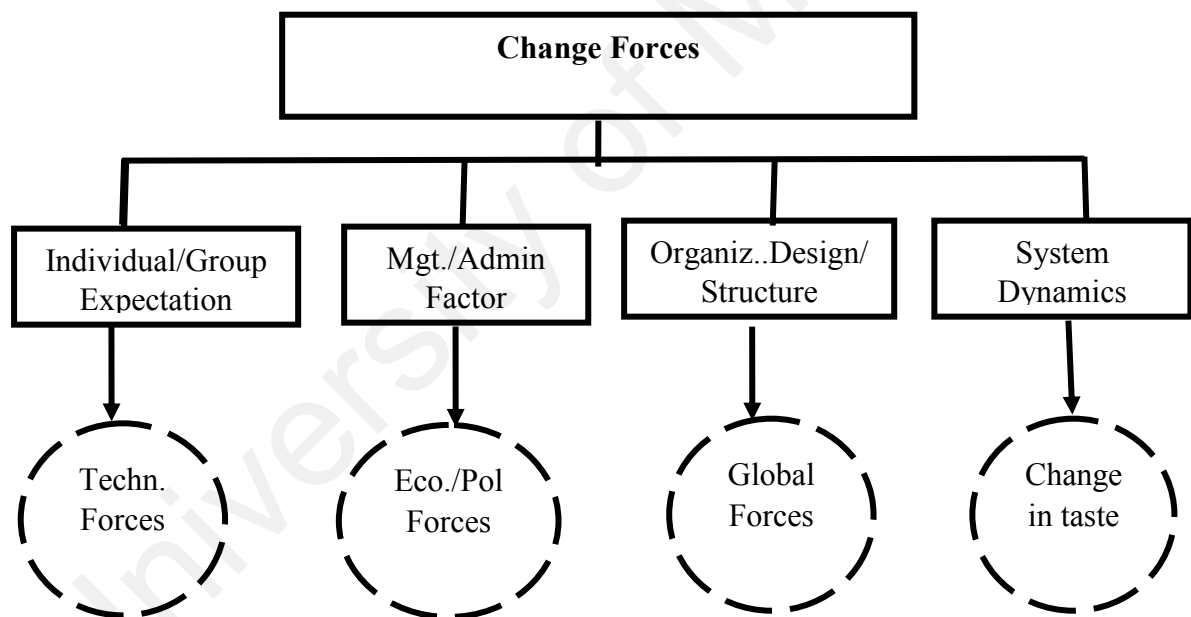


Figure 2.3: The Change Forces (Source: Haripogal, 2006, p. 43)

Three-dimensional Leadership Taxonomy of Change Behaviour

The three-dimensional leadership taxonomy of leadership change behaviour was first proposed by Yukl et al. in 2002. They proposed the three meta-categories as a basis for developing an integrative taxonomy of leadership behaviour. Later, Yukl (2010)

proposes the three-dimensional leadership behaviour model where he identifies three major categories of leadership behaviour by adding change dimension to the classical bi-factorial models (task and relation-oriented leadership). This three-dimensional taxonomy seeks to explain leadership role and management role together using the same process and model (Yukl, 2010). It proposes task behaviour, relations behaviour and change behaviour as taxonomy of leadership behaviour. The table below depicts the hierarchical taxonomy of leaders' behaviour:

Table 2.2: Taxonomy of Leader's change Behaviour

Leaders Behaviour	Taxonomy
Task Behaviour	<ul style="list-style-type: none"> - Plan short-term activities - Clarity task objectives and role expectations - Monitor operations and performance
Relations Behaviour	<ul style="list-style-type: none"> - Provide support and encouragement - Provide recognition for achievements and contributions - Develop member skill and confidence. - Consult with members when making decisions. - Empower members to take initiative in problem solving
Change Behaviour	<ul style="list-style-type: none"> - Monitor the external environment - Propose an innovative strategy or new vision - Encourage innovative thinking - Take risks to promote necessary changes.

(Source: Yukl, 2010, p.18)

Task behaviour: Yukl (2010) itemizes three main sub-divisions of the task behaviour which include: planning short-term activities, clarifying task objectives and role expectations, and monitoring operations and performance. The primary

objectives of the task behaviour include: to ensure high reliability of operations, services and product; and also ensure high efficiency in the use of human and non-human resources (Yukl, 2010). The sub-division of the task behaviour shall be discussed in the succeeding paragraphs.

Planning short-term activities: This involves making a solid and concrete arrangement that will answer the following questions: What to do? How to do it? Who to do it and when it will be done? To be able to do this effectively, leaders and managers must draw up a plan in form of writing and preparing their budget, develop a schedule of work and ensure effective meeting with different stakeholders who are vital to the plan to discuss with them the best way to accomplish the task (Robins & Judge, 2013; Kouzes & Posner, 2013; Yukl, 2010).

Clarifying responsibilities: This is the second stage in the task behaviour. It implies communicating plans, policies, and role expectations of the individual work force within an organization (Kouzes & Posner, 2013). It aims at guiding and coordinating work activities and ensures that employees within the organization know what is expected from them and manner in which they are expected to discharge their duties accordingly (Robins & Judge, 2013). Activities under this sub-heading include: setting specific task objectives, directing efforts toward performing important duties and responsibilities, encouraging adoption of efficient ways to perform tasks and enhancing performance evaluation through the provision of a benchmark against which comparison will be made (Yukl, 2010).

Monitoring operations and performance: This is the third stage identified under task behaviour. Monitoring here refers to the process of collecting information about the operations of each unit in the organization, progress of the task or work, performance of individual employee or staff in the organization, quality of products or services produced by the organization and the success of projects or programmes of the organization (Robins & Judge, 2013). It takes different patterns like reading written reports, inspection of quality of sections of the work, observation of work processes, watching computer screen displays of staff performance data, inspecting the quality of sections of the work and holding progress review meetings with individual employees or group of workers in the organization (Kinicki & Kreitner, 2009; McCaffery, 2004). Past studies show that monitoring is a vital tool used for measuring leader's effectiveness and that leaders that used monitoring are more effective than those who do not (Komaki, Dessesles & Bowman, 1989; Kim & Yukl, 1995; Yukl, 2010).

Leadership and Change

For every change activities or process to be effective, there is need for effective management and leadership. Patridge (2007) maintains that leadership is crucial to organizational change because it helps in achieve organizational goals by influencing, persuading and encouraging the task force within the organization. Therefore, she proposes that activities of change leadership which include:

- Influencing and persuading subordinates in an organization.
- Encouraging and supporting work-force in an organization.
- Building effective motivate for work-force in an organization.

- Enabling and facilitating work-force to perform their duties and tasks as appropriate.
- Involving people in the decision-making process and task-accomplishment.
- Encouraging active participation of staff in the overall attainment of the goals of the organization.

In order to accomplish the tasks highlighted above, Patridge (2007) stresses that the change leader is a middle man, who serve as an intermediary between the organization and staff. This can be described with the diagram below:

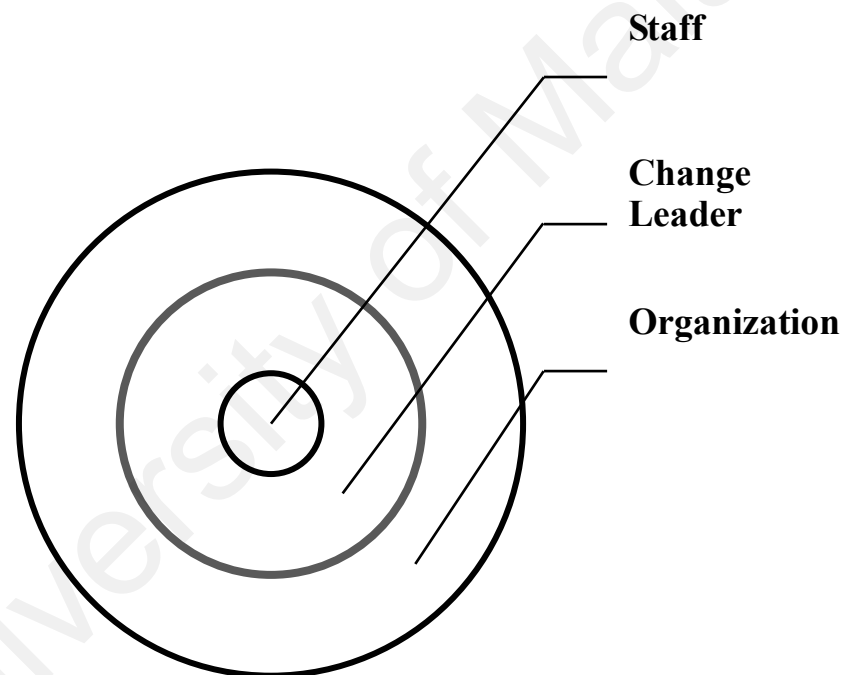


Figure 2.4: Leaders as middlemen in the change process (Source: Patridge, 2007, p. 19)

In addition, leaders need to meet up with the challenges of change management in their organizations. Base on this, Cammock (2003) proposes three tasks of leadership in managing change. They are: envisioning, engaging and enacting.

- Envisioning entails looking far beyond the current situation and project what might be accomplished.
- Engaging deals with involving people in the change process. This requires that a leader carry all the parties involved in implementation process along in the change plan. The leader will see that everyone is important to the change and in the change process. This is better done by ensuring cordia relationship between leader and followers.
- Enacting involves translating the vision into action. Here, the vision plan is transformed into proper action which aims at ensuring a positive change in the organization.

To achieve these, he proposes that leaders must show concern for others (including their subordinates), have faith in themselves (self-efficacy), passion, confidence, courageous and display high level of integrity.

Similarly, Nilakant and Ramnarayan (2006) stress that leaders face difficult challenges in leading organizations most especially in the present changing and competitive society. To be able to meet up with these challenges, they propose four core leadership roles in change management which include: cognitive tuner, people catalyser, system architect and efficacy builder.

The first leadership quality is to be displayed at the first stage of change which is appreciating change stage. Here, the leader must tune into internal structure of the organization and the external environment by paying adequate attention to external forces of change like change in customer's taste, technological advancement and others (Nilankant & Ramanrayant, 2006). Also, he needs to assess the capacity

of its organization in meeting up with the change brought by external forces and strike a balance between them. In order to be a good cognitive tuner, leaders must be able to reflect on their mental ability, expose themselves to different developmental programme that will boost their mental domain regularly and be ready to take feedback (Kinicki & Kreitner, 2009; Patridge, 2007; Nilankant & Ramanrayant, 2006).

Leaders must be people catalyser. They must possess good human relation qualities to be able to do this. No leader can achieve a meaningful change without people (Patridge, 2007; Nilankant & Ramanrayan, 2007; De Janasz et al., 2006). They suggest the following ways of becoming people catalyser: preparing yourself before involving other people, making use of all available means to influence others positively towards attaining the desired change plan, avoiding giving up at taking concise decisions and at tough time; and developing among people the concept of trust, respect and integrity.

The third quality deals with executing or implementing the change plan. Here, the leader is expected to display a good system architect quality. This can be done by stating clearly the roles of individual workers or staff in the organization along with their expected contribution which must be done in a measurable manner (George & Jones, 2012). This involves the use of management techniques like SMART technique as follows:

S – Smart

M- Measurable

A – Achievable

R – Relevant and

T- Time bound

In short, the SMART technique will assist the leader in evaluating the progress of the change plan and allow him to identify the gap in the organization (Nilankant & Ramanrayan, 2007).

The last quality required of a leader is the efficacy builder. The leader needs to build the confidence and zeal to accomplish given tasks, attain organizational goals and overcome challenges in the mind of his subordinates (De Janasz et al., 2006). Leaders help their subordinates grow and build staff capabilities to accomplish organizational goals (Kouzes & Posner, 2013; Kinicki & Fugate, 2012; Yukl, 2010).

Skills Needed by Academic Leaders in Communicating Change

One of the attributes of effective higher education leader is effective communication skill. Academic leaders must know why, when, how and to whom to communicate in order to implement and sustain change in their organizations. Owen (2012) identifies five basic skills that leaders must develop in order to impact meaningfully in their work places. They are: career skills, people skills, technical skills, value and behaviour skills. These will be discussed in the succeeding paragraphs:

- (i) Career Skills: These deal with the path the leaders take towards the rank they are. Owen (2012) and Leslie (2009) suggest that for leaders to effect change, they need to understand themselves, understand others, determine how their attitudes influence others, discover the rules of success,

understand the key principles of leadership, build their career path and prepare ahead of the leadership challenges ahead of them.

- (ii) People Skills: These skills deal with human relations. Leader of change must possess human relation skills that will enable them to relate well with their subordinates, meet up with needs of their customers and above all achieve their set goals (Kouzes & Posner, 2013; Owen, 2012). These leadership skills include: delegating, motivating, selling, coaching, managing expectations, managing upwards and managing professionals. All these skills are needed in communicating change in higher institutions of learning (Pont et al., 2008). Higher academic leaders need to possess the skill of delegating their duties (Leithwood et al., 2006). They need to know to whom to delegate which duty in a manner that will not jeopardize their goals and the appropriate time to delegate it (Burgoyne et al., 2004).

Apart from delegating duties, higher academic leaders need to develop their goals, plan out strategies towards attaining the set goals, sell their change idea to their staff, persuade and motivate staff to accept and practise the change idea, coach them on how to implement the idea, devise strategies for managing their expectations and dealing with professionals in the academic community (Yukl, 2010; McCaffery, 2004).

- (iii) Technical Skills: Technical skills include: writing, reading, presenting, listening, decision making, negotiating, time management, creating vision, coordinating meetings, negotiating, managing education budget, mediating and managing change. All these skills are technical (Kinicki & Fugate, 2012). They require high level of competency in dealing with

them. Higher institutions of learning are characterized by intellectualism. So, academic leaders must rise up to the task. Academic leaders are seen as the main figure of their institutions (McCaffery, 2004). They must be able to represent their organizations well in formal and non-formal settings. They must design appropriate language to be use for different categories of people and for different situations in a manner that will project their image of their institution and promote their integrity (Palmer et al., 2006; McCaffery, 2004). Their level of presentation skill will contribute to the way members of the public will judge their institutions. To ensure effective presentation, Owen (2012) proposes the 3Es which are: energy, enthusiasm and excitement. These three Es must be taken care of in ensuring effective presentation by academic leaders.

Also, academic leader must be a good listener (Whitaker, 1998). They must avoid being the first to talk. They must listen to students' complaints, staff dissatisfaction, listen to opinions of people on any matter before they give their judgement (Landsberg, 2000). Also, human society is full of conflicts. At times, members of the staff or students may protest against a particular policy, style or event in the academic community. So, academic leaders must serve as a mediator and be ready to negotiate with different aggrieved parties in order to avoid conflict. When employees see their leader as a fair person who always listens to them and mediate with justice in terms of conflict, they will follow such leader and such a leader will gain the support of his subordinates in attaining his set goals.

(iv) Coordinating meeting is another vital issue in higher education leadership.

Leithwood et al. (2006) maintains that an effective academic leader must devise a better way of leading and managing meetings, planning budget

for respective school projects, implementing projects and monitoring project are very essential skills the academic leader must possess. In doing these, their ability to delegate power to their subordinates appropriately will assist them in delivering the numerous tasks ahead of them (Owen, 2012).

From the explanation given above, one will see that the task of leading higher institution is numerous and challenging. The academic leader may not necessarily possess all the qualities, but, through his people skills explained above, he will be able to overcome the areas he cannot handle.

- (v) Value and Behaviour Skills: These skills revolve round the attitude of academic leaders. Leaders' attitude, behaviour and belief will go a long way in determining the change effort that will happen in the organization (Kinicki & Kreitner, 2009). In order to effect a positive change in an organization, Owen (2012) opines that leaders should reform their attitude to become the leader people will be willing to follow; avoid being a boss but rather a member of the team. The leaders must learn to take control of situation, strive and work with subordinates to win, display positive leadership and be honest with their work. They should display fairness in dealing with staff- and student-related issues without favouring some parties at the expense of the others, show sign of commitment to organizational goals. They must develop open mind towards accepting innovations and ideas that will promote their organizations, value and respect the views of subordinate, show dedication and hard work towards their works, exhibit good etiquette and character, and always lead the path for others to follow.

In summary, the career skills, people skills, technical skills and behaviour skills are very vital tools in ensuring and promoting change in higher institutions of learning. All these skills are required by leaders in communicating and effecting change in their respective institutions.

Implication of Change Theory for Educational Leadership

Leadership focuses on behaviour, performance, value and progress of an organization. In the academic set up, leaders need to uphold, develop and enhance their core competencies in order to effect a change in higher institutions of learning. For this reason, Jackson (2000) stresses that for effective leadership, leaders must possess the right skills and competencies, strike a balance between their four capabilities which are: understanding customers, engage people, operational excellence, leadership vision and values.



Figure 2.5: Effective School Leadership (Source: Jackson, 2000, p.16)

Challenges of Leading Change in Higher Education Institutions

Different researchers have identified various challenges that academic leaders face in leading change in their respective higher institutions of learning. Part of the challenges identified include: insufficient fund, limited resources, turbulence and complexities in academic environment, challenges of maintaining standard in academic institutions, sourcing for students, balancing academic work with leadership responsibilities. These factors will be discussed in the succeeding paragraph:

(i) Finance: Finance has been a great challenge to most of academic leaders in higher institutions of learning (Onuka,2004). In Nigeria, the government is the major source of finance to higher education. Higher education in Nigeria is not performing up to expectation due to poor funding of the sector (Okoli, 2006) and the money received by universities is not enough to meet up with their demands (Adeniyi, 2008). Finance as the backbone of higher education development is required in conducting cut-edge research, procuring equipment for laboratory, providing classrooms, building of research centres, attending conferences and workshops, and solving some issues in academic institutions.

The inability of higher institutions of learning to meet up with the financial challenges has dragged them towards diverting to alternative sources of funding as a way of meeting up with the global changing society and the purpose of their existence (Johnstone, 2005; Adeniyi, 2008). Generating fund for smooth running of affairs of public higher institutions of learning is a big challenge to academic leaders in Nigeria due to the inadequate fund allocated to them by government (Ogbogu, 2011). The table below shows allocation of fund to federal universities in Nigeria.

Table 2.3: Allocation of fund to federal universities in Nigeria (1990 – 2008)

Year	Budget (#)	Appropriation (#)	Released
(#)			
1990	1,216,601,329:00	748,345,040:00	734,770,950:00
1991	1,453,291,051:00	779,342,391:00	783,816,895:00
1992	3,653,212,945:00	2,989,030,126:00	2,985,237,346:00
1993	5,075,859,925:00	4,532,229,380:00	3,801,529,278:00
1994	7,342,861,713:00	5,469,345,420:00	4,370,880,770:00
1995	11,328,520,905:00	6,392,648,852:00	6,056,784,806:00
1996	12,442,699,358:00	7,535,594,539:00	7,535,594,529:00
1997	15,820,155,501:00	7,059,178,565:00	5,348,173,942:00
1998	22,767,539,158:00	8,196,511,292:00	9,798,392,523:00
1999	40,884,109,125:00	10,507,388,580:00	11,831,930,271.98
2000	65,579,997,692:00	33,788,940,311:00	30,143,004,497:91
2001	68,911,759,219.11	31,844,324,846:00	32,646,410,861:00
2002	62,155,484,641.00	33,778,450,500:00	30,351,483,193:00
2003	78,762,123,727:0	34,411,319,280:00	34,203,050,936:63
2004	216,622,706,206:00	53,024,557,482:61	53,466,287,486:01
2005	N/A	62,215,631,536:00	58,275,967,608:72
2006	N/A	82,376,685,198:00	83,376,684,290:00
2007	N/A	90,565,259,337:00	90,565,259,337:00
2008	N/A	105,751,671,988:00	105,751,671,988:00

(Source: Ogbogu, 2011, p. 77)

Note: Budget = Amount allocated to education in the annual budget
Appropriation = Portion of the budget allocated to Federal universities
Released = Actual amount given to the Federal universities.

From the data above, it shows that over 20 federal universities are expected to share the limited fund on research, learning and teaching. Looking critically at the fund, one will feel sorry for leaders in these federal universities as the money is not

enough to maintain even three federal universities. Similarly, there are lots of unanswered questions as regards the gaps between the budget and amount released to the federal universities in question. This shows the problem of corruption which is deeply rooted in Nigerian politics (Ogbogu, 2011). It must also be noted that this period witnessed oil boom as against now that economic crisis is facing the country as a result global fall in the price of crude oil, increasing demand for higher education and continuous increase in student enrollment rate. Also, it is noticed that the higher the budget the lower the amount released to higher education (Adeniyi, 2008). How are the academic leaders expected to cope in this situation?

(ii) Brain drain: This is another great challenge to higher education leadership. It is a situation whereby skilled and seasoned staff in the academic community are leaving the system in search for a greener pasture or better offer that will improve their lives (Adebayo, 2010). Nigerian lecturers are leaving the country for developed countries where they can get better salary and good condition of service. This posed a great threat to higher education administration in Nigeria. Brain drain is caused by economic collapse and poor funding of higher education in the country (Nuhu, 2007). Also, Aliyu (2005) identifies economic, social and political factors as the factors responsible for brain drain in Nigerian universities. Furthermore, the brain drain in Nigerian higher institutions has made it difficult for academic communities to attract and retain talented personnel as these people know that there is little or no gain for them to wait and suffer being in academic community in Nigeria (Asiyai, 2013).

(iii) Students enrollment: This is another challenge facing higher education leadership in Nigeria. As of today, the rate of student enrollment in Nigerian universities is increasing on yearly basis. As Ajayi and Adeniji (2009) reveal in their

study that the rate of students seeking admission into universities has increased from 1,395 in 1960/1961 to 1,096,312 in 2008. More students are seeking higher degree courses and programme. The effect of this is that the limited facilities cannot meet the learning needs of these young students. Therefore, universities will only admit those few students it thinks the facilities can accommodate. This continuous increase in students seeking admission is of great concern to higher education leaders in the country.

(iv) Students' attitude and behaviour: Leaders in Nigerian higher institutions of learning are bothered with the behaviour of students in academic environment. These students come from a polluted society. Therefore, they always display some immoral attitudes like participating in secret cults, cheating in examination, promiscuousness and a host of other social vices. As Zuokemefa and Sese (2015) observe that academic leaders in Nigerian higher institutions of learning face difficulties in managing students' defiant behaviour like joining secret cult, unhealthy practices of some student union members and other social disorders.

Ramsden (1998) conducts a research to identify the challenges facing academic leaders from 100 universities which cut across United Kingdom, United State of America, Canada, Australia and Canada. The table below shows the result of the findings of Ramsden's study.

Table 2.4: Example of main challenges faced by academic leaders

Challenges	Frequency
i. Maintaining quality with fewer resources; doing more with less; stretching and managing budgets.	76

ii. Managing and leading academic people at a time of rapid change.	60
iii. Turbulence and alteration in higher education environment.	35
iv. Students number and responding to a new type of students.	33
v. Balancing own academic work with the demands of being an academic leader.	15

(Source: Ramsden, 1998, p. 7)

Impact of Change on Staff's Organizational Citizenship Behaviour

Change and organizational citizenship behaviour have a relationship. The ability of a leader to effect change in an organization will impact positively on the organizational citizenship behaviour of his or her staff (Vivck, 2016). In addition, when leaders lead the path of change diligently, sincerely and effectively, followers' commitment to the organization will increase (Yukl, 2010). This will in turn lead to the display of organizational citizenship behaviour by the followers.

Concept of Educational Policies

Meaning of Policy

The term policy is a vogue term. The vagueness of this term has generated a lot of controversy among researchers as it has no generally accepted definition. As a result of the nature of this term, Dye (1978), as cited in Espinoza (2010), argues that the term policy is whatever government chooses to do or not to do. This statement shows

that the impact of the state in policy formulation is undeniable (Espinoza, 2010). Explaining the concept of policy, Anderson (1990) identifies five main things which the term policy connotes. These components are:

- (a) the definition links policy to goal-oriented action
- (b) policies consist of course of action taken over time by government or its agencies.
- (c) policies emerge as a rejoinder to the demand which comes in form of formally expressed statement or inaction of government or its agencies.
- (d) policy implies what government actually does, and not what it intends to do or what it says it will do or it is going to do; and
- (e) policy could connote some forms of government plans of action in addressing or dealing with some problems of urgent demand or decision by government agencies or officials to do nothing on some issues which require government intervention.

Process of Policy

Policy is also described as a vicious cycle with each component complimenting one another (Dunn, 2004). Basically, there are five stages in the process of policy development. These are: agenda setting, policy formulation, policy adoption and legitimization, policy implementation and policy evaluation. The diagram below depicts the policy process.

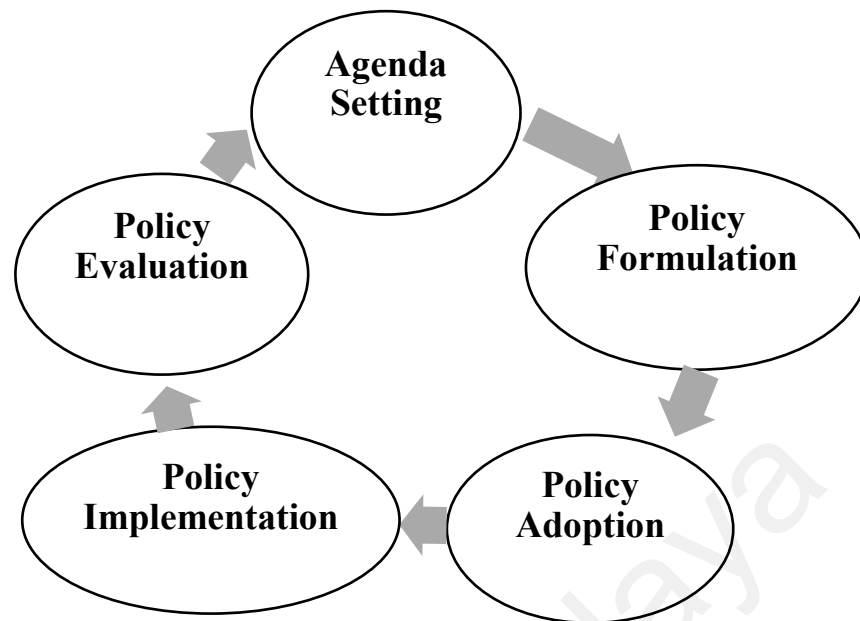


Figure 2.6: Policy Cycle (Source: Dunn, 2004, p.46)

The diagram above depicts that policy is a continuous process which starts with agenda setting up to evaluation. It therefore implies that after the policy evaluation, another policy can be planned (Dunn, 2004). The components in the policy cycle will be further discussed in the succeeding paragraphs.

(a) Agenda setting: This is the first stage in policy development. Here, problems and issues affecting an organization, a society or educational institution will be tabled and addressed accordingly. In education setting, representatives of faculties, units and centres in academic institutions will present issues and challenges facing them based on the information gathered from their followers (McCaffery, 2004). Based on all the combined issues and problems, agenda will be set for the academic community (Olssen et al., 2004)

(b) Policy formulation: This is the second stage in the policy process. Here, different policies will be developed based on identified gaps and cry by different stakeholders.

This stage involves coming up with alternative policies which will address stated problems (Dunn, 2004).

(c) Policy Adoption and Legitimization: Before educational policy is implemented, it must pass through the table of politicians and lawmakers for approval. This is so because education is largely financed by government (Alani, 2003). Once these people consider the policy fit and appropriate for the country, they pass it into law. No policy will be implemented without it having due approval of the statutory bodies in-charge. Unless the policy is passed into law, it will not be implemented on the citizen or will not be considered binding on them. However, passing policy statement into law does not signify the end of the policy. Another vital stage must be considered (Olssen et al., 2004).

(d) Policy Implementation: After passing the policy into law, the next step is the implementation or execution of the policy. Implementation of the policy is considered the most crucial stage in the policy cycle because the stage deals with translating theory into practice (Bhola, 2004; Dunn, 2004). It involves changing the policy statement into real action (Hope, 2002). This stage involves different administrative and academic heads who are crucial to the policy to harness all their resources, both human and non-human, in ensuring that the statement in the policy is carried out as planned. Policy usually face serious setback at this stage as a result of poor execution, poorly stated policy goals, inadequate understanding of the policy statement by those saddled with the responsibility of implementing it, inconsistency in the policy, inadequate material and financial support and insufficient support by stakeholders (Ali, 2006; Bhola, 2004).

(e) Policy Evaluation: This is the last stage in the policy cycle. Here, the policy process and outcome will be reviewed in a holistic manner. The essence of this

review is to ascertain the extent to which the policy is successful or has failed (Dunn, 2004). Evaluation will provide educational planners with the feedback about the policy formulated and implemented. With evaluation, they will be able to ascertain areas of flaws in the policy, identify their mistakes, determine the factors responsible for their failure, and then think of how to re-strategize and harness their resources in solving the identified problems (Dunn, 2004).

Educational Policy

Educational policies on the other side come from the government. The role of government in influencing decision and issues in education cannot be over emphasized. As Espinoza (2010) asserts that twentieth century institutions of higher learning have become subjective to the state because the government formulates policies which guide the operation of universities in modern society. The government appoints leaders into these higher institutions of learning to assert their control over the system (Gibson, 1986; cited in Espinoza, 2010). The same is true in the case of Nigeria. Higher education in the country is being financed majorly by the government. As the major policy maker and financial supporter to higher institutions of learning, the government dictates what path the institution should follow. Adams et al. (2001) identify three forms of educational policies. These are:

- (i) rhetorical policy
- (ii) enacted policy and
- (iii) implemented policy

(a) Rhetorical policy refers to those broad statements on educational goals which are often contained in the manifestos of political leaders. This type of policies is usually expressed and made available during campaigns. Political leaders can promise a total

transformation in the education system just to attract people to cast their votes for them (Dunn, 2004). Also, politicians, government officials or agencies may say something which will become a policy.

(b) Enacted policy: a policy is said to be enacted if it is backed by law. It refers to authoritative statements in form of laws or decrees which provide direction and set the standard for education sector in a country. Enacted policies are usually contained in the laws of the nation (Dunn, 2004).

(c) Implemented policy: Implemented policy refers to those enacted policies whether modified or unmodified which are being converted into action plan through systematic change (Adams et al., 2001).

Espinoza (2010) further argues that educational policies connote three essential elements which are:

- (i) a rationale to consider problem to be addressed;
- (ii) aims which the education system intends to attain, and
- (iii) theory of education which explains how the aim is to be accomplished

Therefore, educational leaders have a great role to play in ensuring the implementation of policies in their respective institutions. To be able to act as expected and implement educational policies, there is the need for the education leaders to understand policy analysis (Taylor et al., 1997). Espinoza (2010) identifies the five processes of analyzing educational policies which include:

- (i) structuring policy problems
- (ii) forecasting the future of the policy
- (iii) recommending policy actions
- (iv) monitoring policy outcomes; and

(v) evaluating policy performance

For academic leaders in higher institutions of learning to perform effectively in their roles, they must understand the implications of the policy on their subordinates and the general performance of the system (McCaffery, 2004). That is the problem which this research intends to solve for academic leaders as a way of making higher institutions of learning more responsive to the need of different stakeholders.

Organizational Policies and Staff's Organizational Citizenship Behaviour

Organizational policy has a great impact on the members of staff in an organization. Its effects on the organization cannot be over emphasized. Starr (2011) argues that political intervention in educational policies has contributed in staff resistance to change which later affect attainment of goals of school administrators. This is also the case in Nigerian higher institutions of learning where the politicians decide what will happen in the academic community. Based on this, Ogbogu (2011) advises that politicization of education at all levels must be controlled, and universities should be given autonomy as entrenched in the National Policy on Education of 2013.

In addition, policy of the organization on health and safety of workers has impact on their job satisfaction in an organization. Badekale (2012) in his study on Larfarge WAPCO, one of the leading cement manufacturing company in Nigeria, reveals that staff job satisfaction increases as a result of the policy of this company on staff health and safety. Similarly, Naeem (2013) finds that organizational policies and culture are responsible for job satisfaction of staff in Pakistani companies and

have increased the level of performance of staff and organization in the country. Furthermore, organizational policy affects the willingness, commitment and dedication of staff to work (Amick, 2011). This will happen if the policy is supportive, friendly and humanly-driven (Amick, 2011). Therefore, staff in an organization will be ready to comply with a supportive and staff-improving policy hoping that this policy will help them and the organization.

Also, organizational policy and practices have been found to be responsible for reduction in the rate of injuries recorded by staff. Tveito et al. (2013) find in their study that hospitals with good and supportive policy recorded less rate of injuries when compared with their counterparts with non-supportive policy and practice. This shows that once an organizational policy takes care of human nature and is designed in line with staff's needs, they will be committed staff and this will increase their self-efficacy and attitude towards work (Naeem, 2013; Amick, 2011).

Finally, organizational policies on staff promotion have a great impact on the commitment of employees. Promotion is a vital factor to workers in any organization. Kosteaş (2011) finds a strong relationship between organizational policies on staff promotion and staff job satisfaction. Employees will be ready to give their best if they are assured of promotion by their organizations and that their efforts will be compensated.

In summary, organizational policies impact on staff wellbeing and organizational performance. If the employees are deriving job satisfaction from the

supportive policies of their organization, they will be ready to give their best willingly which will lead to an increase in staff's organizational Citizenship Behaviour and also increase the level of productivity and performance of the organization.

Organizational Citizenship Behaviour

Meaning of Organizational Citizenship Behaviour

Previous studies on Organizational Citizenship Behaviour (Foote & Tang, 2008; Bukhari, 2008; Organ et al., 2006; Organ, 1997 & Organ, 1988) have given different descriptions of the term OCB. Organ (1988; 1997) provides an expanded review of Organizational Citizenship Behaviour and defines it as an individual behaviour that is discretionary, not directly recognized by the formal reward system and that, which in the aggregate promotes the effective functioning of the organization. By discretionary, he means that the behaviour is not an enforceable requirement of the role or the job description, that is, the clearly specifiable terms of the person's employment construct with the organization. The behaviour is rather a matter of personal choice, such that its omission is not generally understood as punishable.

In addition, Organ (1988) opines further that the concept of organizational citizenship behaviour involves things that are not directly compensated or formally stated as a reward system. It, therefore, implies that organizational citizenship behaviour is restricted to those gestures that are eternally and utterly missing in any perceptible return to the individual. Over the time, a steady stream of organizational citizenship behaviour of different types could well determine the impression that an individual makes on a supervisor or on co-workers. This notion or impression in turn could stimulate the recommendation by the boss for a salary increase or promotion. The important issue here is that such returns may not be contractually guaranteed.

Based on the definition above, the researcher deduced three distinctive features of organizational citizenship behaviour. These features are:

- Discretionary in nature,
- Not directly or formally recognized by the reward system, and
- Promotes aggregate effectiveness and efficiency of the organization.

Firstly, organizational citizenship behaviour is discretionary in nature and goes far beyond the traditional requirements of the job (Smith, Organ, & Near, 1983). This means that actions that fall under this category are carried out by the employees or staff without any form of force or coercion. Here, the employees carry out duties willingly without expecting any reward or promotion for doing so. Unlike the formal job description stated in the contract between the employee and organization, the employee is not obliged to engage in organizational citizenship behaviour, rather, showing such behaviour depends on the willingness of the employee and he or she is not initiated by any superior officer or the system itself.

Second, organizational citizenship behaviour is not directly or formally recognized by the reward system. Actions here are performed by the employee not with the motive of earning extra salary, promotion or recognition by the organization. This second condition makes the concept of organization citizenship behaviour interesting to employers. At times, engaging in these extra activities might enhance the status of the employee who displays this attitude, but it cannot be guaranteed based on the terms of agreement of the contract (Organ, 1997).

Finally, organizational citizenship behaviour in turn, promotes the effectiveness and efficiency of an organization. This implies that organizations where staff display this positive attitude will witness speedy growth, increase in output, rise in the level of production and above all, function effectively. Organ (1997) clarifies this characteristic by giving helping a co-worker as an example. He states that helping a co-worker might result in a dysfunctional situation for the employee, but when lots of employees engage in such behaviour repeatedly, it will enhance organizational effectiveness.

Organizational citizenship behaviour is not specified by any contract and it is not even expected by an average employee. This behaviour is organizationally desirable because this behaviour assists resource transformation, adaptability and innovation in order to increase the organization efficiency (Turnipseed & Murkison, 1996). Organizational Citizenship behaviour involves actions that are not nominated or demanded by the formal job responsibilities (Farh, Zhong & Organ, 2004).

Similarly, Noor (2009) finds that there exists a significant relationship between organizational commitment of university staff and organizational citizenship behaviour in Pakistan.

Factors Influencing Staff's organizational Citizenship Behaviour

Researchers have identified many factors that influence Organizational Citizenship Behaviour (OCB) of workers in the workplace. These factors include: job satisfaction, team commitment, organizational justice, job characteristics and organizational commitment.

(i) Job satisfaction: A lot of previous research findings reveal that there exists a relationship between job satisfaction and organizational citizenship behaviour of workers in an organization (Bishop et al., 2000; Koys, 2001; Foote & Tang, 2008). Job satisfaction has been given different definitions and meanings by different scholars and researchers (Azriri, 2011). For instance, Statt (2004) conceives job satisfaction as the degree of pleasure which workers derive from their workplace which comes from intrinsic motivation and reward system. In addition, Armstrong (2006) opines that the term job satisfaction is all about people's feelings about their work. He, therefore, stresses that workers will attain job satisfaction if their feelings about their work is positive, but they will be dissatisfied if otherwise. Mullins (2005) on the other part, perceives job satisfaction as attitudinal and inner feelings which do not only relate to the work alone but cut across all aspects of the workplace. Foote and Tang (2008) find in their study that this job satisfaction is directly related to the

ability of workers to go beyond their call of duty. It therefore implies that for any worker to go extra mile or do beyond what he or she is required to without being forced or co arsed, he or she must have some degree of job satisfaction.

(ii) Team commitment: Team commitment shows strong allegiance which a staff gives towards his or her group or organization. Team commitment is found to be a mediating factor in determining workers' organizational citizenship behaviour (Foote & Tang, 2008). Commenting on the connectivity, Bishop et al. (2005) stress that the relationship between job satisfaction and organizational citizenship behaviour will be stronger when team commitment is higher and it will reduce when team commitment reduces. The diagram below shows the mediating role of team commitment in organizational citizenship behaviour of workers in an organization.

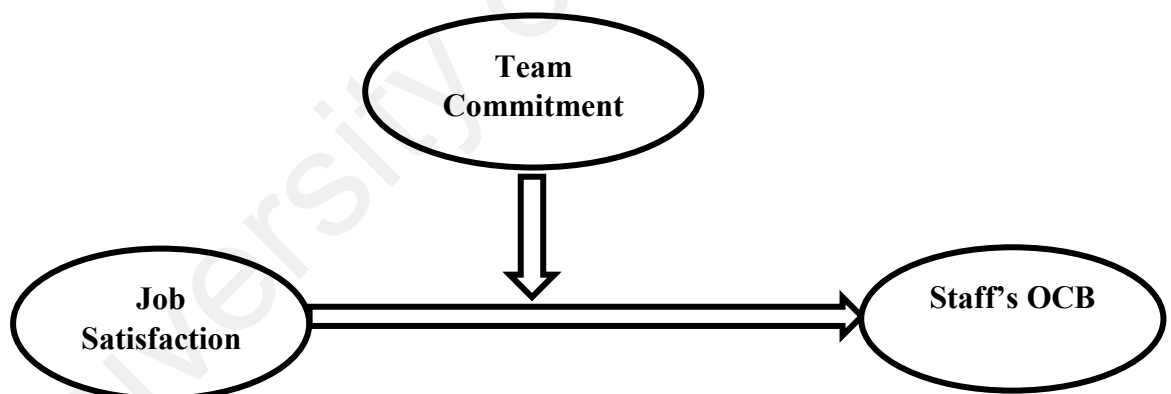


Figure 2.7: Team commitment as a mediator between job satisfaction and staff's OCB (Source: Foote & Tang, 2008, p.935).

(iii) Organizational Justice: This is another factor that influences the willingness of workers to go beyond their call of duty. As Kasemsap (2012) relates in his study that organization justice is a key factor which is responsible for employees' attitudes and behaviour in the workplace. In the same vein, Sweeney and Quirin (2008) suggest that the level of organizational justice adopted in any organization will determine the

performance of staff, job satisfaction, organizational commitment and organizational citizenship behaviour. Basically, there are four classifications of the organizational justices namely: distributive justice, interactional justice, information justice and procedural justice. The diagram below shows the four classifications of organizational justice.

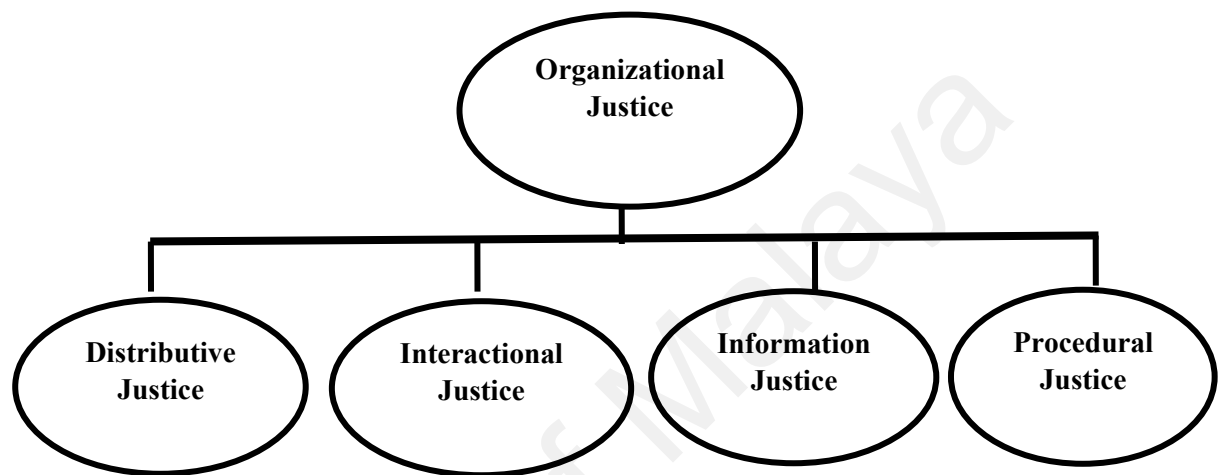


Figure 2.8: Factors Affecting OCB (Source: Kasemsap,2012, pp.132-133)

(a) **Distributive Justice:** This is the type of justice that occurs when staff or workers in an organization are able to make comparison with others in the same work place (Judge & Colquitt, 2004). For example, workers will feel they are treated justly when their salary is equal to that of their colleagues with similar work experience, work load, academic qualification and exposure. They will feel unjust when they observe or notice variation without any concrete reason. They will see this as a double standard. To avoid occurrence of this, organizations have salary scales for all cadres or categories of staff. Organizational justice must also be observed in academic circle. In higher institutions of learning for example, promotion must be done on equal basis without any form of bias or injustice to any party irrespective of race, gender or religious differences.

(b) Inter-rational Justice: This is the type of justice that exists between the workers and their leader. Workers expect their leaders to be just and display fairness in all their dealings. Colquitt et al (2001) opine that leaders must demonstrate fairness, trust and effective communication in order to enhance the commitment of their subordinates.

(c) Informational Justice: Colquitt (2001) describes informational justice as the type of justice expected by workers from their leaders, demanding leaders to provide detailed explanation on reasons why certain procedures are applied or used in the work environment. This type of justice will help to enhance the commitment of the workers.

(d) Procedural Justice: This type of organizational justice occurs when workers see that their organization is fair in its manner of decision making, applying discipline and reward system on staff (Judge & Colquitt, 2004).

In conclusion, justice or fairness is a very important factor in promoting the willingness of workers and develop their commitment to the organization. If these workers are treated with sincerity and justice, they will develop a sense of responsibility to their work and workplace.

(iv) Job Characteristics: This is another key factor that influences the organizational citizenship behaviour of workers in an organization. The model of job characteristics was introduced by Hackman and Oldman in 1976. This model proposes five job characteristic traits that determine the commitment, job satisfaction and performance of workers in the workplace (Mukul et al., 2013). The five models are: skill variety, task identity, task significance, autonomy and job feedback.

(a) Skill Variety: This refers to different skills required by the job. The varieties of skills required in doing a job will have effect on the performance of workers that are going to perform the task. For example, in higher institutions of learning, academic staff are required to possess different skills like teaching skill, communication skill, human relation skill, academic writing skill and a host of others. The complex the skills, the more workers get pissed off with the work.

(b) Task Identity: This refers to the degree of completion of prescribed task. Such questions that should be asked are: At what time is the worker expected to turn in an assignment? What should be the rate of completing a prescribed task? These and other questions will be answered under task identity.

(c) Task Significance: This addresses the relevance of the work or job to the title holder or worker. It relates to how well a particular work is relevant to the lives of workers. It asks question like: Does the current job have any benefit in the lives of workers? Workers will be ready to give their best if their current work is relevant to their future needs and development (Mukul et al., 2013).

(d) Autonomy: This deals with the degree of freedom and independence which workers experience in their current work and their organization. Autonomy also covers freedom to express their feelings about their current work.

(e) Job Feedback: Job feedback is the response which workers get from their job about their performance. If the response is positive, workers tend to give more but if, despite putting in their best, workers still continue to receive a negative feedback, they will be dissatisfied (Hackman & Oldman, 1976).

In order to realize the performance of workers, Hackman and Oldman propose three mediators which are: knowledge and skill, growth need strength, and

context satisfaction. They argue that when these three mediators are high, the performance of the workers will be high and when they are low, their performance will also be low. It therefore implies that for workers to remain committed and perform optimally, they must have adequate knowledge and skill of the work they are doing, and the work must contribute to their growth, strengthen them and give them a reasonable level of satisfaction (Mukul et al., 2013).

(v) Organizational Commitment: This factor refers to the level or amount of concern which workers show to their work, colleagues and the workplace. Cohen (2007) maintains that commitment is a vital factor which stimulates workers' behaviour or attitude in the workplace. Committed employees remain honest, loyal, productive, and strive towards attaining the goals of their organization, and are always ready to give their best at all times (Somer & Birnbaum, 1998). Meyer and Allen (1991) identify three components of organizational commitment namely: affective commitment, normative commitment and continuance commitment.

(a) Affective Commitment: This relates to emotional attachment which workers have for their organizations. It implies a strong desire which the workers show and give to their works and the workplaces. If a worker shows a strong feeling or desire, he or she will be concerned about the goals and objectives of the organization where he or she works (Meyer et al., 2007).

(b) Normative Commitment: This type of commitment is borne out of the feeling of obligation. Here, employees remain with the organization because they have a sense of moral obligation to or owe the organization they work for (Cohen, 2007). This type of commitment can be seen in academic circles most especially in higher institutions of learning in Nigeria. The Federal government of Nigeria, through the Petroleum Tax Fund (PTF), gives some academic loans to members of the staff in

higher institutions of learning with the hope that the recipients will be productive in their respective domains. After collecting the loan which staff will not refund in cash, these beneficiaries are expected to serve their institutions for a short period of time. For example, a staff in Nigerian university will receive at least a sum of 15 million Naira loan for a PhD programme abroad, which will only last for 3 years. It is expected that such staff will return to the country and work after obtaining his or her PhD. These employees are expected to contribute to the development of research and economic development of the country. Members of staff who have benefitted from this opportunity will see it as a moral obligation to remain committed to their organizations because these institutions are responsible for their academic development. This type of commitment is normative commitment.

(c) Continuance Commitment: This type of commitment is characterized by win and loss situation. Here, workers will weigh the benefit and loss implications of their action and decision to stay or leave a particular organization. If the benefit of staying outweighs the loss, then, they remain committed to their current work, but if otherwise, they leave. Workers show continuance commitment to organizations that add value to them and see to their well-being (Meyer & Allen, 1991). In the example cited above under normative commitment, a Nigeria lecturer, who feels that there is no need for him or her to return to his organization where he worked before going on study leave, will have to pay back the loan and salary which the government paid him while he was away for his study. Such as a person may not be reconsidered again for any lecturing job in the university. Based on these conditions, a member of staff may weigh the pros and cons of the situation, and then decide which one will be of benefit to him later on.

In essence, organizational commitment is a vital factor that can enhance organizational citizenship behaviour of staff in any organization. Once workers are committed to their organization, they will be willing and ready to give their best.

(vi) Environmental Factors: Environmental forces like the nature of work environment, belief of the people in an environment, conduciveness of the work place and a host of other environmental forces have direct effect on staff organizational citizenship behaviour. This is in line with Daily et al. (2008) who find in their study that environmental forces impact on staff's organizational citizenship behaviour. Also, Boiral and Palle (2011) stress that environmental forces influence organizational citizenship behaviour of staff in an organization. In the same vein, Huang and Liu (2012) find in their study that external environment and self-motivation impact on organizational citizenship behaviour of physicians. As a result, Pitaloka and Sofia (2014) also find that environmental factors have effect on job satisfaction and commitment of staff. Therefore, they opine that when job satisfaction of staff as well as their job commitment improves, they will display organizational citizenship behaviour.

(vii) Personal Factors: This is another factor influencing the organizational citizenship behaviour of people in the work place. Personal factors refer to those inbuilt personality traits, attitude and internal attribute of the individual which are transferred into the work place. It is worthy to note at this junction that organization comprises of different people with different attitudes, beliefs and traits which are not similar. Therefore, the staff in an organization come to the organization with their own various personalities. As Podsakoff et al. (2000) find in their study that employees' abilities and individual differences are important factors in organizational citizenship behaviour. Also, the beliefs that people hold about

themselves have a great impact on their display of organizational citizenship behaviour (Schaubroeek & Fink, 1998). In addition, Father and Rauter (2004) argue that attitude of individual worker to work determine their display of organizational citizenship behaviour.

(viii) Organizational Factor: The type of organization, its administrative policy, management practices, leadership style and a host of other factors peculiar to the organization have direct effects on the ability of the staff to display organizational citizenship behaviour. This is in line with Podsakoff and MacKenzie (2009) who find that the state of the organizational policies, mode of operation and performance have relatively direct effect on the staff organizational citizenship behaviour.

Implication of Organizational Citizenship Behaviour on Organizational Development

Organizational citizenship behaviour has a lot of impacts on the performance of an organization. Some of the past research reveal that organizational citizenship behaviour contribute immensely to the development of organizations. Farooqui (2012) finds from his study that organizational citizenship behaviour is related to ethical behaviour and, therefore, improves the performance of employees in an organization. Similarly, Podsakoff et al. (2000) identify seven impacts of organizational citizenship behaviour on organization. It improves efficiency and effectiveness of staff and managers; it also reduces limited and scarce resources needed for maintaining day-to-day operation of the organization; it promotes the chance of the organization in getting and retaining skilled, competent and reliable workers; it promotes organizational stability; it ensures that the organization is more

responsive to change; it facilitates productivity and objectivity of the organization; and finally it enhances effective coordination of team work in an organization.

Furthermore, organizational citizenship behaviour does not only impact on the performance of an organization, but also extends its impact on the positive behaviour of the employees. In academic, organizational citizenship behaviour has been found to be very useful and an effective tool for ensuring organizational commitment of university lecturers (Noor, 2009). In addition to the mentioned benefits of organizational citizenship behaviour, other importance of organizational citizenship behaviour is that workers that display organizational citizenship behaviour are well rated by their managers and often liked by them due to their level of commitment to organizational success. Secondly, this set of employees stand the chance of gaining reward and award by their organization for their level of commitment to the overall performance of their organizations (Organ et al., 2006). Finally, whenever the organization is about to downsize and need to lay-off some workers, this set of workers will definitely be considered because of their commitment and effort towards organizational development (Podsakoff et al., 2009).

Higher Education in Nigeria

Higher education refers to post-secondary education which students receive from universities, polytechnics, colleges of education and other recognized higher institutions of learning (National Policy on Education, 2013). The National Policy of Education of Nigeria gives priority to education of its citizens and acknowledges the fact that the nation cannot thrive without adequate and quality education. Realizing

this, the National Policy on Education (2013) stresses the goals of higher education in Nigeria as contained in Section 5, sub-section 81(a-g) thus:

- (i) To contribute to national development by ensuring training of high level manpower
- (ii) To provide formal and non-formal learning needed by citizens at affordable and accessible ways.
- (iii) To provide high quality career counseling and lifelong learning programme which will improve students' skills and knowledge, make them self-reliant and prepare them for the world of work.
- (iv) To reduce skill shortage by producing adequate skilled manpower needed in the labour market
- (v) To encourage and promote entrepreneurial, scholarship and community service.
- (vi) To forge and cement national unity, and
- (vii) To promote national and international understanding and interaction.

To actualize the goals of higher education in Nigeria, Section 5 sub-section 82 itemizes that the government will ensure: quality student intake into tertiary institutions, provide adequate facilities, ensure staff welfare, set up governing bodies for tertiary institutions, promote research and development, and ensure quality teaching and learning across all the higher institutions of learning in the country.

Basically, higher institution of learning is divided into three main parts namely: university, polytechnics and colleges of education. Each of these institutions has its own goal according to the National Policy on Education. The goals of each

shall be presented in the succeeding paragraphs for a better understand of the system of higher education in Nigeria.

Goals of University Education in Nigeria

Section 5 sub-section 83 of the National Policy on Education (2013) highlights the goals of university education in Nigeria to include:

- (i) To intensify and diversify their programmes for the development of high level manpower needed by the nation.
- (ii) To strive in making professional courses reflect our national requirements.
- (iii) To make all students part of a general programme of all round improvement in university education by making them offer general study courses like history, philosophy of knowledge, nationalism and information technology
- (iv) To make entrepreneurial skill acquisition a requirement for all Nigerian universities.
- (v) To produce research relevant to the developmental goals of the nation.
- (vi) University teaching shall seek to inculcate community spirit in the students through projects and action researches.

Goals of Teacher Education Colleges in Nigeria

According to the Nigerian National Policy on Education (Section 5 sub-section 93), the goals of teachers' education colleges include:

- (i) To produce highly motivated, conscientious and efficient classroom teachers for all levels of educational system,
- (ii) To further encourage the spirit of inquiry and creativity in teachers,
- (iii) To help teachers fit into social life of the community and the society at large and enhance their commitment to national goals,
- (iv) To provide teachers with the intellectual and professional background adequate for their assignment and make them adequate to changing situations, and
- (v) To enhance teachers' commitment to the teaching profession.

Goals of Technology Education in Nigeria (Polytechnics)

Technology education is provided by polytechnics in the country. Section 5 subsection 102 (a–e) of the National Policy on Education (2013) highlights the goals of technology education to include:

- (i) Provision of courses of instruction and training in engineering, other technology, applied sciences, business and management, leading to production of trained manpower;
- (ii) Provision of technical knowledge and skills necessary for agricultural, industrial, commercial and economic development of Nigeria;
- (iii) Provision of training that imparts the necessary skills for production of technicians, technologists and other skilled personnel who shall be enterprising and self-reliant;

(iv) Training people who can apply scientific knowledge to solve environmental problems for the convenience of man; and

(v) Giving exposure on professional studies in the technologies.

In summary, the National Policy on Education has made provision for the attainment of the stated goals for each institute of higher learning.

Higher Education Institutions in Lagos State Nigeria

Lagos State is one of the states in South-West Nigeria. It is a focal point in political, academic and human capital development in Nigeria. Lagos State as a centre of excellence and former capital of Nigeria was privileged to house all the three categories of higher institutions of learning in Nigeria. It houses both public and private institutions providing qualitative education to masses. Higher education institutions in Lagos State are renowned for providing the country with skilled and competent personnel whose contribution to national development cannot be over emphasized.

Lagos State has 20 accredited higher institutions of learning. Out of these higher institutions of learning, 7 are owned by private individuals/organizations while the remaining 10 are owned by government (both Federal and State). For the purpose of this study, the researcher will limit this study to ten public higher institutions that are adjudged to be prime movers in the country and Lagos State. These institutions include: University of Lagos (UNILAG), Lagos State University (LASU), Yaba College of Technology (YABATECH), Lagos State Polytechnics

(LASPOTTECH), Federal College of Education (Technical), Akoka (FCET, Akoka), Adeniran Ogunsanya College of Education, Ijanikin (AOCOED) Micheal Otedola College of Primary Education (MOCPE), Federal College of Marine and Oceanography, Lagos State College of Nursing, and National Open University, Nigeria (NOUN). These institutions are leaders in university education, technical education, teacher education and distance education in Nigeria.

Lagos State is renowned in education industry in Nigeria. It houses some prestigious higher education institutions which have helped in producing renowned scholars and expertise who have contributed vigorously towards the development of Nigeria and Africa as a whole. Higher education in Lagos State is highly competitive because the people in the state are well informed and everyone wants his or her child to study in any of the renowned institutions in Lagos. This makes competition in higher education in Lagos State stringent. It is worth mentioning at this point that a lot of students are seeking admission yearly into these 10 public higher education institutions in Lagos State. However, these public higher institutions cannot meet up with the demand of students seeking admission into them annually as a result of high demand and zeal to acquire higher education among the citizens.

Considering the nature and peculiarity of Lagos State, the researcher decided to limit this study to the state due to the presence of all types of higher education institutions, ability to represent the true picture of what is happening in all other public higher education institutions and presence of diverse cultures of the people of Lagos.

Factors Affecting Nigerian Higher Education Management and Leadership

Higher education institutions in Nigeria suffer a lot of setback as a result of political intervention, social-cultural and economic forces. These shall be discussed in detail in the succeeding sub-headings:

1. **Political Factors:** Education as a system cannot be ruled out or detached from politics. This is a global trend, and Nigeria is not an exception. Nigerian government is the major supporter and financier of education at higher level (Okoli, 2006). Therefore, politicians who are in control of government decide what will happen in various institutions, who will lead, what should be taught and other issues (Idogho, 2011). This has a great impact on higher education management and leadership (Okoroma, 2006; Bartley, 2004). The Nigerian government appoints of vice-chancellors, rectors and provosts in Nigerian higher education institutions. These people are political actors who are only appointed there to protect the interest of the government and politicians who appointed them (Marshall et al., 2015).
2. **Socio-cultural Factors:** Socio-cultural issues like belief, way of dressing, societal values, norms, ethnics, etc., have a great effect on educational leadership and management. It is worthy to note that the university system or academic community comprises of various kinds of people with different cultures, ethnics, moral values, etc. These people come together under the same umbrella called academic community. Despite their agreement to come together and promote teaching, research and learning, their varied cultural values, beliefs and other social-cultural issues will determine the attitude, behaviour and thinking that each of them will display. The variation in

cultural backgrounds has a lot of impacts on higher education leadership and management. In addition, the academic community houses various kinds of students from different backgrounds, training, cultural values, beliefs, and attitudes. Each student will display his or her cultural traits which they bring from their homes. In the course of managing the differences, there is the need for serious caution and care.

3. **Economic Factors:** The state of the economy has a great impact on educational system. When the economic is in a state of crisis or recession, the educational system will also be affected (Meek & Leahy, 2012). This is the situation in Nigeria. The country is witnessing economic recession which arises as a result of the global economic and financial meltdown. The effect of this scenario is that the burden and cost of financing education and higher education institutions was partially shifted to parents and household (Varghese, 2010). Similarly, various higher education institutions were forced to generate money on their own. In addition, the state of the economy is pathetic now. Money is scarce, people are suffering, and the economy is in complete disarray. These have made everyone complaining about the austerity measure. Obasi (2000) has found that the austerity that hit Nigerian economy has a great impact on enrollment into school and the girl children are largely affected. In conclusion, the state of the economy has a direct effect and impact on every sector because no sector can operate in isolation without the economic forces.

Summary

This chapter presents literature and past researches on leadership self-efficacy, change oriented behaviour and organizational citizenship behaviour. It also looks at the interaction between these variables and how they impact on the development of organization and the staff in the work place. In addition, it presents a brief explanation on educational policy, its impact on the development of educational system and the government goals on university, teacher education and technology education in Nigeria with the view of providing basis for a better understand of the phenomena in this study.

The next chapter is research methodology. It tells us the method, instrumentation, validation and how the variables in this study are interrelated and impact on each other.

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CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

The purpose of this study is to examine the impacts of leadership self-efficacy and change oriented behaviour on staff's organizational citizenship behaviour in public higher education institutions in Lagos State, Nigeria. In order to achieve this purpose, there is the need to clearly explain in simple terms the methods of carrying out this study. This chapter presents the method that was employed by the researcher in conducting this research. It explains in detail, the type of research design that was used for this research study. It further provides detailed information about the population, sample and sampling technique that was adopted for this study. Also, it clarifies the development of research instrument, validation of the research instrument, administration and collection of research instrument for this study. Furthermore, methods of data analysis for both quantitative and qualitative strands of this study are clearly discussed. Finally, it presents the result of the pilot test that was carried out by the researcher as a way of testing the validity and reliability of the research questionnaire that was used for this research with the aim of making the research easier for prospective readers and users.

Research Design

Research design is the structure of an inquiry in a logical manner. According to Berg and Lune (2014), a research design reveals a systemic plan of how a study will be done. It is a blueprint for conducting a study with maximum control over the factors that may interfere with the validity of the findings (Burns & Grove, 2003). It

involves projecting the manner in which the research will be conducted (Green & Thorogood, 2007; Leedy & Ormord, 2004). It aims at minimizing the chance of drawing incorrect causal inferences from data (Creswell, 2012).

The design that was used for this study is a mixed method research design. Creswell and Clark (2011) define mixed method as a procedure for collecting, analyzing and mixing both quantitative and qualitative methods in a single study or a series of studies in order to ensure in-depth understanding of research problem. Mixed method is considered useful when the researcher has both quantitative and qualitative data and used them for a better understanding of the research problem (Creswell, 2012). When one combines both quantitative data with qualitative data, one has a robust research and develop a complex picture of social phenomenon (Miles & Huberman, 1994; Greene & Caracelli, 1997).

Creswell and Clark (2011) identifies four main reasons why researchers make use of mixed method research design. It uses multiple paradigms or worldviews, provides opportunity for collaboration, provides a better result and answer which cannot be answered with either of the methods alone. The last reason is its practicability. Vogt et al. (2012) suggest that mixed method research design is considered useful and appropriate when the research wants to: support the result obtained with other method; use a method to inform the other; identify new direction in the study; build upon the findings previously generated; narrate a full description of the study or area of inquiry and develop a new theory about the phenomenon under study.

The reasons for adopting mixed method research design for this study is to use the information gathered from qualitative strand to support and validity the findings from the quantitative study because there is an interaction between the instruments used for both the quantitative and the qualitative strands. This is in line with the suggestion of Fraenkel et al. (2015) who maintain that the level of interaction between quantitative strand and qualitative strand, the relative priority of the two strands, the timing of the strands and the procedures for mixing the two strands are some of the reasons for adopting a mixed method. A strand refers to the component of a study that contains the basic process of conducting a qualitative or quantitative study like stating research questions, collecting data, analyzing data collected and interpreting the result generated from the data collected (Teddlé & Tashakkori, 2009). The combination of quantitative and qualitative methods provides a detailed understanding of a research problem, and questions in a more meaningful manner than what either method can explain if used individually (Creswell, 2014).

According to Creswell and Piano (2011), there are six basic types of mixed method research design including: the convergent parallel design; explanatory sequential design; exploratory sequential design; the embedded design; the transformative design; and the multiphase design. For the purpose of this research study, the researcher adopted the explanatory sequential mixed method design. This involves collection of quantitative data followed by a qualitative data to support, elaborate and further explain the quantitative result (Fraenkel et al., 2015; Creswell, 2014; Creswell & Clark, 2011). Moreover, the purpose of conducting a sequential

explanatory mixed method design is to use the qualitative method to support and substantiate the result of quantitative study (Fraenkel et al., 2015).

The explanatory sequential mixed method design is divided into three phases which begin with collection and analysis of quantitative data which addresses the research hypotheses and questions. The second phase entails collection and analysis of qualitative data which will be used to corroborate the findings of the first phase. Finally, the researcher will interpret the result, giving preference to qualitative strand and stating how the qualitative study results help to explain the previous quantitative results (Creswell, 2014; Fraenkel et al., 2015). Hence, result from both methods will be combined to get the final results for this study as shown in the table below:

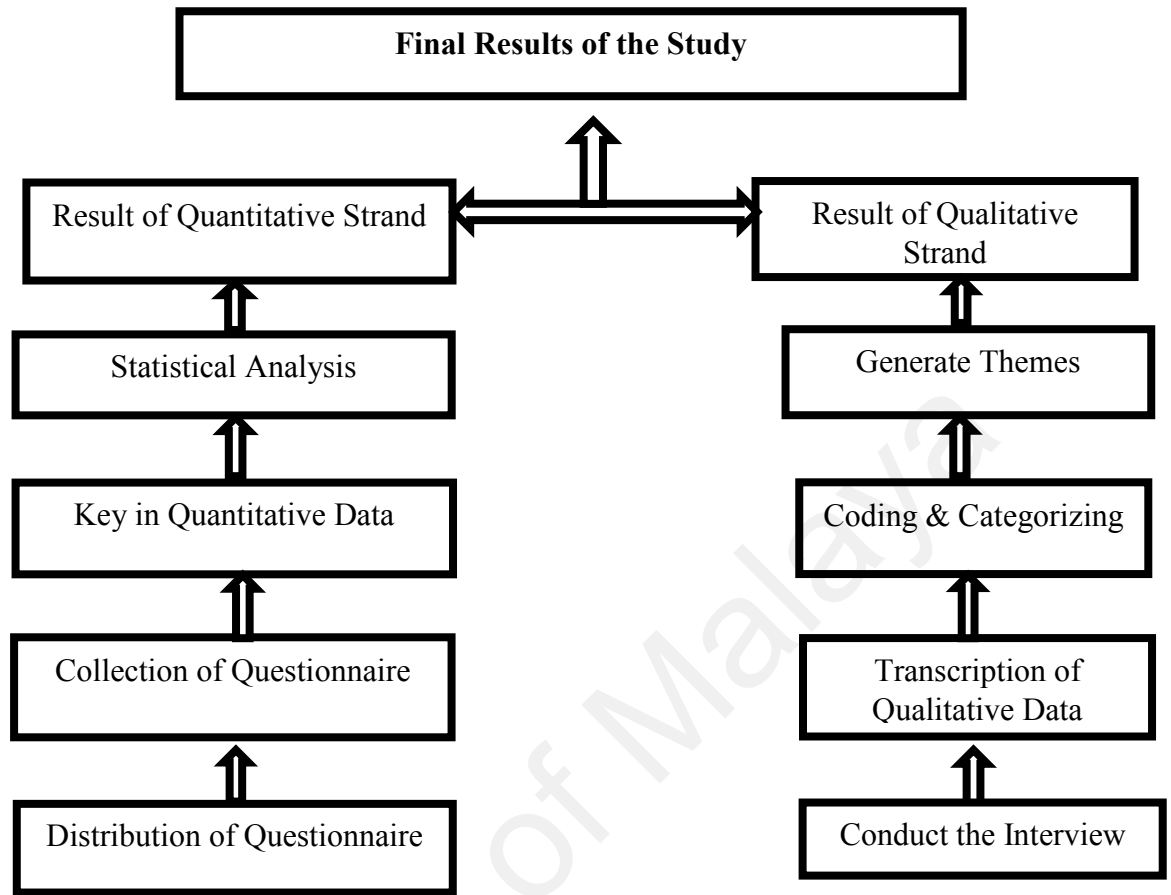


Figure 3.1: Overall research design for the study

From the diagram above, the researcher will start with the quantitative part by distributing the survey to the selected respondents. He will then collect it back, key in and run the analysis based on the stated statistical methods and software. The qualitative strand will be carried out by conducting interviews, using the interview protocol designed for this study. After the interviews, the researcher will immediately transcribe the information, proceed with the coding and categorizing, and then generate the emergent themes of the study. Accordingly, the themes will be used in presenting the results of the study.

After getting the quantitative and qualitative results, the two results will be checked together to produce a robust result for this study. The employees will narrate their experience concerning the impacts of their leaders' self-efficacy and change oriented behaviour on their Organizational Citizenship Behaviour while the leaders as well will explain what they are also going through in the course of exercising their self-efficacy and change policies in higher institutions of learning. This is to have better understanding of the main phenomenon of this study. Based on a clear understanding of the phenomenon of the study, the real area of problem can be identified and addressed accordingly. Then professional and informed advice could be provided for both parties and other stakeholders in higher education on how to improve the educational system in the country.

Philosophical Justification for Choosing Mixed Methods Research Design

This section presents the philosophical justification for using the mixed method research design. Creswell and Clark (2011) propose four worldviews used in research. These are: post-positivist worldview, constructivist worldview, participatory worldview and pragmatist worldview. This research will adopt the participatory and pragmatist worldviews because they are both relevant to this research study. Creswell and Clark (2011) argue that the participatory worldview tends towards the political arena, and it often relates to qualitative study. They go further to argue that the pragmatist is the one usually associated with a mixed method research. Similarly, Tashakkori and Teddlie (2003) argue that mixed method is linked and associated with pragmatism in the sense that it allows the use of both quantitative and qualitative in a single study. More than 13 different authors and writers adopt, use and accept the pragmatism worldview as the best for a mixed

method research (Tashakkori & Teddlie, 2003). The table below shows the rationale for adopting the pragmatist worldview.

Table 3.1: The Four philosophical worldviews on research methodology

Post-positivist	Constructivist	Participatory	Pragmatist
Determination	Understanding	Political	Consequences of actions
Reductionism	Multiple participant	Issue-oriented	Problem centered
Empirical observation	Social/historical construction	Collaborative	Pluralistic
Theory verification	Theory generation	Change-oriented	Real-world practical oriented

(Source: Creswell, 2011, p.40.)

Based on the information in Table 3.1 above, it is clear that the pragmatist worldview is favoured and appropriate for a mixed method research, hence, the reason for adopting it for this study. In addition, the four worldviews above differ in ontology (nature of reality), epistemology (knowledge), axiology (value), rhetoric (language of research) and research methodology (Creswell, 2009; Lincoln & Guba, 2000). The table below shows the variation in various philosophical elements and dimension.

Table 3.2: Elements of worldviews and their implications

Element	Postpositivist	Constructivism	Participatory	Pragmatism
Ontology	Singular reality	Multiple realities	Political reality	Singular & multiple realities
Epistemology	Distance & impartiality	Closeness	Collaboration	Practicality
Axiology	Unbiased	Biased	Negotiated	Multiple stances
Methodology	Deductive	Inductive	Participatory	Combining
Rhetoric	Formal	Informal style	Advocacy & Change	Formal or informal

(Source: Creswell and Clark, 2011, p.42).

From Table 3.2 above, the worldview element favours pragmatism as the best mixed method approach. Taking a critical look at the two tables above, the researcher agrees with Creswell and Clark (2011) on their position on pragmatism and, therefore, concludes that the pragmatism worldview is most suitable for this mixed method research design.

Population and Sampling

Groves et al. (2009) define population as a complete set or entities of interest. It can also be referred to as a set of all individuals, items or data of interest about which a researcher will generalize (Privitera, 2014). It is from the population that the sample to be used for the study is drawn. When conducting a research, there may not be a need to study every individual in the group or population. Rather, researchers select a representative from the group or population to be studied and collect data from this small group. This sub-group is referred to as sample (Leary, 2014; Nishishiba et al., 2014).

A sample in a research can be defined as a group from which information is obtained while population refers to the larger group to which one hopes to apply the result (Fraenkel, Wallen & Hyun, 2015). Also, Neuman (2014) argues that a good sample allows researchers to make a reasonable judgement and assists them to generalize on the population which is being studied. In order to determine the sample size of a research study, Miaoulis and Michener (1976; cited in Israel, 2013) opine that the researcher must consider three criteria which are:

- (a) the level of precision or sample error to be observed for the study,
- (b) confidence level, and
- (c) the degree of variability of the item to be measured.

Similarly, Cronbach, Gleser, Nanda and Rajaratnam (1972) and Creswell (2012) suggest that the researcher must identify the appropriate sampling frame, select the appropriate sample size and identify the appropriate sampling techniques in order to improve the generalizability of the result from the research. Moreover, software can also be used to determine the sample size that is appropriate for any population. An example of such software is the sample size calculator. Finally, researchers also make use of tables already developed by scholars and professionals in the field of research. An example of such table is the Krejcie and Morgan table for determining sample size which was developed in 1970. For this research study, Krejcie and Morgan's table was used to determine appropriate sample size for this study.

Quantitative Strand of the Study

The population of this study consists of higher institution staff, including academics, administrative and support staff of all the ten public higher education institutions in Lagos State, Nigeria. The population of this study were drawn from 3 universities, 2 polytechnics, 2 monotechnics and 3 colleges of education. These employees are approximately 40,000. Out of this population, a total of 700 employees were randomly selected across different faculties, colleges, schools and departments in the ten public higher institutions of learning in Lagos State, Nigeria as the sample for quantitative study. This selection was based on the suggestion of Krejcie and Morgan (1970) which states that for 40,000 populations, a sample of 385 is appropriate. But the researcher decided to use a larger sample in order to ensure a robust result and avoid under representation of the respondents. This is based on the suggestion of Hair et al (2010) who suggest that a large sample size assists the research in ensuring a robust and unbiased result.

The public higher education institutions studied in Lagos State comprise of 2 federal universities, 1 state university, 1 federal college of education, 2 state colleges of education, 1 federal polytechnic, 1 state polytechnic, 1 federal monotechnic, and 1 state monotechnic. This selection ensures equal representation of all the types of higher education institutions in the country.

The sampling technique that was used for this research study is the simple random sampling technique. This type of random sampling technique provides equal chance for every member of the population to be selected (Leary, 2014). In order to

carry out a simple random sampling, Neuman (2014) suggests that a researcher must develop a precise section frame; select features from the frame using mathematical process of selection, and then trace the real selected elements in the sample. It, therefore, implies that every employee, both academic and non-academic, in all the ten selected public higher institutions of learning in Lagos State, which form the population of this study, has equal chance to be selected as a participant for this study irrespective of their age, sex, academic qualification or other criteria.

Qualitative Strand of the Study

Neuman (2014) argues that qualitative researchers do not need large sample because they often use random sampling as in qualitative studies. Rather, they rely on small collection of cases and dig in-depth on issues relating to the phenomenon in the research study with the aim of clarifying and ensuring a better understanding of the phenomenon under study. With this, they are able to get a better result about the phenomenon under review (Norman et al., 2003).

The population for the qualitative strand of this study consists of about 245 academic leaders who consist of vice chancellors of 3 different universities and all their deputies, provosts of 3 teachers' training institutions and their deputies, rectors of 3 polytechnics and their deputies, provost of a mono-technic and deputies, registrars of all the ten higher institutions of learning and their deputies, bursars and

deputies; deans and deputies; heads of departments and directors of various units in all the 10 selected higher institutions of learning in Lagos State.

For the purpose of this study, the 10 academic leaders were selected for this study (i.e one informant was selected from each higher learning institute). The criteria for selecting these informants (academic leaders) among others are their direct contact with the staff in higher institutions of learning in Lagos State.

The type of sampling technique that was adopted for the qualitative strand of this study is the purposeful sampling. This type of sampling is usually designed before conducting the research study and is subject to a review by the researcher (Emmel, 2013). The purposeful sampling in qualitative study is informed by pragmatic and concrete reflection (Patton, 2002). It aims at generating rich information, which will broaden the understanding of the researcher about the phenomenon under investigation, provide opportunity for in-depth digging and guide them towards concrete and reliable research findings (Patton, 2002). It is worthy to note that this purposeful sampling also provides the respondents equal chance of being selected in the study (Emmel, 2013).

There is no any generally agreed sample size in qualitative research (Mariam et al., 2002; Creswell, 2012; Emmel, 2013; Braun & Claurke, 2013). The issue of sample size has generated a lot of variation among scholars in the field of qualitative research. This variation has generated various sample sizes from past studies (Emile,

2013; Baker & Edwards, 2012; Guest et al., 2006; Bernard, 2000; Creswell, 1998; Morse, 1994; Kuzel, 1992).

Based on the given population size for the qualitative study and evidences from past studies stated above, the researcher decided to sample 10 academic leaders who were drawn from the selected public higher institutions of learning under study. These participants include academic leaders like: vice chancellors or their deputies, provosts or their deputies, rectors or their deputies, registrars or their assistants, bursars or their assistants, heads of department and directors of various units.

Research Instrument

The research instrument that used for the quantitative data collection in this study is a adapted survey questionnaire developed and used by Bandura (1997) on Self-Efficacy, Osipova and Ayupora (2013) on Change Management, Jutila (2007) on Organizational Change, Tang et al. (2011) on Organizational Policies, and Bukhari (2008) on Organizational Citizenship Behaviour as used in their studies on various variables in this research topic. The questionnaires were adapted because they are relevant to this research study. In essence, the adapted questionnaire is a combination of various past research instruments on the phenomenon under discussion. These questionnaires are adapted to education sector with particular reference to public higher education institutions. These questionnaires are adapted in order to provide a clear understanding of the phenomenon and constructs of this study in selected higher education institutions in Lagos State, Nigeria.

The questionnaire for the quantitative study comprises of five main parts of sections A, B, C, D and E (Appendix A). Section A comprises of general or demographic information of the respondents including gender, age, type of institution where they work, staff category, faculty/school/college where the staff works, worker's highest academic qualification, year of work experience and staff cadre. Section B centers on employee's perception on their leadership self-efficacy. It consists of two sub-sections, B1 and B2. B1 consists of 10 items that address staff's perception of their leaders as possessing high leadership self-efficacy. B2 too has 10 items, but looks at staff's perception of their leaders as someone with low self-efficacy. Section C investigates the impacts of leadership self-efficacy on staff's organizational citizenship behaviour. This section is also divided into two sub-sections namely: C1 and C2. C1 consists of 11 items which relate to the impacts of leaders' self-efficacy on staff's organizational citizenship behaviour. C2 also has 11 items, and centers on staff's organizational citizenship behaviour. Section D centers on the impacts of change oriented behaviour on staff's organizational citizenship behaviour. It consists of 11 items while Section E has 10 items which address the impacts of change policies on staff's organizational citizenship behaviour.

Sections B, C, D and E of this questionnaire consist of 64 items which aim at answering the research hypotheses itemized in chapter one of this thesis. In addition, the research instrument used six Likert scale to examine the opinions of the respondents on the variables. These six scales are: ED, MD, D, A, MA and EA. In essence, ED = Entirely Disagree; MD = Mostly Disagree; D = Disagree; A = Agree; MA = Mostly Agree and EA = Entirely Agree.

The qualitative aspect of this study used the open-ended interview protocol which was designed by the researcher with the support of relevant literature and assistance of the supervisors (Appendix I). This helped to ensure the validity of the questions. The interview protocol which consists of 12 questions conducted on the ten respondents who consist of academic leaders from selected public higher education institutions in Lagos State.

The interview session took a minimum of sixty minutes per respondent. The purpose of the interview is to clarify further the in-depth research topic (Fraenkel et. al., 2015). It also enables the researcher to get useful and first-hand information which cannot be obtained through direct observation and allows the interviewer or researcher to have full control of the situation (Creswell, 2012). During the interview, the researcher recorded all the information provided by the academic leaders using a digital recorder. After the interview section with all the respondents, the researcher transcribed all the data, did the coding, and then generated themes for the study.

Pilot Study

Pilot study refers to a preliminary study undertaken by a researcher in order to ascertain and examine the usefulness of measures that will later be used in the research study (Leary, 2014). It involves testing the research instrument on a trial sample in order to fine-tune the research instrument and procedure (de Vaus, 2014). The research instrument which consists of 8 demographic information and 64-item questions was tested on employees of Nigerian higher institutions of learning who are currently studying in Malaysia. In all, a total of 145 questionnaires were distributed to the respondents out of which only 120 were returned. This therefore informed the basis of using 120 respondents for the pilot study of this research work.

The essence of piloting the study is to ensure reliability and validity of the research instrument to be used for this study. The pilot study which is a preliminary test for this study was conducted in Malaysia from January to March 2016. For a period of three months, the researcher consulted some members of staff of Nigerian public higher education institutions to take part in the preliminary test. These respondents were workers from Nigerian public higher education institutions who are studying postgraduate programme in University of Malaya (UM), University of Putra Malaysia (UPM) and International Islamic University, Malaysia (IIUM). It is worthy to note that these respondents were drawn from the population of this study because they are current employees of the 10 public higher education institutions in Lagos State. Hence, the reasons for using them for the pilot study. The researcher distributed the questionnaire to these participants in their respective universities, made necessary explanations where necessary and collected the questionnaire from the participants. The result of the pilot test is presented in the paragraph.

Demographic Information of Respondents

This section presents the frequency of the respondents sampled for the pilot study.

On gender of respondents, it was found that 108 (90%) of the respondents are male while 12 (10%) are female. It shows that more male respondents participated in the pilot study than female. On work place, it was found that 10 (8.3%) of these 120 respondents worked in College of Education, 14(11.7%) worked in polytechnics and monotchnics while the remaining 96(80%) worked in universities. Also, 94 (78.3%) of the respondents worked as teaching staff, 15 (12.5%) worked as administrative staff while the remaining 11 (9.2%) worked as support staff in public higher education institutions. Furthermore, 7 (5.8%) of the respondents were from Arts, 12 (10%) worked in Faculty or School of Business, 9 (7.5%) of the respondents worked in Faculty or School of Education, 12 (10%) of these respondents were staff in Faculty or School of Engineering, 4 (3.3%) worked in Faculty or School of Environmental Sciences, 8 (6.7%) were from Faculty of Law, 35 (29.2%) worked in Faculty or School of Science, 20 (16.7%) were staff of Faculty or School of Social Sciences, 3 (2.5%) worked in School of Vocational and Technical while the remaining 10 (8.3%) worked in other faculties or schools.

On highest academic qualifications of respondents, it was found that 2 (1.7%) of the respondents had Ordinary National Diploma (OND), 4 (3.3%) had Higher National Diploma (HND), 16 (13.3%) had Bachelor of Science degree, 4 (3.3%) had Masters in Education, 12 (10%) had Masters of Arts, 58 (48.3%) had Master in Science, 18 (15%) had Doctor of Philosophy degree while the remaining 6 (5%) had other qualifications. From this result, there are more respondents with Master of

Science degree than others. The result further shows that 55 (45.8%) of these respondents had worked for 1 to 5 years, 36 (30%) had worked for 6 to 10 years, 13 (10.8%) had worked for 11 to 15 years, 10 (8.3%) worked for 16 to 20 years while the remaining 6 (5%) had worked for more 20 years. It was also found that 15 (12.5%) of these respondents are staff in the low cadre, 72 (60%) are middle cadre staff while the remaining 33 (27.5%) are high cadre staff.

Reliability Test of the Research Instrument for the Pilot Study

The Cronbach's Alpha is used to describe the internal consistency and reliability of research instrument (Privitera, 2014). Cronbach's Alpha value of .89 is considered very good for internal consistency (Pallant, 2011). Also, a value above .7 is considered acceptable (De Vellis, 2003), but above .8 is preferable (Pallant, 2011). Based on this, the pilot study tested the Cronbach's Alpha for each of the items and variables in the questionnaire to determine which of the items to be retained and which ones to be deleted. After running the reliability test, the following results were obtained:

Table 3.3: Reliability Statistics for All the Variables

Variable	No of items	Cronbach's Alpha
High Self-Efficacy	11	.944
Low Self-Efficacy	11	.962
Leadership Self-Efficacy	10	.951
Organizational Citizenship Behaviour	11	.916

Change-Oriented Behaviour	10	.955
Change Policy	11	.963

Table 3.3 above shows the result of reliability test for all the variables. It reveals the number of items under each variable with their Cronbach's Alpha. The result further reveals that 1 item will be deleted under high self-efficacy because its value is greater than .944. Also, 1 item will be deleted from change-oriented behaviour because the value of its Cronbach's Alpha is greater than .955. All the items under low self-efficacy, leadership self-efficacy, organizational citizenship behaviour and change policy will be retained because they passed the reliability test.

In summary, the reliability test above shows that the value of all the Cronbach's Alpha for each of the variable is more than .70 which is appropriate as suggested by Nunnally (1978) and Pallant (2011). Finally, the reliability test reveals that the researcher should delete only 2 items out of the 64 items in the research questionnaire of this study. Therefore, the reliability test accepts the remaining 62 item questionnaire and considered them fit for this study.

Validity Test of the Instrument for the Pilot Study

The Factor Analysis (FA) was used to test the validity of the research instrument. Before presenting the test, there are some assumptions that must be fulfilled when adopting factor analysis. These include: sample size, factorability of the correlation matrix, linearity and outliers (Pallant, 2011). On the sample size, some scholars argue that the sample size to be considered for factor analysis must be above 150 with a ratio of five cases for each verifiable (Mayer, 2013; Pallant, 2011). In

addition, the second assumption on factorability of correlation matrix relates to the result of the correlation matrix, KMO and Bartlett's test of Sphericity. To qualify for factor analysis, Pallant (2011) suggests that the value of correlation matrix must be .3 or above with KMO of .6 and above and Bartlett's test must be significant at $p < .05$.

In order to check the assumptions above, the following tables and headings obtained from the result must be checked: KMO and Bartlett's Test; Determinant; Scree Plot; Anti-image; Communalities; Total Variance Result and Rotated Component Matrix Table.

The result of these assumptions is presented and discussed below:

(i) KMO and Bartlett's Test

Table 3.4: KMO and Bartlett's Test Result

Kaiser Meyer-Olkin Measure of Sampling Adequacy		.866
Approximate Chi-Square		8339.336
Bartlett's Test of Sphericity	Degree of Freedom	1830
Significance		.000

Kaiser Meyer-Olkin measure of sampling adequacy and Bartlett's test of Sphericity tell us whether the data set is suitable for factor analysis. Table 3.4 above shows the result of the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy. Mayers (2013) suggests that the value of KMO must be high as much as possible in order to satisfy assumption of multi-collinearity. From table 3.4 above, the KMO value is .866 which is greater than .5 suggested by Pallant (2012). It therefore implies that the value is very good (Mayer, 2013). Bartlett's Test helps to ensure and confirm whether there is at least a good correlation between the variables. This will appear in

the significance column. The Bartlett's test is statistically significant at $p = .000$. Both the KMO measure of sampling adequacy and the Bartlett's test are statistically significant. It, therefore, implies that one of the assumptions of factor analysis has been achieved.

(ii) Communalities

The communalities table as contained in the Appendix IV reveals a relatively good result. From the table in Appendix IV, it is found that majority of the items loaded above .5 which is relatively good.

(iii) Total Explained Value

The total variance explained table in Appendix IV of this thesis reveals that 71.57% of the items are explained by the six variables in this study.

(iv) Scree plot

The scree plot table shows that we should only retain six factors. This is in line with the aim of this study as set out in the research questionnaire (See Appendix IV for detail).

(v) Rotated Component Matrix

Table 3.5 below presents the result of the rotated component matrix. It shows how each of the items loaded under the six variables.

Table 3.5: Rotated Component Matrix^a

	1	2	3	4	5	6
CP 9	.872					
CP 8	.852					
CP 5	.843					
CP 7	.827					
CP 4	.826					
CP 6	.803					
CP 11	.785					
CP 10	.778					
CP 3	.763					
CP 2	.756					
CP 1	.752					
LSE 9		.884				
LSE 10		.839				
LSE 1		.829				
LSE 11		.824				
LSE 2		.822				
LSE 6		.818				
LSE 4		.800				
LSE 5		.789				
LSE 3		.789				

LSE 8	.755	
LSE 7	.647	
LSEOCB 6		.764
LSEOCB 3		.734
LSEOCB 2		.719
LSEOCB 5		.717
LSEOCB 9		.715
LSEOCB 10		.678
LSEOCB 7		.676
LSEOCB 8		.668
LSEOCB 4		.659
LSEOCB 1		.589
HSE 9		.737
HSE 5		.717
HSE 6		.710
HSE 1		.703
HSE 10		.701
HSE 11		.691
HSE 7		.682
HSE 8		.643
HSE 3		.626
HSE 4		.592
OCB 7		.791
OCB 8		.766
OCB 6		.764
OCB 5		.740
OCB 4		.733
OCB 3		.716
OCB 2		.659
OCB 9		.645
OCB 1		.560
OCB 11		.547
COB 7		
.684		
COB 6		
.644		
COB 8		
.628		
COB 9		
.619		
COB 5		
.611		
COB 2		
.545		
COB 1		
.526		
COB 4		
.524		

The rotated component matrix in table 3.5 above shows how each of the variables or factors loaded. It shows a perfect loading of the six variables in a clear manner. The first factor is change policy with a total of 11 items loading above .4 suggested by Pallant (2011). This shows a perfect loading since the smallest loading under this factor is .752. In addition, low self-efficacy follows with 11 items loading under the second factor. The lowest loading under this factor is .647 which is also above .4 recommended by Pallant (2011). Furthermore, leadership self-efficacy follows with a total of 10 items loading under this factor. The lowest loading under this factor is .589 which is also above the recommended value of .4. The next factor is high self-efficacy. It comprises of 10 items loading under the fourth factor. The lowest loading here is .592 also greater than the recommended value of .4. Also, organizational citizenship behaviour is the fifth factor with 10 items loading under this factor. The lowest loading under organizational citizenship behaviour is .547. This also exceeds the minimum required loading of .4. Finally, change oriented behaviour with 9 items. All the items under this factor loaded above the minimum required level of .4. In summary, all the 62 items loaded above the minimum required level of .4. Therefore, the six factors were retained.

Data Collection Procedure

This section presents how the researcher collected data for this mixed method research study. It is divided into two main streams of quantitative process and qualitative process.

Quantitative Data Collection Process

The researcher collected a letter of permission from the Faculty of Education, University of Malaya which was addressed to the ten public higher institutions of learning in Lagos State, Nigeria. Thereafter, the researcher first approached the authority of each of the institutions under review to solicit their support and assistance for data administration and collection. After the permission is granted, the researcher later contacted the selected staff of these institutions under review. Then, he administered the questionnaire to them personally. Effort was made to provide explanation where necessary.

The researcher adopted a face-to-face method of questionnaire administration. This method is more effective in the sense that it enables the researcher to provide appropriate answer to any question that may be raised by the respondent and make clarification where appropriate (da Vaus, 2014). The face-to-face method was adjudged to attract more response rate, obtain adequate sample for the study and ensure quality or appropriate answer to be provided. The researcher also gave the respondents maximum time to complete the survey. At another time agreed upon by the researcher and the respondents, the researcher came back for the collection of the survey. In all, a total of 600 questionnaires were distributed across these 10 public higher education institutions. Out of the 600 distributed, only 420 were completely filled and returned. Hence, the reason for using 420 respondents for the quantitative strand of this study.

Qualitative Data Collection Process

For the qualitative study, the researcher adopted a face-to-face interview method of interview. This method enables the researcher to provide appropriate answer to any question that may be raised by the respondent and make clarification where appropriate (da Vaus, 2014). It will also enable the researcher to gather as many information as possible from the respondents (Neuman, 2014). The face-to-face method was adjudged to attract more response rate, obtain adequate sample for the study and ensure quality or appropriate answer to be provided.

Similarly, the researcher adopted multi-mode administration method for the qualitative strand in this study. This was done as a result of the problems associated with getting the academic leaders who are always busy due to the nature of their work. Researchers make use of multi-mode method in their studies due to complex nature of getting appropriate sample for research study (Dillman, 2000; Dillman & Messer, 2010; Bethlehem & Biffignandi, 2012). Methods that were adopted here include: sending official letter of introduction from University of Malaya to the selected academic leaders in their various higher institutions of learning. E-mails were sent to their addresses seeking appointment to meet them, soliciting their consent to take part in the research by encouraging them to sign consent form which served as a basis for obtaining information from them. And appropriate time for the interview session was fixed. After the consent of the participants has been sought, necessary arrangement was made for the real interview. A total of 3 respondents were initially proposed and nominated from each institution but the researcher was able to get only 1 from each higher institution. Hence, the rationale for using 10 academic leaders for the qualitative strand of this study. The interview was conducted for a period of four months as a result of tight schedule of the respondents.

In essence, the interview was held between July and October, 2016. The date of each interview can be found in the report of data analysis in chapter 4 of this thesis.

In conducting interview, the researcher must put into consideration some ethical issues; allow the respondents to finish before probing further and follow due process or stage of interview (Neuman, 2014; Norman et al., 2000; Fontana & Frey, 1996). He must also be professional, take notes, have flexible plan and be courteous (Creswell, 2012). As a part of ethics in conducting interview, the researcher reassured the respondents of the safety of the information provided. He further reiterated that their identity would not be disclosed and the information would be used for research purpose only.

Finally, the researcher assured all academic leaders of the safety of the information that it would solely be used for academic purpose alone. Later, the researcher analyzed the data and information collected from the interview by transcribing, coding, generating themes and coming up with main ideas for the study.

Data Analysis Procedure

This section entails how the data for the quantitative strand and the qualitative strand in this study were analyzed.

The quantitative data was analysed using the Statistical Package for Social Sciences version 22. The researcher used simple percentage to analyze items under Section A of the research questionnaire (i.e. general and demographic information of respondents). Simple descriptive statistics like percentage, mean and standard deviation was adopted in analyzing information in this section. In addition, the data was analyzed using inferential statistics like Exploratory Factor Analysis, Confirmatory Factor Analysis and Structural Equation Model (for items in Section B1, B2, Section C1, C2, Section D and Section E of the questionnaire) as contained in Table 3.6 below:

Table 3.13: Overall Procedure for Quantitative Data Analysis

S/N	Research Objectives	Research Questions	Hypothesis	Data Analysis
1	To analyze the perceptions of staff on the relationship between leaders self-efficacy and their OCB.	What are the perceptions of staff on the relationship between leaders' self-efficacy and their OCB	There is significant relationship between HSE and OCB. There is significant relationship between LSE & OCB.	Pearson Correlation Coefficient
2	To analyze the impact of leadership self-efficacy on staff OCB in higher education institutions	Does leadership self-efficacy impact on staff OCB in higher education institutions?	Leadership self-efficacy impacts on staff OCB in higher education institutions	Structural Equation Modelling

3	To analyze the impact of change oriented behaviour on staff OCB in	Does leaders' change oriented behaviour impact on staff OCB in higher education institutions?	Change oriented behaviour of leaders impacts on staff OCB in higher education institutions
4	To analyze the impact of change policies on staff OCB in higher education institutions	Does change policy impact on staff OCB in higher education institutions?	Change policy impacts on staff OCB in higher education institution
5	To analyze the impact of demographic information on staff OCB	Do mean scores of demographic info. have effect on staff OCB in higher education ? Institution?	There is a difference in mean score of demographic information and staff OCB in higher education institutions
			One - ANOVA

One-way Analysis of Variance was used to determine the relationship between the demographic information (like type of institution, year of work experience, status of staff, school/college/faculty of staff, academic qualification, and age) and the dependent variable (staff's organizational citizenship behaviour). As Pallant (2011) maintains that One-way Analysis of Variance will assist in understanding the relationship between variables. Hence, the reason for choosing One-way Analysis of Variance for studying the relationship between demographic information and dependent variable. Furthermore, reliability test was carried out on the questionnaire by using Reliability test (Cronbach's Alpha). Statistical Package for Social Sciences (SPSS) version 22 was used for the Factor analysis, One-Way Analysis of Variance while AMOS was adopted for the Structural Equation Model for this study.

According to Pallant (2011), exploratory factor analysis was used to explore the interconnectivity among sets of variables while the confirmatory factor analysis was used to test or confirm specific hypotheses or theories concerning the structure underlying a set of variables. Mayer (2013) sees factor analysis as a series of procedures that have two key purposes: data reduction and exploring theoretical structure. He proposes that there are two basic methods of factor analysis namely: Principal Component Analysis (CPA) and Principal Axis Factoring (PAF). Factor analysis examines the construct validity of a research instrument (Fraenkel et. al, 2015).

After running the factor analysis, then, the researcher proceeded with the Structural Equation Modeling. Hair et al. (2010) define structural equation modelling as a statistical model which explains the inter-relationship among multiple variables. This relationship is presented in form of equation. Structural Equation Modeling enables researchers to represent theoretical concepts using various measures which will reduce the measurement error (Hair et al., 2010). In addition, it provides a better understanding; clarifies doubt in the minds of readers and users of research information; and enables them to know the relationship among variables in the study (Byrne, 2010; Hair et al., 2010). Thus, the researcher was able to know how well the leadership self-efficacy and change oriented behaviour predict staff's organizational citizenship behaviour in public higher education institutions in Lagos State. Later, Structural equation model was adopted in clarifying the research topic for better understanding.

Hair et al. (2010) describe Structural Equation Modelling as a family of statistical models which aims at explaining the relationship among multiple variables. As observed in this study, there are many variables which the structural equation model seeks to examine the relationship among them in a systematic and clear manner. Therefore, structural equation has some stage and assumptions including: defining individual constructs; developing the overall measurement model; designing a study to produce empirical results; assessing the model validity; specifying the structure model and assessing structural model validity (Awang, 2014; Hair, et. al. 2010; Bryne, 2009). All these stage and assumptions were tested and reported in the data analysis section of this study.

For the qualitative strand of this study, interview protocol was drawn based on research objectives and research questions. This interview protocol was also verified by five different independent experts in the field of Educational Leadership, Management and Policy. These independent experts gave their own opinions on how to improve the interview protocol. Thereafter, the researcher corrected the interview protocol based on expert opinions. After a successful draft of the interview protocol, the researcher looked out for the respondents from these 10 public higher education institutions in Lagos State. A total of 25 respondents were proposed for this interview but only 10 gave their consent and agreed to participate in this study.

Respondents were contacted via e-mail, phone calls and personal contacts. After seeking their consent, the researcher fixed different dates with the respondents

for the interview. Before the interview sessions, the respondents requested for briefing about the research topic, aim and benefit to them and their institutions. This information was provided by the researcher. The interview was conducted for each of these 10 respondents in their respective offices, each at his convenient time. After the interview session, the information gathered from each respondent was later transcribed accordingly. Thereafter, coding of the information was done. The researcher finally came up with emergent themes for this study. A detailed description of this process can be found in table 3.7 below:

Table 3.7: Overall Procedure for Qualitative Data Analysis

S/N	Research Objectives	Research Question	Data Analysis
1	To explore ways through which academic leaders develop their self-efficacy in higher education institution.	How do leaders academic leaders develop their self-efficacy in meeting up with the challenges in contemporary society?	Transcribing, coding and categorizing emergent themes.
2	To explore strategies adopted by academic leaders in implementing change in higher education institution	What are the strategies adopted by academic leaders in implementing change in higher education institution?	Transcribing, coding and categorizing emergent themes.
3	To explore challenges and issues that academic leaders faced in the course of implementing change and measures that can be taken to ameliorate these challenges.	What are the challenges faced by academic leaders in the course of implementing change in higher education institution?	Transcribing, coding and categorizing emergent themes.
4	To explore reasons for staff organizational citizenship behaviour in higher education institution	What are the reasons for staff organizational citizenship behaviour in higher education institution?	Transcribing, coding and categorizing emergent themes.

Table 3.14 above shows in a clear term the procedure of qualitative data analysis for this study. The information gathered from the interview with the selected academic leaders was analyzed as contained in the table.

Reliability and Validation of Research Instrument

Reliability of a research instrument can be defined as the consistency, repeatability and steadiness of one or more measure (Priviteria, 2014). It is the degree to which a measuring instrument is consistent over time on measures for similar population (Kraska-Miller, 2014). Neuman (2014) conceives reliability as the consistency and dependability of an instrument. A research instrument is said to be reliable if it is stable, consistent and repeatable. There are basically four types of reliability namely: test-retest reliability, internal reliability, split-half reliability, and inter-rater reliability. The inter-rated reliability refers to the extent at which two or more raters are similar for an individual object or performance (Kraska-Miller, 2014). Test-retest method of reliability is adjudged to be the best method of checking.

For the purpose of this study, the researcher adopted the test-retest reliability and the internal consistency in order to determine the reliability of the research instrument used for this study. Cronbach's Alpha was used for the testing the reliability of the research questionnaire used for the quantitative study. This was based on the suggestion and recommendation of Nunnally (1978) who suggests a minimum value of .7 for Cronbach's Alpha. Validity on the other hand, is the correctness, appropriateness, meaningfulness and usefulness of inferences made by a researcher (Fraenkel et al., 2015). It describes the extent that we are measuring what

we claim to measure (Mayers, 2013). Validation of research instrument is a process of collecting and analyzing evidence to support inferences in a research study. It tells us how true and fit a particular instrument is (Neuman, 2014). Validity of a research instrument is specifically meant for the situation where the instrument is designed for (Leedy&Ormrod, 2014).

For the quantitative study, factor analysis was adopted in measuring the construct validity of the research instrument designed for this study. It did this by performing statistical analyses on the internal structure of the questionnaire and assessed the relationships between responses to different questions across the questionnaire (Mayers, 2013).

Validity in qualitative research intends to ascertain that the findings are accurate in line with the perspective of the researcher, respondents and readers as a way of ensuring authenticity and credibility (Creswell, 2003; Creswell & Miller, 2000). In order to ensure reliability and validity of a qualitative data, Neuman (2014) suggests that the researcher should collect the data over and over or sample enough respondents required for the study; ensure proper interaction with respondents in a professional manner; ensure consistency in the questions asked, observing the reaction of the respondents as the process continues.

Basically, the research questionnaire (for quantitative strand of this study) and the interview protocol (for qualitative strand of this study) were first validated by an expert (i.e my supervisor). Thus, the content, construct and criterion validity and

reliability of the research instrument (questionnaire and interview protocol) are assured.

Summary

This chapter explains the method that will be implored by the research in conducting this research study. It explains the type of research design that the researcher used and steps involved in using the research design. Population and sampling were also discussed. Research instrument to be used is a questionnaire. It states in a precise and clear term how the questionnaire was administered, its validation and reliability. Method of data analysis for both quantitative and qualitative strands of this study was also discussed.

Finally, it presents the result of the pilot test conducted by the researcher using 120 respondents from Nigerian public higher institutions of learning. The essence of the pilot study was to check, test and ascertain the validity and reliability of the research instrument. The result shows that out of the 64 items in the research questionnaire, 62 items met the requirement for validity and reliability while the remaining two did not. Therefore, they were deleted because they did not meet the requirement for the test. The next stage was to administer the instrument to the employees and academic leaders in the selected public higher institutions of learning in Lagos State. Data was collected, and analyzed using quantitative and qualitative methods with the use of Statistical Package for Social Sciences version 22 and manual method for qualitative data analysis respectively.

The next chapter of this research study is presentation of research findings from both quantitative strand and qualitative strands. It shows in detail, the process of data analysis, results and findings that emanate from this study.

University of Malaya

CHAPTER 4

DATA ANALYSIS AND FINDINGS

Introduction

This section presents the analysis and result of the data collected through the research questionnaire and the interview protocol designed for this study. The chapter is divided into three main sections namely, analysis of quantitative data, analysis of the qualitative data and result of the mixed methods. As stated earlier in chapter three of this thesis, this study adopted the exploratory mixed methods. It, therefore, implies that quantitative study will be conducted first and the result will be corroborated or supported by the findings of the qualitative strand. This will provide a strong basis for argument and drawing conclusion on this study. The quantitative data consists of 62 items which was used to collect information from 420 respondents which consist of members of staff in the 10 higher education institutions in Lagos State, Nigeria while the qualitative data consists of 12 items which was used to collect information from 10 academic leaders in the higher institutions selected for this study.

In addition, the objectives of this research include:

1. To analyze the perception of staff on the relationship between leaders' self-efficacy (low and high) and their organizational citizenship behaviour.
2. To analyze the impact of leadership self-efficacy on the staff's organizational citizenship behaviour in higher institutions of learning.

3. To analyze the impact of change oriented behaviour on staff's organizational citizenship behaviour in higher education institutions.
4. To analyze the impact of change policies on staff's organizational citizenship behaviour in higher education institutions.
5. To analyze the impact of demographic information of the participants (type of institution, type of staff, faculty, academic qualification, experience, cadre and age) on staff's organizational citizenship behaviour in higher education institutions.
6. To explore ways through which leaders develop their self-efficacy in meeting up with the challenges in contemporary society.
7. To explore the strategies adopted by academic leaders in implementing changes in higher education institutions.
8. To explore the challenges that academic leaders faced in the course of implementing change and the measures that can be taken to ameliorate these challenges in higher education institutions.
9. To explore reasons for staff's organizational citizenship behaviour in public higher education institutions.

In order to achieve these research objectives in line with the proposed research design method (mixed mode), the researcher decided to answer each question in line with the research questions formed from these research objectives. A detailed analysis is presented in the succeeding paragraph.

Analysis of Quantitative Data

This section presents the result of demographic information of respondents and the hypotheses. It is worthy to note that two items in the demographic information part (Section A) of the questionnaire adapted for this study were later recoded for easy interpretation. The recoded items are work experience and academic qualification. Descriptive statistics like mean, standard deviation, simple percentage was used to analyse the demographic information of respondents. Inferential statistics like Pearson Correlation Coefficient, Independent Sample T-Test, One-Way Analysis of Variance (ANOVA) and Structural Equation Modelling (SEM) was used to analyse the hypotheses set for this study. The researcher cleaned the data to ensure that there was no missing data, and corrected any form of outlier before running the analysis. Detailed report and results are presented in the succeeding sub-headings:

Analysis of Demographic Information of Respondents

Demographic information like gender, type of institution, faculty/school/unit where the respondents work, staff cadre, highest academic qualification, year of work experience, age of respondents was collected for this study. The rationale behind this is to later check whether or not all these demographic factors have any relationship with the organizational citizenship behaviour of staff in higher education institutions in Lagos State. The result of the demographic information is presented below:

Gender of Respondents

This section presents the demographic distribution of the respondents in relation to their gender. The result is presented in table 4.1 below.

Table 4.1: Gender of Respondents

Items	Frequency	Percentage
Male	288	68.6
Female	132	31.4
Total	420	100

Table 4.1 above shows the gender analysis of the respondents. Out the 420 respondents that participated in this study, 288 (68.6%) are male while the remaining 132 (31.4%) are female. This shows that more male took part in the study than female.

Type of Institution

This relates to the types of institution where these 420 worked. It could be recall that there are basically three types of higher education institutions under review. These are college of education, polytechnics and university. The distribution of these respondents in accordance with their institution is presented below:

Table 4.2: Type of Institution of Respondents

Institution	Frequency	Percentage
College of Education	137	32.6
Polytechnics	133	31.7
University	150	35.7
Total	420	100

Table 4.2 above presents the result of the demographic distribution of respondents in relation to the type of institution they worked. 137 (32.6%) of the respondents are staff of colleges of education. 133(31.7%) worked with polytechnics while the remaining 150 (35.7%) respondents worked in universities in Lagos State. This shows university has more participant than college and polytechnics. The reason for university having more respondents is that there are more faculties, staff and units in university than college of education and polytechnics.

Staff Category

Respondents in the study are categorized into three main groups of teaching, administrative and support staff. Those involved in teaching activities in these higher education institutions are referred to as teaching staff. Those who are saddled with administrative duties are called administrative staff while those who render support services in different faculties, schools, departments or units are classified as support staff in this study. The result of the distribution of these respondents in relation to their categories is presented in the table below:

Table 4.3: Staff Category

Category	Frequency	Percentage
Teaching	303	72.1
Administrative	72	17.1
Support	45	10.7
Total	420	100

Table 4.3 above shows the categories of staff in higher education institutions in Lagos State. From the 10 higher education institutions sampled for this study, 303 (72.1%) staff from these institutions are teaching staff. 72 (17.1%) respondents from

the sampled higher education institutions are administrative staff while the remaining 45 (10.7%) respondents are support staff in Lagos State higher education institutions. It therefore implies that more teaching staff were sampled for this research study.

Faculty/School of Respondents

This section shows the distribution of the respondents in accordance with their faculty or school or unit where they worked. Faculty is used in Universities while Polytechnics and College of Education used Schools or College. Faculty or School is basically divided into ten divisions for each understanding. The result is presented below:

Table 4.4: Faculty/School of Respondents

Faculty/School	Frequency	Percentage
Art	45	10.7
Business	42	10.0
Education	41	9.8
Engineering	34	8.1
Environmental Sci.	29	6.9
Law	33	7.9
Science	67	16.0
Social Sci.	46	11.0
Vocational/Tech.	33	7.9
Others	50	11.9
Total	420	100

Table 4.4 above shows the demographic distribution of respondents by faculty or school where they worked. Out of the 420 respondents sampled in this

study, 45 (10.7%) staff worked in Faculty/School of Arts; 42 (10%) worked in Faculty /School of Business Management; 41 (9.8%) worked in Faculty/School of Education while 34 (8.1%) worked in Faculty/School of Engineering. In addition, 29 (6.9%) were employees of Faculty/School of Environmental Sciences and 33 (7.9%) worked in Faculty/School of Law. Furthermore, 67 (16%) of these respondents were staff from Faculty/School of Sciences, 46 (11%) worked in Faculty/School of Social Sciences, 33 (7.9%) staff worked in Faculty/School of Vocational and Technology while the remaining 50 (11.9%) respondents were staff from other departments and units within the academic community.

Academic Qualification of Respondents

This section presents the distribution of the 420 respondents in relation to their highest academic qualification. Here, qualification is divided into three broad categories of up to degree (for those that bagged Higher National Diploma and Bachelor Degree), Master degree and Doctor of Philosophy degree. Further detail is presented in Table 4.5 below.

Table 4.5: Academic Qualification of Respondents

Category	Frequency	Percentage
Up-to-First Degree	78	18.6
Master Degree	224	53.3
PhD	118	28.1
Total	420	100

Table 4.5 above shows the distribution of the respondents in terms of academic qualification. 78 (18.6%) out of the 420 respondents had Bachelor degree as their

highest academic qualification. 224 (53.3%) out of the sampled respondents had Master degree while the remaining 118 (28.1%) had Doctor of Philosophy as their highest academic qualification. It is worthy to note that some of the staff in polytechnics and colleges of education had Masters Degree as their highest academic qualification. This occurs as a result of entry qualification laid down by National Commission for Colleges of Education (NCCE) and National Board for Technical Education (NBTE) policies. From the table above, more staff have Master degree than other qualifications.

Years of Work Experience of Respondents

This section discusses the work experience of respondents in this study. The years of work experience is categorized into three levels of 1- 5years, 6 – 10 years and 11 – 15 years respectively. Detailed result can be found in the table 4.6 below:

Table 4.6: Years of Work Experience of Respondents

Category	Frequency	Percentage
1 – 5 years	221	52.7
6 – 10 years	80	19.0
11 – 15 years	119	28.3
Total	420	100

Table 4.6 above shows the work experience of respondents. Out of the 420 respondents who participated in this study, 221 (52.7%) have worked for 1 to 5 years. 80 (19%) respondents have worked with their respective higher education

institutions in Lagos State for 6 to 10 years. The remaining 119 (28.3%) respondents have served their respective higher education institutions for 11-15 years.

Staff Cadre

In this section, effort was made to present the distribution of the 420 respondents in relation to their cadre. In Nigeria higher educational institutions, staff use cadre to differentiate themselves. For the sake of this study, the researcher divided the respondents' cadres into three broad categories namely: low, middle and high. Low cadre refers to staff who have low qualification. Middle cadre are those staff with a higher qualification while high refers to those who have reach the peak of their career in these 10 selected higher education institutions in Lagos State. The table below shows a full picture of the distribution of the staff cadre.

Table 4.7: Cadre of Respondents

Category	Frequency	Percentage
Low	52	12.4
Middle	177	42.4
High	191	45.5
Total	420	100

The information in table 4.7 above shows the result of the cadres or levels of respondents who participated in this study. From the table 4.7 above, 52 (12.4%) out of these 420 respondents are low level staff. 117 (42.4%) are middle level while the

remaining 191 (45.5%) are high level staff in higher education institutions in Lagos State.

Age of Respondents

The researcher went further to investigate the age of these 420 respondents. This section presents the distribution of the age of the respondents. Age distribution in this study was divided into four broad categories of 21 – 30 years, 31 – 40 years, 41 – 50 years and Above 50 years. The full detail is presented in Table 4.8 below:

Table 4.8: Age of Respondents

Age	Frequency	Percentage
21 – 30 years	63	15.0
31 – 40 years	107	25.5
41 – 50 years	126	30.0
Above 50	124	29.5
Total	420	100

Table 4.8 above presents the age distribution of the respondents. 63 (15%) out of the 420 respondents fell within the age bracket of 21 to 30 years. 107 (25.5%) were between 31 to 40 years. 126 (30%) were between 41 to 50 years while the remaining 124 (29.5%) were above 50 years.

Normality Test

Normality test is used to determine how well a data set is distributed. For the purpose of this study, the researcher will check the normality of the items using Skewness and Kurtosis. The underlying fact about using these two methods is that the two propose that for items to be normally distributed, the value obtained for the result must fall within -1.96 and 1.96 (Mayers, 2013; Pallant, 2011). In addition, the researcher will make use of graphical method to show the normal curve and distribution of each item in the research questionnaire.

Normality Test for Demographic Information

This section presents the result of the normality test for the demographic information of the respondents. For easy understanding, the researcher presents the normality test based on division and distribution in the questionnaire as contained below:

Table 4.9: Normality Test for Demographic Information (Section A)

Items	Mean	Standard Deviation	Skewness	Kurtosis
Gender	1.31	.465	.803	-1.632
Institution Type	2.03	.827	-.058	-1.536
Staff Category	1.39	.673	1.487	.796
Faculty	5.63	2.940	-.110	-1.260
Academic Quali	2.10	.677	-.118	-.820

Work Experience	1.76	.867	.491	-1.495
Staff Cadre	2.33	.686	-.534	-.792
Age	2.74	1.042	-.266	-1.124

Table 4.9 above shows the result of normality test for the demographic information of the respondents sampled for this study. Gender has a mean score of 1.31, standard deviation score of .465, skewness of and kurtosis score of -1.632. Also, type of institution has a mean score of 2.03, a standard deviation score of .827 with skewness of -.058 and kurtosis score of -1.536. In addition, staff category shows a mean score of 1.39, standard deviation of .673, skewness of 1.487 and kurtosis score of .796. Faculty has mean of 5.63, standard deviation of 2.940, with skewness of -.110 and kurtosis of -1.260. Furthermore, academic qualification of respondents has a mean of 2.10, standard deviation score of .677 with skewness of -.118 and kurtosis of -.820. Work experience of these respondents shows a mean score of 1.76, standard deviation score of .867 with skewness of .491 and kurtosis of -1.495. Similarly, staff cadre gives a mean score of 2.33, standard deviation score of .686, skewness of -.534 and kurtosis of -.792. Finally, age of respondents shows a mean score of 2.74, standard deviation of 1.042, skewness of -.266 and kurtosis of -1.124.

In summary, the skewness and kurtosis results of each of the items in the demographic information show that all the items fall within the range of -.096 and .96. It therefore implies that all the items are normally distributed. The diagrams below show the normal distribution of the demographic information on histogram. This further explains the table presented above.

Normality Test for each of the Items in the Constructs

In addition, the result of the normality test for each of the items under the six constructs in this study is presented in the tables below for better understanding. The tables below show the result of Skewness and Kurtosis of each of the 62 items in the questionnaire used in this study.

High Self-Efficacy

This section presents the result of the normality test for items under high self-efficacy. Each of the 10 items was tested to ensure that they meet with the test of skewness and kurtosis. The result is presented in Table 4.10 below.

Table 4.10: Normality Test for High Self-Efficacy (Section B)

Items	Mean	Standard Deviation	Skewness	Kurtosis
HSE 1	4.57	1.219	-.824	.689
HSE 3	4.68	1.064	-.736	.840
HSE 4	4.63	1.123	-.807	.816
HSE 5	4.82	1.053	-1.068	1.822
HSE 6	4.76	1.093	-.976	1.363
HSE 7	4.70	1.151	-1.008	1.124
HSE 8	4.77	1.154	-.900	.764
HSE 9	4.09	1.103	-.730	.761
HSE 10	4.75	1.122	-.981	1.187
HSE 11	4.86	1.079	-1.039	1.575

From table 4.10 above, HSE 1 has a mean score of 4.57, standard deviation score of 1,219 with skewness of -.824 and kurtosis of .689. HSE 3 shows a mean of 4.68, standard deviation of 1.064, skewness of -.736 with kurtosis of .840. Similarly, HSE 4 has a mean of 4.63, standard deviation of 1.123, skewness of -.807 and

kurtosis of .816. Also, HSE 5 reveals a mean of 4.82, standard deviation of 1.053, skewness of -1.068 and kurtosis of 1.822. In addition, HSE 6 has skewness of -.976 and kurtosis of 1.363. This shows that these two values fall within the accepted region.

In summary, skewness and kurtosis values meet the requirement of normality. They fall within the acceptance region and do not violate the rule of skewness and kurtosis. It, therefore, implies that all the items under high self-efficacy are normally distributed.

Normality Test for Low Self-Efficacy

Here, the researcher made tested all the items under low self-efficacy. The reason for this is to ensure that all the 11 items under low self-efficacy are normally distributed and conform to test of skewness and kurtosis. The result of the test is presented in Table 4.11 below:

Table 4.11: Normality Test for Low Self-Efficacy (Section C)

Items	Mean	Standard Deviation	Skewness	Kurtosis
LSE 1	2.29	1.074	.640	.456
LSE 2	2.38	1.109	.630	.219
LSE 3	2.42	1.163	.747	.481
LSE 4	2.44	1.145	.848	.950
LSE 5	2.37	1.106	.657	.397
LSE 6	2.33	1.142	.786	.717
LSE 7	2.37	1.099	.735	.645
LSE 8	2.42	1.183	.939	1.180
LSE 9	2.40	1.084	.689	.680

LSE 10	2.39	1.145	.948	1.386
LSE 11	2.35	1.156	.878	.950

Table 4.11 above shows the result of normality test for all the items under low self-efficacy. It is evident from this table that all the items meet the required limit and standard of Skewness and Kurtosis tests. It, therefore, means that items under this section of the questionnaire are normally distributed.

Normality Test for Leadership Self-Efficacy

Just like the others, this sub-section presents the result of the normality test for leadership self-efficacy. Here, there are 10 items to be tested. The result of the normality test for each of these 10 items is presented in table 4.12 below:

Table 4.12: Normality Test for Leadership Self-Efficacy (Section D)

Items	Mean	Standard Deviation	Skewness	Kurtosis
LSEOCB1	4.59	1.135	-.729	.780
LSEOCB2	4.69	1.092	-.816	.838
LSEOCB3	4.65	1.119	-.746	.420
LSEOCB4	4.68	1.190	-.894	.670
LSEOCB5	4.71	1.112	-.800	.689
LSEOCB6	4.65	1.184	-.818	.389
LSEOCB7	4.64	1.193	-.757	.330
LSEOCB8	4.66	1.152	-.750	.465
LSEOCB9	4.76	1.106	-.838	.683
LSEOCB10	4.81	1.119	-1.005	1.112

All the items in leadership self-efficacy fall between the acceptable region (-1.96 to 1.96). This implies that they all conform to the rule of normality as suggested

by Skewness and Kurtosis. The graphical presentation also confirms this. The items are normally distributed based on Skewness and Kurtosis results.

Normality Test for Organizational Citizenship Behaviour

Items under organizational citizenship behaviour are tested against normality. As mentioned previously in chapter 3, there are 11 items under this construct. Therefore, effort was made to test the normality of each of the 11 items using skewness and kurtosis. The result of the findings on normality for organizational citizenship behaviour of staff is related in table 4.13 below:

Table 4.13: Normality Test for Organizational Citizenship Behaviour (Section E)

Items	Mean	Standard Deviation	Skewness	Kurtosis
OCB 1	4.60	1.148	-.718	.335
OCB 2	4.70	1.067	-.790	1.056
OCB 3	4.76	1.020	-.756	1.034
OCB 4	4.67	1.051	-.522	.260
OCB 5	4.80	1.007	-.752	1.260
OCB 6	4.90	1.001	-.897	1.239
OCB 7	4.93	.967	-.763	.764
OCB 8	4.98	.953	-.837	.935
OCB 9	4.94	1.007	-.701	1.471
OCB 10	4.53	1.278	-.656	.191
OCB 11	4.71	1.150	-.740	.105

Table 4.13 above reveals the result of normality test for items under organizational citizenship behaviour (OCB) of staff sampled for this study. From the result, it is found that all the items fall within the accepted region. None of them is less than -1.96 or more than 1.96. The table also shows the mean and standard

deviation scores of each item under this category. Base on this fact, all the items are considered normal and are normally distributed as shown by the table above.

Normality Test for Change Oriented Behaviour

This sub-section shows the result of normality test for items under change oriented behaviour. There are 9 items under this construct (change oriented behaviour). To test for the normality, skewness and kurtosis were used. The result of the normality test for items under change oriented behaviour is presented in table 4.14 below:

Table 4.14: Normality Test for Change Oriented Behaviour (Section F)

Items	Mean	Standard Deviation	Skewness	Kurtosis
COB 1	4.61	1.120	-.744	.674
COB 2	4.67	1.057	-.780	.738
COB 3	4.71	1.071	-.806	.788
COB 4	4.70	1.103	-.784	.574
COB 5	4.68	1.094	-.720	.485
COB 6	4.70	1.158	-.993	1.039
COB 7	4.68	1.155	-.779	.291
COB 8	4.61	1.224	-.904	.707
COB 9	4.67	1.163	-.770	.407

As shown in table 4.14 above, the Skewness and Kurtosis results for each of the items fall within the suggested frame or range. None of the item violates the rule of Skewness and Kurtosis. Therefore, these items are normally distributed.

Normality Test for Change Policy

Sub-section 4.3.2.6 presents the result of normality test for all the items under change policy. Under this construct, there are 11 items to be tested. The result of the skewness and kurtosis for each of these 11 items is presented in table 4.15 below:

Table 4.15: Normality Test for Change Policy (Section G)

Items	Mean	Standard Deviation	Skewness	Kurtosis
CP 1	4.57	1.113	-.598	.345
CP 2	4.62	1.186	-.733	.240
CP 3	4.63	1.178	-.861	.620
CP 4	4.70	1.162	-.888	.823
CP 5	4.64	1.149	-.762	.576
CP 6	4.54	1.272	-.785	.269
CP 7	4.66	1.166	-.776	.426
CP 8	4.63	1.199	-.799	.451
CP 9	4.65	1.179	-.830	.571
CP 10	4.54	1.285	-.701	.043
CP 11	4.67	1.211	-.814	.385

Table 4.15 above presents the result of the normality test for all the items under change policy. It consists of 11 question items. These items are found to be normally distributed. They fall within the range of -1.96 to 1.96.

In conclusion, all the 62 items in the questionnaire used for this study are normally distributed as they pass the test of skewness and kurtosis. It, therefore, implies that these 62 items are fit for parametric test. The next stage after testing the normality of the item is to check for reliability test for each of the 62 items.

Reliability Test for the Constructs and their Items

Cronbach's Alpha was used to check the reliability of each of the constructs and items under them. This aims at checking the internal consistency of the reliability scale. After conducting the reliability test, the following results were generated:

Reliability Test for High Self-Efficacy

Table 4.16: Reliability Statistics for High Self-Efficacy

No of Item	Cronbach's Alpha
10	.933

Table 4.16 above shows that there are 10 items under high self-efficacy. It further reveals that the value of the Cronbach's Alpha for these 10 items under high self-efficacy is .933. Pallant (2011) suggests that values above .7 are considered acceptable; she further argues that values above .8 are preferable. Therefore, the value of the Cronbach's Alpha for this construct shows a very good internal consistency reliability for this scale.

Table 4.17: Item-Total Statistics for High Self-Efficacy

Items	Mean (Item deleted)	Variance	Cronbach's Alpha if Item deleted
HSE 1	42.65	62.370	.927
HSE 3	42.55	64.744	.928
HSE 4	42.60	63.343	.926
HSE 5	42.41	63.718	.924
HSE 6	42.47	64.417	.928
HSE 7	42.53	62.980	.926
HSE 8	42.45	63.050	.926
HSE 9	42.54	63.371	.925
HSE 10	42.47	62.021	.921
HSE 11	42.37	63.946	.926

Table 4.17 above shows the value of the reliability test for each of the item under high self-efficacy. None of the values of the Cronbach's Alpha in each item is up to or greater than .933. It, therefore, implies that all the 10 items under the high self-efficacy pass the test of internal consistency reliability.

Reliability Test for Low Self-Efficacy

Table 4.18: Reliability Statistics for Low Self-Efficacy

No of Item	Cronbach's Alpha
11	.940

Table 4.18 presents the reliability statistics result for low-self efficacy. It shows that there are 11 items under this construct. Also, the value of the Cronbach's Alpha coefficient for low self-efficacy is .940. This is a very good internal consistency reliability for the scale. Next is to check for the reliability of each of the 11 items.

Table 4.19: Item-Total Statistics for Low Self-Efficacy

Items	Mean	Variance	Cronbach's Alpha if item deleted
LSE 1	23.87	80.665	.934
LSE 2	23.78	79.940	.934
LSE 3	23.74	79.940	.935
LSE 4	23.72	79.376	.933
LSE 5	23.79	80.298	.934
LSE 6	23.83	80.540	.936
LSE 7	23.79	80.966	.936
LSE 8	23.74	78.740	.933
LSE 9	23.76	79.832	.933
LSE 10	23.77	78.901	.932
LSE 11	23.80	78.983	.933

Taking a critical look at the value of Cronbach's Alpha if item deleted in each of the 11 items in table 4.19 above, the researcher noticed that none of the values is up to or greater than the value of the Cronbach's Alpha coefficient in table 4.18 above (.940 > value of Cronbach's Alpha if item deleted of each item). It, therefore, implies that all the 11 items have internal consistency reliability with low self-efficacy.

Reliability Test for Leadership Self-Efficacy

Table 4.20: Reliability Statistics for Leadership Self-Efficacy

No of Item	Cronbach's Alpha
10	.945

Table 4.20 above shows that there are 10 items under leadership self-efficacy. In addition, it reveals that the value of the Cronbach's Alpha for these 10 items under leadership self-efficacy is .945. According to Pallant (2011), values above .7 are considered acceptable and values above .8 are preferable. Therefore, the value of the Cronbach's Alpha for this item shows a very good internal consistency reliability for this scale. Next is to check for the reliability of each item under leadership self-efficacy in the table below:

Table 4.21: Item-Total Statistics for Leadership Self-Efficacy

Items	Mean (Item deleted)	Variance	CronbachAlpha if Item deleted
LSEOCB 1	42.27	71.153	.940
LSEOCB 2	42.17	71.054	.938
LSEOCB 3	42.21	70.710	.938

LSEOCB 4	42.19	69.889	.938
LSEOCB 5	42.15	71.250	.939
LSEOCB 6	42.21	70.358	.939
LSEOCB 7	42.22	70.364	.940
LSEOCB 8	42.20	70.862	.940
LSEOCB 9	42.10	71.209	.939
LSEOCB 10	42.05	70.944	.939

Table 4.21 above shows the value of the reliability test for each of the 10 items under leadership self-efficacy organizational citizenship behaviour. A close look at all these shows that these 10 items are less than .945 which was the Cronbach's Alpha derived in the reliability statistics table in table 4.20 above. This, therefore, implies that all the items under leadership self-efficacy organizational citizenship behaviour meet up with the test of internal consistency reliability.

Reliability Test for Staff's organizational Citizenship Behaviour

Table 4.22: Reliability Statistics for Staff's organizational Citizenship Behaviour

No of Item	Cronbach's Alpha
11	.915

Table 4.22 presents the result of reliability statistics for staff's organizational citizenship behavior. From this table, it was observed that there are 11 items under staff's organizational citizenship behavior. Also, the value of the Cronbach's Alpha coefficient for organizational citizenship behaviour is .915. This shows a very good internal consistency reliability for the scale. Also, there are 11 items under this heading. Next is to check the reliability of each of the 11 items. This will be presented in the table below.

Table 4.23: Item-Total Statistics for Organizational Citizenship Behaviour

Items	Mean (Item deleted)	Variance	Cronbach's Alpha if Item deleted
OCB 1	47.92	60.502	.907
OCB 2	47.83	61.788	.906
OCB 3	47.76	62.187	.907
OCB 4	47.85	61.343	.906
OCB 5	47.72	61.839	.906
OCB 6	47.62	62.337	.907
OCB 7	47.60	62.824	.908
OCB 8	47.55	63.743	.910
OCB 9	47.59	62.591	.908
OCB 10	48.00	59.599	.910
OCB 11	47.81	61.257	.910

Table 4.23 above shows the result of the Cronbach's Alpha of each of the 11 items under organizational citizenship behaviour of staff. Based on this table, it is observed that none of the values of its Cronbach's Alpha if item deleted is up to or greater than the value of the Cronbach's Alpha coefficient above (.915 > value of Cronbach's Alpha if item deleted of each item). It, therefore, implies that all the 11 items under organizational citizenship behaviour have internal consistency reliability with organizational citizenship behaviour of staff under review.

Reliability Test for Change-Oriented Behaviour

Table 4.24: Reliability Statistics for Change-Oriented Behaviour

No of Item	Cronbach's Alpha
9	.947

Table 4.24 above presents the reliability statistics table for the 9 items under change-oriented behaviour of leaders. It shows that the reliability coefficient value for these 9 items is .947. This value is very good and falls within the most preferred group. After getting this result, the researcher went further to check the reliability of each of the items under this construct. The result is presented below:

Table 4.25: Item-Total Statistics for Change Oriented Behaviour

Items	Mean (Item deleted)	Variance	Cronbach's Alpha if Item deleted
COB 1	37.44	57.641	.941
COB 2	37.38	58.871	.942
COB 3	37.34	58.694	.942
COB 4	37.35	58.075	.941
COB 5	37.37	57.910	.940
COB 6	37.35	57.468	.942
COB 7	37.37	56.868	.939
COB 8	37.44	56.801	.942
COB 9	37.38	57.085	.941

Table 4.25 above is the item total statistics. It shows the result of the Cronbach's Alpha of each of the 9 items under change-oriented behaviour of leaders. Based on this table, the researcher finds that all the 9 items under change-oriented behaviour pass the test of reliability because none of them is up to .947. This, therefore, implies that all the 9 items have internal consistency reliability with change-oriented behaviour.

Reliability Test for Change Policy

Table 4.26: Reliability Statistics for Change Policy

Number of Items	Cronbach's Alpha
11	.960

Table 4.26 above shows the result of reliability statistics for change policy. From this table, the value of the Cronbach's Alpha coefficient is .960. This shows a very good internal consistency reliability for the scale. It also reveals that there are 11 items under this heading. Next is to check for the reliability of each of the 11 items.

Table 4.27: Item-Total Statistics for Change Policy

Items	Mean (If Item deleted)	Variance	Cronbach's Alpha if Item deleted
CP 1	46.27	103.942	.957
CP 2	46.23	102.602	.957
CP 3	46.21	103.080	.958
CP 4	46.14	102.190	.956
CP 5	46.21	102.963	.957
CP 6	46.30	100.503	.956
CP 7	46.18	102.570	.957
CP 8	46.22	101.831	.956
CP 9	46.20	102.098	.956
CP 10	46.31	100.519	.957
CP 11	46.17	101.920	.957

Taking a critical look at the value of Cronbach's Alpha if item deleted in each of the 11 items in table 4.27 above, we notice that none of the value is up to or greater than the value of the Cronbach's Alpha coefficient above (.960 > value of

Cronbach's Alpha if item deleted of each item). This shows that all the 11 items have internal consistency reliability with change policy.

Testing of Hypothesis

This section presents the result of the test conducted on all the hypotheses stated for this study. All 5 hypotheses itemized in chapter 1 of this thesis were tested for the quantitative strand. Appropriate statistical tools were used for testing each of the hypotheses. Statistical Package for Social Sciences version 21 was used in carrying out the test. The results obtained from the findings are presented below:

Hypothesis 1

The first hypothesis is divided into two segments of 1a and 1b. while 1a centers on high self-efficacy, 1b centers on low self-efficacy. This division is in line with the division of self-efficacy according to Bandura theory of self-efficacy. After the division, the researcher tested each of the division separately as presented in the results below:

Ho_{1a}: There is no significant relationship between high self-efficacy and organizational citizenship behaviour.

H_{1a}: There is a significant relationship between high self-efficacy and organizational citizenship behaviour.

In order to detect the relationship between high self-efficacy and organizational citizenship behaviour, the researcher decided to use Pearson Product-Moment Correlation Coefficient (a parametric analysis) to determine the relationship between them. This is in consonance with the suggestion of Mayers (2013) and Pallant (2011). The researcher transformed the two variables, namely: high self-efficacy and organizational citizenship behaviour to new different rows, followed the

appropriate steps in computing the Pearson Product Moment Correlation Coefficient(r) and arrived at the results below:

Table 4.28: Descriptive Statistics for High Self-Efficacy and OCB

Items	N	Mean	Standard Deviation
High Self-Efficacy	420	47.229	8.814
OCB	420	48.238	7.894

Table 4.28 above shows the result of the Pearson Correlation between high self-efficacy and organizational citizenship behaviour. The number of respondents for these two variables is 420. The mean score of high self-efficacy is 47.229, while its standard deviation score is 8.814. The mean score of organizational citizenship behaviour is 48.238 with a standard deviation score of 7.894. This shows that the mean score of these two variables are not too far from each other. The same is applicable to their standard deviation. It, therefore, shows that a close relationship exists between the mean score and standard deviation score of high self-efficacy and organizational citizenship behaviour. It also shows that there is no case of missing value as the total number of respondents equals to 420. The next table to be considered is the correlation table which will be presented in the next sub-heading below.

Table 4.29: Pearson Correlation for high self-efficacy and OCB

Item		High Self-Efficacy	OCB
High Self-Efficacy	Pearson Correlation	1	.593**
	Sig. (2-tailed)		.000
	N	420	420

OCB	Pearson Correlation	.593**	1
	Sig. (2-tailed)	.000	
	N	420	420

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis in table 4.29 above is one of the key components in Pearson Moment Correlation Coefficient. It tells us the relationship and the direction of the two sets of variables (Pallant, 2011; Hair, 2012). Considering the Pearson Moment Correlation in table 4.29 above, there is a positive relationship between high self-efficacy and organizational citizenship behaviour. This was observed under the Pearson Correlation with value of .593. The strength of the relationship between these two variables is large, according to Cohen (1988) who maintains that any relationship value from .50 to 1.0 is considered large. Therefore, high self-efficacy is statistically significant to organizational citizenship behaviour ($p=.000$). We can, therefore, conclude from this table that high self-efficacy is statistically significant to organizational citizenship behaviour and also has a positive relationship with it.

The relationship between high self-efficacy and organizational citizenship behaviour was investigated using the Pearson product moment correlation coefficient. Preliminary analyses were conducted to ensure that the basic assumption of this correlation is not violated. It, therefore, meets the normality, homoscedasticity and linearity. There is a strong positive relationship between high self-efficacy and organizational citizenship behaviour, $r = .593$, with $n=420$ and $p=.000$.

Hypothesis 1b

Ho_{1b}: There is no significant relationship between low self-efficacy and organizational citizenship behaviour.

H_{1b}: There is a significant relationship between low self-efficacy and organizational citizenship behaviour.

Pearson Moment Correlation was adopted in testing the relationship between low self-efficacy and staff's organizational citizenship behaviour. The result is presented below:

Table 4.30: Descriptive Statistics

Items	N	Mean	Standard Deviation
Low Self-Efficacy	420	2.378	.891
OCB	420	48.238	7.894

Table 4.30 above shows the mean and standard deviation scores for low self-efficacy and organizational citizenship behaviour. The mean score for low self-efficacy is 2.378 while its standard deviation score is .891. Organizational citizenship behaviour has a mean score of 48.238 with a standard deviation score of 7.894. From the table, the mean and standard deviation scores of organizational citizenship behaviour are higher than that of low self-efficacy. The total number corresponds with the value of respondents in this study. Therefore, there is no case of missing value in the data set. Next, the researcher considered the correlation table below:

Table 4.31: Pearson Correlation Table

Items	Low Self-Efficacy	OCB
Low Self-Eff.: Pearson Correlation	1	-.291**
Sig.(2-tailed)		.000
N	420	420

OCB	Pearson Correlation	-.291**	
	Sig.(2-tailed)	.000	
	N	420	420

** Correlation is significant at 0.01 level (2-tailed).

The Pearson correlation table in table 4.31 above shows that low self-efficacy has a negative relationship with organizational citizenship behaviour with -.291. It reaches a statistically significant level at $p=.000$. In the same vein, organizational citizenship behaviour has a negative relationship with low self-efficacy with -.291. This also reaches a statistically significant stage with p -value equals .000. The number of respondents for these two variables is 420 as contained in the table above. It, therefore, implies that low self-efficacy has a negative effect on staff's organizational citizenship behavior

In summary, the relationship between low self-efficacy and organizational citizenship behaviour was investigated using the Pearson product moment correlation coefficient. Preliminary analyses were conducted to ensure that the basic assumption of this correlation is not violated. It, therefore, meets with the normality, homoscedasticity and linearity. There is a negative relationship between low self-efficacy and organizational citizenship behaviour, $r = -.291$, with $n=420$ and $p=.000$. It, therefore, implies that when leaders display low self-efficacy, it will result into negative performance of staff in higher education institutions.

Hypotheses 2, 3, and 4

H₀₂: Leadership self-efficacy does not impact on staff's organizational citizenship behaviour in higher education institutions.

H₂: Leadership self-efficacy impacts on staff's organizational citizenship behaviour in higher education institutions.

H₀₃: Change oriented behaviour of leaders does not impact on staff's organizational citizenship behaviour in higher education institutions.

H₃: Change oriented behaviour of leaders' impacts on staff's organizational citizenship behaviour in higher education institutions.

H₀₄: Change policy does not impact on staff's organizational citizenship behaviour in higher education institutions.

H₄: Change policy impacts on staff's organizational citizenship behaviour in higher education institutions.

To test these hypotheses, the researcher used structural equation modelling. Before that, factor analysis and confirmatory factor analysis were run. Thereafter, the following results were derived.

Exploratory Factor Analysis

This section presents the cluster of the variables. Field (2009) stresses that factor analysis is used to understand the structure of a set of variables, construct a questionnaire to measure an underlying variable and reduce data set to a more meaningful size while retaining vital information. Similarly, Pallant (2011) opines that the larger the sample size, the better for its suitability for factor analysis. Before we can conduct the Structural Equation Modelling, we need to ascertain the distribution of the items and set of variables. The researcher conducted the factor analysis and arrived at the results below:

Kaiser Mayer-Olkin Measure of Sampling Adequacy/Bartlett's Test

This sub-section presents the result of Kaiser Mayer-Olkin measure of sampling adequacy and Bartlett's test of sphericity. Full detail of the result is presented in table 4.36 below:

Table 4.32: KMO and Bartlett's Test

Items	Result
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.972
Approximate Chi-Square	21501.338
Bartlett's Test of Sphericity:	
Degree of Freedom	1891
Significance	.000

Table 4.32 reveals the Kaiser Mayer-Olkin and Bartlett's test result. The value of the Kaiser-Mayer-Olkin Measure of Sampling Adequacy(KMO) is .972 which is greater than .6 as recommended by Pallant (2011). Also, the approximate value of the Chi-square is 21501.338. In addition, the Bartlett's Test of Sphericity has a degree of freedom of 1891 and is statistically significant at $p=.000$. It, therefore, implies that factor analysis is appropriate. Next is to check the total variance explained table.

Total Variance Explained

The total variance explained table helps us to determine the number of components that are above Eigenvalue which is above 1. From the table below, it is evident that only six items meet these criteria. Items 1, 2, 3, 4, 5 and 6 have Eigenvalues greater than 1 (27.14, 6.04, 2.5, 2.2, 1.5 and 1.2). These six components explain a total of 65.52 percent of the variance.

Table 4.33: Total Variance Explained

Component	Initial Eigenvalues		
	Total	Percentage of Variance	Cumulative Percentage
1	27.144	43.780	43.780
2	6.043	9.747	53.527
3	2.484	4.007	57.534
4	2.202	3.552	61.086
5	1.503	2.424	63.510
6	1.248	2.013	65.523
7	.990	1.597	67.120
8	.898	1.448	68.568

Table 4.33 above presents the total variance table for the factor analysis. The table shows how many variables should be retained. It shows variables with Eigenvalues greater than 1. From the table 4.33 above, it is observed that 6 variables are above Eigenvalue greater than 1. These six variables explained 65.52% of the total variable. Furthermore, it is found that the result of the total variance explained table corresponds with the result of the scree plot. This indicates that the researcher can proceed with the analysis. Therefore, the researcher went further to check the communality of each item under these six constructs.

Communality

Here, the researcher is interested in checking the communality of each of the items under the 6 constructs in this study. Therefore, all the 62 items were brought together and tested for communality. The result of the communality test is presented in Appendix V.

A look at the communality in Appendix V shows that the communality of each of the items is above .50. Hair et al. (1998) suggest that numbers above .50 are recommended for a good communality. Next, the researcher checked for rotated matrix and presented the result in the succeeding heading.

Rotated Matrix

The rotated matrix shows the loading of each of the items under their respective constructs. It aims at ensuring that each item is perfectly loaded. The result of the rotated matrix is presented in Appendix V. The rotated component matrix in Appendix V shows how each item under their different constructs are loaded. A careful consideration of the rotated matrix table in Appendix V reveals that all the items are above .50. It also shows that 10 items loaded under high self-efficacy, and 11 items loaded under low self-efficacy. In addition, 10 items loaded under leadership self-efficacy while 11 items loaded under organizational citizenship behaviour. The table further reveals that 9 items loaded under change-oriented behaviour while the remaining 11 loaded under change policy. The component matrix table above shows a perfect and clear picture of the items and their loading patterns.

Interpreting the Result of Factor Analysis

The 62 items in the leadership self-efficacy, change-oriented behaviour and organizational citizenship behaviour were subjected to principal components analysis (PCA) using Statistical Package for Social Sciences (SPSS) version 21. Prior to this, the suitability of data for factor analysis was assessed. A careful inspection of the correlation matrix shows the presence of many coefficients of .3 and above. The

Kaiser-Mayer-Olkin value was .972 which exceeds the recommended value of .6 suggested by Kaiser (1970). The Bartlett's Test of Sphericity reached statistically significant of .000. These support the factorability of the correlation matrix.

The principal component analysis shows the presence of six components with eigenvalue greater than 1, explaining 43.8%, 9.7%, 4.0%, 3.6%, 2.4% and 2.0% of the variance. A critical inspection of the scree plot graph shows a clear break after the sixth component. Going by the Catell's (1966) scree test, it was decided to retain six components for further investigation. The six components solution explain a total of 65.5% of the variance with component 1 contributing 43.8%, component 2 contributes 9.7%, component 3 explains 4%. Component 4 contributes 3.6%, component 5 contributes 2.4% while component 6 contributes 2%.

Validating the Measurement Model using Confirmatory Factor Analysis

Awang (2014) proposes that three steps must be followed before modelling the interrelationship of all the latent variables in a Structural Equation Model (SEM).

These three steps are:

- (i) Uni-dimensionality
- (ii) Validity and
- (iii) Reliability

For uni-dimensionality, Awang (2014) suggests that item less than .05 should be deleted. It therefore implies that items with loading factor less than .05 are not considered for uni-dimensionality and should be deleted.

On validity, the researcher therefore considers the construct and discriminate validity of the model. To do these, Awang (2014) suggests the table below:

Table 4.34: Index Category and Level of Acceptance for each Index

Name of Category	Name of Index	Level of Acceptance	Comments
Absolute Fit	Chi-square	$p > 0.05$	Sample > 200
	RMSEA	$RMSEA < 0.08$.05 – 1.0 Acceptable
	GFI	$GFI > 0.90$	GFI = 0.95 is a good fit
Incremental Fit	CFI	$CFI > 0.90$	CFI = 0.95 is a good fit
Parsimonious Fit	Chisq/df	$Chisq/df < 5.0$	Value must be less than 5

(Source: Awang, 2014, p. 64).

Evaluating the Fitness of the Model Fit

This section presents evaluation of the model fit. It aims at measuring the fitness of the model. This will be done using the confirmatory factor analysis. With this, the researcher will be able to confirm whether this model fits. It therefore checks the fitness of leadership self-efficacy, change-oriented behaviour and organizational citizenship behaviour in higher education institutions. The result of the confirmatory factor analysis is presented in the figure 4.9 below.

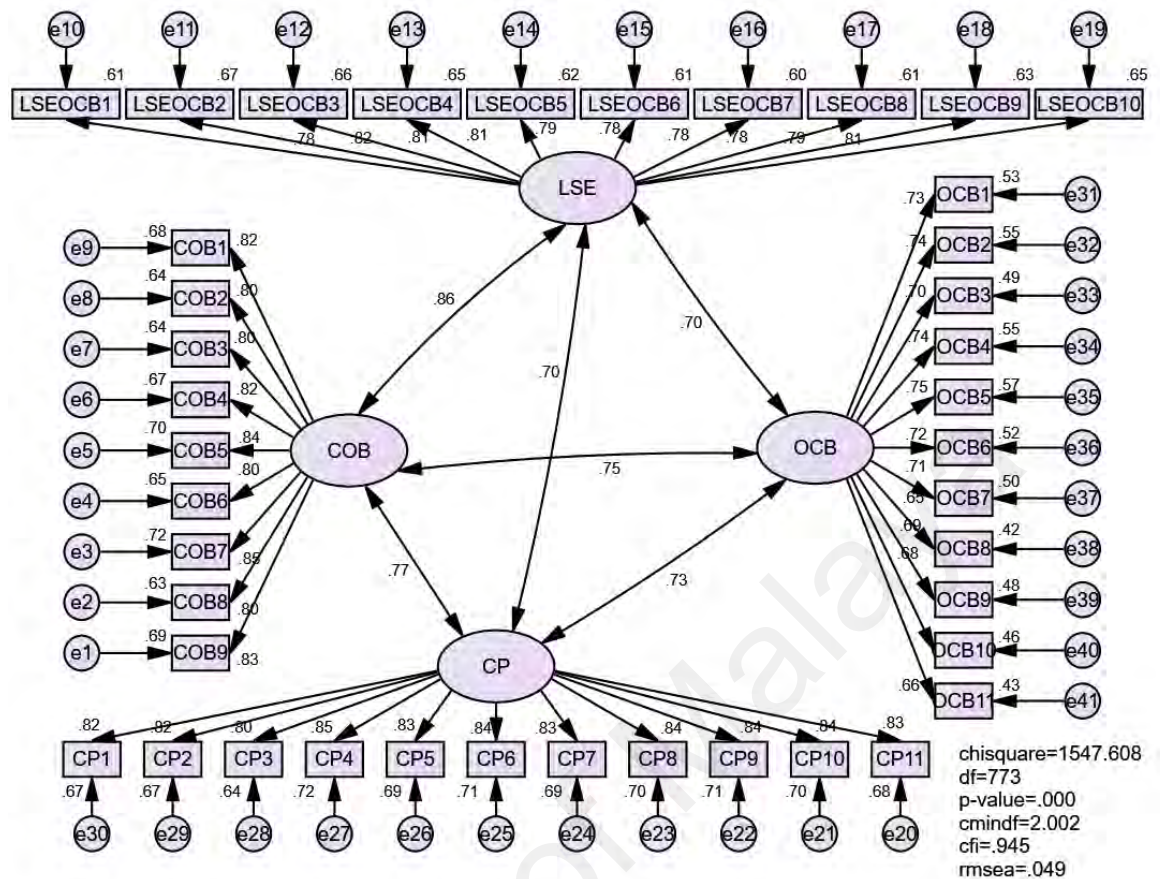


Figure 4.1: Model Fit Estimation

The diagram in Figure 4.1 above shows the result of the confirmatory factor analysis of the 41 items. The table will be used to check the authenticity of this model. From the diagram of the model above, it is evident that the loading of all the items under leadership self-efficacy is greater than .50. The same thing goes for change-oriented behaviour. For change policy, all the 11 items loaded above .80 which is greater than .50. Lastly, all the items under organizational citizenship behaviour are also greater than .50. It, therefore, implies that all the items in this model loaded above the required .50. After checking the factor loading, the next step is to report the index of the model. This will be presented in the succeeding paragraph.

A close look at the p-value in the diagram above shows that the value of the p-value is .000 ($.000 > .05$). This is statistically significant and conforms with the suggestion in the table above. Similarly, the result of the RMSEA in the model above is .049. This is less than 0.08 suggested by Awang (2014) in the table 4.40. It, therefore, implies that the model meets with the requirement of absolute fit. Next, the researcher went further to check the CFI result.

Considering the value of CFI in the diagram, it is found that the value is .945 which can be approximated to .95. From the suggestion of Awang (2014), it is clear that this model passes the incremental fit as the value falls within the acceptable region. Also, the value of the chi-square of the model is 1547.608. This shows that it is above the suggested value for the parsimonious fit. Finally, the diagram above shows that all the items are above .70 which shows that the convergent validity of the model is achieved.

In conclusion, the overall model fit indicates that the minimum level is achieved. The four factors structure model chi-square yield a relatively satisfactory value of 1547.608 with degree of freedom of 773. The value of the RMSEA is 0.5 while the value of the CFI is .945. The relative chi-square (CMIN/df) was estimated to be 2.002 which is below the threshold point of 3.0 and 5.0 suggested by Kline (2005); Hair et al. (2010) and Awang (2014) respectively. In addition, the direction of the magnitude of the loadings was statistically significant. This, therefore, implies

that the model is free from offending the estimates and meets the requirement for internal consistency. We can conclude that the model is fit.

The overall fit indexes for leadership self-efficacy, change-oriented behaviour and staff's organizational citizenship behaviour model is presented below:

Table 4.35: Overall Fit Index

Fit Indexes	Value	Remark
Chi-Square	1547.608	Acceptable
CFI	.945	Acceptable
RMSEA	.049	Acceptable
DF	773	Acceptable

Table 4.35 presents the overall fit index for the model. From the table, the value of the chi-square is 1547.608. CFI is .945. RMSEA is .049 while the degree of freedom (DF) is 773. Table 4.41 also shows that all these items are accepted and considered fit for the model. The next thing was to check the regression weight and probability of its significance. This was done by checking the regression table of the model as reported in the Appendix V of this thesis. The regression table in Appendix V of this thesis shows the regression weight of each of the items in relation to their constructs. A careful investigation of the regression table above shows that when the estimate value is divided by the standard error to get the critical value. According to the table, when COB 8 goes up by 1 unit, OCB goes up by 1.103 unit. The same is applicable to other variables as expressed in the table. In addition, all the items in the regression weight table in Appendix V are found to be statistically significant.

After attaining significance level, the researcher went further to check the correlation of the variables in this model. The result derived is presented in table 4.40 below:

4.36: Correlation of Latent Construct

Items	Estimate
COB ↔ LSE	.859
COB ↔ CP	.769
CP ↔ OCB	.731
LSE ↔ OCB	.697
COB ↔ OCB	.750
LSE ↔ CP	.699

The correlation table in table 4.36 above shows the relationship between latent construct in the model. It is found that the correlation between change-oriented behaviour (COB) and leadership self-efficacy is .859. The correlation between change-oriented behaviour (COB) and change policy (CP) is .769. In addition, the value of the correlation between change policy (CP) and organizational citizenship behaviour (OCB) is .731. Also, it is found that the correlation between leadership

self-efficacy and organizational citizenship behaviour is .697. Furthermore, the table reveals that the correlation between change-oriented behaviour (COB) and organizational citizenship behaviour (OCB) is .750. Finally, the correlation between leadership self-efficacy (LSE) and change policy (CP) is .699. A careful observation of the result of the correlation table shows that the value of the correlation is above .65. This shows that the correlation is ok and acceptable. The next step is to check the Structural Equation Modelling. This will be further explained in the next sub-heading.

Structural Equation Modelling (SEM)

Bryne (2010) defines structural equation modelling as a form of statistical method which makes use of confirmatory approach in analyzing a structural theory in accordance with some phenomenon. Awang (2014) postulates that researchers make use of structural equation modelling in testing the already existing theory in order to come up with a substantial and concrete result on the proposed study. For the purpose of this study, the researcher agreed to use Analysis of Moment Structure (AMOS) version 21 to analyze the data in this study. This AMOS is a modern software which was developed for structural equation modelling. The researcher went further to analyze the result and came up with the following findings:

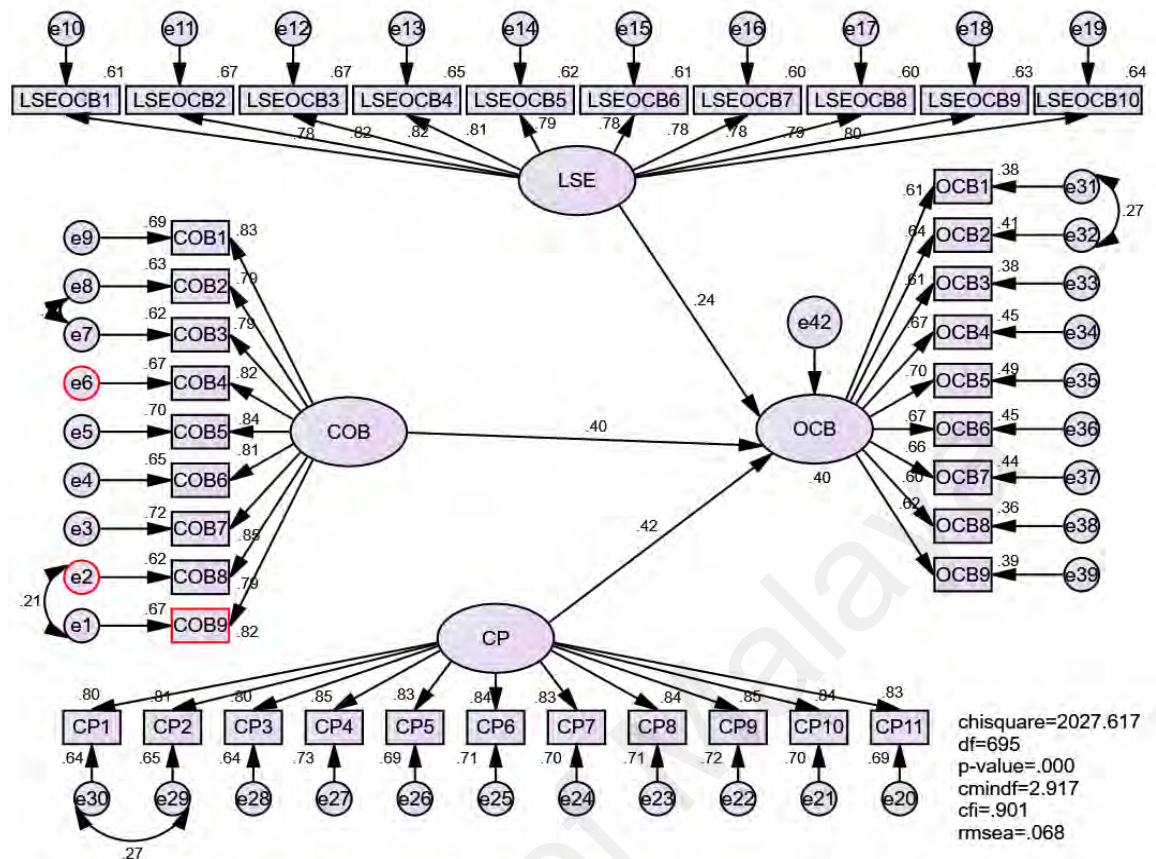


Figure 4.2: The Standardized Regression Weight

The Figure 4.2 above shows the result of the standardized estimate for the model. It is observed from the above diagram that the standardized beta estimate for the effect of leadership self-efficacy on staff's organizational citizenship behaviour is 0.24. Also, the standardized estimate of change-oriented behaviour of leaders has 0.40 effects on staff's organizational citizenship behaviour, while the change policy has 0.42 effects on staff's organizational citizenship behaviour. The value of coefficient of determination R^2 is 0.40. This implies that these three exogenous constructs (leadership self-efficacy, change-oriented behaviour and change policy) have contributed 40% to the change in staff's organizational citizenship behaviour in higher education institutions in Lagos State. It is also found from the model diagram above that change policy contributed most to the staff's organizational citizenship

behaviour with 0.40. This is followed by change-oriented behaviour of leaders with 0.40 while leadership self-efficacy was the last with 0.24.

The four factors in structure model chi-square yield a relatively satisfactory value of 2027.617 with degree of freedom of 695. The value of the RMSEA is 0.068 while the value of the CFI is .901. The relative chi-square (CMIN/df) is estimated to be 2.917 which is below the threshold point of 3.0 and 5.0 suggested by Kline (2005), Hair et al. (2010) and Awang (2014).

Regression Weight of Each Path

There is a need for us to check the regression weight for every path estimation in the structural equation model diagram in Figure 4.10 above. This can be found in Appendix V of this thesis. From the regression in Appendix V, it is found that leadership self-efficacy is significant to staff's organizational citizenship behaviour. In addition, change-oriented behaviour is statistically significant to staff's organizational citizenship behaviour. Finally, change policy is also statistically significant to staff's organizational citizenship behaviour. Each of the items under leadership self-efficacy is significant to leadership self-efficacy. The same is applicable to change-oriented behaviour, change policy and organizational citizenship behaviour.

Analysis of Covariance

The result of covariance in the diagram is presented in table 4.45 below:

Table 4.37: Covariance Table

Items	Estimate	Standard Error	Critical Ratio	P-Value
e31↔e32	.170	.036	4.772	.000
e1↔e2	.180	.029	3.701	.000
e7↔e8	.103	.024	4.228	.000
e29↔e30	.125	.026	4.781	.000

Table 4.37 above shows the result of estimate, standard error, critical value and p-value of the covariance. It further reveals that the items in the covariance are statistically significant. Leadership self-efficacy impacts on staff's organizational citizenship behaviour in higher education institutions.

H₀₃: Change-oriented behaviour of leaders does not impact on staff's organizational citizenship behaviour in higher education institutions.

Result of Hypothesis Testing for the Respected Path

This sub-section presents the final result of each of the hypothesis based on the findings derived from the structural equation modelling analysis.

Table 4.38: Hypothesis Testing

Hypothesis Statement	Estimate	P-Value	Result
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H₂: Leadership self-efficacy impacts on

staff's organizational citizenship behaviour.	.172	.000
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Supported

H₃: Change-oriented behaviour impact on

staff's organizational citizenship behaviour	.273	.000
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Supported

H₄: Change policy impact on staff

organizational citizenship behaviour	.272	.000	Supported
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The analysis in table 4.38 above shows that the structural equation model supports the third hypothesis which states that there is a significant relationship between leadership self-efficacy and staff's organizational citizenship behaviour in higher education institutions. It stresses that the self-efficacy of leaders has something to do with the willingness of the staff to give their best to their organization. In addition, the result found in the model shows that hypothesis four is correct. It shows that there is a significant relationship between change-oriented behaviour of leaders and staff's organizational citizenship behaviour in higher education institutions. Finally, the result reveals that there is a statistically significant relationship between change policy of an organization and organizational citizenship behaviour of members of staff in higher education institutions. This implies that we will accept all the alternative hypotheses in hypotheses 3, 4 and 5 and will not accept all the null hypotheses in 3, 4 and 5 above. We can, therefore, conclude that leadership self-efficacy, change-oriented behaviour and change policy are significant to staff's organizational citizenship behaviour in higher education institutions in Lagos State.

Moderation of the Model (Experience as a Moderator)

This section is an additional work in this study. It intends to know whether demographic variable like experience moderates the model. The researcher went further to confirm whether the experience of staff moderates the interaction between leadership self-efficacy, change-oriented behaviour, change policy and staff's organizational citizenship behaviour model. Therefore, another research hypothesis was raised.

H_{4b}: Experience moderates the interaction between leadership self-efficacy, change-oriented behaviour, change policy and staff's organizational citizenship behaviour.

The experience of these 420 respondents is divided into two streams of more than 10 years and less than 10 years. After this classification, the researcher went further to test the model by examining the moderating effect of experience on the model when the model was unconstrained and when it was constrained. The researcher started by checking the result of the model when experience was moderated. After running the analysis, the following result was derived:

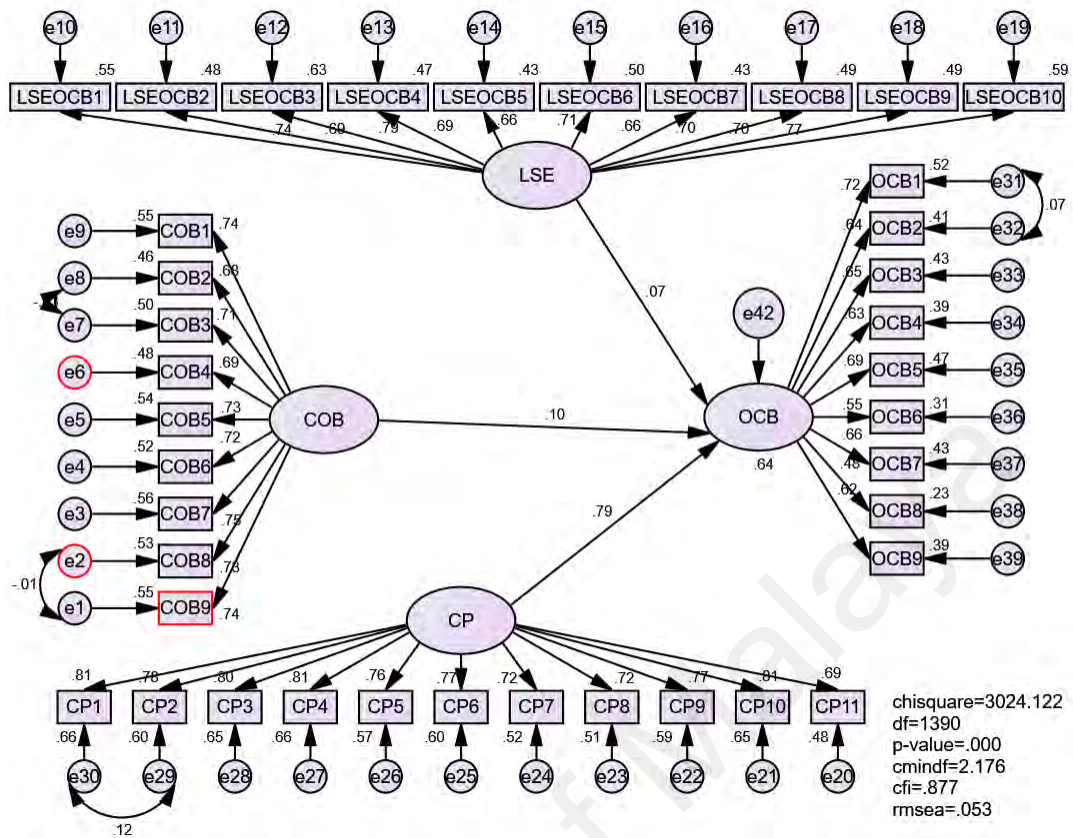


Figure 4.3: Unconstrained model of more than 10 years when experience mediates.

Figure 4.3 above shows the result of the unconstrained model when experience mediates. It was found that the chi-square value changed to 3024.122 with degree of freedom of 1390. The RMSEA value is .053 with a CFI of .877 and CMIN/Df of 2.176. The p-value is also significant at .000. Next, we need to consider the result of the model when the model is constrained. The three variables contribute 0.64 to the organizational citizenship behaviour. It implies that without the model being constrained, the three variables explained 64% of the organizational citizenship behaviour.

Furthermore, the researcher further did test for the moderating effect of experience by constraining the model. After constraining the model for staff with more than 10 years experience, the researcher arrived at the result below:

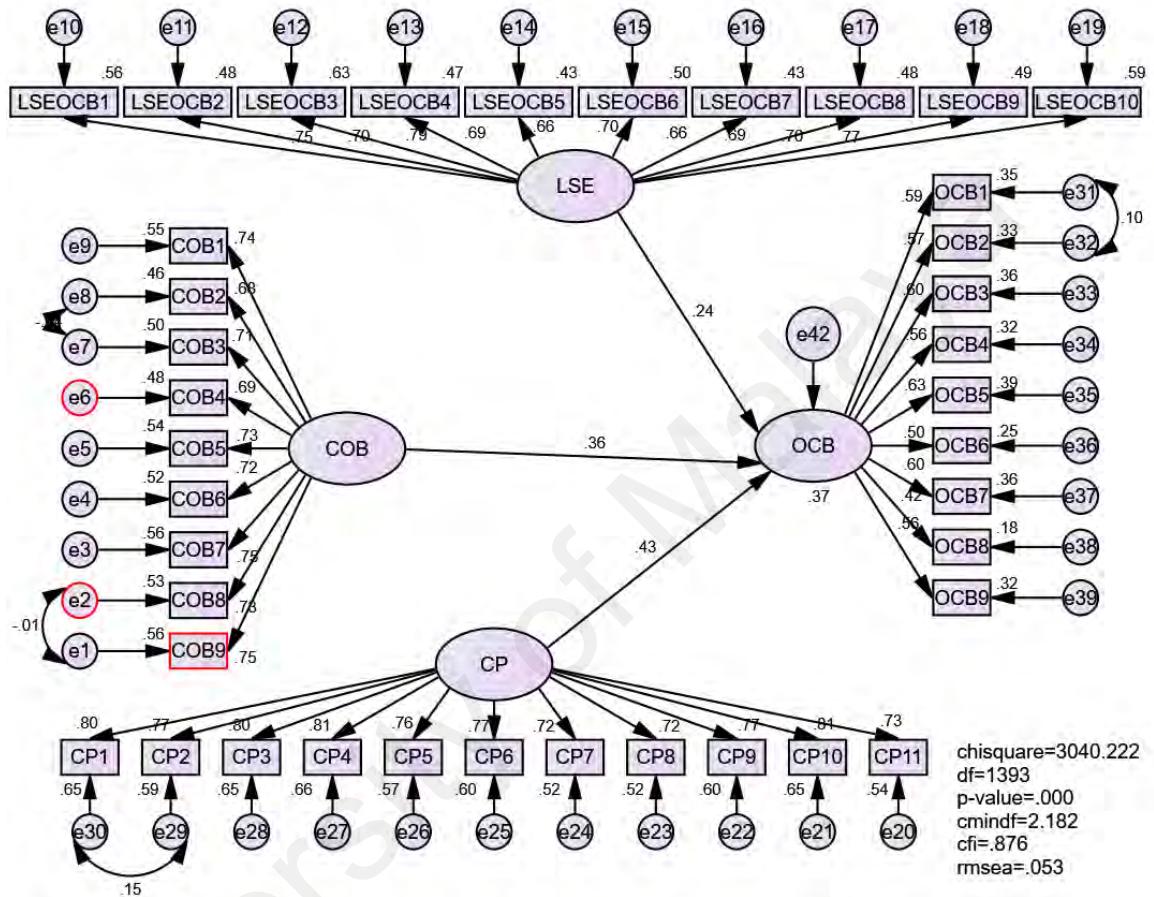


Figure 4.4: Constrained model of more than 10 years when experience mediates.

Figure 4.4 above shows the result of the unconstrained model when experience mediates. It was found that the chi-square value changed to 3024.222 with degree of freedom of 1393. The RMSEA value is .053 with a CFI of .876 and CMIN/Df of 2.182. The p-value is also significant at .000. Here, the three variables contribute 0.37 to the organizational citizenship behaviour. This shows that 37% of the change in organizational citizenship behaviour is derived through these three variables.

For staff with more than 10 years work experience, the researcher found that the contribution of these three variables changed when constrained. Therefore, we need to check the table below for the result.

Table 4.39: Moderation Test for Staff with More Than 10 Years Work Experience

Item	Constrain Model	Unconstrain Model	Chi-Square	Diff. T-Value	Remark
Chi-Square	3040.222	3024.122	16.100	7.815	Significant
Df	1393	1390	3		
CMIN/Df	2.182	2.176			
RMSEA	.053	.053			
CFI	.876	.877			
P-Value	.000	.000			

In the table 4.39 above, the difference in chi-square result is 16.100 (3040.22 – 3024.122) while the difference in degree of freedom is 3. The table value using the chi-square table under .050 is 7.815. This shows that the calculated value is greater than the tabulated value (16.100 > 7.815). Since the table value is less than the calculated value, it, therefore, implies that high experience moderates the relationship between leadership self-efficacy, change-oriented behaviour, change policy and organizational citizenship behaviour of staff in higher education institutions.

In addition, the researcher considered the moderating effect of less than 10 years work experience. This produces the following result.

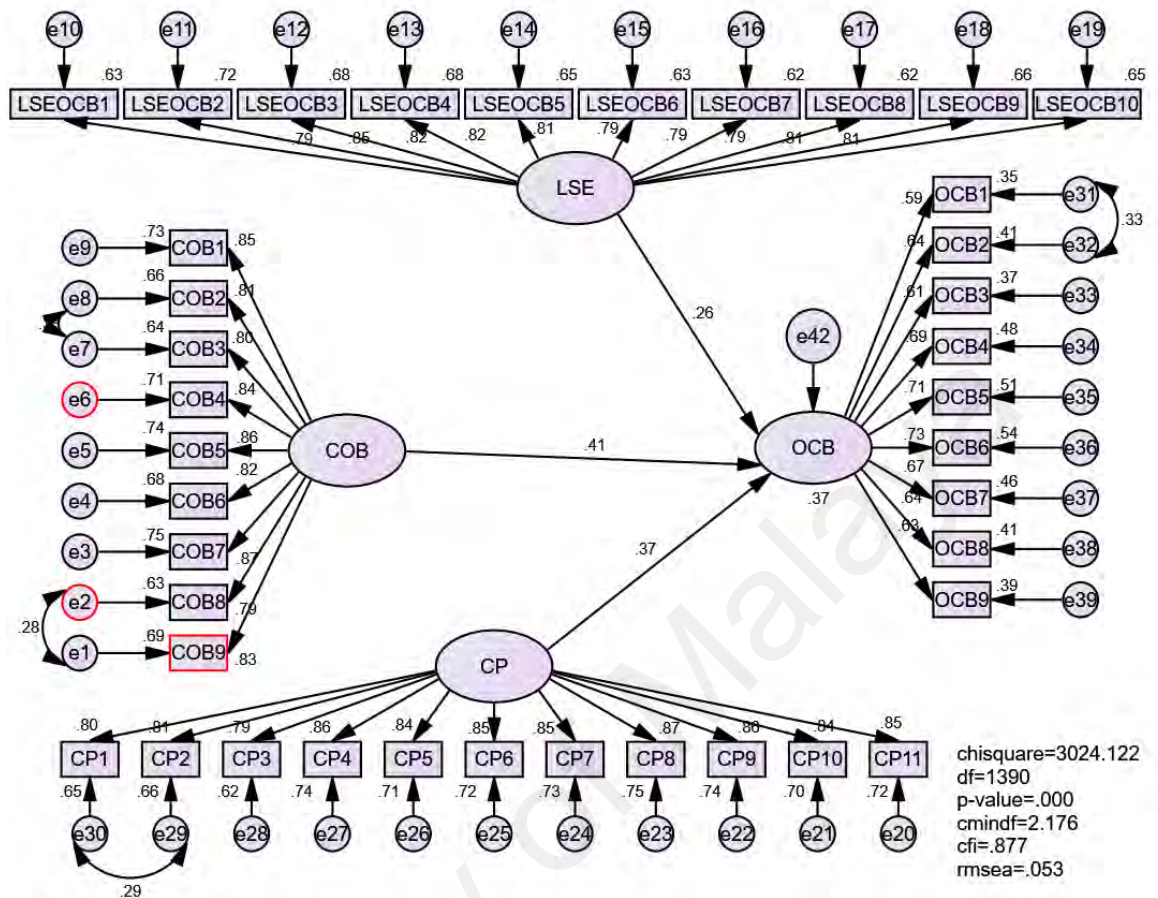


Figure 4.5: Unconstrained model of less than 10 years when experience mediates.

Figure 4.5 above shows the result of the unconstrained model of less than 10 years when experience mediates. It was found that the chi-square value changed to 3024.122 with degree of freedom of 1390. The RMSEA value is .053 with a CFI of .877 and CMIN/Df of 2.176. The p-value is also significant at .000. Next, we need to consider the result of the model when the model is constrained. The three variables contributed 0.37 to the organizational citizenship behaviour. It implies that without the model being constrained, the three variables explained 37% of the organizational citizenship behaviour. The next step is to constrain the model for less than 10 years work experience and make a comparison.

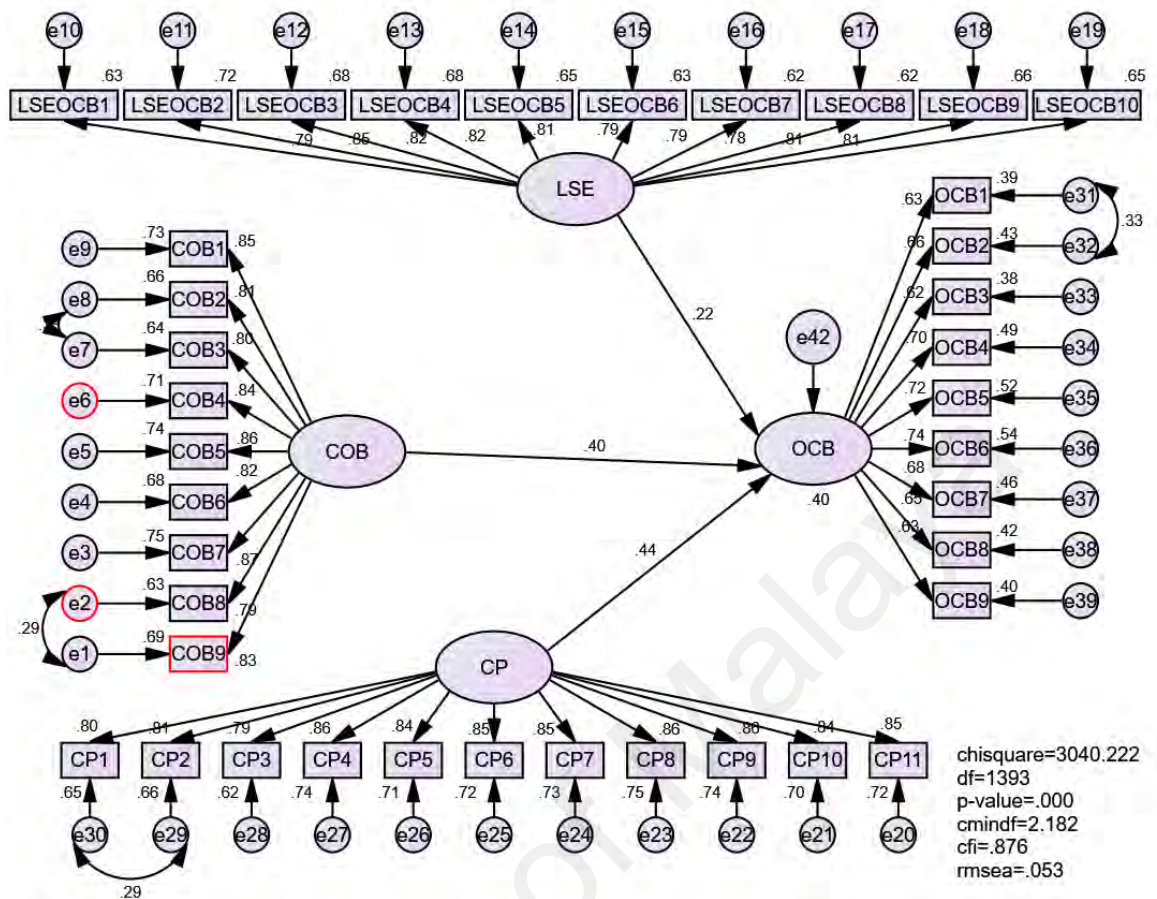


Figure 4.6: Constrained model of less than 10 years when experience moderates.

Figure 4.6 above shows the result of the unconstrained model when experience moderates. It was found that the chi-square value changed to 3024.222 with degree of freedom of 1393. The RMSEA value is .053 with a CFI of .876 and CMIN/Df of 2.182. The p-value is also significant at .000. Here, the three variables contributed 0.40 to the organizational citizenship behaviour. This shows that 40% of the change in organizational citizenship behaviour was derived through these three variables.

For staff with less than 10 years work experience, the researcher observed that the contribution of these three variables changed when constrained. Therefore, the researcher checked the table below for the result.

Table 4.40 Moderation Test for Staff with Less Than 10 Years Work Experience

Item	ConstrainModel	UnconstrainModel	Chi-SquareDiff.	T-Value	Remark
Chi-Square	3040.222	3024.122	16.100	7.815	Significant
Df	1393	1390	3		
CMIN/Df	2.182	2.176			
RMSEA	.053	.053			
CFI	.876	.877			
P-Value	.000	.000			

Table 4.40 above shows that the difference in chi-square result is 16.100 (3040.22 – 3024.122), while the difference in degree of freedom is 3. The table value using the chi-square table under .050 is 7.815. This shows that the calculated value is greater than the tabulated value ($16.100 > 7.815$). Since the table value is less than the calculated value, it, therefore, implies that high experience moderates the relationship between leadership self-efficacy, change-oriented behaviour, change policy and organizational citizenship behaviour of staff in higher education institutions.

As a conclusion of this, it was found that work experience of staff (both more than 10 years and less than 10 years) is both significant. Since the calculated value for these two is more than the table value. Therefore, we will accept the alternative hypothesis and reject the null hypothesis.

Relationship between Demographic Information and Staff Organizational Citizenship Behaviour

In this section, the researcher checked the relationship between demographic information such as type of institution, staff category, work experience, staff cadre and age with staff's organizational citizenship behaviour. The rationale behind this is to determine whether or not a difference exists between the mean scores of each of the demographic variable and staff's organizational citizenship behaviour. Pallant (2011) argues that analysis of variance compares the variance between different groups of independent variables with the variability within each group. After the analysis, the following results were obtained.

Ho_{5.1} There is no difference in mean score of type of institution and organizational citizenship behaviour.

H_{5.1}: There is a difference in mean score of type of institution and organizational citizenship behaviour of staff.

Table 4.41: Descriptive

Items	N	Mean	SD	Standard Error
College of Education	137	49.361	8.547	.73019
Polytechnics	133	49.638	6.600	.57236
University	150	45.972	7.867	.64231
Total	420	48.238	7.894	.38519

Table 4.41 above shows the result of descriptive statistics of each group like mean, standard deviation and standard error. It is evident from the table that the N value for each group is correct. Next is to check for homogeneity of variances.

Table 4.42: Test of Homogeneity of Variances

Levene Statistics	df1	df2	Significance
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.730	2	417	.483
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Table 4.42 presents the result of test of homogeneity of variance for the types of institutions of the respondents. The test of homogeneity of variances shows whether the variance in scores among these three groups is the same. Pallant (2011) suggests that if the value of Levene's statistics is greater than .05, then we have not violated the assumption of test for homogeneity of variance. Based on the result in the table above, the value of Levene test of homogeneity is .730 (which implies that $.730 > .05$). It, therefore, implies that the researcher has not violated the assumption of test of homogeneity of variance. Next is to check for the area of difference. To do this, the researcher considered the Analysis of Variance table below.

Table 4.43: ANOVA

Items	Sum of Square	Df	Mean Square	F	Significance
Between Groups	1203.892	2	601.946	10.078	.000
Within Groups	24906.067	417	59.727		
Total	26109.959	419			

The ANOVA table in table 4.43 above shows the difference between groups and within group. The p-value of the result above is less than .05. This implies that there is a significant difference somewhere among the mean scores of the three different groups. To check where the difference lies, there is a need to consider the multiple comparisons table below.

Table 4.44: Multiple Comparisons

Institution Type (I)	Type (J)	Mean Diff.	Std.Error
Significant			

	Polytechnics	-.27675	.941	.953
College of Edu.	University	3.38947*	.913	.001
	College of Edu.	.27675	.941	.953
Polytechnics	University	3.66622*	.920	.000
	College of Edu.	-3.38947*	.913	.001
University	Polytechnics	3.66622*	.920	.000

Note: Dependent Variable: OCB, Tukey HS *The mean difference is significant at the 0,05 level

Table 4.44 above shows the multiple comparisons for the types of institution of the 420 respondents in this study. This table will be checked if we notice a significant difference in the overall ANOVA. The significant difference point is indicated with a asterik sign (*). Therefore, the significant difference is noticed between college of education and university; difference is also noticed between polytechnic and university.

Moreover, the researcher went further to calculate the effect size. To do this, he used the formula below:

$$\text{Eta squared} = \frac{\text{Sum of squares between groups}}{\text{Total sum of squares}}$$

From the ANOVA table in table 4.48 above, the value of the sum of squares between groups is 1203.89, while the value of the total sum of squares is 26109.96

$$\text{Eta squared} = \frac{1203.89}{26109.96}$$

$$\text{Eta squared} = 0.0461$$

$$\text{Eta squared} = 0.05$$

According to Cohen (1988), the value of the eta squared is considered small.

A one-way between group analysis of variance was conducted to explore the impact of type of institution on staff's organizational citizenship behaviour. Respondents for this study were divided into three groups of College of Education as group 1, Polytechnics as group 2 and University as group 3. The result shows that there is a statistically significant difference at $p < .05$ with $F(2,417) = 10.08$, $p = .000$. In spite of being statistically significant, the actual difference in mean score between groups is quite small. The effect size, using the eta squared, was calculated to be 0.05. The post-hoc comparison table, using the Turkey HSD test, shows that the mean score for group 1 (i.e. College of Education) is 49.36 with standard deviation of 8.55 is statistically different from group 3 (i.e University) which has a mean of 49.64 with a standard deviation of 6.60. Also, group 2 (i.e Polytechnics) with a mean score of 45.97 and a standard deviation of 7.86 is also statistically different from group 3. This implies that we will accept the alternative hypothesis and reject the null hypothesis. It shows that there is a statistically difference in the mean scores among these three groups and organizational citizenship behaviour. Finally, we will accept H_1 and reject H_0 .

$H_{05.2}$: There is no difference in mean score of type of staff and organizational citizenship behaviour

$H_{5.2}$: There is a difference in mean score of type of staff and organizational citizenship behaviour of staff.

Table 4.45: Descriptive

Items	N	Mean	SD	Standard Error
Teaching	303	48.5212	7.237	.416
Administrative	72	47.5505	8.791	1.036
Support	45	47.4323	10.356	1.544
Total	420	48.2381	7.894	.385

Table 4.45 above shows the result of descriptive statistics of the staff category. It reveals the mean, standard deviation and standard error of each category of staff. It is evident from the table that the N value for each group is correct. There are three groups in this category. Group 1 represents teaching staff, group 2 stands for administrative staff while group 3 stands for support staff. Next is to check for homogeneity of variances.

Table 4.46: Test of Homogeneity of Variances

Levene Statistics	df1	df2	Significance
3.194	2	417	.042

Table 4.46 shows the result of test of homogeneity of variance for staff category. Just like the previous explanation, the test of homogeneity of variances informs us whether the variance in scores among these three groups is the same or not. Therefore, Pallant (2011) suggests that if the value of Levene's statistics is greater than .05, then we have not violated the assumption of test for homogeneity of variance. The value of Levene statistics is 3.194, the first degree of freedom is 2, the second degree of freedom is 417 while the significance is .042. This shows that the significance score of the test of homogeneity of variance is less than .05 (i.e. $.042 < .05$).

.05). It implies that the researcher has violated the test of homogeneity of variance. Therefore, there is a need to consider robust tests of equality of means table once the test of homogeneity of variance is violated.

Table 4.47: Robust Test of Equality of Means

Items	Statistics ^a	df1	df2	Significance
Welch	.554	2	86.301	.577
Brown-Forsythe	.502	2	113.949	.607

From the robust tests of equality of means table in table 4.47 above, the value of Welch is significant at .577, while that of Brown-Forsythe is .607. These two are above .05. This, therefore, implies that the researcher needs to continue with his analysis. Next is to check whether there is difference among these groups. To do this, the researcher considers the Analysis of Variance in table 4.48 below.

Table 4.48: ANOVA

Items	Sum of Square	Df	Mean Square	F	Significance
Between Groups	87.534	2	43.767	.701	.496
Within Groups	26022.425	417	62.404		
Total	26109.959	419			

Table 4.48 above presents the result of analysis of variance for staff category. The ANOVA table above shows the difference between groups and within group. It informs or tells us whether there is a difference among the groups. The difference can be detected using the p-value. According to Pallant (2011), if the value of the p-value is less than .05, there is a significant difference somewhere among the groups,

but, if otherwise, there is no significant difference among the group. Based on this, the p-value of the result above is greater than .05 as shown in the ANOVA table above. It shows that there is no significant difference anywhere among the mean scores of the three different groups. To further confirm this, there is a need to consider the multiple comparisons table below:

Table 4.49: Multiple Comparisons for Staff Category

Staff Category (I)	Staff Category (J)	Mean Diff.	Std.	Error
Significance				
Teaching	Administrative	.97065	1.036	.617
	Support	1.08883	1.262	.664
	Teaching	-.97065	1.036	.617
Administrative	Support	.11818	1.501	.997
	Teaching	-1.08883	1.262	.664
Support	Administrative	-.11818	1.501	.997
Dependent Variable: OCB		Tukey HSD		

*The mean difference is significant at the 0,05 level

The multiple comparison table shows specifically where the mean difference lies. The area with mean difference is usually denoted with an asterisk. Taking a critical look at the table above, it is observed that there is no sign of difference. It is, therefore, concluded that there is no statistically significant difference among the mean scores of these three groups.

Effect size: The effect size is also called the strength of the association. According to Tabachnick and Fidell (2007), the effect size is a set of statistics which shows the relative magnitude of the difference between means or the amount of the total

variance in the dependent variable which is predictable from knowledge of levels of the independent variable. Pallant (2011) opines that there are lots of effect size statistics but the commonly used one to compare groups are partial eta squared and the Cohen's d. In essence, the effect size tells us the effect of differences in means among these groups. Next is to calculate the effect size. To do this, the researcher used the formula below:

$$\text{Eta squared} = \frac{\text{Sum of squares between groups}}{\text{Total sum of squares}}$$

From the ANOVA table in Table 4.53 above, the value of the sum of squares between groups is 87.53, while the value of the total sum of squares is 26109.96

$$\text{Eta squared} = \frac{87.53}{26109.96}$$

$$\text{Eta squared} = 0.0033524$$

$$\text{Eta squared} = 0.003$$

According to Cohen (1988), the value of the eta squared is considered small

A one-way between groups analysis of variance was conducted to explore the impact of type of institution on staff's organizational citizenship behaviour. Respondents for this study were divided into three groups of teaching staff as group 1, administrative staff as group 2 and support staff as group 3 respectively. The result shows that there is no statistically significant difference at $p > .05$ with $F(2,417) = .701$, $p = .496$. Also, the post-hoc comparison table, using Turkey HSD test, testifies to the fact that there is no statistically significant difference among the mean values of these three groups. The eta square value shows a very small effect size too. We, therefore, accept the null hypothesis and reject the alternative hypothesis. This shows

that there is no significant difference between the mean scores of type of staff and organizational citizenship behaviour.

H_{05.3}: There is no statistical difference in mean score of faculty or school of staff and organizational citizenship behaviour of staff.

H_{5.3}: There is a difference in mean score of faculty or school of staff and organizational citizenship behaviour of staff.

Table 4.50: Descriptive Statistics for School/Faculty

Items	N	Mean	SD	Standard Error
Art	45	49.826	6.982	1.041
Business	42	48.251	8.326	1.285
Education	41	49.435	6.483	1.013
Engineering	34	48.171	6.240	1.070
Environmental Sci.	29	49.834	6.202	1.152
Law	33	47.103	10.018	1.744
Science	67	45.900	9.011	1.10087
Social Science	46	46.9723	7.518	1.10851
Vocational/Tech.	33	49.7989	8.374	1.45775
Others	50	49.9545	7.675	1.08539
Total	420	48.2381	7.894	.3859

Table 4.50 above presents the descriptive statistics for school/faculty of staff. It presents the number of respondents in each school/faculty with their mean scores, standard deviation scores and standard error of each group. It is worthy to note that

all the numbers obtained above are correct. Therefore, the researcher can proceed with further analysis.

Table 4.51 Test of Homogeneity of Variances

Levene Statistics	df1	df2	Significance
1.043	9	410	.405

With a close look at the test of homogeneity of variances table in table 4.59 above, the significance value of Levene statistics is .405. Levene statistics is 1.043 with a degree of freedom of 9 and 410 respectively. This shows that the researcher has not violated the assumption of test of homogeneity of variance. Next, the researcher went further to check the ANOVA table to determine if there is a difference among the groups.

Table 4.52 ANOVA

Items	Sum of Square	Df	Mean Square	F	Significance
Between Groups	834.955	9	92.773	1.505	.144
Within Groups	25275.004	410	61.646		
Total	26109.959	419			

The analysis of variance table in table 4.52 above shows the difference between groups and within groups. To determine whether there is a significant difference, the researcher needs to look at the p-value section tagged significance. From the table above, the p-value is .144 which is greater than .05. (.144 > .05). This implies that there is no significant difference between the mean scores of all the groups in this category. Therefore, we also need to confirm from the multiple comparisons table.

The multiple comparisons tell us where the difference lies. From the result of the multiple comparison shown in Appendix V, it discovered that there is no significant difference because the mark of significant difference does not exist anywhere. It also implies that there is no significant difference in the value of mean scores among these groups. Next is to check and calculate the effect size of the mean of these groups.

The effect size is also called the strength of the association. According to Tabachnick and Fidell (2007), the effect size is a set of statistics which shows the relative magnitude of the difference between means or the amount of the total variance in the dependent variable which is predictable from knowledge of levels of the independent variable. Pallant (2011) opines that there are lots of effect size statistics but the commonly used one to compare groups are partial eta squared and the Cohen's d. In essence, the effect size tells us the effect of differences in means among these groups. Next is to calculate the effect size. To do this, the researcher used the formula below:

$$\text{Eta squared} = \frac{\text{Sum of squares between groups}}{\text{Total sum of squares}}$$

From the ANOVA table in table 4.60 above, the value of the sum of squares between groups is 834.96, while the value of the total sum of squares is 26109.96

$$\text{Eta squared} = \frac{834.96}{26109.96}$$

$$\text{Eta squared} = 0.0319786$$

$$\text{Eta squared} = 0.03$$

From this calculation, the value of the eta squared is 0.03. According to Cohen (1988), the value of this eta squared is considered very small.

A one-way between groups analysis of variance was conducted to explore the impact of faculty or school on staff's organizational citizenship behaviour. Respondents for this study were divided into ten groups based on different faculties or schools as shown in the descriptive table above. The result shows that there is no statistically significant difference among the mean scores of these faculties or schools at $p > .05$ with $F(9,410) = 1.505$, $p = .144$. Also, the post-hoc comparison table, using Turkey HSD test, testifies to the fact that there is no statistically significant difference among the mean values of these ten groups. The eta square value shows a very small effect size. We, therefore, accept the null hypothesis and reject the alternative hypothesis. This shows that there is no significant difference between the mean scores of faculties or schools and staff's organizational citizenship behaviour. In conclusion, we accept null hypothesis and reject the alternative hypothesis.

$H_{05.4}$: There is no statistically significant difference in mean score of highest academic qualification of staff and organizational citizenship behaviour of staff.

$H_{5.4}$: There is a difference in the mean score of highest academic qualification of staff and organizational citizenship behaviour of staff.

Table 4.53: Descriptive Statistics for Academic Qualification

Items	N	Mean	SD	Standard Error
Up to First Degree	78	48.561	10.300	1.166
Master Degree	224	48.328	7.354	.491

PhD	118	49.176	6.890	.634
Total	420	48.238	7.894	.385

Table 4.53 above presents the result of descriptive statistics of staff's academic qualification. From the table, a total of 420 respondents participated in the study. The respondents are categorized into three different groups in relation to their highest academic qualifications. The mean scores, standard deviations cores and standard error of each group are also shown in the table above. All the numbers are correct. The researcher went further by examining the test of homogeneity of variance table below:

Table 4.54: Test of Homogeneity of Variances

Levene Statistics	df1	df2	Significance
8.495	2	417	.000

The test of homogeneity of variance above shows that this item does not meet the assumption of test of homogeneity of variance because the value of Levene's statistics above is .000 which is lesser than .05. Therefore, there is a need to check the Robust Test of Equality of Means only when there is violation of the assumption of homogeneity as suggested by Pallant (2011). Therefore, this researcher considered the robust tests of equality of means table below:

Table 4.55: Robust Test of Equality of Means

Items	Statistics ^a	df1	df2	Significance
Welch	1.989	2	176.236	.140

Brown-Forsythe	2.230	2	193.620	.110
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Look at the robust test of equality of means table above, we find that the value of Welch is .140, while that of Brown-Forsythe is .110. These show that the items meet the assumption of the robust tests of equality of means. In spite of this, there is a need for us to continue. Then, we need to check whether there is difference in the mean scores considering and checking the ANOVA table below:

Table 4.56 ANOVA

Items	Sum of Square	Df	Mean Square	F	Significance
Between Groups	325.038	2	162.519	2.628	.073
Within Groups	25784.921	417	61.834		
Total	26109.959	419			

The analysis of variance table shows the difference between groups and within groups. To determine whether there is a significant difference, we need to look at the p-value section tagged significance. From the table above, the p-value is .073 which is greater than .05. ($.073 > .05$). This implies that there is no significant difference between the mean scores of all the groups in this category. Therefore, the researcher confirms the multiple comparisons table below

Table 4.57: Multiple Comparisons for Staff Academic Qualification

Academic Quali(I)	Acad.Qual(J)	Mean Diff.	Std.	Error
	Significance Master Degree		-1.768	
	1.034	.203		

Up to First Degree	PhD	-2.615	1.148	.060
	Up to First Degree	1.768	1.034	.203
Master Degree	PhD	-.847	.894	.611
	Up to First Degree	2.615	1.148	.060
PhD	Master Degree	.847	.894	.611

Dependent Variable: OCB

Tukey HSD

*The mean difference is significant at the 0,05 level

The multiple comparisons table in table 4.57 above shows that there is no significant difference among the mean scores in these groups because there is no any asterisk to show any difference. It also agrees with the result of the Analysis of Variance table above. Next is to look for the effect size. To do this, the researcher used the formula below:

Eta squared = $\frac{\text{Sum of squares between groups}}{\text{Total sum of squares}}$

From the ANOVA table in table 4.65 above, the value of the sum of squares between groups is 325.04, while the value of the total sum of squares is 26109.96

$$\text{Eta squared} = \frac{325.04}{26109.96}$$

$$\text{Eta squared} = 0.0124489$$

$$\text{Eta squared} = 0.01$$

From this calculation, the value of the eta squared is 0.01. According to Cohen (1988), the value of this eta squared is considered very small.

A one-way between groups analysis of variance was conducted to explore the impact of highest academic qualification and staff's organizational citizenship behaviour. Respondents for this study were divided into three groups of up to first

degree as group 1, up to Master Degree as group 2, and PhD as group 3, presented in the descriptive table above. The result shows that there is no statistically significant difference among the mean scores of these highest qualification at $p > .05$ with $F(2,417) = 2.628$, $p = .073$. Also, the post-hoc comparison table, using Turkey HSD test, testifies to the fact that there is no statistically significant difference among the mean values of the three groups. The eta square value shows a very small effect size. We, therefore, accept the null hypothesis and reject the alternative hypothesis. This shows that there is no significant difference between the mean scores of highest academic qualification and staff's organizational citizenship behaviour. In conclusion, we accept null hypothesis and reject the alternative hypothesis.

$H_{0.5}$: There is no statistically significant difference in the mean score of year of work experience and organizational citizenship behaviour of staff.

$H_{5.5}$: There is difference in mean score of years of work experience and organizational citizenship behaviour of staff.

Table 4.58: Descriptive Statistics for Staff Work Experience

Experience	N	Mean	SD	Standard Error
1 – 5 years	221	46.863	8.058	.542
6 -10 years	80	48.718	8.335	.932
11 – 15 years	119	50.470	6.707	.615
Total	420	48.238	7.894	.385

Table 4.58 above shows the result of descriptive statistics for the work experience of the respondents. Experience was further categorized into three groups

of low, middle and high. Group 1 is low which includes staff with 1-5years. Group 2 refers to staff with 6-10 years of work experience. This is the middle group, while the third group (Group 3) consists of staff with 11 -15years work experience. The number for group 1 is 221, while groups 2 and 3 have 80 and 119 respectively. The mean scores, standard deviation scores and standard error for each group as indicated in table 4.66 above. Next, the researcher checked whether or not the work experience meets up with the assumption of test of homogeneity of variance. This was presented in the next table below:

Table 4.59: Test of Homogeneity of Variances

Levene Statistics	df1	df2	Significance
2.674	2	417	.070

Table 4.59 above shows the result of the test of homogeneity of variance for work experience. For this table, the researcher needs to consider the significant value of Levene's test of homogeneity of variance. Pallant (2011) suggests that if the value is above .05, then we have not violated the assumption of test of homogeneity of variance. Based on the result in the table above, the value of Levene test of homogeneity is 0.70 (which shows that $0.70 > .05$). This reveals that the table is on the right track. We, therefore, conclude that we have not violated the assumption of test of homogeneity of variance. Next is to check whether there is difference among these groups. To do this, the researcher considered the Analysis of Variance Table below.

Table 4.60: ANOVA

Items	Sum of Square	Df	Mean Square	F	Significance
Between Groups	1029.534	2	514.628	8.556	.000
Within Groups	25080.703	417	60.146		

Total	26109.959	419
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The ANOVA table in table 4.60 above shows the difference between groups and within groups. It informs or tells us whether there is a difference among the groups. The difference can be detected using the p-value (checking the value of significance). According to Pallant (2011), if the value of the p-value is less than .05, there is a significant difference somewhere among the groups, but, if otherwise, it implies that there is no significant difference among the group. Based on this, the researcher observed that the p-value of the result above is less than .05 ($.000 < .05$) as shown in the ANOVA table above. This implies that there is a statistically significant difference somewhere among the mean scores of the three different groups. For further confirmation, there is a need to check the result of the multiple comparisons.

Table 4.61 Multiple Comparisons for Staff Work Experience

Work Experience(I)	Work Exp.(J)	Mean Diff.	Std. Error	Significance
1 – 5 years	6 – 10 years	-1.856	1.012	.160
	11 – 15 years	-3.607*	1.882	.000
	1 – 5 years	1.856	1.012	.160
6 – 10 years	11 – 15 years	-1.752	1.121	.263
	1 – 5 years	3.607*	.882	.000
11 – 15 years	6 – 10 years	1.752	1.121	.263

Dependent Variable: OCB

Tukey HSD

*The mean difference is significant at the 0,05, level

The multiple comparisons table in table 4.61 above shows where the difference in mean score lies. From the table above, it is observed that there is a

difference between groups 1 and 3 with a p-value of .000. Also, there is a significant difference observed between groups 3 and 1 also with a p-value of .000. There is no significant difference between groups 2 and 3. Areas of significant difference are indicated with an asterisk. In addition, there is no difference observed between groups 2 and 1. Therefore, there is a need to further consider the effect size of the difference observed. To do this, the researcher used the formula below:

$$\text{Eta squared} = \frac{\text{Sum of squares between groups}}{\text{Total sum of squares}}$$

From the ANOVA table in table 4.60 above, the value of the sum of squares between groups is 325.04, while the value of the total sum of squares is 26109.96

$$\text{Eta squared} = \frac{1029.26}{26109.96}$$

$$\text{Eta squared} = 0.0394202$$

$$\text{Eta squared} = 0.04$$

From this calculation, the value of the eta squared is 0.04. According to Cohen (1988), the value of this eta squared is considered small.

A one-way between groups analysis of variance was conducted to explore the impact of highest academic qualification and staff's organizational citizenship behaviour. Respondents for this study were divided into three groups of low experience as group 1, middle experience as group 2, and high experience as group 3, as presented in the descriptive table above. The result shows that there is a statistically significant difference among the mean scores of the work experience at $p > .05$ with $F(2,417) = 8.556$, $p = .000$. Also, the post-hoc comparison table, using Turkey HSD test, testifies to the fact that there is a statistically significant difference

among the mean values of these three groups. The Turkey HSD test shows that the mean score of group1 with (M=46.87, SD = 8.06) is statistically significant to group 3 with (M= 50.47, SD =6.71). Group 2 with (M= 48.72, SD = 8.35) is not significant to group 1 or 3. The eta square value shows a small effect size. We, therefore, accept the alternative hypothesis and reject the null hypothesis. This shows that there is a significant difference between the mean scores of work experience and staff's organizational citizenship behaviour. In conclusion, we accept alternative hypothesis and reject the null hypothesis.

Ho_{5.6}: There is no statistically significant difference in mean score of staff cadre and organizational citizenship behaviour of staff.

H_{5.6}: There is a difference in the mean scores of the staff cadre and organizational citizenship behaviour of staff.

Table 4.62: Descriptive Statistics for Staff Cadre

Staff Cadre	N	Mean	SD	Standard Error
Low	52	46.921	9.510	.542
Middle	117	47.439	7.472	.562
High	191	49.338	7.691	.556
Total	420	48.238	7.894	.385

Table 4.62 above shows the result of descriptive statistics for the staff cadre of the respondents. Staff cadre was categorized into three groups of low, middle and high. Group 1 represents staff in low cadre; group 2 refers to staff in middle cadre, while group 3 refers to staff in high cadre in the higher education institutions

sampled. The number for group 1 is 52, while groups 2 and 3 have 117 and 191 respectively. Mean score, standard deviation score and standard error of each groups are also presented in the table 4.71 above. Thereafter, the researcher went further to check if the work experience meets the assumption of test of homogeneity of variance.

Table 4.63: Test of Homogeneity of Variances

Levene Statistics	df1	df2	Significance
2.559	2	417	.079

Table 4.63 above shows the result of the test of homogeneity of variance for staff cadre. For this table, the researcher considered the significance value of Levene test of homogeneity of variance. Pallant (2011) suggests that if the value is above .05, then we have not violated the assumption of test of homogeneity of variance. Based on the result in the table above, the value of Levene test of homogeneity is 0.79 (which shows that $0.79 > .05$). This reveals that the table is on the right track. We, therefore, conclude that we have not violated the assumption of test of homogeneity of variance. Next is to check whether there is difference among these groups. To do this, the researcher considered the Analysis of Variance table below.

Table 4.64: ANOVA

Items	Sum of Square	Df	Mean Square	F	Significance
Between Groups	434.134	2	217.773	3.525	.030
Within Groups	25675.825	417	61.573		
Total	26109.959	419			

The ANOVA table in table 4.64 above shows the difference between groups and within groups. It tells us whether there is a difference among the groups. The difference can be detected using the p-value (checking the value of significance). According to Pallant (2011), if the value of the p-value is less than .05, there is a significant difference somewhere among the groups, but, if otherwise, it implies that there is no significant difference among the groups. Based on this, we find that the p-value of the result above is .030 which is less than .05 ($.030 < .05$) as shown in the ANOVA table above. This implies that there is a statistically significant difference somewhere among the mean scores of the three different groups. For further confirmation, there is a need to check the result of the multiple comparisons.

Table 4.65 Multiple Comparisons for Staff Cadre

Staff Cadre(I)	Staff Cadre(J)	Mean Diff.	Std. Error	Significance
Low	Middle	-.517	1.238	.908
	High	-2.416	1.227	.121
	Low	.517	1.238	.908
Middle	High	-1.899*	.819	.054
	Low	2.416	1.227	.121
High	Middle	1.899*	.819	.054

Dependent Variable: OCB

Tukey HSD

*The mean difference is significant at the 0,05 level

The multiple comparisons table in table 4.65 above shows where the difference in mean score lies. From the table above, it is observed that there is a difference between groups 2 and 3 with a p-value of .05, but there is no significant difference observed between groups 1 and 2. Similarly, group 1 is not significant to

group 3. Therefore, the researcher needs to consider the effect size of the difference observed.

To do this, the researcher used the formula below:

$$\text{Eta squared} = \frac{\text{Sum of squares between groups}}{\text{Total sum of squares}}$$

From the ANOVA table presented in table 4.64 above, the value of the sum of squares between groups is 325.04, while the value of the total sum of squares is 26109.96

$$\text{Eta squared} = \frac{434.13}{26109.96}$$

$$\text{Eta squared} = 0.016627$$

$$\text{Eta squared} = 0.02$$

From this calculation, the value of the eta squared is 0.02. According to Cohen (1988), the value of this eta squared is considered small.

A one-way between groups analysis of variance was conducted to explore the impact of highest academic qualification and staff's organizational citizenship behaviour. Respondents for this study were divided into three groups of low as group 1, middle as group 2, and high as group 3, as presented in the descriptive table above. The result shows that there is a statistically significant difference among the mean scores of these staff cadre at $p > .05$ with $F(2,417) = 3.53$, $p = .030$. Also, the post-hoc comparison table, using Turkey HSD test, testifies to the fact that there is a statistically significant difference among the mean values of these three groups. The Turkey HSD table shows that there is a significant difference between the mean score of group 1 with ($M=46.92$, $SD = 9.51$) and group 3 with ($M= 49.34$, $SD= 7.69$) while group 2 with ($M=47.44$, $SD= 7.47$) does not differ significantly from groups 1

and 3. The eta square value shows a small effect size. We, therefore, accept the alternative hypothesis, but do not accept the null hypothesis. This shows that there is a significant difference between the mean scores of work experience and staff's organizational citizenship behaviour. In conclusion, we accept alternative hypothesis and reject the null hypothesis.

H_{05.7}: There is no statistically significant difference in mean score of age and organizational citizenship behaviour of staff.

H_{5.7}: There is a difference in mean score of age and organizational citizenship behaviour of staff.

Table 4.66: Descriptive Statistics for Staff Age

Age	N	Mean	SD	Standard Error
21 – 30 years	63	46.251	8.965	1.129
31 – 40 years	107	46.945	8.413	.813
41 – 50 years	126	48.595	6.696	.597
Above 50	124	50.001	7.646	.687
Total	420	48.238	7.894	.385

Table 4.66 above shows the result of descriptive statistics for the age of the respondents. Age was categorized into four groups of 1, 2, 3 and 4. Group 1 represents staff within age bracket of 21 to 30 years, group 2 refers to staff within 31 to 40 years, group 3 refers to staff within 41 to 50 years while group 4 represents staff above 50 years old in the higher education institutions sampled. The number

for staff within 21 to 30 years old is 63. Staff within 31 to 40 years old are 107. Also, staff who fall within 41 to 50 years old are 126 while the remaining 124 staff are above 50 years old. Next, the study went further to check if the age of staff meets the assumption of test of homogeneity of variance.

Table 4.67: Test of Homogeneity of Variances

Levene Statistics	df1	df2	Significance
1.745	3	416	.157

Table 4.67 above shows the result of the test of homogeneity of variance for staff cadre. For this table, the researcher considered the significant value of Levene test of homogeneity of variance. Pallant (2011) suggests that if the value is above .05, then we have not violated the assumption of test of homogeneity of variance. Based on the result in the table above, the value of Levene test of homogeneity is .157 (which shows that $0.157 > .05$). This reveals that the table is on the right track. It is, therefore, concluded that the study has not violated the assumption of test of homogeneity of variance. Next is to check whether there is difference among these groups. To do this, the researcher considered the Analysis of Variance table below:

Table 4.68: ANOVA

Items	Sum of Square	Df	Mean Square	F	Significance
Between Groups	829.296	3	276.432	4.549	.004

Within Groups	25280.663	417	60.771
Total	26109.959	419	

The ANOVA table in table 4.68 above shows the difference between groups and within groups. It tells us whether there is a difference among the groups. The difference can be detected using the p-value (checking the value of significance). According to Pallant (2011), if the value of the p-value is less than .05, there is a significant difference somewhere among the groups, but, if otherwise, it implies that there is no significant difference among the groups. Based on this, it is observed that the p-value of the result above is .004 which is less than .05 ($.030 < .05$) as shown in the ANOVA table above. This implies that there is a statistically significant difference somewhere among the mean scores of the three different groups. For further confirmation, there is a need to check the result of the multiple comparisons.

Table 4.69: Multiple Comparisons for Age of Respondents

Age(I)	Age (J)	Mean Diff.	Std. Error	Significance
21 -30yrs	31 -40 yrs	-.694	1.238	.944
	41 -50 yrs	-2.343	1.228	.121
	Above 50 yrs	-3.751*	1.206	.011
31 -40yrs	21 -30 yrs	-.694	1.238	.944
	41 -50 yrs	-1.650	1.025	.374
	Above 50 yrs	-3.058*	1.029	.016
41 -50yrs	21 -30 yrs	2.343	1.203	.210
	31 -50 yrs	1.650	1.025	.374
	Above 50 yrs	-1.407	.986	.483
Above 50 yrs	21 - 30 yrs	3.751*	1.206	.011
	31 - 40 yrs	3.057*	1.029	.016

41 - 50 yrs	1.407	.986	.483
<hr/>			
Depemdent Variable: OCB	Tukey HSD		

*The mean difference is significant at the 0,05 level

The multiple comparisons table in table 4.69 above shows where the difference in mean score lies. From the table above, it is observed that there is a difference between groups 1 and 4; 2 and 4 with a p-value of less than .05 ($P < .05$) but, there is no significant difference between group 3 and others. Therefore, the researcher needs to consider the effect size of the difference observed.

To do this, the researcher used the formula below:

$$\text{Eta squared} = \frac{\text{Sum of squares between groups}}{\text{Total sum of squares}}$$

From the ANOVA test in Table 4.68 above, the value of the sum of squares between groups is 829.296 while the value of the total sum of squares is 26109.96

$$\text{Eta squared} = \frac{829.296}{26109.96}$$

Eta squared = 0.03176

Eta squared = 0.03

From this calculation, the value of the eta squared is 0.03. According to Cohen (1988), the value of this eta squared is considered small.

A one-way between groups analysis of variance was conducted to explore the impact of age on staff's organizational citizenship behaviour. Respondents for this study were divided into four groups of 21 to 30 years as group 1, 31 to 40 years as group 2, 41 to 50 years as group 3 and above 50 as group 4, as presented in the

descriptive table above. The result shows that there is a statistically significant difference among the mean scores of these staff cadre at $p > .05$ with $F(3,417) = 4.55$, $p = .004$. Also, the post-hoc comparison table, using Turkey HSD test, testifies to the fact that there is a statistically significant difference among the mean values of these four groups. The Turkey HSD table shows that there is a significant difference between mean score of group 1 with ($M=46.25$, $SD = 8.96$) and group 4 with ($M= 50.00$, $SD= 7.65$). In addition, there is a significant difference between group 2 with ($M = 46.94$, $SD= 8.41$) and group 4 with ($M= 50.00$, $SD= 7.65$), while group 3 with ($M=48.59$, $SD= 6.70$) does not differ significantly from groups 1, 2 and 4. The eta square value shows a small effect size. We, therefore, accept the alternative hypothesis and do not to accept the null hypothesis. This shows that there is a significant difference between the mean scores of age and staff's organizational citizenship behaviour. In conclusion, we accept alternative hypothesis and reject the null hypothesis.

Summary of the Quantitative Findings

The result of quantitative strand of this study shows that there is a positive relationship between high self-efficacy and staff's organizational citizenship behaviour. It is also found that a negative relationship exists between low self-efficacy and organizational citizenship behaviour. Furthermore, the structural equation modelling result shows that leadership self-efficacy, change-oriented behaviour and change policy impact on staff's organizational citizenship behaviour in higher education institutions in Nigeria. Finally, demographic factors like experience and age impact on staff's organizational citizenship behaviour.

Experience is also found to moderate the relationship between leadership self-efficacy, change oriented-behaviour, change policy and organizational citizenship behaviour.

Analysis of Qualitative Data

This section presents the result of the findings gathered through the interview. It is worthy to note here that the researcher conducted the interview by sampling the views of 10 different academic leaders from the ten selected academic institutions in Lagos State. The researcher gathered their views on the topic of this study and presents the result in the succeeding sub-headings.

As stated in the introductory section above, 10 academic leaders were drawn from ten different higher education institutions in Lagos State, Nigeria. These academic leaders comprise of 1 Registrar, 1 Librarian, 2 Directors, 3 Deans and 3 Heads of Department. 8 out of these 10 respondents had Doctor of Philosophy Degree, while the remaining 2 had Master Degree as their highest qualification. Statistically, 80% of the respondents had PhD degree, while 20% had Master degree as their highest academic qualification. On respondents' gender, 7 out of these respondents are male, while the remaining 3 are female. This shows that 70% and 30% for male and female respondent respectively. The findings reveal that 7 out of these respondents have served their respective institutions between 15 and 20 years, while the remaining 3 have served between 10 and 15 years. In terms of experience, all the respondents have appreciable number of work experience in academic community. Hence, their wealth of experience and exposure guarantee them a place in this research.

The transcription was done manually. Coding was done based on the information provided by the respondents. From this information, the researcher generated the sub-themes. After collation and compilation of all sub-themes, the emergent themes were generated for this study. A detailed report of the transcription, coding and generation of emergent themes is presented in Appendix VI of this thesis. The findings in the qualitative strand of this study are presented in the following sub-heading:

Strategies for Developing Leadership Self-Efficacy

Academic leaders in higher education institutions in Lagos State adopted various methods and techniques in developing their self-efficacy. It is found that these techniques and measures are accountable for assisting these academic leaders in meeting up with the rigorous challenges facing higher education institutions in the state. According to these respondents, they use different means like: **personal qualities**, use of past experience and interaction **with the community**. These shall be discussed in the succeeding paragraphs:

I. Personal Qualities: Some of the respondents said that they developed and built their leadership self-efficacy by ensuring constant personal qualities. They developed themselves ahead of the challenges embedded in higher education leadership. They developed themselves by having strong focus, determination, developing high level of discipline and ensuring good personality, as contained in the excerpt below:

In the first place, is that you must have a focus. A leader needs to know where he is heading to. Also, a leader should have determination. For example, as HOD of a department, to develop your self-efficacy, you need to have a program on ground that will guide you. Always ask yourself, how will I do something that will have impact on the present and others coming. So that others will be able to learn from you and know that when he was there, he has done something. In essence, a leader must have a focus ... (R1, 14072016, DU-12)

One of the respondents argued that the belief he had in himself was actually responsible for his performance. This is evident in the excerpt below:

Firstly, I have absolute belief in myself that I can accomplish any task. Secondly, I ensure adequate discipline. I don't allow side attractions. I don't allow unnecessary things to derail me from my focus. Thirdly, I always remain focus and develop plans for my office. I also ensure fairness in my dealings with my staff ... (R5, 24082016, DU-6)

Apart from self-discipline and belief, respondent 6 opined that leaders can develop their self-efficacy through their behaviour. According to him, the behaviour of a leader matters a lot in developing self-efficacy. As contained in his statement below:

In addition, I develop it through my behaviour. I mean by trying to put up a positive attitude towards people at home, work and the society. I know and also belief that once attitude will determine once altitude. This implies that my attitude as a leader will inform the kind of efficacy I will put up at work. If the attitude is positive, then, I will have a high self-efficacy but if it is negative, I will show a low self-efficacy ... (R6,01092016, DU-6).

In addition, some of these respondents argued that they developed their self-efficacy through training. According to them, the training programme they attended assisted them in the leadership positions they were holding. This is evident in the excerpts below:

.... Secondly, I developed my self-efficacy through participation in training programs. I did this by attending training programs organized

by local and international organizations. I have attended a lot of workshops and seminars on leadership training both local and international levels ... (R2, 22072016, DU-6)

Another one states:

... training is a key. What do I mean by training? By attending academic training programme that will develop me in meeting up with the demand of the role and duty of head of department. I do go for conferences and workshops that will improve me ... (R3, 23072016, DU-6)

Similar opinion is given as follows:

... attending conferences, seminar, workshops, interacting with contemporaries, comparing notes with colleagues. All these rolled together are ways through which I develop my self-efficacy ... (R8, 21092016, DU-10)

One of the respondents further argued that through the conference and training programme, he learnt from colleague. This is contained in the excerpt below:

... I develop my self-efficacy by attending different development programs like conferences, seminars, leadership summit and so on, I was able to learn more about the demand of leadership in an organization. From these, I was able to learn from other colleague from other institutions. These programs assisted me in developing my leadership self-efficacy ... (R9, 03102016, DU-10)

Furthermore, respondent 3 argued that in spite of the training programme a leader might have attended, his or her personal ability is vital. The statement below shows this:

... Also ability of the individual is important. Without it, whatever training you have, your ability to deliver is also important ... (R3, 23072016, DU 6)

II. Experience: Experience is a vital factor in learning. These academic leaders argued that leadership self-efficacy can be developed through past experience and learning from the success story and failure of others. With their wealth of experience and exposure, they developed a high leadership self-efficacy. This is evident in the statement of respondents 4 and 6 below:

... I develop my self-efficacy through experience. Knowing the nature of the position I am learning from others. Firstly, my ability to relate the past to the present. My ability to remain focus on the nature of the task ahead of me. I know that as a leader in higher institution, I have to control the students. Not only that I have to control the staff. All these people have different attitude towards their jobs. The students believe that if they are not there, the staff will not be here and the staff belief that students should respect them. You need to harmonize all these which will give you the experience that will give you the experience to be focus and help you in developing your leadership self-efficacy ... (R4, 15082016, DU-6)

... I develop my self-efficacy through past experience. Experience is the best teacher. I use my past experience as a teacher, lecturer and subordinate in relating with people. I try to treat them well just like the way I would like to be treated when I was subordinate ... (R6,01092016, DU-6)

Furthermore, some of these respondents argued that they also developed their leadership self-efficacy through learning from the success and failure of past leaders. They learnt from the success stories of great and successful leaders. With this, they built their own self-efficacy which assisted them in their current positions. According to respondent 5, experience need to be merged with interaction with leader's society or environment. This is expressed in his statement below:

... Lastly, I developed my self-efficacy through experience and interaction with people. Whenever I meet people, I watch their positive attitude which helps them in attaining and achieving great things in life and try to imbibe it in my practice ... (R5, 24082016, DU-6)

III. Interaction with the community: Some of the respondents opined that they developed their own leadership self-efficacy through their contact and relationship with their society. By interacting with people in their various communities, leaders can learn how to build their self-efficacy. These leaders' network and interaction with others as a way of building and developing their self-efficacy is shown in the following expression:

... Furthermore, I develop my self-efficacy through interaction with the community. When I interacted with different people in academic community. Through my interaction with different people from diverse background, I was able to develop a thick skin and learn to remain committed in the face of any challenge or difficulty ... (R6, 01092016, DU-6)

First, I develop my self-efficacy through networking. I always network with others and learn from their success and failure. I consult people before taking decision. I even consult my staff as a leader before passing any judgment ... (R7, 07092016, DU-12)

Respondent 10 believed that interacting with various kind of people has really shaped his leadership style and assisted him in developing his self-efficacy as a leader. This is contained in the excerpt below:

I believe in social interaction. As a leader, I developed my self-efficacy by interacting with all kinds of people around me. I have some people with positive attitude, I learn from them. Even people with negative attitude, I also learn from them. I learn the effects of negative attitude and not to behave in such a manner. Putting together my diverse interaction, I was able to build my self-efficacy which assisted me in my current position in my institution ... (R10, 05102016, DU-6)

In conclusion, these respondents agreed that these three ways have assisted them in building their self-efficacy in higher education institution in Lagos State. It, therefore, implies that, in order to build or develop leadership self-efficacy, academic leaders need to display good character at all times, strive to improve their experience by attending conferences, developmental programmes, sharing issues with their colleagues, maintain cordial relationship with staff, students and the immediate community.

Strategies Adopted by Academic Leaders in Implementing Change

Various measures and strategies can be adopted to implement change in higher education institutions. These respondents argued that leading morally, motivation

tactics, effective communication, good leadership and effective monitoring are means through which academic leaders can adopt in implementing change in higher education institutions. These strategies will be discussed extensively in the succeeding paragraphs.

I. Leading Morally: This is a vital ingredient in implementing change in any organization. Leaders must display good moral values and ethics at all times. This involves displaying a lot of positive characters like truthfulness, sincerity, serving as a role model to subordinates and a host of others. Leaders need to be sincere with the change agenda or policy. They must also be truthful with it. The change must be based on absolute truth and transparency. When staff see these good moral value and ethics in their leaders, they will follow his or her path of change. This view is observed in the comments of the respondent 4 as expressed below:

... a leader needs good moral in order to influence followers in an organization most especially in higher education institutions because in tertiary institutions, people are mature. If you think you can do a kind of Maradona, you will just be wasting your time and suspending the evil days. Most of these people (staff and students) are brilliant, even more intelligent and brilliant than you. That is why you need to display good moral value as a leader at all times ... (R4, 15082016, DU-14)

In addition, respondent 1 further argued that leaders need to leave a good legacy for staff and students to emulate. This is contained in his statement below:

... academic leaders should know that they are dealing with human being. They are not just dealing with human but human being that will be leaders of tomorrow. If that should be the case, they should lead in manner that will leave a good legacy for people coming behind them. We have seen some leaders who serve as our own source of inspiration. Do the right thing. As an academic, don't ask unnecessary money from students. Don't intimidate students with sex. Don't add mark for students because you want to get something from them ... (R1, 14072016, DU-23)

He also added that academic leaders must be transparent, diligent, fair and show good manners in all their dealings. Even in their interaction with students. This is evident in the statement below:

... if you want to sell handout, make sure you don't force students to buy and allow those who willingly need it to do so and do not ascribe marks of reward to the sales of handout. If you write a book, don't force your students to buy the book. Don't make your book a continuous assessment for mark. Don't say anyone who does not buy my book as lost 30 marks of his or her continuous assessment. Try to be diligent. Let student learn from you so that anywhere they are, they will flash back and say I remember my lecturer. I learnt a lot from him and I have seen him as my source of inspiration. He has been guiding me in all the day to day activities of my life. That is what academic should be and that is very important for an academic ... (R1, 14072016, DU-23)

Furthermore, respondents 3 and 7 maintained that, with good moral values, leaders can make their subordinates see the need for change not just by shouting change rather to act the change. This is evident in the statement below:

... members of the organization should be made to see the need for the change ... effort should be made to develop their sense of belonging as a way of accepting and implementing the change idea and innovation in an organization. With this, subordinates will feel fulfilled and be ready to support the change idea ... (R3, 23072016, DU-14)

Respondent 7 too explained that:

... leaders in an organization like education institutions need to be truthful and open in all their dealings. Once staff see that these leaders stand by their words, they will be ready to abide by the rule and support the change idea ... (R7, 07092016, DU-14)

In addition, good moral value also involves showing or developing a sense of belonging to the change idea or plan. This is the view of respondent 3 as reported below:

... effort should be made to develop their sense of belonging as a way of accepting and implementing the change idea and innovation in an organization. With this, subordinates will feel fulfilled and be ready to support the change idea ... (R3,23072016, DU-14)

Furthermore, consistency is seen as an aspect of moral value which a leader must uphold as a matter of principle and policy towards implementing change. This is the view of respondent 4 as expressed below:

... good, first and foremost, let me just talk about consistency. If you are consistent with your strategy, people will know you for what you are and they will be able to follow your way. Definitely, you will be able to carry staff and students along with your plan ... (R4,15082016, DU-14)

II. Motivating Tactics: Motivation implies that academic leaders must stimulate their subordinates in a manner that will make attainment of change plans and policies achievable. These motivating tactics connote encouraging self, staff and students on the proposed change policy or plan. It also involves creating an enabling environment that will enhance attainment of change policy. This is the view of respondents 1 and 10 as presented below:

... so change must be a thing of the mind of the individual self that you want things to move, we want things to change for better in our country. So, it is an intrinsic thing from the mind that I want this thing to change for better. If you don't have that one in mind, nothing will change. That has to do with what is known as your own inner purpose. Inner purpose of trying to ask yourself, what is going to be my own responsibility towards a positive change in any place I find myself? So, selfless attitude is what we need in Nigeria by all Nigerians in order to have a better change in our country ... (R1, 14072016, DU-21)

Another respondent stated:

... leaders need to encourage their followers on the change plan or policy. They must do everything humanly possible to arouse in their staff and students the need to imbibe and implement the change policy in their day to day activities. Encouragement is important. People need to be encouraged before a change strategy or plan can be attained ... (R10, 05102016, DU-21)

III. Effective Communication: Information is vital ingredient in managing and leading an organization. For leaders in academic institutions to implement change policy and achieve plans, there is a need for them to communicate effectively. They should know who, how and when to pass their information. Change can be achieved if it is well communicated to all and sundry in a manner that will appeal to the sense of reasoning of people. This is the view of the following respondents as expressed below:

‘...they must also ensure good communication. They must communicate their plans, mission and vision clearly to all stakeholders who are vital to the plan. This is important because you as a leader cannot achieve anything or meaningful progress without people (staff and students). Therefore, leaders must know the right channel to direct their message, when are they supposed to communicate, what and how to pass across information ... (R7, 07092016, DU-21)

In the same vein, respondent 3 argued by communicating the change package, people (staff and students) will know better what they stand to benefit and the contribution of the proposed change to their organization. This is contained in the statement below:

... leaders must tell their followers what the change package entails. They should also let their followers know that this new invention has the following benefits for the development and attainment of the organizational goals, also, members of the organization should be made to see the need for the change ... (R3,23072016, DU-14)

IV. Good Governance/Leadership: This involves the use of appropriate leadership style, ensuring effective monitoring of change plans and ensuring effective human resources management in an organization. Respondents argued that good leadership is responsible for positive change in an organization and, therefore, call on leaders in academic community to mix up with people, see to their staff and students’ welfare, and take advice from subordinate as a way of enhancing positive change in higher education institutions. This is evident in the statement of respondent 1:

Yes, another thing is that academic leaders should mix. What do I mean by mixing? To have cross fertilization of ideas because education is not a thing you can acquire in a place. You just have to move out and see what entails in different countries that will be a value you can add to your own system.... If you go there, you will mix. You will see their own system of organization. You will see how they are able to handle their system. When you come back, you will see how you can improve your system based on the experience you brought from other countries and places. So that there will be a change in your system for better ... (R1, 14072016, DU-23)

Also, respondent 2 argued that leaders must show concern for staff development and progress before these staff will dance to the tune of change.

This is evident in the statement below:

A leader must have the interest of his or her staff at heart. You must be interested in their welfare. You must be interest in their development academically if they are academic staff and administratively, if they are administrative staff. He or she must respect their opinions. He must give them opportunity to develop themselves. He must carry them along in decision making so that ehm he will not be the sole decision maker. He must carry them along when ever decision are about the taken ... (R2, 22072016, DU-20)

In addition, for leaders to achieve any change plan or policy, there is a need for setting a realistic goal and expectation. Once the goal is set and sounds attainable to staff, they will be eager to follow the path of the change, but, if otherwise, they will not see the need to follow their leader. Setting a realistic and achievable goal is a vital strategy in implementing change as proposed by respondent 8 below:

By setting up attainable and achievable goals, leaders will win the heart of their staff. Some members of staff will develop confidence in the leadership and will be ready to show and give their upmost commitment towards realizing the goals of the change plan ... (R8, 21092016, DU-20)

Also, leaders need to develop right attitude towards the change plan or policy. This is another strategy of implementing change as suggested by the respondent below:

Firstly, leaders should develop right attitude towards the change plan and agenda. When your attitude towards what you are saying is not good, definitely, people will not follow but if your attitude and disposition towards it is good, then, followers will see the need for them to comply because they will see you as a reference point on the change ... (R6, 01092016, DU-14)

Furthermore, good leadership builds a team. It reinforces staff to work as a formidable team with the leader leading the way and enhancing others to act. This is the view of one of the respondents as presented below:

Use of right people in right position. Leaders need to use experts who are interested in the change plan. Build a strong team that will execute the change plan. This is another means through which we can implement change in our higher education institutions ... (R10, 05102016, DU-16)

Finally, good leadership entails effective monitoring of the staff, students, process and the entire system. This is the view of respondent 5 as contained below:

Monitoring is our problem in this country. You see leaders shouting; let's change without getting a meaningful result. Therefore, monitoring is important in implementing change ... (R5, 24082016, DU 14)

In conclusion, for academic leaders to lead change effectively in their various higher education institutions, there is a need for them to display exemplary character, lead the path of change diligently, put up good moral values and ethics, motivate their subordinates, ensure effective communication and display good leadership in order to implement change in higher education institutions in Lagos State.

Challenges Faced by Academic Leaders in Implementing Change

These respondents maintained that they faced economic, human, social, political and resources challenges in the course of implementing change in their respective higher

institutions as academic leaders. Each of these challenges will be discussed in the succeeding paragraphs.

I. Economic Challenges: These are challenges that arise as a result of the poor state of the economy. They include challenges imposed on academic leaders as a result of economic recession, falling standard of living and corruption as expressed by respondent 1 in the statement below:

Yes, you see in Nigeria that we are in today, nothing is working, everything is in disarray. The economy is so bad that it has touched every aspect of human endeavor in Nigeria. If care is not taken, the self-efficacy of every individual person in Nigeria will be very very low The economy is not working. Our economy is in recession. About 24 states have not being able to pay their workers salary. Even the secondary school and primary school teachers have not been paid for six to seven months ... (RI, 14072016, DU-19)

Another aspect of the economic challenge is that these academic leaders are carrying out government responsibilities with their meagre salary. This constitutes a great challenge to academic leaders as reported by the respondent below:

... Secondly, as I told you are the state of the economy. There is no money. If you continue to spend your money on things that are supposed to be done by the management, it will get to a stage that you will say if the system wants to collapse it should because there is nothing you can do. There is no adequate financial support from the government ... (R1,14072016 DU-29)

According to respondent 10, the recession which is hitting hard on the country is posing a great challenge to leading and managing change in higher education institutions in Nigeria. This is evident in the statement below:

The situation of the country is another serious problem. Everyone is hiding under the economic recession rocking the country to perpetrate on form of evil or the other. Everyone is affected with the situation of this economy.

Things are very hard now. The exchange rate is nothing to talk about. This impact on the provision of facilities, peoples' attitude to work and a host of other issues relating higher education management. Therefore, to implement change in this country, the state and situation of the country presently is affecting us. It is affecting us in numerous ways like budget cut, reduction in government spending, reduction in donations from corporate organizations to the endowment purse of the institution and so on. So, you cannot rule out economic situation from the change process ... (R10, 05102016, DU-28)

In conclusion, the present economic situation of the country is having adverse effects on everything in Nigeria currently; the country is facing a serious economic recession. This affects the flow of fund, prices of goods and services, and attitude of people towards everything in the country.

II. Social Challenges: Social forces like moral decadence, philosophy of the society, corruption and other related social issues are hindering the implementation of change policies in higher education institutions in Lagos State. It is worthy to note that change will see the light of the day in a society where people open their minds to embrace the change, believe in it and are ready to give their best to attain the aims and goals of the change. In Nigerian society today, there are social vices like corruption, moral decadence and loss of virtues. All these make the implementation of change difficult and pose a great challenge to academic leaders in higher education institutions in Lagos State as contained in the statement of respondents 5 below:

First is corruption. When we talk about implementing change in a corrupt environment where everybody, old and young are thinking of how to enrich themselves. This is a big problem. Corruption is everywhere. Those who want to implement change are corrupt. People whom the change is to be implemented on are also guilty of corruption. The corruption is flowing everywhere in the homes, offices, religious centres and so on. This corruption does not give room for change to see the light of the day ... (R5, 240682016, DU-20)

Respondent 7 too stated that:

... corruption is another thing. There is corruption everywhere in this country. The current government is trying to fight corruption but people who are entrusted with public offices are already corrupt. Despite the government introduction of single treasury account, some officers still bye-pass the law and embezzle education fund. At various level of administration, some allocation is not granted. Well, thank God for the current government. The corruption in educational institutions is also high and it's affecting the quality of service delivery ... (R7, 07092016, DU-29)

Apart from corruption in Nigerian society, the social decadence is another vital challenge affecting change implementation in higher education institutions. This is the view of respondent 6 as expressed below:

Concerning the society, the moral decadence in the society has reflected in the attitude of people towards work and attainment of organizational goals in higher education institutions in Nigeria as a whole. The society has changed negatively. Immorality, indiscipline, corruption, injustice and other social vices are order to the day in Nigerian society. These reflect in the attitude put forth by staff and students. These negative social factors affect change implementation in higher education institutions in Lagos State ... (R6, 01092016, DU-22)

This corruption has polluted the minds of people, most especially youths, in the country. It has made everyone to be looking for easy way to success and wealth accumulation. This is the view of respondent 10 as expressed in the statement below:

Our society is in shamble. People no longer show good moral virtues. Students are not ready to learn. Youths are not ready to struggle. Everyone is looking for a short-cut or a short-way to get things. The love of wealth has taken the minds of people. Law abiding is now a thing of the past. The society has polluted the minds of people. So, they don't want change. That is the reason why you can see different drama happening in our country. The societal problems affected change implementation in our higher education institutions ... (R10, 05102016, DU-23)

In conclusion, corruption in Nigeria is deeply rooted in minds, thought and attitude of people, old and young; male and female. These people transfer the corrupt thought to the workplace and society where they live. This corruption has made it

difficult for leaders to curb the excess of people, and affects the implementation of change process in higher education institutions because virtually everywhere is corrupt. Even those fighting corruption themselves are not free from this mess.

III. Political Challenges: Issues arising from the politicians and their allies in academic institutions are posing great challenge to academic leaders. These politicians formulate and influence policies in higher education institutions. Some of the academic leaders do not have a say in the policy, but are rather expected to implement the change. This is the view of one of the respondents as stated below:

A lot of challenges. Number one is the political wheel. What do I mean by political wheel? The politicians are there. They are the one giving laws and many of these politicians giving laws or are in charge of giving instruction are not even in the tertiary institutions. They will just wake up one day, put something there and ask us to implement what they have done without even carrying us along and you don't have the will to tell them that this thing cannot work. Even, if you do, they don't care. They will just tell you that whether you like it or not, that is what they want ... (R1,14072016, DU-29)

Respondent 1 further expressed his concern on this issue stressing that these political officials are only interested in their pocketS and not the interest or progress of educational institutions. This is contained in the statement below:

Unfortunately, the thing they want is just for their own political ambition not in the interest of the masses or institution. Just because they want to win an election, they now put a policy down that these cannot favour teacher and students. You cannot tell them that these policies are not favouring you. So, you just have to implement a policy you know that at the end of the day, the result may not be favourable to the students or teachers. So, the problem we are facing is the political wheel of leaders. They are doing things to favour themselves not the system ... (R1,14072016, DU-29)

Furthermore, inconsistency in government policy on education is another area of concern to higher educational administrators. One of the respondents argued that the fluctuation in government policy does not allow a fruitful implementation of educational policy in Nigeria. This is contained in the statement of respondent 5 below:

... inconsistency in government policy on education is another challenge facing the implementation of change in Nigeria. People are fed up with continuous change in policies without any room for sustainability. Each government that comes to power in Nigeria, comes with his own plan, then, rubbish the existing plans on education. (R5, 24082016, DU-20).

Also, directives by government or its representatives in academic community is another bottleneck for academic leaders. These politicians or allies do not care whatever the focus of academic institutions is. All that matters to them is their political portfolio and how they will keep controlling the economy. This is the view of respondents 6 and 7 as presented in the statement below:

Yes, directives from government and their representatives in academic communities is another problem. They are interested in political gain, not the benefit of the institution or its staff. Most times political influence disrupt plans and idea. There is nothing we can do whenever the politicians who are in government say stop the plan or change idea. No one can query the government since the government is the one responsible for payment of salary, financing of education and in full control of the economy ... (R6, 01092016, DU-22)

A similar view was expressed by respondent 7 who stated that:

Politics, yes. I mean political influence. You cannot do anything without the intervention of key political actors. They influence any policy to be made in any academic institution in the country. Today, you can see that lecturers are changing and joining politics just because you need promotion and power. The intervention of politician is a key factor which cannot be overruled. Finance comes from government. Educational policies come from them. They influence everything. Even they influence students' intake. They determine who will lead institutions and a host of other key issues in academic community. Once you do anything against the decision of the politician, then, you are in for trouble ... (R7, 07092016, DU-29)

In addition, some staff who belong to ruling political parties do threaten their leaders. Therefore, these academic leaders are afraid of them. This is the view of one of the respondents as expressed thus: "...Some people who have right connection will use their influence to deal with you irrespective of who you are ..." (R4, 15082016, DU-22)

In conclusion, politics and political influence are a big problem in implementing change in higher education institutions in Nigeria today. Every sector in the country has been politicized. People are misusing political power to get everything they want. School administrators are appointed based on politics. Policies are formulated by politicians. Universities are no longer having required autonomy. The influence of politics in higher educational leadership cannot be over emphasized. This affects the change implementation process in Lagos State, Nigeria.

IV. Human Challenges: These are the challenges imposed by staff and students. Academic leaders maintained that they faced a lot of problems in the course of implementing change idea or plan arising from their staff and students. Some of the staff and students are not ready for change. Some do not believe in the change idea, while others stick to their old ways of doing things. Furthermore, some people believe that change means a negative thing, demotion, extra workload and burden. They also argued that some members of staff are out there promoting their selfish interests which will affect the attainment of the change agenda or plan. Therefore, their efforts will be geared towards truncating the change agenda. In addition, some students even result to violent acts like staging protests, destroying the limited resources available in school. All these pose great challenges to academic leaders in the course of implementing change in their respective higher education institutions. Here is the comment of a respondent:

There are so many challenges we face. One of such is that some of the staff may not be willing to adjust to the change policies. This could occur as a result of the fact that they have a kind of stick adherence to the old policy. Some of them want to adhere to the old style or pattern of doing things which may likely allow the new policy to suffer. Also some of the staff may not have any interest in the new policy. So, there is tendency for them to always do their best to jeopardize effort of the new policy ... (R2, 22072016, DU-38)

Another respondent stated that:

... there are lots of challenges we face. One is misunderstanding among members. Some members will not get the concept and philosophy of the change. So, they strive all their best to ensure that the change does not see the light of the day. That is the reason why I said leaders need to be transparent in whatever they do. They need to be sincere with any change policy they are introducing. Another challenge is conflict of interest. Every member in an organization has his or her own interest. There are lots of interest groups in all organizations. Even in an academic community we have ... (R3, 23072016, DU-24)

In addition, staff sometimes display negative attitude towards change in the organization. Some do so as a result of the misconception about the meaning of change. This is the view of respondent 5 as reported below:

Let me also add that unwillingness on the part of staff to change is another problem facing implementation of change policy in Nigeria higher institutions of learning. Some staff don't want to hear about change not to think of instructing them to change. They don't want to leave their old pattern and ways of doing things. They are just contented with their previous ways of doing things. Anything introduced different from their previous and old pattern, they will strive to truncate that plan and effort... (R5, 24082016, DU-20)

Furthermore, one of the respondents argued that fear of human attitudes and response to change is a big challenge to academic leaders. He opined that people write petitions and use their powers to truncate change idea. This is contained in the response below:

The first challenge is fear. You will nurse fear that will people accept this or not. What will be their attitude towards the change? Their reaction to the change will make you fear because you don't even know what their response will be. Some will try their best to make sure that the change will not survive even when they know that this change is good, but will tell you that they will truncate your effort. Some will even write petition. In academic environment, they are known for writing petition. Some will even go to Ministry of

Education to report you by writing petition against you ... (R4, 15082016, DU-20)

Similarly, the fear of physical attack or being assassinated is another challenge. Some of the academic leaders could be assassinated in the course of implementing change if people are not pleased or satisfied with the change idea or policy. This is evident in the statement of respondents 4 below:

Secondly, some will challenge you physically, they will attack you physically or spiritually. If they cannot get you, they will get or hire assassin to kill you because you are problem to them with your change idea. The fear of being killed is another thing. These happen in Africa ... (R4, 15082016, DU-20)

This is also the view of respondent 5, who said that:

... they will use all means to ensure that the change does not see the light of the day. At times, they use and seek spiritual means in form of satanic assistance. Once the initiator of the change is attacked, then others who want to talk about the change will keep quiet and remain silent till the change effort dies off ... (R5, 24082016, DU-20)

Furthermore, the term change has different meanings to different people. Some of these respondents argued that there are lots of misconceptions in the minds of people about the meaning of change. These misconceptions influence the attitude of staff and students towards change plan, programme and policies. This is contained in the statement of respondent 5 below:

... some staff believe that change means that they will be sacked or relief of their duties. Others see change as a threat and difficult thing which means that they will be demoted or relegated. To some change means that they must learn new things which they are not willing or ready to do Hence, they turn a negative attitude towards the change idea ... (R5, 24082016, DU-20)

Respondent 10 shared the same view as contained in his response below:

Without mixing words, some staff and students have a wrong perception of the term change. To some staff, change means that the leaders want to relief them of their duties. Some used to think that once you allow a new innovation, they will not have opportunity to continue with their dubious acts. For instance, when computer was introduced in my School as a medium of instruction, some senior lecturers do not like it because they believe that young lecturers will ride them and get more advantage over them since they were not taught using the

modern day technology. To some, the use of computer and e-learning is a waste of time and resources ... (R10, 05102016, DU-21)

Sometimes, students are used by aggrieved staff and political parties to truncate change effort in higher education institutions. These students will go on protests, destroying inadequate facilities and causing problems in the campus. This is the view of another respondent as reported below:

Furthermore, student factor is another great headache. Students at times, go against the change policy of institutions all in the name of fighting for their right. They stage protest, lock school gates, complain on irrelevant things. Also, they are often used by some aggrieved staff to truncate the change idea or plan. These members of staff often use some student bodies to fight the management by indirectly sponsoring and engineering rallies, protests and riot. All these, will distract and hinder change plans because during the riot or protest, valuable things will be demolished. Also, parents are not helping matter ... (R5, 24082016, DU-20)

Finally, parents are also considered as hindrance to change implementation process in higher education institutions. One of the respondents opined that academic leaders are tired of problems imposed on them by parents as expressed in the statement below:

I will say that the self-efficacy of leaders is important. If the self-efficacy of the leader is high, combine with other skills, he or she will be able to implement change effectively in an organization'' (R10, 05102016, DU-31).

This view is also shared by respondent 5, who said:

Also, parents are not helping matter. Some parents also strive to frustrate policies. They accompany their children to beg authorities on some forbidden things which the school does not condon. Some even come to threaten you to do their wishes. Ironically, some of them are politicians who will threaten you that if you fail to restore or allow their children, they will deal with you politically, spiritually and physically. I have seen a lot of cases like this. When students fail and are asked to withdraw from school, these parents will come on board begging and threatening staff ... (R5, 24082016, DU-20)

In conclusion, human beings use different methods to truncate change efforts or plans in higher education institutions. These human efforts posed a big threat to higher education management and leadership in Lagos State.

V. Resources Challenges: These are challenges that come from material and non-human resources. These respondents maintained that they faced difficulties from financial constraint and facilities needed to implement change. They all agreed that finance is vital in management of higher educational institutions. Shortage of or inadequate resources has hindered the change implementation process in higher education institutions as expressed by respondents 5 below:

In addition, I will say that facilities are a great problem too. If there is need to implement a change plan in Colleges of Education for instance in the area of instruction. We may write to the College Governing Council of the plans to improve quality teaching and learning. They may say ok, go ahead with the plan but the resources needed to accomplish the task or implement the plan is not readily available. For example, we have been complaining about stable internet facilities for staff to carry out research till present, the internet facility is fluctuating. Then, lecturers are expected to write and publish high impact journals ... (R5, 24082016, DU-20)

Respondent 1 too said a similar thing when he said that:

... as I am talking to you now, I have been the head of department for the past two to three years, I don't collect anything from the management to run the department. I am using my own salary to run the department. Nothing, even to buy ordinary ordinary what do you call it A4 paper, A4 paper for printing, I have to buy it with my own money. Ok, I have been there, everything boils down on me. If I say that the impress is not forth coming, I am not going to do anything, but the fact still remain that I am the head of that department at that time... (R1,14072016, DU-19)

Finance is a key factor in higher education leadership and management. Academic leaders need money to run their institutions. Without adequate funding, change implementation process will suffer. This is the view of respondent 8 as expressed below:

Fund to implement the change process. Frankly speaking, we need adequate finance to implement change plans and policies in higher education institutions. For instance, the government wants us to adopt the e-learning system in our method of instruction. Money is needed to acquire projector, fix or connect all lecture rooms, organize training for staff and students on how to use the e-learning system. So, the issue of fund is a big challenge to academic leaders. Everything in higher education institutions require fund. Lecturers need to embark on conferences, workshops and training with institution support. Facilities will be provided with money. Without money, nothing can be done ... (R8, 21092016, DU-26)

A similar view is expressed by respondent 10 as follows:

Finance is a serious issue and challenge in managing and implementing change in Nigeria higher education institutions. We need money to do a lot of things in the system. Fund is needed to motivate staff to work. We need money to carry out research. Students' motivation requires adequate funding. Procurement of facilities involves money. To proffer solution to societal problems requires adequate funding of higher education. The reserve is the case in our country. You cannot rule out finance from quality education'' (R10, 05102016, DU-25).

The same view is shared by respondent 9 who said:

You see when we talk of change; we mean relocation from old to new and better way of doing things. In order to implement change in our system, we need financial support. Adequate funding is required in keeping our educational institutions moving. Once the allocation to education sector is improved and well implemented, you will see that staff and students will sit tight. Everyone will do his or her roles as expected. Staff will have access to uninterrupted wifi, students will have good and modern library to study, laboratories will be equipped with modern and state-of-art technology, quality research will be done in our higher education institutions. Qualified students will have access to research assistance without lobbying, our academic environment will be a place to be...But we find ourselves in this current situation as a result of poor funding of higher education institutions ... (R9,03102016, DU-26)

This financial constraint or inadequate funding may result into conflict between the management and staff or between management and students. At times staff may agitate for increase in salary, while students will also say the cost of seeking higher education is expensive on them as reported by respondent 2 in her statement thus: "... in fact, staff

may be agitating for increase in salary or allowances in which academic leaders may not be able to meet. There be a misunderstanding between principal officers and staff in such a situation ...” (R2, 22072016, DU-40).

In conclusion, these academic leaders maintained that they facing numerous challenges arising from human, political, social, economic and resources. In order to implement change in higher institutions in Lagos State, there is a need to proffer solutions to these problems. The necessary solutions to these problems as suggested by these academic leaders will be discussed in the next research question for better understanding.

How to Ameliorate the Challenges in Higher Education Institutions

In order to overcome the challenges of implementing change in higher education institutions in Lagos State, and Nigeria as a whole, these respondents proposed that we should ensure that we use the right personnel, ensure self-reformation and good leadership or governance. All these shall be discussed in the succeeding sub-headings:

I. Use of the right personnel: Putting the right people in the right position is one of the excellent ways of overcoming the challenges of implementing change in higher education institutions, especially in a developing country like Nigeria. This will help to reshape the education sector and make the sector productive as seen by respondent 1 in the statement below:

Well, we need to put the right pole in the right position. I mean we need to put the right people in the right position. If you want to have a Minister of Education, let it be someone who has passed through education and knows what educational system in Nigeria is all about. Someone who does not know anything about education is now appointed as Minister of Education. What do you expect from the person just because he has a godfather who had invested so much into

the election of the President. So, the godfather was given the slot to produce Minister of Education. The godfather will just go somewhere and find someone whom he knows will not disappoint him and instate the person in the position without considering whether he knows about the Ministry or not ... (R1, 14072016, DU-33)

According to respondents, use of the right personnel connotes merit and objectivity in selection process. This is evident in the statement of respondent 5 who said that: “appointment into positions in academic community must be based on merit rather than political influence and imposition” (R5, 24082016, DU 24).

Respondent 10 said the same thing, as expressed in the excerpt below:

For us to solve the challenges of change management in higher education institutions, there is need for objectivity in appointment of leaders across various departments, units and sections in our institutions. Unlike what we witness in our country today, where appointment is solely based on political ground without preference for competence and productivity. To correct these mess, we need to put the round peg in the round hole ... (R10, 05102016, DU-29)

Furthermore, respondent 1 argued that experts must be incorporated in the change agenda. He believed this is a way of ameliorating the challenges facing change implementation in higher education institutions in Lagos State. This is evident in the statement expressed below:

Secondly, we need to incorporate experts who know about our problems come together and think about how they can help us solve them. These experts must carry everyone along in the plan. They must throw away their personal gain and interest. All they need is to help us towards having a meaningful and positive change which people deserve and aspire for ... (R1, 14072016, DU-33)

In conclusion, the use of the right caliber of people in the right positions will go a long way in solving some of the problems facing change implementation in Lagos State, Nigeria.

II. Self-Reformation: Self-reformation involves a lot of things. It implies that both leaders and followers must see the issue of change as a great concern of all. Everybody, old or young, male or female, rich or poor must reform themselves. Reform involves being disciplined, sincere, transparent, truthful, avoid worshipping money, and dedication to positive innovations that will improve the environment. This is evident in the statement below:

Fourthly, each and every one of us should try to avoid indiscipline. Being discipline anywhere you find yourself. It cut across everybody in this country. Indiscipline and impunity. If we cannot have inner determination that indiscipline should stop. It must start from you in your inner mind. Ask yourself, what are the things you are doing as a leader, as a teacher that must be stop. Ask yourself, what is your responsibility as a chairman of Educational committee in the House of Assembly, what is your responsibility as leader. Have you heard of padding in our National Assembly? Hem en, these are the issues. These leaders were given budget to approve it. They now put their own personal gains into the budget. What are we saying? It has even got to the level whereby the members of National Assembly are requesting for money from various agencies and ministries to give them money so that they can pass whatever budget they sent to the House from these agencies and ministries. This is bribery. They are not thinking about what will be the outcome or end result of their action. For example in the Ministry of Education, there are many agencies like NUC, NERDC, NCCE, NBTE and others ... (R1, 14072015, DU- 33)

In addition, respondent 1 further argued that various concerned agencies in education must be considered and contacted before formulating policies, plans or initiating idea that will affect educational sector in the country. This is expressed in the excerpt below:

Those are the helm of the affairs in all these agencies will be contacted by these members of National assembly and tell them to give them money in form of bribe before they pass their budget and if they fail, they will reduce their budget. So, indiscipline and impunity is everywhere. This thing has affected everyone in the country. Even

students are affected. They are not willing to read and study again because they will tell you that some of their colleague are not reading and studying yet they make good result by bribing some lecturers, some use their body to obtain marks and all forms of corrupt means. This is everywhere in the country. Unless we fight and strive to curb indiscipline and impunity in the country, nothing will work ... (R1, 14072015, DU- 33)

Self-reformation also implies people should be sincere about the change. This is the view of respondent 4 who said that:

...the only thing is that sincerity. If all of us can be sincere. If we can be religious, follow the dictate of religion. You stop worshipping money and power. Then, you need to stop fighting over position. Don't say I want to get to that position by force. We should also see our self as integral stakeholder and everyone should play his or her role according sincerely and committedly ... (R4, 15082016, DU-24)

Respondent 5 too argued that "sincerity is another way out. Leader must be sincere with all their plans. There should be no favourism and tribalism in stating and achieving organizational goals" (R5, 24082016, DU-24).

Apart from sincerity, truthfulness is also identified as one of the ways of reforming the individual for a meaningful change. This is the view of respondent 10 as expressed in the statement below:

Truthfulness and sincerity on the part of leaders and followers. Let me stress at this junction that change requires sincerity of purpose and being truthful. A leader cannot be telling people to follow a path and such leader is not following that path. Once people notice this, they will not comply. Once they fail to comply, the change may not be achieved. Therefore, leaders must be sincere with their crusade of change. They must be seen at the forefront of the crusade. Followers too must also be sincere, truthful and be committed before we can achieve a desirable result ... (R10, 05102016, DU- 26)

In conclusion, reforming the individual is another way of ameliorating the problems and challenges of change implementation in higher education institutions in Lagos State.

III. Good leadership: Good leadership is another way of enhancing effective change in higher education institutions in Nigeria. Good leadership involves use of good leadership style, showing good moral, being considerate in decision making, be up and doing, remaining focus on the change, transparency, discipline and other forms of good character. When leaders show good leadership traits to their staff and students, dialogue with them, communicate their change plans in an appropriate manner, change will be easy to implement. This is the position of some of these academic leaders as stated below:

Leaders need to be focused. Not minding the challenges from staff. In order to be fulfilled, they must be focused. Apart from that, they need to have listening hear. They need to listen to staff. Try to wage their agitation to see whether what the staff are asking for is genuine or not. They should not be rigid. They should be flexible. They should not be autocratic. They need to be transparent. They should not hide things from staff. They should be transparent in terms ... (R2, 22072016, DU-42)

In addition, respondent 3 sees dialogue as a way of enhancing good governance and good leadership in higher education. On this, he stated that: “there should always be dialogue. Whatever policy to be formulated, it must be discussed among all the stakeholders” (R3, 23072016, DU-28).

Good leadership also implies that leaders must lead the way by acting as models to their subordinates to be emulated. This is the view of some respondents. Respondent 6 expressed this view as contained in the excerpt below:

First leaders must be ready to lead by example. Being an exemplary leader is vital in achieving organizational goal and enhancing organizational citizenship behaviour of staff. Leader must be ready to be a model for subordinates to copy and emulate. They must be ready to accept leadership role in totality ... (R6, 01092016, DU-33)

He argued further that:

...there must be transparency and accountability by the leader. They must be clear and transparent in their dealings. They must not be corrupt or practice leadership of favoritism. Staff and students must see the transparency and accountability in the system before they also change for good and improve their organizational citizenship behavior ... (R6, 01092016, DU-33).

Furthermore, developing a high and positive self-efficacy is one of the means through which academic leaders can combat the challenges facing change implementation in higher education institutions. This is the stand of respondent 8 as stated below:

The self-efficacy in the leader to turn all the above challenges into positive in order to implement the change policies. This may be done by identifying individuals and group that are always forward looking into implementing changes ... (R8, 21092016, DU-30)

Good leadership also entails a fight against corruption in Nigeria. If leaders are upright, the fight against corruption rocking the education system will be successful and the system will achieve the goals and purpose with which it was established. This is the position of respondent 5, who said that: “fight against corruption must be strengthened even in academic communities in Nigeria. Corrupt leaders must be tried and punished accordingly” (R5, 24082016, DU-24).

In addition, good leadership involves effective supervision. This is the position of respondent 6, who argued that:

... leaders must strive to ensure effective supervision. Leaders must not just sit down in their offices, attending to files and people, they must also find time to be going out to classroom, hold meetings with staff and students to know what they are going through and ensure that any plan or project in progress is effectively supervised and monitored. With this, they will be able to see themselves the area of further

challenges and will be able to know the right step that must be taken to overcome their challenges ... (R6, 01092016, DU-33).

Also, good leadership entails harmonizing a healthy relationship between leaders and followers within the system. This is the view of respondent 7 as contained in the statement below:

In addition, leaders must ensure harmonious and healthy working relationship with staff and students. Leaders must not use draconic measure in relating with staff and students rather they must ensure participation of all stakeholders within the faculty, school and even department. They must carry everyone along, listen to suggestions from staff and students and make them see the need to uphold the progress of the institution as paramount ... (R7, 07092016, DU 33)

Finally, good educational leadership also entails the use of effective communication. It implies that academic leaders must learn to communicate well and use the right medium in disseminating their information. For academic leaders to overcome the challenges facing change implementation in higher education institutions, leaders must study their followers critically, understand their psyche, then, devise the most appropriate means of communicating with them. In short, effective communication is a vital tool for managing change in educational institutions. This is the view of respondent 7 below:

Lastly, effective communication is crucial. When there is a change policy, leaders must ensure that information is properly and effectively communicated. In essence, effective communication of action plans and policies must be ensure if we really want a meaningful and sustainable development in our educational system ... (R7, 07092016, DU-33)

This is also the view of respondent 10 who opined that: “leaders need to learn communication strategies and adopt relevant method in communicating their plans in order to facilitate and manage change” (R10, 05102016, DU-34). In conclusion, good leadership is all encompassing. It cuts across attitude, effective communication,

supervision and others. All these ingredients are needed for effective higher educational leadership and management.

IV. Provision of Facilities: Another way of solving the problem of implementing change in higher education institutions is to ensure adequate facilities needed to enhance effective teaching, learning and promote quality research. Since higher education institutions are established for training future leaders and enhancing quality research, necessary facilities are needed to attain these goals must be provided if we really need a meaningful change. The respondents expressed this view. For instance, respondent 3 said that: “materials needed for implementing the policy must be provided. Also, everybody in an organization must be involved in whatever policy is to be implemented” (R3, 23072016, DU-28).

This view is also expressed by respondent 5 as follows:

Secondly, there is need to provide adequate facilities that will facilitate effective teaching and learning, promote research and enhance development of right and positive attitude in our society ... (R5, 24082016, DU-24)

Respondent 9 too share the view as we have below:

Also, on limited access to equipment, I will suggest collaborating with private individual, corporate organizations, industries, government and non-governmental organization as well as international universities for staff training and supply of equipment needed to carry out quality research ... (R9, 03102016, DU-30)

In addition, financial resources are also an integral part of the resources needed to attain any meaningful change in higher education institutions. This is so because higher education institutions were established to promote teaching, learning, research and scholarship. To be able to do all these, adequate funding is required. Respondents 9 explained this, saying:

Lastly on finance, collaborating with private individual, religious organizations, government and non-governmental organizations will help to overcome the problem of poor funding of higher education in this country. We should not limit ourselves to the government alone, if religious organizations can come up with ideas that can bring money to solve this problem, I think it will be a welcoming idea. (R9, 03102016, DU-30)

The same view is share by respondent 10, who said that:

... adequate funding is required to implement change. Take a look at change polices like training staff on how to use e-learning. We need money to support the e-learning platform. Money is required for staff training, supervision of students training programs, provision of additional facilities, facilitating research and a host of other vital things in higher institutions of learning ... (R10, 05102016, DU-31)

In conclusion, adequate facilities must be put in place if there is going to be any meaningful and sustainable change in higher education institutions in Lagos State, and Nigeria as a whole.

V. Training: Training of staff and students is crucial for effective change implementation in higher education institutions. If a policy is introduced, there is a need for training of staff and students that will implement the policy. Training will help to reform people and ensure higher performance. This is the position of some of these respondents. Respondent 3 explained that: "... there should be enlightenment and training. Training is need for those that will implement the policy ..." (R3, 23072016, DU-28).

This view is also shared by respondent 9, who said that:

Concerning staff not updating their knowledge and inadequate skill of staff, I will propose training, attending workshops and conferences as a way out. Higher institutions should endeavor to be organizing and sending staff for seminars, workshop and training as at when due without any form of favouritism or preference ... (R9, 03102016, DU-30)

Furthermore, training connote a careful step which involves the leader taking the task of explaining the change plan systematically to the followers. This is the view of respondent 10 as reported below:

If you want people to change, you must take time to explain the change idea to them, tell them the benefits in the change, problem associated with showing negative or deviate attitude towards the change on the individual and the organization, then, train them on how they will execute the change plan. Once people are aware of all these and are trained, they will perform better and leaders will be able to achieve goals of the change plan and policies set for their organizations ... (R10, 05102016, DU-31)

In conclusion, these respondents opined that if these steps are seriously followed by leaders and followers, higher education institutions in Lagos State will achieve more in spite of the situation of the country. Therefore, higher education institutions will respond positively to the needs of the society and contribute positively towards repositioning the society for good.

Reasons for Staff's organizational Citizenship Behaviour

On this research question, the 10 academic leaders put across their opinions based on their long years of service and interaction with their staff. They proposed personal, organizational, social-cultural and economic factors as factors influencing staff's organizational citizenship behaviour in higher education institutions. These factors shall be discussed in detail in the succeeding paragraphs:

I. Personal Factor: Some of the respondents maintained that personal factors, e.g. personality of the individual staff, philosophy and perception of life, influence their organizational citizenship behaviour. This is contained in the comment as expressed below:

Let me start by saying the individual itself. The kind of personality who have will definitely determine the character and trait that you will exhibit at work. People transfer their personal character to the work place. Some people have this attitude and trait that things must not go wrong while some have I don't care attitude or negative attitude towards things. So, their personality is transferred into the institutions which determine their organizational citizenship behavior ... (R7, 07092016, DU-35)

A similar view is expressed by respondent 10, who said:

I think the main thing here is the individual itself. What kind of personality do people possess? How do they perceive things? The individual personality determines everything we do. If the individual is the type with positive attitude, thinking and perception, such an individual will show positive disposition towards life, work and colleague in the workplace. But if the personality of the individual is negative, he or she will always show negative attitude towards work, assignment and life. People with negative thinking may not see the need to contribute anything to their workplace. Especially, in a situation like this, they will just take advantage of the economic situation and remain lazy towards their work. That is the reason why some people in Nigeria believe that it is government work, it is not their father's property. Therefore, they will always relate with it with this bad and negative perception and thought ... (R10, 05102016, DU-33)

In conclusion, the personality of the individual has a great impact on their organizational citizenship behaviour. Their disposition to life, attitude towards themselves, society and others influence their organizational citizenship behaviour at work.

II. Organizational Factors: These academic leaders argued that organizational factors like the leadership style and attitude, motivation, prompt payment of salary, incentives, conducive organizational climate and organizational policy are responsible for their positive organizational citizenship behaviour.

First, on leadership style and attitude towards staff, these respondents argued that the attitude put forward by the leaders will influence their organizational citizenship behaviour. For instance, respondents 1 argued that the friendly nature and attitude put up by academic leaders will go a long way in influencing the organizational citizenship behavior of subordinates. He explained that:

... those at the helm of affair should not think about their own selfish interest alone. They should feel concern about their subordinate and staff. If they feel and show concern for their staff, it will develop the staff's organizational citizenship behavior ... (R1, 14072015, DU-35)

Respondent 3 shared this view; he said that:

... how friendly is the leadership to the subordinate or followers. The way they relate also affect the staff attitude. A democratic leader tends to carry people along than the autocratic one who only like to give directives ... (R3,23072016, DU-30)

In addition, respondent 6 maintained that leaders must use good and motivating words to stimulate the organizational citizenship behavior of staff. He argued that:

... leaders must ensure that they use good words to motivate their staff. Words that will demotivate them or make them look as if they are not worthy of living or derogatory words must be avoided if we want staff to be committed to work ... (R6, 01092016, DU-26)

Another aspect of the organizational factor is the ability of the leader to lead the way and act as exemplary model to the followers. This is the view of respondent 9, who maintained that:

another thing we need to consider is how much is the leader leading by example. Exemplary leadership means a lot in soliciting commitment of followers. When staff see that this our leader is not a corny leader, he is straight forward in his dealings, actions and judgement, they will not hesitate to follow such leader. They will be ready at all times to give him their support and loyalty. By so doing, they will see the need for the organization to progress under his or her leadership. That is when you will see staff coming up with ideas that can move the

organization forward and giving their best to such organization ... (R9, 03102016, DU-32)

Secondly, motivation of staff by the organization and leaders also count in staff's organizational citizenship behaviour. By ensuring prompt payment of staff's salary, encouraging them through all means. Motivation can be in monetary, material or non-material form. This view was shared by some of these respondents as expressed below:

... incentive also counts. Staff need to be given their incentives without any delay. If they are receiving their incentives as expected, they will be eager to give their best to their organizations but a situation whereby some of them are been owned for five to six months salary, how do you expect them to be committed? (R3,23072016, DU-30)

Respondent 6 too expressed a similar view. He explained thus:

First and foremost, I see staff remuneration as the key point in organizational citizenship behaviour. In order to make staff productive and responsive to change, financial remuneration must be given absolute consideration. As long as they are coming to work on time, discharging their duties as expected, government must not delay their salary for whatever reason. This people are working so that they can settle their basic needs. Monetary motivation will enhance staff organizational citizenship behavior ... (R6, 01092016, DU-26)

Another aspect of non-monetary motivation is to support staff for international conferences, seminars and others. All these will improve their commitment and organizational citizenship behavior. This is the view of respondents, as revealed below:

... staff should be supported to go for conferences, training and workshops which will enhance their performance at work. They should also be promoted as at when due. There shouldn't be a delay in the promotion of staff who are competent, hardworking and dedicated to their work ... (R5, 24082016, DU-26)

Respondent 7 too believed that motivation will be helpful. He explained that:

Motivation is another factor that promote or enhance staff's organizational citizenship behaviour. When staff and students are duely motivated through the extrinsic or intrinsic motivation, they will increase their level of productivity and will develop a high and positive organizational citizenship behaviour in the institution. Leaders must strive towards motivating their staff most especially in our educational institutions in this state ... (R7, 07092016, DU-35)

Prompt payment of salary and timely reward are part of the ways of motivating staff. This view was shared by respondent 7 as contained in the excerpt below:

Also, prompt payment of salary is vital. Workers will be ready to give their best and go extra mile once their salaries are being paid promptly without delay. But the case in Nigeria now is pathetic some institutions are still owing the staff. How do you expect such staff to show positive or high organizational citizenship behaviour? Definitely, staff who have not collect salary for over 5 months will look for another means of survival, even, if the other means is not good some don't care ... (R7, 07092016, DU-35)

A similar view is shared by respondent 8 as follows:

Reward or compensation is another thing we need to look at. If there is adequate reward for a job a well done, people will be ready to go extra mile and give their best to their organizations. But a situation whereby the government is owing staff, these staff will only pretend, they will do the work because they do not have any other job to do ... (R8, 21092016, DU-32)

Thirdly, provision of required and adequate facilities to carry out the daily task of staff will also influence their organizational citizenship behaviour. This is the view of one of these respondents. He argued that if all facilities are provided at the right time and in right quantity, staff will be eager to work and will be ready to increase their organizational citizenship behaviour. He explained that:

... if their offices are conducive and well equipped, staff will be eager to work but if otherwise, they will only do the little they can. For instance, there are some top officials in this College, who do not have flat screen in their offices, some do not have fans or air-condition in their offices. If the work environment is good and serve like home away from home, people will be able to go extra mile ... (R4, 15082016, DU-26)

In addition, organizational policy is considered as another vital aspect of organizational factor which influences the organizational citizenship behaviour of staff. The kind of policy put in place or adopted by the organization was ascribed as a factor which influenced the commitment of staff. Respondents 7 explained that:

... another thing is the organization policy. If the policy of the organization is conducive, appreciative and highly rewarding, staff will be willing to give their best and go extra mile for such organization. If the policy of the organization is fair, free of corruption or corrupt practices, every member will know what will be their benefit whenever they do some things. Even without been told, you will see people striving positively to uphold their organizations. You can notice this in some private organizations and multinational companies who are thriving globally ... (R7,07092016, DU-35)

Similarly, respondent 10 also shared this line of thought, saying:

I will say the policy of the organization. The kind of operational policy also influences and determines staff's organizational citizenship behaviour. The policy of organization will reshape the attitude of staff and students. For instance in academic environment, there are rules and regulations guiding staff and students. If these rules are implemented to the latter, everyone will comply. No one will like to violate the rules knowing well the implication and punishment attached to these rules. But in a situation where the organization policy is not well followed, staff and students will always find their ways and go scot-free. Hence, the organizational citizenship behaviour will be low. It therefore implies that the rules and regulations of organization has a great role to play in people's willingness to give their best to their organization ... (R10, 05102016, DU-34)

III. Social-cultural Factor: On social-cultural factors, some of the respondents argued that social forces like the home and environment impact on the organizational citizenship behaviour of staff. In addition, cultural forces like religious values have influence on staff's organizational citizenship behaviour in higher education institutions as expressed below:

Yes. Background or social background can also influence staff's organizational citizenship behaviour. If a child is from a separated home or divorced home, such a child will not have that need to be

committed to anything in life. We have some of them who are committed but majority are not committed due to the fact that they lack the parental guidance and care from their childhood. So, whatever they do at adulthood will be a manifestation of what they were exposed to from childhood. Therefore, they transfer these social behaviour into the workplace'' (R2, 22072016, DU-50).

A similar view is shared by respondent 6, who argued that:

Environment hem hem is also key. The organizational climate also influences staff commitment. If the climate of the organization is favourable, appealing and enabling, no staff will like to leave such environment but if otherwise, there will be trouble. Also, your home where you come from will also influence your attitude outside. If someone hails from a discipline home, such a person will remain discipline at work ... (R6, 01092016, DU-28)

Respondent 7 too believed that environment is a factor; he explained that:

... the kind of environment where people come from affect their disposition and perception of work and life. Some staff came from a very rough environment where their attitude is negative. When there is a small crisis, you will see these staff displaying in their real colour. They are influenced by the type of environment they come from. For instance, during riot or protest by staff, you will see some of these staff going violent in their act. This is so because of the environment they were brought up. Such staff may see no need to develop a positive organizational citizenship behaviour most especially when the government is owing them. They go extremely violent ... (R7,07092016, DU-35)

Furthermore, another aspect of social-cultural force is the religion. Two of these respondents opined that religion and religious beliefs of staff affect their organizational citizenship behaviour. The kind of faith that people hold influence their attitude, thinking and disposition to life, people and work environment as expressed in the responses below:

Religion is a sensitive issue here in Nigeria. Some people adhere strictly to teachings of their religion in spite of the ugly situation of the country. I have seen some devout staff who remain committed to their duties as a result of their religious training. These staff do not collect bribe, they avoid telling lie and are straight forward in their dealings.

Although they may be very few in our academic environment today. Religion of people, has a great contribution in their organizational citizenship behaviour ... (R10,05102016, DU-33)

Respondent 8 too shared this view; he argued that:

people's religion also influences their attitude to work. Some staff see promptness in work, commitment to work, honesty in the workplace as religious obligation which must be discharged by a Godly person. Therefore, they are always ready to fulfill their duties without been told to do so ... (R8, 21092016, DU-32)

In conclusion, socio-cultural factors were found to have impact on the organizational citizenship behaviour of staff in higher education institutions. People's environment, culture and religion influence their disposition and perception of life and their environment which later determine their organizational citizenship behaviour.

IV. Economic Factor: The condition of the country was seen as an integral factor and aspect of staff's organizational citizenship behaviour. If the country is wallowing in abject poverty, people will definitely develop negative and bad attitudes. They will need to survive by all means. In order to meet their daily needs, they will not care to do anything as long as they can survive. This will later impact on their organizational citizenship behaviour. This is the view of these respondents as presented below:

Yes, you see in Nigeria that we are in today, nothing is working, everything is in disarray. The economy is so bad that it has touched every aspect of human endeavor in Nigeria. If care is not taken, the self-efficacy of every individual person in Nigeria will be very very low ... (R1, 14072016, DU-19)

Respondent 9 too shared this view. He explained that:

... another vital point is the economic issue. The condition of the state is key. If staff and students are finding it very difficult to cope or meet livelihood, they may be tempted to do some bad things like disloyalty

to their organization, stealing, taking bribe from students and so on. For instance, some staff have not collected their salaries for over five months in one state in this country. How do you expect them to develop positive or high organizational citizenship behaviour? Some of these staff have children in schools, they have parents they care for. They have a lot of dependents. Some were forced to go and look for extra job outside their primary duties. Once, they are combining two to three different jobs with their academic workload, definitely these jobs will suffer because they will not be dedicated and there will be a lot of loop-holes. The situation of the economy dragged them to do all these ... (R9, 03102016, DU-32)

Also, respondent 10 decried the pathetic situation of the country as a vital factor which can make or mar the organizational citizenship behavior of people in higher education institutions as contained in the statement below:

... you see, we don't need to deceive ourselves. When the situation of the country is bad, there is no magic you can do as a leader. Staff and students are also human being. People will capitalize on the situation of the economy to behave well or misbehave. If their basic needs are met and provided for them by the system, they do not have any reason to steal, come late to work, show negative attitude towards where they are earning their daily meal. But in the contrast, people will not care about their organization, they will only come to fulfill righteousness. They may not be dedicated to work. This happened in our country in the past, those that are looting and committing indecent acts shifted the blame on bad state of the economy. I therefore agree that the position of the economy influences the attitude and commitment of staff towards their work which later inform their organizational citizenship behaviour ... (R10, 05102016, DU-34)

In conclusion, the result above shows that personal factor, organizational forces, social-cultural issues and economic factors impact on the organizational citizenship behaviour of staff in higher education institutions in Lagos State, Nigeria. Therefore, concise effort must be put in place by higher education managers and administrators to ensure that the organizational citizenship behaviour of their staff is improved as a way of achieving the targets and goals set for higher education in the country and making higher education responsive to the needs of the society.

Summary

This study adopted a mixed method data analysis. The researcher used both quantitative and qualitative methods in analyzing information gathered from the respondents. He started with the quantitative method. The quantitative strand used both descriptive and inferential statistics in analyzing the data collected. Descriptive statistics like simple percentage, mean and standard deviation was adopted for analyzing the demographic information of respondents, while inferential statistics like Pearson Correlation Coefficient, Analysis of Variance, Factor Analysis, Structural Equation Modelling was used to analyze the research hypotheses set for this study. The researcher used Principal Component Analysis (PCA) to summarize the items into latent variables and establish their reliability. Also, Confirmatory Factor Analysis (CFA) was used to assess the adequacy of the measurement model. The result of the model shows that the model is fit, accurate and acceptable. The result of the quantitative analysis shows that there is a positive relationship between high leadership self-efficacy and organizational citizenship behaviour. There also exists a negative relationship between low self-efficacy and organizational citizenship behaviour. The Structural Equation Model shows that leadership self-efficacy, change-oriented behaviour and change policy have a relationship with the organizational citizenship behaviour of staff in higher education institutions although change policy has the highest contribution.

In addition, the result of the qualitative strand shows that good leadership, motivation and effective communication are some of the strategies of implementing change in higher education institutions. However, academic leaders face political

challenges, socio-cultural challenges, economic challenges and human-imposed challenges in the course of implementing change in higher education institutions. In order to make higher education institutions responsive to the needs of learners, parents and the society, there is a need for adequate funding, quality facility, good leadership and discipline on the part of individual within the academic community. Furthermore, the respondents identified economic, social, cultural and personal factors as the factors which impact on the organizational citizenship behaviour of staff in higher education institutions. The next chapter presents the conclusion and recommendations of this research study.

CHAPTER 5

DISCUSSION, IMPLICATIONS AND CONCLUSION

Introduction

This chapter presents the summary of the findings, discussion of the findings, implications of the findings, suggestions for further study and conclusion. It starts with an introduction which introduces the chapter for a better understanding. The summary section reveals the summary of the findings of this research study in relation to the research hypotheses and research questions. Discussion of the findings presents a thorough discussion on the findings by relating the findings with relevant literature in chapter two of this thesis. In addition, the implication of the study section presents the theoretical and practical implications of this study. It looks at the implication to educational administrators, government, policy makers, higher education institutions and other stakeholders in the industry. Furthermore, the study suggests some areas for future studies, and makes recommendations to government, higher education administrators, Ministry of Education, academic leaders, investors, educational agencies, staff, students, parents, philanthropist and members of general public. Finally, the chapter ends with a general conclusion of the whole thesis.

The following research questions guided the discussion, summary and conclusion chapter in this thesis:

1. What are the perceptions of staff on the relationship between leaders' self-efficacy (low and high) and their organizational citizenship behaviour?

2. Does leaders' self-efficacy impact on staff's organizational citizenship behaviour?
3. Does leaders' change-oriented behaviour impact on staff's organizational citizenship behaviour?
4. Does change policy impact on staff's organizational citizenship behaviour?
5. Do mean scores of demographic information of participants (type of institution, type of staff, faculty, academic qualification, experience, cadre and age) have any effect on staff's organizational citizenship behaviour in higher education institutions?
6. How do leaders develop their self-efficacy in meeting up with the challenges in contemporary society?
7. What are the strategies adopted by academic leaders in implementing change in higher institutions of learning?
8. What are the challenges that academic leaders face in the course of implementing change and the measures that can be taken to ameliorate these challenges in higher education institutions?
9. What are the reasons for staff's organizational citizenship behaviour in public higher education institutions?

Summary of the Findings

Research Question 1: What are the perceptions of staff on the relationship between leaders' self-efficacy (low and high) and their organizational citizenship behaviour?

On the first research question, perception of staff was divided into two parts of perception on high self-efficacy and perception on low self-efficacy. The result of these two reveals that there is a positive relationship between staff's perception on

high self-efficacy and organizational citizenship behaviour of staff in higher education institutions. As observed in the descriptive statistics table for these two variables, the mean score of high self-efficacy is 47.229, while that of organizational citizenship behaviour is 48.238. The standard deviation score for these two are 8.814 and 7.894 respectively. This shows that the mean scores and standard deviation scores of these two variables are close. Also, an independent sample t-test shows that there is no difference in the mean score of respondents on high self-efficacy. As shown in the mean and standard deviation scores of male ($M = 46.87$, $SD = 9.13$) and female ($M = 48.02$, $SD = 8.06$); $t(418) = -1.24$, $p = .22$ with two tailed.

In addition, the study finds that a strong negative relationship exists between staff's perception on low self-efficacy and organizational citizenship behaviour. This reflects in the result of the Pearson Correlation table which shows that the relationship between low self-efficacy and organizational citizenship behaviour is $-.291$. The asterisk sign indicates that there is a relationship but the negative sign shows that it is a negative relationship. Furthermore, the study reveals that there is no significant difference in the mean score of respondents in relation to gender on low self-efficacy. This is evident in the result of the mean score of male ($M = 2.39$, $SD = 0.88$) and female ($M = 2.36$, $SD = 0.91$); $t(418) = .301$, $p = .76$. This statistical value shows that there is no difference in the mean scores of both gender on low self-efficacy.

In summary, the relationship between high self-efficacy and organizational citizenship behaviour is positive, while that of low self-efficacy and organizational citizenship behaviour is negative.

Research Question 2: Does leaders' self-efficacy impact on staff's organizational citizenship behaviour?

Findings on the second research question shows that there is a significant difference relationship between leadership self-efficacy and organizational citizenship behaviour of staff in higher education institutions in Lagos State. In addition, the regression weight table in table 4.44 in chapter four of this thesis shows that there is a statistically significant relationship between leadership self-efficacy and staff's organizational citizenship behaviour with estimate value of .172, critical ratio value of 4.939 and a p-value of .000. Similarly, the structural equation modelling result in Figure 4.10 also confirms that leadership self-efficacy contributed 24% to the changes in staff's organizational citizenship behaviour.

In summary, leadership self-efficacy is significant to staff's organizational citizenship behaviour based on statistical evidences and relevant literature reviewed earlier. It, therefore, implies that when leaders display high self-efficacy it will impact on the organizational citizenship behaviour of their staff and vice versa.

Research Question 3: Does leaders' change oriented behaviour impact on staff's organizational citizenship behaviour?

On the third research question, it is found that there is a statistically significant relationship between change-oriented behaviour of leaders and organizational citizenship behaviour of staff in public higher education institutions in Lagos State, Nigeria. From the regression weight table in table 4.44 in chapter 4 of this thesis, it could be recalled that change-oriented behaviour of leaders has a critical ratio value

of 7.532 with estimate value of .273 and a p-value of .000. Also, the correlation of latent construct in table 4.43 reveals that the value of correlation between change-oriented behaviour of leaders and staff's organizational citizenship behaviour is .750. In addition, the structural equation modelling result reveals that change-oriented behaviour of academic leaders contributed 40% to the change observed in staff's organizational citizenship behaviour in public higher education institutions in Lagos State.

In summary, the study finds that there is a statistically significant relationship between change oriented behaviour of leaders and staff's organizational citizenship behaviour in public higher education institutions in Lagos State. It, therefore, implies that when leaders' belief in change, lead the path of change sincerely and with required skills and competencies, staff in their organization will display organizational citizenship behaviour which will later increase performance and productivity.

Research Question 4: Does change policy impact on staff's organizational citizenship behaviour?

The fourth research question shows that there is a significant relationship between organizational policy and organizational citizenship behaviour of staff in public higher education institutions in Lagos State. Change policy is found to be statistically significant to staff's organizational citizenship behaviour with an estimate value of .272, a critical ratio value of 7.863 and a p-value of .000. As observed in the

structural equation modelling result, change policy has the highest contribution to the staff's organizational citizenship behaviour. It contributed 42% to the change in staff's organizational citizenship behaviour in public higher education institutions in Lagos State. In addition, the table showing the correlation of latent construct reveals that the correlation between change policy and staff's organizational citizenship behaviour is .731. This shows a good correlation between these two constructs.

In summary, there is a relationship between change policy and staff's organizational citizenship behaviour in public higher education institutions in Lagos State. This, therefore, shows that the continuous change in policy of educational institutions has a direct effect on the ability of staff to continuously give their best to their organization.

Research Question 5: Do mean scores of demographic information of participants (type of institution, type of staff, faculty, academic qualification, experience, cadre and age) have any effect on staff's organizational citizenship behaviour in higher education institutions?

The fifth research question shows that demographic information like type of institution, type of staff, faculty or school, highest academic institution and staff cadre does not have any significant relationship with organizational citizenship behaviour of staff in the selected higher education institutions in Lagos State, while

work experience and age have significant relationship with staff's organizational citizenship behaviour in public higher education institutions in the state.

A further investigation reveals that work experience of staff moderates the relationship between leadership self-efficacy, change-oriented behaviour and organizational citizenship behaviour of staff in public higher education institutions in Lagos State. This is observed in table 4.47 where the difference in chi-square result is 16.100 (3040.22 – 3024.122) with a degree of freedom of 3. The table value using the chi-square table under .050 is 7.815. Also, the table value is less than the calculated value ($7.815 < 16.100$). Similar result was obtained for less than 10 years' work experience. Therefore, the researcher concluded that experience of more than 10 years of work moderates the relationship between leadership self-efficacy, change-oriented behaviour, change policy and staff's organizational citizenship behaviour in public higher education institutions in Lagos State, Nigeria.

Research Question 6: How do leaders develop their self-efficacy in meeting up with the challenges in contemporary society?

Furthermore, the findings on research question 6 reveals that academic leaders in public higher education institutions in Lagos State develop their self-efficacy through personal development, experience and interaction with their society. According to this finding, personal development includes: having strong determination, remaining focus of success, self-discipline and displaying good personality at all times. Experience on the other hand entails exposure, past experience and learning from the success story and failure of others. Also, these academic leaders develop their self-efficacy through their contact and interaction with their society.

In summary, this study finds that academic leaders in public higher education institutions in Lagos State develop their leadership self-efficacy through personal development, past experience and interaction with society.

Research Question 7: What are the strategies adopted by academic leaders in implementing change in higher institutions of learning?

The findings on research question 7 reveals that good moral value, motivation, effective communication and good governance are the measures that can be employed by academic leaders in implementing change in public higher education institutions in Lagos State. Good moral value implies that academic leaders must be an embodiment of virtues which will stimulate their subordinates and followers to accept the change, internalize it, then implement the change accordingly. In addition, motivation is another key factor in implementing change. For academic leaders to implement sustainable change in public higher education institutions in Lagos State, there is a need for them to improve and motivate their workers adequately. Staff motivation include prompt payment of their salaries, providing necessary support for staff which will increase their level of productivity, appreciating a job well done by the staff, and a host of others.

Furthermore, effective communication was also found to be an essential factor in implementing change in public higher education institutions. Effective communication involves the use of the right medium to pass across information, use of the right language, timeliness and understanding the psyche of the receiver and end-users of the message. For academic leaders to implement sustainable change,

they must be able to use the right channel to communicate the change process to their staff, students and entire members of the public. Finally, good governance was found to be instrumental to implementing change in public higher education institutions. It entails leaders leading the way sincerely, transparency, accountability, good personality and a host of other attribute required of a change leader. In summary, if these four strategies are well implemented in public higher education institutions in Lagos State, they will help in enhancing sustainable change in higher education in the State.

Research Question 8: What are the challenges academic leaders faced in the course of implementing change and the measures that can be taken to ameliorate these challenges in higher education institutions?

Research question 8 finds that academic leaders in higher education institutions face economic, social, political, human and resources challenges in the course of implementing change in higher education institutions in Lagos State, Nigeria. The state of the economy is posing a great threat to higher education leadership in Lagos State. Presently the economy is in recession, prices of goods and services are continuously going up, which has a drastic effect on the purchasing power of staff. As a result, people are economically challenged and are looking for a way out. This reflects on their attitudes towards their work. Therefore, academic leaders see this economic challenge as a problem because it is affecting the performance of staff and the organization as a whole.

In addition, the political and social forces are affecting implementation of change in public higher education institutions. The political arena in the country is characterized by corruption and misuse of power. All these reflect in the behaviour of students, staff and members of the public. They also affect the course of change in public higher education institutions in Lagos State. Social forces also affect change implementation in public higher education institutions in Lagos State. The belief of the society, norms, values and culture affect peoples' attitude and disposition towards innovation.

Furthermore, the study also finds that staff, students, parents and government sometimes constitute a source of problem to academic leaders in the course of implementing change. Different parties in an organization have their own aim, goal and aspiration which are not same. These different groups display different philosophies and aspirations. They often do this by agitating for their selfish and conflicting interests. In the course of doing this, they truncate the change effort and slow down the change plans.

In order to ameliorate these challenges or problems, the study proposes that the right personnel should be employed and put in the right position for meaningful change to take place. Also, self-reformation must be taken serious. This must be accomplished with good leadership, effective training for staff and students, and provision of essential and adequate facilities in higher education institutions in Lagos State, Nigeria. In summary, the challenges itemized above can be overcome if all the

measures suggested are put in place in public higher education institutions in Lagos State.

Research Question 9: What are the reasons for staff's organizational citizenship behaviour in public higher education institutions?

Finally, the findings on research question 9 reveal that personal, organizational, social and economic reasons or factors are responsible for the organizational citizenship behaviour of staff in higher education institutions in Lagos State. Personal factors observed in this study include the personality trait of the individual and their attitude towards workplace and life generally. It was found that staff bring their personal traits into the work place which later influence their performance and disposition to work. Respondents argued that when staff have good personality, they will be able to develop organizational citizenship behaviour. In contrast, staff with bad personality will have a low self-efficacy and may not be ready to give their best towards the development of their organization.

Organizational factor entails policies of the organization, leadership style, management procedure and other related issues pertaining to the organization. These influence the organizational citizenship behaviour of staff. If organizational policies are worker friendly and encompassing, the employees in the organization will be ready to show organizational citizenship behaviour. Similarly, the type of leadership in an organization is another vital factor here. When the leader possesses right competencies, skills, personality and training needed to influence people and

organization, imbibe transparency and sincerity in leading the course of change in the organization; staff will definitely develop organizational citizenship behaviour.

Social economic factors are also part of the forces influencing the organizational citizenship behaviour of staff in public higher education institutions. As found in this study, the nature and type of the environment where people live impart in their life. Social forces like social belief, culture and way of life of a particular community determine the attitude of people in such community. Similarly, the state of the economy is another vital factor. When the economic situation of staff is good, conducive and bearable, such staff will be able to develop organizational citizenship behaviour. But in a situation where the standard of living is very bad, income of staff is low, with a high rate of recession, all these will affect the attitude of staff toward their work. It may also affect the staff in developing organizational citizenship behaviour.

In conclusion, the summary section shows the result of the findings from the quantitative and qualitative strands. After summarizing the result of the findings of this study, further discussion of the findings will be presented in the next sub-heading.

Discussion of the Findings

This section presents a detailed discussion of the findings in this study. It relates the findings to the past studies and research of scholars in the field. Here, the researcher

made the discussion in accordance with relevant literature earlier discussed and reviewed in chapter two of this thesis. The discussion was based on the research questions set for this study. Below is a detailed discussion.

Research Question 1: What are the perceptions of staff on the relationship between leaders' self-efficacy (low and high) and their organizational citizenship behaviour?

To answer this, the researcher divided the leaders' self-efficacy into two in-lines with literature and access the perceptions of the staff on the two divisions. The findings show that there is a positive and strong relationship between staff perception on high self- efficacy and organizational citizenship behaviour of staff of higher education institutions with $r = .593$ and $p = .000$. This, therefore, correlates with the findings of Lunenburg (2011); Bandura (2004); Van- der- Bijil & Shortridge-Baggett (2002); Locke & Latham (2002); Bandura (1997), who found that when leaders display high self-efficacy, subordinates will definitely put in their best and ready to develop the organization. By doing this, the staff will develop organizational citizenship behaviour.

In the same vein, the study found that there exist a strong and statistically negative relationship between low self-efficacy and staff organizational citizenship behaviour. This was revealed with $r = -.291$ and p-value of .000. This implies that whenever leaders show low, negative and poor commitment to work, it also reflects in the attitude of staff towards attaining the goals and objectives of the organization. As reported in the findings of Bandura and Locke (2003), Van der Bijil and Shortridge-Bagget (2002) who argue that low self-efficacy results in low performance.

Research Questions 2: Does leaders' self-efficacy impact on staff's organizational citizenship behaviour?

Result of the findings on the second research question shows that there is a statistically significant relationship between leadership self-efficacy and organizational citizenship behaviour of staff in higher education institutions in Lagos State, Nigeria. This implies that whenever academic leaders develop and display high self-efficacy in discharging their duties, there is every tendency that their subordinates or followers will develop organizational citizenship behaviour. This shows that leadership is a vital factor in the development of the organization. This supports Wang et al (2005) who find that leadership determines the outcome and performance of staff and organization. Also, the finding is in line with the position of Obiwuru et al (2011) and Vigoda-Gadat (2007) who found that the performance of staff is influenced by the efficacy of the leaders who are leading them. In addition, the result also corresponds with the position of Bandura (1997) in his theory of self-efficacy, when he proposes that the self-efficacy of a leader will influence goals which staff choose for themselves, their level of commitment to work, attitude towards learning and dealing with complex task. Whenever a leader shows positive attitude towards any given task, such positive attitude will reflect on the subordinates which will later lead to organizational citizenship behavior (Bandura & Locke, 2003).

Research Question 3: Does leaders' change-oriented behaviour impact on staff's organizational citizenship behaviour?

Change-oriented behaviour of leaders has a great influence on the organizational citizenship behaviour of staff in higher education institutions. As found in the

analysis, change-oriented behaviour has contributed .40 (40%) to the change in staff's organizational citizenship behaviour in higher education institutions in Lagos State. This contribution was made with estimate value of .273 and p-value of .000. It, therefore, implies that if academic leaders are committed to the change plans, use the right channel of creating their change plans, the subordinates will willingly follow the path of change. This is in line with the views of Kotter (1996) who proposes the eight stages of creating major change in an organization. In addition, effective leadership and ability to communicate the change idea across the subordinate is vital. This is in consonance with Kinicki and Fugate (2013) and Yukl (2010) who find that effective communication is an essential ingredient in effecting change plans in an organization.

Research Question 4: Does change policy impact on staff's organizational citizenship behaviour?

On the impact of organizational policy, the result shows that organizational policy has the highest contribution to staff's organizational citizenship behaviour. It is important to note at this junction that educational policies are formulated by government and politicians. Staff are bound to abide by any policy given to them by the state. In academic institutions in Lagos State, government formulates policies on higher education through the Ministry of Education and the Senate or Governing Council in each institution. Whatever the government representative in each institution says must stand.

Therefore, the policy formulated by the governing councils of these institutions impact on the staff's organizational citizenship behaviour. As found in the result of the structural equation modelling, change policy accounts for .42(42%)

of the change in organizational citizenship behaviour of staff. It is also found to have an estimate value of .272 with p-value of .000. This data shows that change policy contributes greatly to staff's organizational citizenship behaviour. In addition, the finding is in consonance with Starr (2011) who finds that political intervention in educational policies impacts greatly on staff.

Furthermore, when staff shows organizational citizenship behaviour, there is high tendency for them to have job satisfaction. This can occur as a result of the policy used or implemented in their organization. Organizational policy also accounts for job satisfaction of staff according to Naeem (2013). Similarly, organizational policy was reported to have a great and positive impact on commitment of staff in an organization. Kostea (2011) observes that organizational policies contribute to the relationship between job promotion and job satisfaction of staff in an organization. Based on all the explanations and justifications provided above, it is evident that the policy of the educational institution impacts on the job satisfaction, commitment and organizational citizenship behaviour of staff.

In order to increase the organizational citizenship behaviour of staff in higher education institutions in Lagos State, concise effort must be put in place by government representative in each higher education institution to ensure a friendly policy that will enhance the development of staff, students and attainment of higher education goals entrenched in the National Policy on Education.

Research Question 5: Do mean scores of demographic information of participants (type of institution, type of staff, faculty, academic qualification, experience, cadre

and age) have any effect on staff's organizational citizenship behaviour in higher education institutions?

On this research question, it is found that demographic information like gender, faculty/school/unit of staff, highest academic qualification of staff, and staff cadre do not have any significant relationship with their organizational citizenship behaviour. This demographic information is found to have p-values $> .05$ based on the result found in their analysis of variance tables. This is in consonance with finding of Zafar et al. (2013) who find that demographic information does not have any linkage with the performance of staff. In addition, work experience, age and type of institution are found to be statistically significant with staff's organizational citizenship behaviour in public higher education institutions in Lagos State with $p > .05$ as expressed in their analysis of variance tables. This supports Nilankant and Ramnarayan (2006) who maintain that the experience of people is usually transferred to the workplace and enhances their performance in an organization.

Research Question 6: How do leaders develop their self-efficacy in meeting up with the challenges in contemporary society?

One of the ways adopted by academic leaders in higher education institutions in Lagos State in developing their leadership self-efficacy is personal development. By personal development, leaders look inward into their strength and weaknesses. Then, they try to adjust are necessary in order to accomplish their numerous tasks. This is in consonance with the view of Nilakarant and Ramnarayan (2006) who opine that leaders must take time to reflect and think about their actions and re-actions in order to checkmate their self-efficacy. Also, personal development enables leaders to

mobilize their resources towards attaining the goals of their organization (Bandura, 2004).

Furthermore, experience was identified as another measure of leadership self-efficacy. It is described as a moving force in learning. Through experience of these academic leaders, they are able to correct their mistakes and develop a high self-efficacy needed in coping with the numerous tasks in their workplaces. This is in agreement with Airola et al (2014) who stress that experience will manifest in the way a leader manages and leads human and non-human resources in an organization. In the same vein, Nilakant and Ramnarayan (2006) support the view when they argue that experience of a leader will determine how far and how well he or she can lead a successful team. Lastly, Bandura (2004) identifies experience as a source of self-efficacy.

Lastly, interaction is found as the third measure adopted by academic leaders in higher education institutions in developing their leadership self-efficacy. Through interaction with the society, leaders will be able to act as a role model to followers. As Kouzes and Posner (2013) opine that leaders will win the heart of their followers when they serve as mirror or model to their followers. Also, through the interaction with their society, they will devise ways of motivating their followers in achieving the goals of their organizations. This is in compliance with Brown and Keeping (2005) who find that leaders who motivate their followers stand to gain love, support and likeness of their followers and improve performance of organization.

In conclusion, personal development, experience and interaction of leaders with their societies are measures through which academic leaders develop their leadership self-efficacy in higher education institutions in Lagos State.

Research Question 7: What are the strategies adopted by academic leaders in implementing change in higher institutions of learning?

Academic leaders in higher education institutions in Lagos State adopt various measures in implementing change in their various academic institutions. These measures include: good moral, effective communication and good governance. These shall be discussed in detail in the succeeding paragraphs.

Good moral character is a vital measure adopted by these academic leaders. Leaders develop positive attitude and high self-efficacy towards their jobs. This helps them in winning the heart of their subordinates. This is in compliance with previous findings of Kinicki and Kreitner (2009) who opine that the behaviour and attitude of leaders influence the attitude of subordinates towards change and attainment of the goals of the organization. Also, Owen (2012) argues that leaders must reform their attitude in order to enhance sustainable change in an organization.

Effective communication is also identified as another measure of implementing change in higher education institutions. This is supported by Yukl (2010), Riley and MacBeath (2003) who stress that when leaders make good use of

communication channel to disseminate information about vision, mission and strategies of change plan to their subordinates, such leaders will achieve their goals and gain commitment of their followers.

Finally, this study finds that motivation of followers is an important quality of good leadership. Leaders who motivate their subordinates tend to achieve their goals and gain the support of their followers (Kouzes & Posner, 2013; Owen, 2012; Yukl, 2010). In conclusion, these three strategies influence the attainment of change plans and policies in higher education institutions in Lagos State, Nigeria.

Research Question 8: What are the challenges that academic leaders face in the course of implementing change and the measures that can be taken to ameliorate these challenges in higher education institutions?

One of the challenges facing academic leaders in the course of implementing change in higher education institutions is the economic challenge. The state of the economy poses a great challenge to academic leaders. There is corruption in the country. People want to get rich by all means. Corruption is everywhere. The economic and political platforms of the country are channeled towards a corrupt part. The effect of this situation is that both staff and students are encapsulated in this philosophy. Okoroma (2006) finds that corruption distorts the progress of higher education institutions in the country. Presently, Nigeria is facing serious economic recession. Prices of goods and services are increasing rapidly. This affects the cost and investment in education. This is in consonance with the position of Alabi et.al. (2011) who find that global economic crisis has a great effect on education,

especially, in developing countries. During this critical period, government spending on education will also be affected (Martin & Kyrili, 2009).

Secondly, political intervention in education is another bottleneck for academic leaders because decisions on educational issues are decided by politicians and their allies. Academics have few contributions to make. Ironically, the policies on education are formulated by people who are not in education but channel the policies towards their own personal gain and political ambitions. This causes inconsistency in educational policies. This finding is consistent with Ike (2015) who argues that variation and fluctuation in government policies on education have a dangerous and negative effect on educational development of Nigeria. Once a new government comes to power, it will abolish all plans and policies formulated by its predecessors and come up with a new one irrespective of the benefits embedded in the old policies (Babalola, 2003).

In addition, resources maintenance and management are also identified. Resources (both human and non-human) in Nigerian higher education institutions are inadequate. Ironically, the government support is insufficient and the demand for higher education keeps increasing at a geometrical rate. Therefore, academic leaders need to manage limited resources at their disposal to deliver quality result. This is in consonance with the view of Ramsden (1998) who finds that higher education institutions are facing this problem globally, including even the developed countries. Another aspect of resources challenge found in this study is financial challenge. Finance is a key factor in higher education leadership. Higher education institutions are different from other levels of education in the sense that it is responsible for

producing human capital needed for economic, social and technological development of a country. Based on this fact, institutions of higher learning need to be adequately financed by the government. This is in corroborates the findings of Adeniyi (2008); Okoli (2006) and Onuka (2004) who stress that higher education institutions in Nigerian are not performing up to expectation due to insufficient funding. Another aspect of financial challenge is the need to generate fund from other sources at this crucial time. This is in line with the position of Ogbogu (2011) who argues that leaders in higher education institutions in Nigeria are seriously battling with this issue as it poses a great challenge to them.

Furthermore, students' deviant behaviour is another challenge identified in this study. Some students go against institutions' policies all in the name of freedom and autonomy. Sometimes students stage protest and end up demolishing inadequate resources in their institutions. Some of them join secret cults and terrorize their lecturers and colleagues. Students come from different backgrounds and they display different traits and personalities. Their attitudes have a direct effect on change implementation in higher education institutions. This is in agreement with the finding of Zuokemefa and Sese (2015) who find that academic leaders in Nigerian higher education institutions are facing a very difficult challenge in handling students' deviant behaviour. In addition, staff sometimes show deviant behaviour. Some of these staff may not be interested in change policy introduced by their management. Therefore, they will strive to truncate the efforts of their leaders using various means. This is in agreement with Yukl (2011) who finds that staff can constitute to problem to change process in an organization in as much as these staff do not want the change policy.

In order to come out of all these challenges, implement change and ensure sustainable development in higher education institutions, this study proposes the following measures:

Good governance and leadership: Leaders in academic communities must be ready to establish the urgency and need for the change plan, communicate the vision and mission of the change plan to their followers (Kouzes & Posner, 2013; Gorge & Jones, 2012). They should develop formidable team needed to execute the change plan (Robins & Judge, 2013; Yukl, 2010), provide adequate resources and support for the change plan, monitor the process, make provision for the success of the plan remain committed to the plan and give appropriate feedback to concern parties (Kouzer & Posner, 2013; Kinicki & Fugate, 2012; Bush & Coleman, 2000).

Good leadership involves preparation of staff and empowering staff for the challenges ahead (Patridge, 2007; Nilankant & Ramnarayan, 2006). In addition, leadership competency is an integral part of good leadership and governance. This view is in compliance with the views of Yukl (2010) and Clark (2010) who stress that for organizations to ensure effective and sustainable change, leaders must be ready to take charge by leading the path of the change and improve their leadership competencies as part of the measures for meeting up with the numerous challenges embedded in organizational development.

Finally, sincerity and trust are essential ingredients of good leadership. Leaders need to be sincere and transparent in all their dealings (Yukl, 2010). This must also be backed with trust. Trust keeps an organization moving. Followers tend

to obey and respect their leaders if they find that their leaders are trustworthy (Owen & Valesky, 2011; Metzger, 2006).

Training: This is another measure proposed by respondents in this study. Leaders need to see staff training as an integral aspect of change implementation process.

Since higher education institutions are established to promote research and scholarship, academic leaders must strive to enhance the quality of research in their respective institutions. This can be done by giving adequate support to staff training on how to improve their research.

Staff can be trained on how to use some equipment and software for conducting research. Local and international workshops and conferences can be used to achieve this. If staff are given adequate training on the need for the change plan and on how to handle the change process, research promotion and other logistic relating to higher education, they will be eager to follow the path of the change with ease since they have been given the required tool to execute the change process. With this, they will not resist the change policy. This is in consonance with Yukl (2010), and Nilankant and Ramnarayan (2006) who stress that training will assist leaders in exercising their duties and increase organizational performance.

Self-reformation: Another way of implementing change policy is through self-reformation. Leaders need to reform themselves; then they can invite their subordinates to follow their path (Kouzes & Posner, 2013; Yukl, 2010). People will be ready to follow a leader who always stands by his or her words and act what he or she says (McRoy & Gibbs, 2009). This supports Owen (2012), Kinicki and Kreitner (2009), McCaffery (2004), Jackson (2000) who argue that leaders need to reform

their attitude in order to become a leader that people will be willing to follow. He or she should avoid being a boss, but rather a member of the team; learn to take control of the situation; strive and work with the subordinates to win and display positive leadership traits through honesty, fairness and good character.

Furthermore, academic leaders in higher education institutions need to use the right people needed for the change plan. Use of the right and appropriate personnel will facilitate attainment of the change mission, vision and goals (Yukl, 2010; Kotter, 1996). The leaders must not only make use of the right personnel for the change plan. They must also provide adequate support to these personnel in the course of executing or implementing the change (Robins & Judge; Patridge, 2007). Finally, academic leaders need to provide adequate facilities for staff and students in order to implement the change plans in higher education institutions. When facilities needed to implement change are provided in the right quantity and quality, followers will not resist change and will be ready to put in their best towards attainment of the goals of their organization (Kouzer & Posner, 2013; Patridge, 2007; Nilankant & Ramrarayan, 2006).

In conclusion, academic leaders in higher education institutions must strive to reform themselves, design the path of change, lead the change, and use the right personnel to achieve vision and mission of the change plans. They should show positive attitude towards the change they are introducing and provide the required support for the attainment of the goals of the change.

Research Question 9: What are the reasons for staff's organizational citizenship behaviour in public higher education institutions?

One of the reasons affecting the organizational citizenship behavior of staff in public higher education institutions in Lagos State as identified in this study is environmental factor. The environment has a great impact and effect on the ability of the staff to give their utmost best and go beyond their primary duties in their various institutions. If the environment where these staff come from is enabling and promising, they will develop organizational citizenship behavior, but if not, their organizational citizenship behaviour may be low. This is in consonance with previous studies like Boiral and Palle (2012), Huang and Liu (2012), Daily et. al. (2009) who find that environmental factors have a great impact on the organizational citizenship behaviour of staff in an organization. In the same vein, Pitaloka and Sofia (2014) find that environmental factors have effect on job satisfaction of workers and their organizational commitment. They further argue that if staff have high job satisfaction and positive commitment to their organization, they will definitely develop organizational citizenship behaviour. This also corresponds with the finding of Foote and Tang (2008) who found that job satisfaction has relationship with organizational citizenship behavior of workers.

Secondly, organizational factor is also identified as an important factor which will enhance organizational citizenship behaviour of staff in higher education institutions in Lagos State, Nigeria. Organizational factors like the leadership, motivation, policies etc.) have a great impact on the ability of staff to go extra mile and beyond their primary duties in the work place. This is in agreement with

Podsakoff and MacKenzie (1997) who argue that organizational forces have effect on the organizational citizenship behavior of workers.

In addition, the findings show leadership is an integral part of organizational factors which impact on the organizational citizenship behaviour of staff in an organization. This is in line with Sathye (2004) who maintains that leaders in an organization have a great influence on the performance of the organization including its staff. For staff to develop organizational citizenship behaviour, their leaders' style of leading the organization, ability to motivate staff and achieve predetermined goals is vital. Shahmandi et al. (2011) find that the success and failure of the system depend on its leader.

Finally, the policy of the organization is also important. If the policy of the organization is friendly, favourable and all involving, there is every possibility that staff will develop organizational citizenship behaviour. This view supports Naeem (2013), Treivo (2013) and Amick (2011) who find that policies of organizations affect the organizational citizenship behavior of their staff.

Furthermore, personal factor plays a vital role in the display of organizational citizenship behaviour in an organization. The personality of the individual staff, their belief in themselves, individual motivation and other personal traits will go a long way in influencing the organizational citizenship behaviour of staff in higher education institutions in Lagos State. This is in line with the findings of Father and Rauter (2004) and Podsakoff et al. (2000) who find that ability of individual worker and their individual differences reflect on their ability to go

beyond their primary call of duty. Also, the belief they hold about themselves also counts. As Bandura (2004) opines that the belief that people held about themselves affects their attitude in the workplace. In the same vein, Schaubroeck and Fink (1998) find that the belief of people impacts on their organizational citizenship behavior.

Implications of the Study

This section presents the theoretical and practical implications of this study. Here, the researcher examines the implications of the findings of this study with the theories adopted earlier in chapter 1. Also, concise effort is made to examine the practical implications of the findings to this study to real life situation. The results of both theoretical and practical implications are presented in the succeeding sub-sections.

Theoretical Implications

Here, the findings are related to previous theories examined in this study. Based on the theories cited earlier in this study, the researcher finds that leadership self-efficacy, change-oriented behaviour and change policy all have influence and impact on staff's organizational citizenship behaviour. A careful consideration of the theories adopted earlier in chapter 1 of this thesis shows that the findings are in line with these theories. When leaders possess the competencies required of them, including personal, professional and core competencies proposed by Clark (2010), develop positive belief in their ability to accomplish any task, show positive attitude towards innovation that can enhance meaningful and sustainable development, and introduce policies that are encouraging and friendly to their subordinates, staff in public higher education institutions will be ready to give their utmost best and even

go beyond their primary duties in academic institutions (Ehityar et al., 2010; Yukl, 2010; Nilakaant and Ramnarayan, 2006; Bandura, 1997). The study also finds that social, political and economic forces have impacts on organizational citizenship behaviour of staff in public higher education institutions.

In summary, the findings show that theory of leadership self-efficacy has a relationship with staff's organizational citizenship behaviour. Also, the theory of change-oriented behaviour has impact on organizational citizenship behaviour of staff in higher education institutions. Therefore, the researcher concludes that there is a relationship between the theories proposed in chapter 1 of this study as they all impact on staff's organizational citizenship behaviour in higher education institutions.

Practical Implications

This section presents the theoretical implications and practical implications of the study. Practically, the leaders' belief in their ability to accomplish any task, attitude towards change and general policy of the organization have influence on staff's ability to go extra mile in their work or do more than their primary duties. This shows that the leader is a key factor in the organization. The leader plays a vital role in an organization. His or her role can make or mar the development of the organization. This is in consonance with the findings of Chuang (2013) who stresses that leadership is a vital factor in unlocking the mystery of working with diverse employees and enhancing organizational development. The self-efficacy of the leader will influence the things (staff, policy, management etc) in the organization. If the leader believes in his or her ability to accomplish any task, such leader will

display competencies that will enable him or her achieve it, thereby stimulating and motivating staff to comply. Such leader with a high self-efficacy will assist staff in accomplishing difficult task. He or she will provide enabling environment for staff, build love among staff, lead the path as an agent of change and equally allows subordinates to grow. By so doing, these staff will develop organizational citizenship behaviour.

Furthermore, change-oriented behaviour of leaders has a connection with staff's organizational citizenship behaviour. When a leader shows good and positive attitude towards change, belief in the change philosophy, communicate the mission and purpose of the change plan effectively to his or her subordinates, open his or her door for creativity and meaningful innovation, lead the path of the change sincerely, provide support for staff and students on how to execute the change plan, the staff and students in higher education institutions will see the need for them to comply. Since their leader is an epitome of the change and an exemplary leader who also practises whatever he or she says about the change, employees will develop organizational citizenship behaviour. They will see the organization as their own and will be ready to do anything to promote the organization.

In addition, change policy introduced by leaders is another vital issue in organizational citizenship behaviour. In academic environment, policies are formulated to guide the behaviour of staff, students and visitors in the academic community. Everyone within the frame of the academic community is bound by some rules and regulations in form of policy. These policies are formulated by

government or politicians who do not even know much about the academic circle but want to protect their political ambition or goal. As a result, one sometimes finds that some of the policies are not in the interest of the people, but staff and students do not have any choice than to comply and dance to the tune of the music. This is in consonance with the conceptual framework which states that leadership self-efficacy, change-oriented behaviour of leaders and organizational citizenship behaviour of staff are embedded in political control of the government. Everything within the higher education institutions are under the control of the state or government because the state or government dictates policy and leadership, provides resources and coordinates the affairs of educational institutions.

Recommendations

Based on the findings of this study, the following recommendations are made as a way of improving higher education institutions in Lagos State, Nigeria.

- a. In order to improve the self-efficacy of academic leaders in higher education institutions in Lagos State, the government should ensure adequate support for education. This support includes providing adequate finance for higher education in the country, providing the universities and other higher education institutions with adequate facilities like enabling lecture halls, world-class library, befitting offices for lecturers, and so on.
- b. Leadership position in higher education institutions in Lagos State and others must be carefully looked into. Those who are entrusted with the position of leadership in higher education institutions must be people with right training. They must possess both theoretical and practical knowledge of higher

education. Government must look inward for people who know what higher education stands for, how to manage resources and get set or targeted goals.

- c. In addition, the use of the right and experienced personnel in the right positions must not be compromised. Appointment into various offices within the institutions must be based on competence rather than connection and politics. This will help to bring about a meaningful change in our education sector and improve the quality of services provided by higher education institutions in the state and the country at large.
- d. Training of staff and students must not be compromised. People need to be trained on how to implement change. As the country is witnessing a new breeze of change, there is a need to increase the training and development programmes for students, staff and leaders in higher education institutions.
- e. Leadership training must be organized for all academic leaders on how to manage their emotion, develop their self-efficacy and increasing human relation. This will help academic leaders to appreciate the numerous challenges ahead of them and assist them in developing appropriate attitude and devise measures towards achieving their set organizational goals.
- f. Effective monitoring of staff and leaders must be carried out by the National University Commission, National Board for Technical Education and National Commission on Colleges of Education. With this routine monitoring, leaders, staff and students will see the need for them to remain committed to their work. Again, the system will see the benefit of change.
- g. Concerted efforts must be made towards waging a war against corruption and corrupt practices in educational system. This will help to correct excesses of some students and staff in higher education institutions.

- h. Educational system in Nigeria must be open to meaningful and realistic innovations which will help to improve effective teaching and learning, promote healthy work environment and reshape the attitude of learners in higher education institutions.
- i. Higher education institutions must step up campaign on change. This will help to change the misconceptions in the minds of staff, students and school leaders on the meaning of change and enable them to see the need for a meaningful change in Nigeria educational system.
- j. Educational policies play a vital role in the development of education in a country. Therefore, the government of Nigeria must strive to ensure a stable educational policy which will not be subject to fluctuation irrespective of the political transformation.
- k. Higher education institutions must strive to embark on cut-edge research which will distinguish them in the society. With the help of the cut-edge research, higher education institution will be able to attract companies and investors who will promote and sponsor their research programmes.
- l. Higher education institutions must strive to be financial independent. Universities must seek alternative sources of financing their instotutions rather than depending on government for survival.

Suggestions for Further Study

This section presents some of the areas which further study can be conducted in relation to this research topic. It is hoped that prospective students and researchers who wish to conduct further research in this area can do so by investigating areas below:

1. Further study should be conducted on this study by investigating the perceptions of staff and students on the visibility of change policy in Nigerian higher education institutions. Further study can be conducted to know what and how staff and students in higher education institutions see the change which the government is introducing.
2. Also, prospective researchers can conduct studies on the factors that enhance the self-efficacy of academic leaders in higher education institutions. With this, the government and management of higher education institutions can take note of these factors and improve on them as a way of improving performance of these institutions in the future.
3. In addition, the country is facing a serious economic recession at the moment. Therefore, further study can be conducted to investigate the impacts of economic recession on the performance of higher education institutions in the country.
4. Also, opinions of members of the public may be sought on the measures of improving the quality of service delivery in Nigerian higher education institutions most especially in this era of global economic melt-down.
5. In order to corroborate this study, further research can be conducted on staff to confirm these factors that enhance their organizational citizenship behaviour.
6. Further study can be conducted on managing higher education in a multi-ethnic society. This will enable us to have further basis for argument on the findings of this study.

7. Prospective researchers can look into areas of educational policies which attract and improve organizational citizenship behaviour of staff in higher education institutions.
8. The study does not dwell deeper into the impact of socio-cultural forces which influence the performance of staff. Therefore, further study can be conducted in this area to examine and explore further.
9. Future studies can also be conducted by sampling opinion of vice-chancellors, rectors and provosts on issues and challenges facing higher education management and leadership. This can also be done using a focus group interview.
10. Research can also be conducted on leadership of research in higher education institutions.
11. Furthermore, other demographic variables can be investigated to see whether they moderate the relationship between the dependent variable and independent variables in this study.

Conclusion

This study finds that the self-efficacy of leaders has an impact on staff's organizational citizenship behaviour. Whenever leaders display high or low self-efficacy, it will impact positively or negatively on the organizational citizenship behaviour of their staff. Also, change-oriented behaviour of academic leaders is found to have an impact on organizational citizenship behaviour of staff in higher education institutions. In addition, change policies of academic institutions have effects on staff's organizational citizenship behaviour in higher education institutions. Furthermore, the relationship between leadership self-efficacy, change-oriented behaviour, change policy and staff's organizational citizenship behaviour is

moderated by experience. Experience of staff counts in their display of organizational citizenship behaviour.

The qualitative strand of this study reveals that academic leaders in Lagos State higher education institutions use different techniques to improve their leadership self-efficacy. These measures include personal development, use of past experience and interaction with the society. Also, academic leaders use good moral value, motivation, effective communication, good leadership and effective monitoring as ways of implementing change in higher education institutions in Lagos State. The study finds that academic leaders face economic, human, social, political and resources challenges in the course of implementing change in their respective higher education institutions. In order to ameliorate the challenges facing change implementation in higher education institutions, use of the right personnel, self-reformation and good leadership or governance are vital measures that must be taken by academic leaders. Finally, this study finds that personal, organizational, social-cultural and economic factors as those forces influencing staff's organizational citizenship behaviour in higher education institutions.

In order to improve the organizational citizenship behaviour of staff in higher education institutions in Lagos State, there is a need for good governance, exemplary and effective leadership based on competency, sincerity, transparency and accountability. In addition, staff motivation must be given adequate attention in order to improve organization citizenship behaviour of staff. Furthermore, adequate required facilities must be provided as a way of improving performance of staff in

public higher education institutions and making these institutions respond to the numerous needs of the students, parents, government and the changing society. If all these measures are taken into consideration and put in place by concerned stakeholders, public higher education institutions in Lagos State will improve and will soon be a force to be reckoned with in terms of teaching, learning, research and human capital development.

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APPENDIX 1

INTERVIEW PROTOCOL FOR QUALITATIVE STUDY/STRAND

EFFECT OF LEADERSHIP SELF EFFICACY AND CHANGE –ORIENTED BEHAVIOUR ON STAFF'S ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN PUBLIC HIGHER EDUCATION INSTITUTIONS IN LAGOS STATE, NIGERIA.

Objectives & Interview Protocols

1. Objective: To explore ways through which leaders develop their self-efficacy in meeting up with the challenges in contemporary society.(Qualitative)

Interview Questions

1. What do you understand by leadership self-efficacy?
2. How do you develop your self-efficacy as a leader in higher learning institution?
3. How does your self-efficacy help you in meeting up with the challenges of contemporary society?
4. In what ways do you think your self-efficacy as a leader impact on the willingness of staff to give more than their primary duties in this university?
5. Is there any more suggestions that you would like to add?

2. Objective: To explore the strategies adopted by academic leaders in implementing change in higher institutions of learning.

Interview Questions

1. In your opinion Sir, what are the needed strategies that academic leaders should take in implementing change in higher institutions of learning?
2. How does your change oriented behaviour as academic leader impact on the willingness of your staff to give their best to your organization?
3. What are the ways through which the change policies introduced by academic leaders impact on the willingness of staff to give their best to their organization?
4. Is there any more suggestions that you would like to add?

3. Objective: To explore the challenges and issues that academic leaders face in implementing the change process in higher institutions of learning.

Interview Questions

1. What are the challenges you face in the course of implementing change in your institution as academic leader?
 2. In your own opinion, what do you think should be done to overcome the challenges facing academic leadership in higher institutions of learning?
 3. Is there any other thing you would like to add?
- 4.Objective:To explore the reasons why staff show organizational citizenship behaviour in public higher education institutions.

Interview Question.

1. Sir, in your own opinion, what are the factors influencing organizational citizenship behaviour in members of staff in your institute?
2. Apart from those factors you mentioned, what factor would you like to add?

APPENDIX II

CONSENT FORM

(To be filled by interviewee(Academic leaders selected for this study))

Consent for participation in a research interview

I agree to participate in a research project that will be conducted by Adebayo Saheed Adewale, a PhD candidate in the Department of Management, Planning and Policy, Faculty of Education, University of Malaya, Malaysia with the title: Effect of leadership self-efficacy, change-oriented behaviour on staff's organizational

citizenship behaviour in higher education institutions in Lagos State. The aim of this document is to specify the terms of my participation in the project as one of the interviewee(for the qualitative strand of this study).

1. I have been given adequate information about this research topic. The purpose of my participation as an interviewee in this research study has been clearly explained to me and I understand it correctly.
2. My participation as an interviewee in this research study is voluntary. There is no form of coercion whatsoever to participate in this study.
3. Participation involves being interviewed by the PhD candidate from Department of Educational Management, Planning and Policy, University of Malaya. The interview will last for approximately 1 hour. I will allow the researcher to jot down some points or take written note during the interview session. I may also allow the researcher to take an audio record of the interview. It is clear to me that in case I do not want the interview to be recorded or taped, I am at any point of time fully entitled to withdraw from participation.
4. As one of the respondent selected for this study, I have the right to decline any question I feel uncomfortable for me to answer during the interview session. I also have the right to withdraw from the interview.
5. I have been given the explicit guarantees that, if I wish so, the researcher will not identify me by name or function in any report using information obtained from the interview, and that my confidentiality as a participant in this study will remain secure. In all cases subsequent uses of records and data will be subject to standard data use policies of University of Malaya, Malaysia.

6. I have been given the guarantee that this research study has been reviewed and approved by defense panel at the proposal defense held in June,2016 by experts from the Department of Educational Management, Planning and Policy, Faculty of Education, University of Malaya, Malaysia.
7. I have read, internalize and understood the points and statements in this form. Also, I have had all my questions answered to my satisfaction, and I voluntary agree to participate in this study.
8. I have been given a copy of this consent form and co-signed by the interviewer(the PhD candidate conducting this research study).

Participant's/Interviwee's Signature

Date

Researcher's/Interviewer's Signature

Date



APPENDIX III



LEADERSHIP SELF-EFFICACY, CHANGE ORIENTED BEHAVIOUR AND STAFF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR QUESTIONNAIRE (LSECBOCB)

Dear Sir/Ma,

I am a PhD candidate in the Department of Educational Management, Planning and Policy, Faculty of Education, University of Malaya, Malaysia. I am conducting a research on “Impact of leadership self- efficacy and change- oriented behaviour on staff’s organizational citizenship behaviour in public higher institutions of learning in Lagos State, Nigeria”. The study aims at finding solution to some perennial problems facing leading and managing higher education in Nigeria most especially in the era of change and political transformation.

This questionnaire is part of the instrument that will guide the quantitative strand of this research study. The questionnaire is divided into five sections. Below is the detail of the sections:

Section A – Demographic profile of respondents.

Section B – Staff’s perceptions on Leadership’s Self-Efficacy

(i) High Self-Efficacy

(ii) Low Self-Efficacy

Section C – Leadership Self-Efficacy and Staff’s Organizational Citizenship Behaviour.

(i) Leader’s Self-Efficacy and Staff’s Organizational Citizenship Behaviour

(ii) Staff’s Organizational Citizenship Behaviour

Section D – Change Oriented Behaviour and Staff’s Organizational Citizenship Behaviour.

Section E – Leadership Change Policies and Staff’s Organizational Citizenship Behaviour.

I hereby seek your cooperation in filling this survey objectively as a way of improving our educational system. I also assure you of safety, confidentiality of your information and promise that the information provided will be used for research purpose only. Should you have any further vit information or issue on this survey, please contact me via: adebayosaheed114@gmail.com.

Thank you.

Yours sincerely,

Adebayo Saheed
PhD candidate.

Approved by:

Dr. Simin Ghavifekr
Supervisor.

SECTION A (Demographic Profile of Respondents)

Please tick() in the appropriate box.

1. Gender: Male ☐ Female ☐
2. Type of institution: College of Education ☐ Polytechnics ☐ University ☐
3. Type of Staff: Teaching ☐ Administrative ☐ Support ☐
4. Faculty/School: Art ☐ Business ☐ Education ☐ Engineering ☐ Environ.Sci ☐ Law ☐
Science ☐ Social Sciences ☐ Vocational/Tech ☐ Others ☐
5. Highest Academic Qualification: OND ☐ HND ☐ B.Sc ☐ M.Ed ☐ M. ☐
M.Sc ☐ PhD ☐ Other ☐
6. Year of work experience: 1-5yrs ☐ 6-10yrs ☐ 11-15yrs ☐ 16-20yrs ☐
Above 20yrs ☐
7. Staff Cadre: Low ☐ Middle ☐ High ☐
8. Age: 21-30yrs ☐ 31-40yrs ☐ 41-50yrs ☐ Above 50yrs ☐

SECTION B STAFF'S PERCEPTIONS ON LEADERSHIP'S SELF-EFFICACY

B1 : HIGH SELF-EFFICACY

Please tick in the appropriate column.

ED = Entirely Disagree MD = Mostly Disagree D= Disagree A= Agree MA= Mostly Agree

EA= Entirely Agree.

S/N	ITEMS	ED	MD	D	A	MA	EA
1	My leader has belief in himself that he can accomplish any task irrespective of any obstacle.						
2.	My leader has confidence in his ability to accomplish any task.						
3.	My leader always assists staff to get any assignment given to them done on time.						
4.	My leader has a high aspiration towards attaining goals and target.						

5.	My leader do not give up easily on any task						
6.	My leader lent a compassionate ear when any staff had a work problem and always support staff.						
7.	My leader encourage innovation and new discovery from any staff irrespective of their rank and status.						
8	My leader does not complain about difficult task but shows commitment towards attaining it no matter how hard						
9.	My leader likes taking up new task.						
10.	My leader shows positive attitude to new task.						

B2 : LOW SELF-EFFICACY

S/N	ITEMS	ED	MD	D	A	MA	EA
1.	My leader does not have confidence in himself.						
2.	My leader likes avoiding difficult task						
3.	I see my leader as someone with a low level of risk-taking.						
4.	My leader only assigns duties and does not assist staff in accomplishing their tasks.						
5.	My leader shows low aspiration towards goals of the organization.						
6.	My leader gives up easily whenever a task is too difficult and transfer it to staff						
7.	My leader does not show any sympathy and neither want to hear any excuse from staff nor assist you with your work.						
8.	My leader does not like staff to add any innovation to work.						
9.	My leader use to complain about difficult task and often shows low commitment towards it.						
10.	My leader does not like taking new task.						
11.	My leader shows negative attitude to new task.						

SECTION C (LEADERSHIP SELF-EFFICACY AND STAFF'S ORGANIZATIONAL CITIZENSHIP BEHAVIOUR)

CI : LEADER'S SELF-EFFICACY AND STAFF'S OCB

S/N	ITEMS	ED	MD	D	A	MA	EA
1.	Self-efficacy of my leader assists me to help my students and staff in accomplishing difficult task.						
2.	The self-efficacy of my leader encourage me to work with other staff properly and promote team work among our staff.						
3.	My leader's self-efficacy and competencies encouraged me to participate in voluntary work.						

4.	My leader's self-efficacy assists me to attend class on time and turn in assignment on time.						
5.	The self-efficacy of my leader taught me courtesy in relating with others.						
6.	My leader's self-efficacy actually enables me not to express any negative feeling about work.						
7.	The self-efficacy of my leader assists me to see whatever decision made by the organization as the best option even if it does not comply with mine.						
8.	The self-efficacy of my leader enables me to do more than my required duty.						
9.	My leader's belief in accomplishing task encouraged me to give my best to my organization						
10.	My leader's self-efficacy encourage me not to give up in any situation.						

C2: STAFF'S ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

S/N	ITEMS	ED	MD	D	A	MA	EA
1.	I always come to work early and leave late in order to complete my task or assignment.						
2.	I always refrain from complaint whenever I am given any task or assignment.						
3.	I always volunteer myself for any extra work or assignment that will promote my organization.						
4.	I always volunteer myself to take part in any social/academic event in my institution even if there is no benefit attached to it.						
5.	I always help my colleague with their tasks.						
6.	I always attend classes, meetings and workshops on time and turn in assignment at expected time.						
7.	I always help other colleague learn new skills and share job knowledge with them without being told.						
8.	I always offer suggestions that can improve quality of work.						
9.	I willingly help other colleague to solve their personal problems which may affect their work.						
10.	I always dedicate my leisure time to my office work.						
11.	I always take work home so as to prepare for the next day.						

SECTION D: CHANGE ORIENTED BEHAVIOUR AND STAFF'S ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

S/N	ITEMS	ED	MD	D	A	MA	EA
1.	My leader appreciates change a lot which encouraged me to give my best and do more than required duties.						

2.	I am ready to go extra mile as a result of my leader's attitude of paying adequate attention to any form of innovation.						
3.	My leader always mobilizes staff support on any change idea. So, it assists me to give my best.						
4.	My leader leads the path of change which enables me to give extra attention to work.						
5.	My leader creates enabling environment for change which assists me to show extra concern to work.						
6.	My leader handles staff well and motivates me to give all my best to the organization I worked.						
7.	My leader creates a right structure for change which enables me to go beyond my call of duty.						
8.	My leader rewards hard work which helps me to give extra attention to work.						
9.	My leader gives clear explanation on any innovation and it assists me to give more attention to work.						

SECTION E: LEADERSHIP CHANGE POLICY AND EMPLOYEE'S ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

S/N	ITEMS	ESD	MD	D	A	MA	EA
1.	The policy of my institution on timeliness in completing task assists me to give extra attention to work.						
2.	The policy of my institution on punctuality enables me to dedicate more attention to work.						
3.	The policy of my institution on staff training and development helps me to give extra attention to work.						
4.	The policy of my institution on excellence assists me to give extra attention to work.						
5.	The policy of my institution on quality service enables me to go extra mile on my work.						
6.	The policy of my institution on staff welfare assists me to go beyond my call of duty.						
7.	The policy of my institution teaching, learning and research encourage me to give extra attention to work.						
8.	The policy of my institution on performance appraisal encourage me to give extra attention to work.						
9.	The policy of my institution on staff discipline and student's moral development enables me to give extra attention to work.						
10.	The policy of my institution on reward system enables me to give extra attention to work.						
11.	The policy of my institution on staff relation encourage me to give extra attention to work.						

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APPENDIX IV

Pilot Study Reliability Result

Item-Total Statistics for High Self-Efficacy

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My leader has belief in himself	43.38	86.976	.678	.942
My leader does not like avoiding difficult tasks	43.44	88.803	.598	.945
My leader has confidence in his ability	43.14	89.165	.738	.939
My leader always assists staff to get..	43.39	86.913	.703	.941
My leader has a high aspiration towards goals	43.13	85.236	.809	.936
My leader do not give up easily	43.16	88.134	.755	.939
My leader lent a compassionate ear to staff	43.37	83.780	.797	.937
My leader encourgaes innovation	43.31	84.265	.780	.938
My leader does not complaint about difficult tasks	43.33	85.885	.793	.937
My leader likes taking up new tasks	43.26	84.496	.850	.935
My leader shows positive attitude to new task	43.11	86.097	.825	.936

Item-Total Statistics for Reliability Result for Low Self-Efficacy

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
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My leader does not have confidence in himself	24.31	113.610	.795	.959
My leader likes avoiding difficult task	24.11	113.207	.799	.959
My leader has a low level of risk taking	24.09	114.050	.756	.960
My leader only assigns duties and does not assist staff	24.07	110.298	.838	.957
My leader shows low aspiration towards goals	24.20	112.464	.825	.958
My leader give up easily whenever a task is too difficult	24.23	115.004	.794	.959
My leader does not show any sympathy to staff	24.23	114.999	.732	.961
My leader does not like staff to add any innovation to work	24.28	111.243	.830	.958
My leader use to complain about difficult task and shows low commitment towards it	24.38	112.138	.896	.956
My leader does not like taking new task	24.28	111.058	.852	.957
My leader shows negative attitude to new task	24.33	112.056	.874	.956

Item-Total Statistics for Reliability Result of Leadership Self-Efficacy

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Self-efficacy of my leader leads me to helping my students	38.03	76.125	.725	.949
The self-efficacy of my leader encourage me to work with other staff properly	37.83	75.238	.824	.945
My leader's self-efficacy and competencies encouraged me to participate in voluntary work	37.94	73.988	.855	.943
My leader's self-efficacy assists me to attend class on time and turn out assignment on time	37.85	73.490	.777	.947
The self-efficacy of my leader taught me courtesy in relating with others	37.76	76.386	.777	.947
My leader's self-efficacy enables me not to express any negative feeling about work	37.84	72.571	.798	.946
The self-efficacy of my leader assists me to see whatever decision made by the organization as best option	37.96	75.637	.749	.948
The self efficacy of my leader enables me to do more than my required duty	38.01	75.571	.780	.946
My leader's self-efficacy encouraged me to give my best to my organization	37.68	74.302	.830	.944
My leader's self efficacy encourages me not to give up in any	37.56	75.778	.816	.945

Item-Total Statistics Reliability Test Result for Staff's Organizational Citizenship Behaviour

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I always come early and leave late in order to complete my task	43.50	67.143	.612	.911
I always refrain from complaint whenever I am given any task	43.22	66.255	.706	.906
I always volunteer myself for any extra work that will promote my organization	43.18	67.529	.664	.908
I always volunteer myself to take part in any social event in my institution	43.43	67.137	.690	.907
I always help my colleague with their tasks	43.16	66.420	.713	.906
I always attend classes, meetings on time	42.98	64.638	.769	.903
I always help other colleague learn new skills and share job knowledge with them	42.94	65.417	.753	.904
I always offer suggestions that can improve quality of work	42.83	67.070	.713	.906
I willingly help other colleague to solve their personal problems	42.92	67.136	.628	.910
I always dedicate my leisure time to my office work	43.76	67.042	.577	.913
I always take work home so as to prepare for the next day	43.34	67.454	.597	.912

Item-Total Statistics for Reliability Result on Change Oriented-Behaviour

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My leader appreciates change and encouraged me to give my best	37.52	77.731	.806	.951

I am ready to go extra mile as a result of my leader's attitude	37.43	78.062	.772	.952
My leader always mobilise staff support for change	37.41	78.109	.792	.951
My leader leads the path of change	37.43	75.457	.881	.948
My leader creates enabling environment for change	37.55	76.182	.858	.949
My leader handles staff well and motivates me to give all my best	37.44	75.240	.852	.949
My leader creates a right structure for change	37.56	75.257	.873	.948
My leader rewards hard work	37.72	75.986	.750	.953
My leader gives clear explanation on any innovation	37.59	76.176	.813	.950
My leader encourage staff development and assists me to give my best	37.44	76.450	.694	.956

Item-Total Statistics for Reliability Result on Change Policy

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The policy of my institution on timeliness in completing task assists me to give extra attention to work	39.48	101.714	.804	.960

The policy of my institution on punctuality enables me to dedicate more attention to work	39.39	100.812	.803	.960
The policy of my institution on staff training helps me to give extra attention to work	39.40	99.536	.789	.960
The policy of my institution on excellence assists me to give extra attention to work	39.40	98.797	.835	.959
The policy of my institution on quality service enables me to go extra mile on my work	39.48	99.176	.845	.959
The policy of my institution on staff welfare assists me to go beyond my call of duty	39.61	97.837	.831	.959
The policy of my institution on teaching, learning and research encouraged me to give extra attention to work	39.46	100.855	.806	.960
The policy of my institution on performance appraisal encourage me to give extra attention to work	39.48	97.764	.833	.959
The policy of my institution on staff discipline and student's moral enables me to give extra attention to work	39.53	97.579	.887	.957

The policy of my institution on reward system enables me to give extra attention to work	39.68	97.398	.809	.960
The policy of my institution on staff relation encourages me to give extra attention to work	39.44	99.156	.804	.960

Communalities

	Initial	Extraction
HSE1	1.000	.612
HSE3	1.000	.608
HSE4	1.000	.610
HSE5	1.000	.714
HSE6	1.000	.699
HSE7	1.000	.731
HSE8	1.000	.741
HSE9	1.000	.728
HSE10	1.000	.782
HSE11	1.000	.755
LSE1	1.000	.752
LSE2	1.000	.747
LSE3	1.000	.687

LSE4	1.000	.782
LSE5	1.000	.764
LSE6	1.000	.748
LSE7	1.000	.637
LSE8	1.000	.753
LSE9	1.000	.853
LSE10	1.000	.801
LSE11	1.000	.829
LSEOCB1	1.000	.701
LSEOCB2	1.000	.816
LSEOCB3	1.000	.822
LSEOCB4	1.000	.692
LSEOCB5	1.000	.698
LSEOCB6	1.000	.719
LSEOCB7	1.000	.672
LSEOCB8	1.000	.676
LSEOCB9	1.000	.730
LSEOCB10	1.000	.748
OCB1	1.000	.487
OCB2	1.000	.585
OCB3	1.000	.559
OCB4	1.000	.615
OCB5	1.000	.634
OCB6	1.000	.716
OCB7	1.000	.694
OCB8	1.000	.658
OCB9	1.000	.525
OCB11	1.000	.468
COB1	1.000	.720
COB2	1.000	.677
COB3	1.000	.681
COB4	1.000	.804
COB5	1.000	.784
COB6	1.000	.798
COB7	1.000	.841
COB8	1.000	.705
COB9	1.000	.770
CP1	1.000	.733
CP2	1.000	.749
CP3	1.000	.697
CP4	1.000	.757
CP5	1.000	.776
CP6	1.000	.750

CP7	1.000	.723
CP8	1.000	.780
CP9	1.000	.846
CP10	1.000	.772
CP11	1.000	.744

Extraction Method: Principal
Component Analysis.

University of Malaya

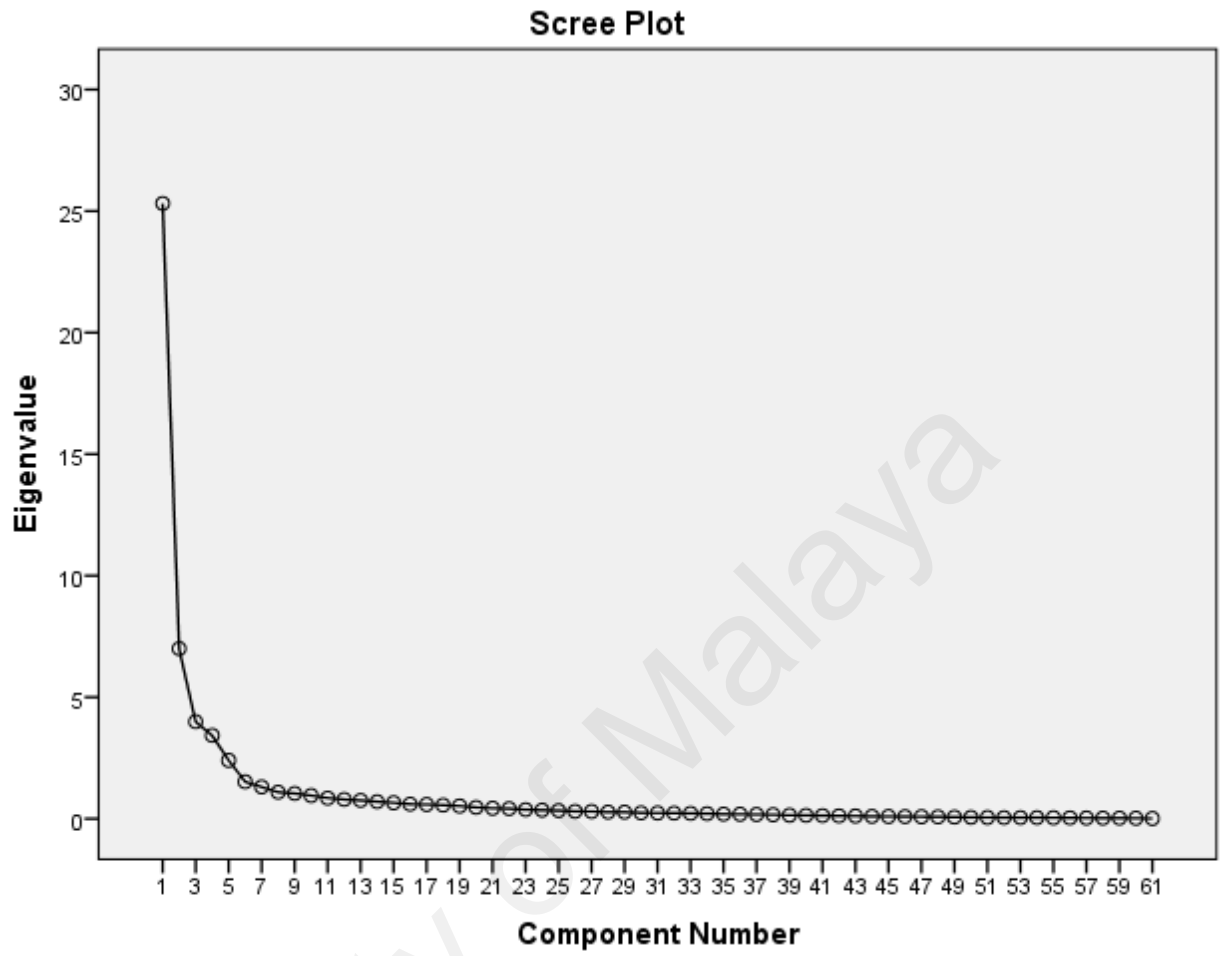
Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Ro
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	25.315	41.499	41.499	25.315	41.499	41.499	

2	6.999	11.473	52.973	6.999	11.473	52.973
3	3.993	6.545	59.518	3.993	6.545	59.518
4	3.428	5.619	65.137	3.428	5.619	65.137
5	2.400	3.935	69.072	2.400	3.935	69.072
6	1.522	2.495	71.567	1.522	2.495	71.567
7	1.305	2.140	73.707			
8	1.090	1.787	75.494			
9	1.039	1.702	77.196			
10	.954	1.563	78.759			
11	.849	1.392	80.151			
12	.793	1.300	81.451			
13	.754	1.236	82.686			
14	.700	1.148	83.835			
15	.657	1.077	84.911			
16	.598	.981	85.892			
17	.584	.957	86.849			
18	.556	.911	87.760			
19	.524	.859	88.619			
20	.467	.766	89.384			
21	.430	.705	90.089			
22	.415	.680	90.769			
23	.377	.617	91.386			
24	.355	.581	91.967			
25	.335	.549	92.517			
26	.304	.498	93.015			
27	.296	.485	93.500			
28	.272	.446	93.946			
29	.269	.441	94.388			
30	.239	.392	94.780			
31	.237	.388	95.168			
32	.228	.373	95.541			
33	.218	.358	95.899			
34	.210	.344	96.243			
35	.187	.306	96.549			
36	.183	.300	96.850			
37	.174	.286	97.135			
38	.164	.268	97.403			
39	.144	.236	97.640			
40	.141	.231	97.871			
41	.129	.212	98.082			
42	.117	.192	98.274			
43	.113	.185	98.460			
44	.099	.163	98.622			

45	.093	.153	98.775			
46	.089	.146	98.921			
47	.081	.132	99.053			
48	.074	.121	99.174			
49	.065	.107	99.280			
50	.058	.094	99.375			
51	.050	.081	99.456			
52	.048	.079	99.536			
53	.046	.076	99.611			
54	.044	.072	99.684			
55	.040	.066	99.749			
56	.036	.060	99.809			
57	.032	.053	99.862			
58	.028	.045	99.907			
59	.027	.044	99.951			
60	.019	.031	99.981			
61	.011	.019	100.000			

Extraction Method: Principal Component Analysis.



Rotated Component Matrix^a

	Component
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	1	2	3	4	5	6
CP9	.872					
CP8	.852					
CP5	.843					
CP7	.827					
CP4	.826					
CP6	.803					
CP11	.785					
CP10	.778					
CP3	.763					
CP2	.756					
CP1	.752					
LSE9		.884				
LSE10		.839				
LSE1		.829				
LSE11		.824				
LSE2		.822				
LSE6		.818				
LSE4		.800				
LSE5		.789				
LSE3		.789				
LSE8		.755				
LSE7		.647				
LSEOCB6			.764			
LSEOCB3			.734			
LSEOCB2			.719			
LSEOCB5			.717			
LSEOCB9			.715			
LSEOCB1			.678			
0						
LSEOCB7			.676			
LSEOCB8			.668			
LSEOCB4			.659			
LSEOCB1			.589			
COB2			.545			
HSE9				.737		
HSE5				.717		
HSE6				.710		
HSE1				.703		
HSE10				.701		
HSE11				.691		
HSE7				.682		
HSE8				.643		

HSE3				.626		
HSE4				.592		
OCB7					.791	
OCB8					.766	
OCB6					.764	
OCB5					.740	
OCB4					.733	
OCB3					.716	
OCB2					.659	
OCB9					.645	
OCB1					.560	
OCB11					.547	
COB7						.684
COB6						.644
COB8						.628
COB9						.619
COB5						.611
COB1						.526
COB4						.524
COB3						.512

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

APPENDIX V

VALIDITY TEST/SEM

Result of Communalities

N	Item	Communality
HSE 1	1.000	.675
HSE 3	1.000	.589
HSE 4	1.000	.632
HSE 5	1.000	.680
HSE 6	1.000	.612

HSE 7	1.000	.608
HSE 8	1.000	.609
HSE 9	1.000	.643
HSE 10	1.000	.735
HSE 11	1.000	.636
LSE 1	1.000	.633
LSE 2	1.000	.643
LSE 3	1.000	.576
LSE 4	1.000	.651
LSE 5	1.000	.617
LSE 6	1.000	.572
LSE 7	1.000	.573
LSE 8	1.000	.664
LSE 9	1.000	.685
LSE 10	1.000	.692
LSE 11	1.000	.670
LSEOCB 1	1.000	.674
LSEOCB 2	1.000	.724
LSEOCB 3	1000	.715
LSEOCB 4	1000	.683
LSEOCB 5	1000	.658
LSEOCB 6	1000	.670
LSEOCB 7	1000	.640
LSEOCB 8	1000	.642
LSEOCB 9	1000	.678
LSEOCB 10	1000	.684
OCB 1	1000	.564
OCB 2	1000	.591
OCB 3	1000	.572
OCB 4	1000	.597
OCB 5	1000	.612
OCB 6	1000	.594
OCB 7	1000	.579
OCB 8	1000	.522
OCB 9	1000	.535
OCB 10	1000	.532
OCB 11	1000	.475
COB1	1000	.715
COB 2	1000	.677
COB 3	1000	.679
COB 4	1000	.688
COB 5	1000	.717
COB 6	1000	.694
COB 7	1000	.747
COB 8	1000	.703
COB 9	1000	.727
CP 1	1000	.688
CP 2	1000	.695
CP 3	1000	.682
CP 4	1000	.759

CP 5	1000	.714
CP 6	1000	.738
CP 7	1000	.725
CP 8	1000	.745
CP 9	1000	.743
CP 10	1000	.729
CP 11	1000	.722

Rotated Matrix

Items	Component					
	1	2	3	4	5	6
HSE 1					.699	
HSE 3					.607	
HSE 4					.591	
HSE 5					.666	
HSE 6					.655	
HSE 7					.584	
HSE 8					.500	
HSE 9					.603	
HSE 10					.617	
HSE 11					.571	
LSE 1		-.770				
LSE 2		-.760				
LSE 3		-.716				

LSE 4	-.743	
LSE 5	-.734	
LSE 6	-.695	
LSE 7	-.706	
LSE 8	-.778	
LSE 9	-.807	
LSE 10	-.801	
LSE 11	-.796	
LSEOCB 1		.577
LSEOCB 2		.640
LSEOCB 3		.691
LSEOCB 4		.637
LSEOCB 5		.635
LSEOCB 6		.670
LSEOCB 7		.640
LSEOCB 8		.603
LSEOCB 9		.676
LSEOCB 10		.642
OCB 1	.612	
OCB 2	.641	
OCB 3	.675	
OCB 4	.680	
OCB 5	.680	
OCB 6	.678	
OCB 7	.683	
OCB 8	.664	
OCB 9	.632	
OCB 10	.578	
OCB 11	.564	
COB 1		.540
COB 2		.514
COB 3		.517
COB 4		.512
COB 5		.514
COB 6		.542
COB 7		.562
COB 8		.554
COB 9		.562
CP 1	.675	
CP 2	.694	
CP 3	.730	
CP 4	.782	
CP 5	.733	
CP 6	.759	
CP 7	.771	
CP 8	.789	
CP 9	.770	
CP 10	.752	
CP 11	.769	

Regression Weight Table

Items	Estimate	Standard Error	Critical Ratio	P-Value	Result
COB 9 ← COB	1.000				
COB 8 ← COB	1.013	.052	19.481	***	Significant
COB 7 ← COB	1.016	.047	21.551	***	Significant
COB 6 ← COB	.968	.049	19.755	***	Significant
COB 5 ← COB	.953	.045	21.182	***	Significant
COB 4 ← COB	.935	.046	20.329	***	Significant
COB 3 ← COB	.892	.045	19.789	***	Significant
COB 2 ← COB	.879	.045	19.737	***	Significant
COB 1 ← COB	.958	.046	20.615	***	Significant
LSE 1 ← LSE	1.000				

LSE 2 ← LSE	1.005	.054	18.674	***	Significant
LSE 3 ← LSE	1.026	.055	18.561	***	Significant
LSE 4 ← LSE	1.084	.059	18.399	***	Significant
LSE 5 ← LSE	.985	.055	17.763	***	Significant
LSE 6 ← LSE	1.043	.059	17.643	***	Significant
LSE 7 ← LSE	1.046	.060	17.519	***	Significant
LSE 8 ← LSE	1.015	.058	17.646	***	Significant
LSE 9 ← LSE	.989	.055	17.981	***	Significant
LSE10 ← LSE	1.016	.055	18.329	***	Significant
CP 11 ← CP	1.000				
CP 10 ← CP	1.073	.051	21.102	***	Significant
CP 9 ← CP	.995	.046	21.500	***	Significant
CP 8 ← CP	1.004	.047	21.921	***	Significant
CP 7 ← CP	.968	.046	20.921	***	Significant
CP 6 ← CP	1.072	.050	21.411	***	Significant
CP 5 ← CP	.953	.046	20.899	***	Significant
CP 4 ← CP	.989	.045	21.769	***	Significant
CP 3 ← CP	.942	.048	19.731	***	Significant
CP 2 ← CP	.971	.047	20.488	***	Significant
CP 1 ← CP	.907	.045	20.339	***	Significant
OCB 1 ← OCB	1.000				
OCB 2 ← OCB	.948	.064	14.904	***	Significant
OCB 3 ← OCB	.859	.061	14.083	***	Significant
OCB 4 ← OCB	.938	.063	14.972	***	Significant

OCB 5 ← OCB	.908	.060	15.137	***	Significant
OCB 6 ← OCB	.868	.060	14.518	***	Significant
OCB 7 ← OCB	.824	.058	14.273	***	Significant
OCB 8 ← OCB	.745	.057	13.047	***	Significant
OCB 9 ← OCB	.837	.060	13.900	***	Significant
OCB 10 ← OCB	1.045	.076	13.673	***	Significant
OCB 11 ← OCB	.913	.069	13.198	***	Significant

Regression Weight Table of Each Path

	Estimate	Standard Error	Critical Ratio	P-Value	Result
OCB ← LSE	.172	.035	4.939	***	Significant
OCB ← COB	.273	.036	7.532	***	Significant
OCB ← CP	.272	.035	7.863	***	Significant
COB 9 ← COB	1.000				
COB 8 ← COB	1.012	.048	21.230	***	Significant
COB 7 ← COB	1.031	.049	21.043	***	Significant
COB 6 ← COB	.981	.050	19.476	***	Significant
COB 5 ← COB	.962	.047	20.567	***	Significant
COB 4 ← COB	.945	.048	19.763	***	Significant
COB 3 ← COB	.888	.047	18.824	***	Significant
COB 2 ← COB	.880	.046	18.936	***	Significant
COB 1 ← COB	.978	.048	20.349	***	Significant
LSE 1 ← LSE	1.000				

LSE 2 ← LSE	1.010	.054	18.705	***	Significant
LSE 3 ← LSE	1.032	.055	18.618	***	Significant
LSE 4 ← LSE	1.082	.059	18.276	***	Significant
LSE 5 ← LSE	.985	.056	17.695	***	Significant
LSE 6 ← LSE	1.043	.059	17.556	***	Significant
LSE 7 ← LSE	1.043	.060	17.389	***	Significant
LSE 8 ← LSE	1.007	.058	17.395	***	Significant
LSE 9 ← LSE	.990	.055	17.918	***	Significant
LSE10 ← LSE	1.012	.056	18.155	***	Significant
CP 11 ← CP	1.000				
CP 10 ← CP	1.072	.050	21.253	***	Significant
CP 9 ← CP	.995	.046	21.686	***	Significant
CP 8 ← CP	1.007	.047	21.522	***	Significant
CP 7 ← CP	.969	.046	21.113	***	Significant
CP 6 ← CP	1.070	.050	21.546	***	Significant
CP 5 ← CP	.950	.045	20.950	***	Significant
CP 4 ← CP	.986	.045	21.874	***	Significant
CP 3 ← CP	.936	.048	19.698	***	Significant
CP 2 ← CP	.952	.048	20.017	***	Significant
CP 1 ← CP	.887	.045	19.790	***	Significant
OCB 1 ← OCB	1.000				
OCB 2 ← OCB	.958	.076	12.557	***	Significant
OCB 3 ← OCB	.889	.086	10.333	***	Significant
OCB 4 ← OCB	.983	.089	11.030	***	Significant

OCB 5 ← OCB	.976	.086	11.379	***	Significant
OCB 6 ← OCB	.942	.085	11.084	***	Significant
OCB 7 ← OCB	.894	.082	10.914	***	Significant
OCB 8 ← OCB	.810	.080	10.104	***	Significant
OCB 9 ← OCB	.890	.085	10.474	***	Significant

Multiple Comparisons for School/Faculty

Staff Category(I)	Staff Category(J)	Mean Diff.	Std. Error	Significance
Art	Business	1.575	1.685	.995
	Education	.392	1.965	1.000
	Engineering	1.655	1.784	.996
	Environmental Sci	-.008	1.870	1.000
	Law	2.724	1.799	.886
	Science	3.927	1.513	.223
	Social Sci.	2.854	1.646	.776
	Vocational/Tech.	.027	1.799	1.000
	Other	.872	1.613	1.000
Business	Art	1.575	1.685	.995
	Education	-1.184	1.724	1.000
	Engineering	.080	1.811	1.000
	Environmental Sci	-1.583	1.896	.998
	Law	1.149	1.826	1.000
	Science	2.351	1.545	.883
	Social Sci.	1.279	1.676	.999
	Vocational/Tech.	-1.548	1.826	.998

Education	Other	-.703	1.643	1.000
	Art	-.392	1.695	1.000
	Business	1.184	1.724	1.000
	Engineering	1.263	1.821	1.000
	Environmental Sci	-3.993	1.905	1.000
	Law	2.333	1.836	1.000
	Science	3.535	1.557	.441
	Social Sci.	2.462	1.686	.907
	Vocational/Tech.	-.364	1.836	1.000
	Other	.480	1.654	1.000
Engineering	Art	-1.655	1.784	.996
	Business	-.080	1.811	1.000
	Education	1.263	1.821	1.000
	Environmental Sci	-1.663	1.985	.998
	Law	1.069	1.919	1.000
	Science	2.272	1.653	.435
	Social Sci.	1.199	1.776	1.000
	Vocational/Tech.	-1.628	1.919	.998
	Other	-.783	1.745	1.000
	Art	.008	1.870	1.000
Environ. Sci	Business	1.583	1.896	.998
	Education	.399	1.905	1.000
	Engineering	-1.663	1.985	.998
	Law	2.732	1.998	.937
	Science	3.934	1.745	.421

Law	Social Sci.	2.862	1.862	.876
	Vocational/Tech.	.0350	1.998	1.000
	Other	.879	1.833	1.000
	Art	-2.724	1.799	.886
	Business	-1.149	1.826	1.000
	Education	-2.337	1.836	.960
	Engineering	-1.069	1.919	1.000
	Envir. ci	-2.732	1.998	.937
	Science	1.202	1.670	.999
	Social Sci.	.130	1.791	1.000
Sci.	Vocational/Tech.	-2.697	1.933	.928
	Other	-1.853	1.761	.989
	Art	-3.927	1.513	.223
	Business	-2.352	1.545	.883
	Education	-3.535	1.557	.441
	Engineering	-2.272	1.653	.935
	Envir. Sci.	-3.935	1.745	.421
	Law	-1.202	1.670	.999
	Social Sci.	-1.073	1.503	.999
	Vocational/Tech.	-3.899	1.670	.369
Soc. Sci.	Others	-3.055	1.467	.541
	Art	-2.854	1.870	.776
	Business	-1.279	1.676	.996
	Education	-2.463	1.686	.907
	Engineering	-1.199	1.776	1.000

	Envir. Sci.	-2.862	1.862	.876
	Law	-.130	1.791	1.000
	Science	1.073	1.503	.999
	Vocational/Tech.	-2.827	1.791	.858
	Others	-1.983	1.604	.966
	Art	-.027	1.799	1.000
Voc./Tech	Business	1.548	1.826	.998
	Education	.364	1.836	1.000
	Engineering	1.628	1.919	.998
	Envir. Sci.	-.035	1.998	1.000
	Law	2.697	1.933	.928
	Science	3.899	1.670	.369
	Social Sci.	2.827	1.791	.858
	Other	.844	1.761	1.000
	Art	-.872	1.613	1.000
Others	Business	.703	1.643	1.000
	Education	-.480	1.654	1.000
	Engineering	.783	1.745	1.000
	Envir Sci.	-.879	1.833	1.000
	Law	1.853	1.76097	.989
	Science	3.055	1.46732	.541
	Social Sci.	1.982	1.60408	.966
	Vocational/Tech.	-.844	1.76097	1.000

Dependent Variable: OCB

Tukey HSD

*The mean difference is significant at the 0,05 level

APPENDIX VI
SAMPLE SIZE TABLE

Krejcie and Morgan Table for determining sample size.

N	S	N	S	N	S
10	10	240	148	1700	313
15	14	250	152	1800	317
20	19	260	155	1900	320
25	24	270	159	2000	322
30	28	280	162	2200	327
35	32	290	165	2400	331
40	36	300	169	2600	335
45	40	320	175	2800	338
50	44	340	181	3000	341
55	48	360	186	3500	346
60	52	380	191	4000	351
65	56	400	196	4500	354
70	59	420	201	5000	357
75	63	440	205	6000	361
80	66	460	210	7000	364
85	70	480	214	8000	367
90	73	500	217	9000	368
95	76	550	226	10000	370
100	80	600	234	15000	375
110	86	650	242	20000	377
120	92	700	248	30000	379
130	97	800	260	40000	380
140	103	850	265	50000	381
150	108	900	269	75000	382
160	113	950	274	100000	384
170	118	1000	278		
180	123	1100	285		
190	127	1200	291		
200	132	1300	297		
210	136	1400	302		
220	140	1500	306		
230	144	1600	310		

APPENDIX VI

Transcription of the Interview Information(Qualitative Strand)

Discourse Unit	Code	Transcription	Remark
1	I	My name is Saheed Adebayo. I am a PhD student in eehm faculty of Education, department of Educational Mangement, Planning and Policy. I am conducting a research on the topic: The impact of leadership self-efficacy and change oriented behaviour on staff" organizational citizenship behaviour in public higher education institutions in Lagos State.Sir, can I meet you please?	Introduction
2	R1	You are welcome. My name is XXX, a Nigerian national. I am a lecturer in Micheal Otedola College of Education. I had my first degree in Arabic Language Education in ABU. I had my Master degree in Arabic language and literature from LASU and a PhD in International Islamic University Malaysia. My area of specialization is Arabic curriculum and teaching Arabic for specific purpose.	”
3	I	You are welcome Sir.	
4	R1	Thank you very much	
5	I	Sir, as one of the academic leader in a public higher education institution in Lagos State, what do you understand by leadership self-efficacy?	Meaning of Leadership self-efficacy
6	R1	Well, we need to define self-efficacy first, then, we relate it to leadership. With this, we will be able to understand what leadership self-efficacy is all about. Self-efficacy simply means the ability or strength of an individual to complete a task or achieve a goal. That is the literary definition of self-efficacy. How do we relate it to leadership?. Leadership self-efficacy means a leader with a very good self-efficacy should be able to know how he is going to manage an organization very well. Have it at the back of his mind that he is a leader and everything go down to him. So with the self-efficacy, he can be able to actualize his goals and objectives by guiding people under him to the right path, form a formidable team which will ensure proper growth and development of the organization through his or her self-efficacy..	
7	I	Thank you Sir.	
8	R	You are welcome.	
9	I	Sir, how do you as a leader develop your self-efficacy in higher education institutions?	
10	R	You mean the management or the staff?	
11	I	Sir, I mean you as a leader, how do you develop your self-efficacy since you said self-efficacy is the ability to discharge. What are does things you do in order to develop your self-efficacy?	How leaders develop self-efficacy
12	R1	In the first place, is that you must have a focus. A leader needs to know where he is heading to. Also, a leader should have determination. For example, as	Through determination, Having program to

		HOD of a department, to develop your self-efficacy, you need to have a program on ground that will guide you. Always ask yourself, how will I do something that will have impact on the present and others coming. So that others will be able to learn from you and know that when he was there, he has done something. In essence, a leader must have a focus and a program. Then, you take the program one by one and see how you have being able to achieve the program or not. Also, in another dimension, a leader must have a retrospection at every time on everything he is doing or has done during his tenure in a particular office. He needs to ask himself, am I doing the right thing? Have I been able to achieve the aims and objectives?. In essence, what I am saying is that a leader must be able to evaluate himself by having a program on ground. As HOD, that is how I develop my leadership self-efficacy here.	guide you, Retrospection, Evaluation
13	I	Sir, how does your self-efficacy help you in meeting up with the challenges in the society?	
14	R1	Well, everything has to do with determination. I mean determination. You cannot have determination without having motivation. Something that will motivate you and according to the psychologist, there are two types of motivation. Its either intrinsic or extrinsic. Intrinsic is the inner self that I want to do this thing, without expecting any reward whatsoever from anybody. Something in you that I just want to achieve this thing. At the same time, we have extrinsic motivation. That if you are able to achieve this thing, this will be your reward. These are the two motivation. For someone to be able to achieve its self-efficacy, in the first instance, you must have the extrinsic motivation. Being a leader in any organization or professional setting, you must have it at the back of your mind that I don't need any reward from anybody. What I need is how am I going to achieve my aims and objectives. How am I going to take this organization to a greater height, so that people coming behind me will be able to see what I have done and it will serve as a guidance for them. In a nutshell, you need to have that inner motivation, inner purpose for yourself. Come what may, if the government is supporting you or not, I have to achieve the aims and objectives which I set for myself as a leader.	
15	I	Sir, thank you so much for your suggestions	
16	I	In what way do you think your self-efficacy as a leader impact of the organizational citizenship behaviour of your staff? Do you think your self-efficacy is responsible for them going and doing beyond their primary duties?	
17	R	Thank you very much. That is leadership by example. Leadership by example. If your self-efficacy is very high, it will give you the ability to	Leadership by example

		<p>accomplish and complete certain goals and if you are unable to achieve these goals, you will think about things that do not allow you to accomplish despite your high self-efficacy. If your self-efficacy is very low, you will be thinking that those jobs are very difficult that you will not be able to accomplish the task ahead of you. Everything lies on the leader. A leader must have at the back of his mind that the task must be completed and you start with yourself first. That is the way the Holy Prophet Muhammed (peace be upon him) use to guide his followers. He leads first and others will follow. If you as a leader gives instruction and you are not abiding by the instruction you gave, how will you motivate your subordinate to go with the instruction?. Or you as a leader, there are tasks on ground, you know you have a low self-efficacy, then, you instruct your subordinate to do those tasks which you yourself cannot do, or which you are running away from because it is difficult, you are not encouraging them. Even if your self-efficacy is high, and you think that all the things around you will not let you achieve the set and targeted objects and goals, you should not let your subordinate know. You have to start the task first, by the time they see you doing it, they will have to follow you. And do not try to discourage them that they cannot finish the task, By doing that, you will lead them to having a low self-efficacy. A leader should never have a low self-efficacy. You must have that determination that come what may, this task must be completed. And you start first. That is what we mean by leadership by example. So that your subordinate will know that they don't have any option than to follow you in accomplishing the task.</p>	
18	I	Sir, is there any more suggestion you like to add?	
19	R	<p>Yes, you see in Nigeria that we are in today, nothing is working, Everything is in disarray. The the economy is so bad that it has touched every aspect of human endeavor in Nigeria. If care is not taken, the self-efficacy of every individual person in Nigeria will be very very low. Firstly, there is not any motivation, no any encouragement to finish any given task. Let me give you an example of tertiary institutions in Nigeria of today. As I am talking to you now, I have been the HoD for the past two to three years, I don't collect anything from the management to run the department. I am using my own salary to run the department. Nothing, even to buy ordinary ordinary what do you call it A4 paper, A4 paper for printing, I have to buy it with my own money. Ok, I have been there, everything boils down on me. If I say that the impress is not forth coming, I am not going to do anything, but the fact still remain that I am the head of that department at that time. If everything is not working there, because I have a low</p>	<p>Challenges No fund No facility Everything on leader Leaders don't achieve because of external factors External factors prevent people from having high self-efficacy Use of initiative</p>

		<p>self-efficacy or some the issues that are surrounding me not to achieve certain task, I am now hiding on that. The same thing still remains that, while I was there, I was not able to achieve anything because of external factors that are making me not to do the right thing. You just have to use your own initiative. Think outside the box because you want to achieve a certain goal. In a nutshell, every individual in Nigeria now should have a high self-efficacy. The economy is not working. Our economy is in recession. About 24 states have not being able to pay their workers salary. Even, the secondary school and primary school teachers have not been paid for six to seven months. These teachers if they don't have high self-efficacy that even if I am hungry, this work must still be done, the future of these children and the country must be better. So in a nutshell no any Nigerian in any condition they find themselves should have a low self-efficacy despite the situation at hand. If we have a low self-efficacy, nothing will move and everything in the country will be in disarray and the future of our children will be jeopardise. Just try to have high self-efficacy that whether we like it or not, come what may, under rain under sunshine, Nigeria must move. So this is the problem we are facing. No body is not ready to have high self-efficacy because of the external factors. Nothing is motivating us to have a high self-efficacy. Thank you very much</p>	
20	I	<p>Thank you Sir. Another question Sir. I am moving to the change-oriented behaviour of leaders. In your own opinion, what are the needed strategies academic leaders should take in implementing change in higher education institutions in Nigeria?</p>	
21	R	<p>Umm, you see in the first place, as I have said, the economic situation have affected every organization in Nigeria. Even up to the tertiary institutions. So when you are talking of change, change. Change is a thing of the mind. Change is a thing that does not come really. So, the change must start from the individual. Not just talking change change change. You must ask yourself, what are the things I am suppose to do that will make thing and my life better? As I am now, as HoD in an higher education institution, I should ask myself what are my own responsibilities?, Have I being able to do it according to what is expected of me? As I told you, we don't have any impress in my own department. If I don't have impress, are you saying that the students should not write exam?. So, as a leader I have to look for a solution. I have to look for how to print the questions. I have to look for those that will type the questions because the students must write the exam. If you just fold your arms and say since there is no money, there is no impress, nothing will be done. Then we are not helping ourselves, we are not helping the system. So</p>	<p>Change comes from the individual self. Inner purpose</p>

		change must be a thing of the mind of the individual self that you want things to move, we want things to change for better in our country. So it is an intrinsic thing from the mind that I want this thing to change for better. If you don't have that one in mind, nothing will change. That has to do with what is known as your own inner purpose. Inner purpose of trying to ask yourself, what is going to be my own responsibility towards a positive change in any place I find myself?. So, selfless attitude is what we need in Nigeria by all Nigerians in order to have a better change in our country.	
22	I	OK.Sir, apart from this self-motivated strategy, which other strategy do you think academic leaders should adopt in implementing change?	
23	R	Yes, another thing is that academic leaders should mix. What do I mean by mixing. To have cross fertilization of ideas because education is not a thing you can acquire in a place. You just have to move out and see what entails in different countries, that will be a value you can add to your own system. As HoD now, I don't know what entails in Ghana. I don't know what entails in other African countries. This is the essence of conferences and seminars. If you go there, you will mix. You will see their own system of organization. You will see how they are able to handle their system. When you come back, you will see how you can improve your system based on the experience you brought from other countries and places. So that there will be a change in your system for better. So that one is very good for academics. Academics should not just sit down in a place and think that what they are doing is the best. That is another thing. Then thirdly, academic leaders should know that they are dealing with human being. They are not just dealing with human but human being that will be leaders of tomorrow. If that should be the case, they should lead in manner that will leave a good legacy for people coming behind them. We have seen some leaders who serve as our own source of inspiration. Do the right thing. As an academic, don't ask unnecessary money from students. Don't intimidate students with sex. Don't add mark for students because you want to get something from them. If you want to sell handout, make sure you don't force students to buy and allow those who willingly need it to do so and do not ascribe marks of reward to the sales of handout. If you write a book, don't force your students to buy the book. Don't make your book a continuous assessment for mark. Don't say anyone who does not buy my book as lost 30 marks of his or her continuous assessment. Try to be diligent. Let student learn from you so that any where they are, they will flash back and say I remember my lecturer. I learnt a lot from him and I	Mixing Bringing idea from others. Serving as legacy to future leaders. Doing the right thing

		have seen him as my source of inspiration. He has been guiding me in all the day to day activities of my life. That is what academic should be and that is very important for an academic.	
24	I	Thank you Sir. How does your change-oriented behaviour as a leader impact on the willingness of your staff to go beyond their primary duties?	
25	R	Yes, I have said it. If you are leading by example. As a leader, you must have a high self-efficacy. Even if your mind is telling you that you cannot complete this task, you must not tell your staff rather you must give them encouragement towards accomplishing the task. You must show them that you are ready to complete the task. If you don't have a high self-efficacy, you will not be able to give your staff the encouragement they need and the job will remain there for life. This will affect them. It's going to affect the students, it's going to affect you as the HoD, it's going to affect all the staff. Also, try to encourage the staff, talk to them. Give them full encouragement and support. Give them a lot of admonition. Even if the government is not doing the right thing, let your staff be aware that it is our own responsibility for these students to learn and acquire meaningful education and give them our best. So, come to the class early as the HoD, do not absent yourself from all your teaching activities, do what is expected of you accordingly and at the right time. Don't take your lectures for granted. At the same time, try to have a good relationship with your staff. Without good relationship with the staff, there is no way you will impact your own self-efficacy on your staff. Example, a staff that cannot come to you to seek for advice, a staff that you don't have any good relationship with, how are you going to impact on them? Even on your students too, you cannot impact anything on them unless you have a good and cordial relationship which will make them come to you whenever they have any challenge or problem. A leader must be able to embrace everybody. You must be compassionate. And at the same time, you must have the ability of carrying everybody along. Don't be an authoritarian leader. If you are an authoritarian leader they will just leave you. That is what the Holy Quran has told us, 'Wa sha wirhum fil amri'. Try to seek advice with your subordinate on any issue. 'Wainkunta faso li qolb la anfadu minaolika' if you are so wicked with authoritarian style, they will run away from you and leave you with the task. That is one of the areas that a good leader should be able to impact his self-efficacy on his subordinate.	
26	I	Sir, how do the change policies introduced by academic leaders impact on staff organizational citizenship behaviour in your institute?	
27	R	The change doesn't come easily. Change is	

		<p>something that is very difficult to imbibe and impact on human being because human being have been doing a certain thing that they have been so much addicted to. Suddenly, you just come with a change. Change means a gradual process. For example, when you talk of a curriculum, you want to change the curriculum, a curriculum is not something you can change in a midnight and you think that your subordinate or teacher will follow the curriculum. No. It has stage. Everything has stage. So also, change should have stage. It is not something you can do within the tinkle of an eye and you think people will accept it or your student will take it from you. For example, in an organization, these are the way they are doing their thing. You think it does not have efficiency or it does not give the required efficiency needed, and you think or bringing an innovation. This innovation is not something that will come so easy or something your staff will just take from you easily. Firstof all, you think about it yourself. You need to do a pilot study on the new idea you want to bring. You do a lot of research on it . Even in change, a lot of research need to be done to see how it is going to work before you now introduce the change agenda or idea into your system. So, that is to say that change is not a thing that will come overnight. It has to do with a gradual process. It is a gradual process which involves carrying everyone along in the plan. All the stakeholders should be carried along. They should also have their own input in the change process and idea because what you are bringing you 7/don't know how its going to work. You don't even know whether those you are thinking will implement it will even take it from you or not. That is why it is important to carry your subordinate along in the change plan. There are different parties in the change process. Some are in charge of putting the plan on ground they try to design. There are people that will implement the plan. Also there are those who will be at the receiving end. Just like the school organization where we have different stakeholders. One is the government. The government formulate the policy. They are not the one to implement. The teachers are the one to implement the policy. The teacher implement what the governmet has designed. Who are going to be the end result of the plan, the students. So, all these three should work hand in hand in order to achieve the goal of the plan. Without working together, they cannot achieve anything. Those that design the program do they know whether the program will favour those that will implement or not? Do they know whether those to implement will like it or take it or not?. Even, if it favours those who will implement, what about the students who will be at</p>	
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		the receiving end?. Also, they need to know, whether or not it will be able to achieve the set or targeted objectives and goal because the reason for setting any plan or change agenda is to achieve certain goal. All these things should be put into consideration before we can have a positive change. Am I making senses?.	
28	I	Yes Sir. What are the challenges you face in the course of implementing change in your institution as an academic leader?	
29	R	A lot of challenges. Number one is the political wheel. What do I mean by political wheel? The politicians are there. They are the one giving laws and many of these politicians giving laws or are in charge of giving instruction they are not even in the tertiary institutions. They will just wake up one day, put something there and ask us to implement what they have done without even carrying us along and you don't have the will to tell them that this thing cannot work. Even, if you do, they don't care. They will just tell you that whether you like it or not, that is what they want. Unfortunately, the thing they want is just for their own political ambition not in the interest of the masses or institution. Just because they want to win an election, they now put a policy down that these cannot favour teacher and students. You cannot tell them that these policies are not favouring you. So, you just have to implement a policy you know that at the end of the day, the result may not be favourable to the students or teachers. So, the problem we are facing is the political wheel of leaders. They are doing things to favour themselves not the system. Secondly, as I told you is the state of the economy. There is no money. if you continue to spend your money on things that are supposed to be done by the management, it will get to a stage that you will say if the system want to collapse it should because there is nothing you can do. There is no adequate financial support from the government. Thirdly, because of the situation of the country, the students and staff are affected by the economic situation of the country. Staff who have not being paid salary for over six months cannot be blame. They will tell you that they have to look for means of survival. Similarly, the students too, they are not committed to learning because they are also looking for survival. They are only after certificate. Everybody is looking for money and survival. They will even tell you that after their program, is it not that they will go and search for job? In the course of survival some of these students commit a lot of atrocities. At the end, they will join secret cults in the school as a way of seeking protection against all their atrocities. They even threaten some lecturers to pass them by force or face the consequence. This is the situation in the country. Therefore, teachers are	

		incapacitated to impart knowledge as they wish because of the situation of the economy and calamity we find ourselves in the country.	
30	I	What of social or cultural issues? Do you have any challenge arising from social or cultural factors?	
31	R	<p>Social cultural factors are there. In the first place when the so called colonial master came. Even before they came to Nigeria, the missionaries were here. The colonial masters came to live on our soil , to live on our fat. However, we have our own culture. Even, Islam can to teach us how to read and write. We have our own value, our own culture. Let me talk about the missionary, these missionary came and told our forefathers to change their names and become christian. These have affected their faith, their traditional cultural value and system. This continue to grow like that and that. These missionary change their orientation. Despite that, these people were well-behaved. Not until, the Nigerian economic system start to have leaders who doesn't know anything other than how to enrich themselves. Then everything starts to crumble, fall and went in disarray. This lead to people witnessing a lot of atrocities in Nigeria. These leaders have lost their value, their morals. They are the stealing money, committing all forms of atrocities. At present people have lost their moral values and good cultural heritage. People are now looking for any opportunity or advantage to sustain themselves irrespective of how it comes. It has affected every aspect of the economy.</p> <p>Social-cultural value in Nigeria has been affected just because we want to make it at all cost. Even take a lot at our curriculum, moral instruction, religious knowledge and valuable cultures which were taught then were removed from the curriculum. Everything have been removed because we lost our cultural values and change our direction towards materialism. Our curriculum is greatly affected due to the lost to social, cultural and moral values. That is the situation we find ourselves in Nigeria now.</p>	<p>Social degradation Lost of moral value Economic imbalance Bad leaders</p>
32	I	Sir, in your own opinion what do you think should be done to overcome these challenges?	
33	R	Well, we need to put the right pole in the right position. I mean we need to put the right people in the right position.If you want to have a Minister of Education, let it be someone who has passed through education and knows what educational system in Nigeria is all about. Someone who does not know anything about education is now appointed as Minister of Education. What do you expect from the person just because he has a god father, who have invested so much into the election of the president. So, the godfather was given the slot to produce Minister of Education. The godfather will just go	<p>Putting right people I right position Use of expert Economic reformation Discipline</p>

		<p>somewhere and find someone whom he knows will not disappoint him and instate the person in the position without considering whether he knows about the Ministry or not .Secondly, we need to incorporate experts who know about our problems come together and think about how they can help us solve them. These experts must carry everyone along in the plan. They must throw away their personal gain and interest. All they need is to help us towards having a meaningful and positive change which people deserve and aspire for. Thirdly, we should see to how the economy will develop. If there is no good economy, it will affect everything. We should all come together to see to how we will improve and develop our economy.If the economy is down, there is nothing anyone can do. Example, in a situation where teachers are not paid six months salary how do you expect them to discharge their responsibilities as expected? Fourthly, each and everyone of us should try to avoid indiscipline. Being discipline anywhere you find yourself. It cut across everybody in this country. Indiscipline and impunity. If we cannot have inner determination that indiscipline should stop. It must start from you in your inner mind. Ask yourself, what are the things you are doing as a leader , as a teacher that must be stop.Ask yourself, what is your responsibility as a chairman of Educational committee in the House of Assembly, what is your responsibility as leader. Have you heard of padding in our National Assembly?. Hem en, these are the issues. These leaders were given budget to approve it. They now put their own personal gains into the budget. What are we saying. It has even got to the level whereby the members of National Assembly are requesting for money from various agencies and ministries to give them money so that they can pass whatever budget they sent to the House from these agencies and ministries. This is bribery. They are thinking about what will be the outcome or end result of their action. For example in the Ministry of Education, there are many agencies like NUC, NERDC, NCCE,NBTE and others. Those are the helm of the affairs in all these agencies will be contacted by these members of National assembly and tell them to give them money in form of bribe before they pass their budget and if they fail, they will reduce their budget. So, indiscipline and impunity is everywhere. This thing has affected everyone in the country. Even students are affected. They are not willing to read and study again because they will tell you that some of their colleague are not reading and studying yet they make good result by bribing some lecturers, some use their body to obtain marks and all forms of corrupt means. This is everywhere in the country. Unless we fight and strive</p>	
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		to curb indiscipline and impunity in the country, nothing will work.	
34	I	What are the factors that influence staff's organizational citizenship behaviour in your institution?	
35	R1	<p>There are lot of factors on ground. One is try as much as possible to encourage the staff. Also, when staff are paid as at when due. As I am talking to you I have not being paid two months salary. I need to fill my car tank. Also, those at the helm of affair should not think about their own selfish interest alone. They should feel concern about their subordinate and staff. If they feel and show concern for their staff, it will develop the staff's organizational citizenship behaviour. Also, there is this leadership training. When I was in Malaysia. They gave us a lot of leadership training. They gathered us somewhere and show us stories of past leaders and how they were successful. This should also be done here in Nigeria. In a nutshell, if staff are given required training, motivation, carried alone in the plan of their organization, they will be ready to put in their best for the development of their organization</p>	<p>Encouragement Motivation(payment of salary on time) Training Participation in plan Leaders concern for staff</p>

Interview 2 : Dr. XXX

S/N	Code	Transcription	Remark
1	I	My name is Saheed Adebayo. Eehm. I am a PhD student in eehm faculty of Education, department of Educational Management, Planning and Policy. I am conducting a research on the topic: The effect of leadership self-efficacy and change oriented behaviour on staff' organizational citizenship behaviour in public higher education institutions in Lagos State. Ma, can I meet you please?	
2	R	My name is XXX. I am a lecturer in.....Lagos State.I joined the service of this institution in December, 1998.So, I have worked as a lecturer for over 16 years. I have served as XXX for six years. I have also headed some important office in this institute. Presently I am a XXX.	
3	I	By the vertul of your knowledge and experience, what do you understand by leadership self-efficacy?	
4	R	Thank you. Leadership self-efficacy can be described as leadership ability or administrative skill that a leader possesses to accomplish his or her organizational or administrative task	
5	I	How do you develop your self-efficacy as a leader in higher education?	
6	R	I develop my self-efficacy through my willingness for self-fulfillment in the job. In order word, If a leader wants to be fulfilled in his or her work, he or she must be ready to put in his or her best on the job. In my own case, my self-efficacy was developed through my self-fulfilment in the job. Secondly, I developed my self-efficacy through participation in training programs.I did this by attending training programs organized by local and international organizations. I have attended a lot of workshops and seminars on leadership training both local and international levels.	
7		Apart from these two, which other means do you adopt?	
8	R	Apart from these two, I am a type of person that try to put in my best in everything I do. I don't tolerate any form of laziness, indiscipline ,taking work with levity or others from my staff. So, I try as much as possible to put in my best on the job.	
9	I	Thank you Ma. Ma, how does your self -efficacy help you in meeting u with the challenges in higher education institutions Ma?	

10	R	When you are talking about challenges ehm. Challenges cut across all aspect of human endeavours. We have domestic challenges, societal challenges, economic challenges, political challenges and others which may affect our attitude and concentration on the job. So, in my own case, my dedication to work positive mindset, and good administrative skill you know ehmm..assisted me in meeting up with all the challenges earlier mentioned.	Dedication to work Positive mindset Good Administrative skill
11	I	Who does you self-efficacy as a leader impact on the organizational citizenship behaviour	
12	R	As a leader, I belief I must lead by example. My positive attitude to work will serve as an impetus to my subordinate to put in their best for the development of the organization. Apart from this, my positive disposition could be emulated by my subordinate. This will assist them to contribute towards the development of my organization.	
13	I	Thank you Ma. You said your positive atutude actually influenced them .	
14	R	Yes	
15	I	What about your interaction through your self-efficacy? Does it actualy affect them?	
16	R	As a leader I must have good boss-subordinate relationship with them. I must not be harsh on them when ever I ask them to carry out any academic or administrative duty. There is a kind of good relationship between my subordinate and myself which has actually helped us in achieving are targeted goals and accomplishing our tasks.	
17	I	Ma, is there any more suggestion you will like to add on the leadership self-efficacy and staff's organizational citizenship behaviour?	
18	R	I have said it all. Ehmm , a leader who wants to impacts on his or her subordinate, he or she must be willing to put his or her best to work. He or she must be dedicated to work. He or she must have positive mindset towards achieving goals and objectives of the organization.	
19	I	As we know that in Nigeria, we are in era of change. Even though people have different perceptions about the change. In your own opinion Ma, what are the needed strategies or measures you think academic leaders should take in implementing change in higher education institutions ?	
20	R	A leader must have the interest of his or her staff at heart. You must be interested in their welfare. You must be interest in their development academically if they are academic staff and administratively, if they are administrative staff. He or she must respect their opinions. He must give them opportunity to develop themselves. He must carry them along in	

		decision making so that ehm he will not be the sole decision maker. He must carry them along when ever decision are about the taken.	
21	I	What about considering social impact of the change on the workers? Like considering the effects of change on social beliefs of people?	
22	R	Please can you cite an example?	
23	I	Like the Yorubas who beief that this thing will be a treble or abormination if they do it and so on. Do you think there is a need to put social factors into consideration before pushing for change?	
24	R	When you talk of social factors may be traditional values and culture.Even religion like Islamic and Christianity. A leader need to put all these into consideration when talking about change. For example, if there are rules and regulations that Muslims should not observe their prayers during working hours, it will affect our Muslim staff. There are so many troubles that this will lead to. So, a leader needs to consider social forces like cultural, values, moral and religious issues before implementing change in any environment.	
25	I	What about economic factors?	
26	R	We need to carry the government along before talking about change. We need to consider our national policy before we plan any policy. Everything depends on the government because all policies must be inline with the National policies. The government policy determines which policy will survive and which one should be taken. A leader must put the economic forces into consideration when talking about change in an organization.	
27	I	How does your change-oriented affect your staff's organizational citizenship behaviour?	
28	R	You know we have mentioned certain strategies. If all these are put in place, carrying them along, caring for them, giving them opportunity to develop and discover themselves and so on. If all these are put in place I hope the staff will be willing to give in their best to the development of the organization.	
29	I	Ma, what if after putting everything in place, trying to carry them along some staff still remain the way they are? Those this happen in your organization?	
30	R	Yes	
31	I	How then do you handle such?	
32	R	If that happens, the leader needs to take drastic decision on such staff that are not ready to change. Is either that staff complies or he or she leaves the system. Because such a staff may jeopardize effort of the institution and infuse bad omen into the system.	
33	I	What are the ways through which the change	

		policies influence the staff's organizational citizenship behaviour? Do you think the change policies is the one responsible for staff's organizational citizenship behaviour?	
34	R	In actual fact change policies have impact on staff. How do we notice it. This will be notice in their positive attitude to work, their commitment and dedication to work, readiness to work, also their attendance, readiness to go extra mile, willingness to be hardworking, their willingness for self-development and their readiness to say that there organization is thriving well.	Change policy impact on staff Noticed in their attitude to work Dedication to work, hardwork, Willingness for self-development
35	I	Is there any more suggestion you would like to add?	
36	R	Ehmmm, No	
37	I	You as a leader in an academic environment, what are the challenges you face	
38	R	There are so many challenges we face. One of such is that some of the staff may not be willing to adjust to the change policies. This could occur as a result of the fact that they have a kind of stick adherence to the old policy. Some of them want to adhere to the old style or pattern of doing things which may likely allow the new policy to suffer. Also some of the staff may not have any interest in the new policy. So, there is tendency for them to always do their best to jeopardize effort of the new policy	Non-cooperation by staff
39	I	What about financial challenges?	
40	R	There may be. In fact, staff may be agitating for increment in salary or allowances in which academic leaders may not be able to meet. There be a misunderstanding between principal officers and staff. In such a situation,	I
41	I	Ma, in your own opinion what do you think	
42	R	Leaders need to be focused. Not minding the challenges from staff. In order to be fulfilled, they must be focused. Apart from that, they need to have listening hear. They need to listen to staff. Try to wage their agitation to see whether what the staff are asking for is genuine or not. They should not be rigid. They should be flexible. They should not be autocratic. They need to be transparent. They should not hide things from staff. They should be transparent in terms	
43	I	What do you see to the idea of corruption in Nigeria. People are seeing that money is entering into the institutions like universities, colleges and polytechnics, its only the vice-chancellor and registers sharing while they instruct HoD's not to steal? What do you see to this issue?	
44	R	The issue of corruption in Nigeria is an issue we need to pray vehemently to God over. It requires a divine intervention before the system can be clean of corruption because all aspect of human endeavor	

		in this country is corrupt. All sectors are corrupt. Talk of education, health, finance, agriculture sectors, all are corrupt.	
45	I	Ma, in your own opinion ,what are the factors that influence staff's organizational citizenship behaviour in your institution?	
46	R	The factors that can influence them to do their best. Ehmmm. No 1 is staff welfare package. This will force them to work in their organization. Two staff development. May be sending them to international conferences, workshops and so on. Also, staff should not be denied their right. Right to speak as at when due, right to ask for their emolument, allowances.	
47		Do you think training and year of experience of staff influence organizational citizenship behaviour?	
48	R	Yes. They do. But at times what I noticed is that the higher staff goes in rank, the less they work or the lesser their commitment to work. Once they become chief lecturers, they will assign their jobs to a junior colleague. That is my experience over the past 16 years.	
49	I	What about their background, society and education?	
50		Yes. Background or social background can also influence staff's organizational citizenship behaviour. If a child is from a separated home or divorced home, such a child will not have that need to be committed to anything in life. We have some of them who are committed but majority are not committed due to the fact that they lack the parental guidance and care from their childhood. So, whatever they do at adulthood will be a manifestation of what they were exposed to from childhood. Therefore, they transfer these social behaviour in to the workplace. In addition some also use religion as an excuse.	
50	I	How?	
51	R	We have some of them. For instance, I was opportune to meet one of our junior staff who was given an assignment to do. Instead of carrying out the assignment as at when due, he was busy reading the Bible, observing choir time in his office. That is an instant of using religion as a cover up. When I noticed, I just call attention of the boss to that act. The person involved was corrected and call to order immediately. Some of them like that use religion. Also, some of them engage in using their mobile phone go play while in the office. Others engage in buying and selling which is rampant among staff.	Challenges Staff hiding under religion to abscond from duties Playing with phones Buying and selling
52	I	Ma, do you think this occur as a result of the situation of the country?	
53	R	It may be in other part of the country but in Lagos	

		State it is not so. We collect our salaries as at when due. Our remunerations are paid on time. If such get to our boss or people in helm of affair there will be problem. People are doing it not because they are not paid. They are doing these out of indiscipline and their non-challant attitude to work.	
54	I	Do you have any advice?	
55	R	As leaders, it's a kind of suggestion. We should be more dedicate to our work, more committed, have spirit of perseverance, have good rapport with our subordinate, build good leader-subordinate relationship. Also as leaders, we should try to secure our job by being hardworking, diligent and doing the right thing as at when due.	
56	I	Thank you so much Ma	
57	R	You are welcome	
58	I	I will do the transcription and later get back to you with the result of the findings	
59	R	Ok. No problem. I wish you the best in your study and your thesis.	

Third interview XXX

Discourse Unit	Code	Transcription	Remark
1	I	My name is Saheed Adebayo. Eehm. I am a PhD student in eehm faculty of Education, department of Educational Management, Planning and Policy. I am conducting a research on the topic: The effect of leadership self-efficacy and change oriented behaviour on staff' organizational citizenship behaviour in public higher education institutions in Lagos State. Ma, can I meet you please?	
2	R	I am XXX. I am XXX in this institution.	
3	I	What do you understand by leadership self-efficacy?	
4	R	Actually that is inherent ability of a leader to	Meaning of leadership

		perform his or her duty expected of him in the organization he or she is responsible to by making sure that the overall objectives of the organization is being achieved.	self efficacy
5	I	How do you develop your self-efficacy	
6	R	Haaam ehmmm training is key. What do I mean by training. By attending academic training programs that will develop me in meeting up with the demand of the role and duty of head of department. I do go for conferences and workshops that will improve my. Also ability of the individual is important. Without it, whatever training you have, your ability to deliver is also important.	Training Ability to deliver
7	I	How does you self-efficacy help you in meeting the challenges in higher education institutions in Lagos State?	
8	R	It is important that ehm as a leader you carry your subordinates along in whatever you do. You make them realize the objectives of the organization. Whatever decision you want to make, you make it together with your subordinate. You make them understand the need to achieve the set objectives and goals . Whatever you do, you involve them. Whatever challenges you face, you face it together. This will make your work easy. When you do this, your followers will be able to understand you and work towards achieving the paramount goals of the organization.	Carrying subordinates along
9	I	Sir, how does your self-efficacy impact on the organizational citizenship behaviour of your staff in your institution of learning?	
10	R	Well, the first is that you involve them. Also you need to encourage them by leading by example. The leader must be the first to start working towards attaining the goals and objectives set. By leading with example others will follow. Also, you must create a team spirit. Everybody must work together as a team. Everyone must be recognized and see an an important aspect of the team. No one is irrelevant even if they are junior staff, they have a great role to play. Leaders just need to develop a formidable team spirit in order to improve the staff' organizational citizenship behaviour.	Encouragement Leading by example Build a team spirit
11	I	Sir, is there any other suggestion you would like to add?	
12	R	Ehmmm, well. You remember I mention training the other time. As a leader, you need to organize training for your staff in order to improve their organizational citizenship behaviour. Also, collective bargaining. Leaders need to bargain with their staff in order to attain goals. They must not be rigid and stick to their own opinion always.	Training Colective bargaining Flexibility Collective participation

		When you involve your staff and you take advice and suggestions from them, the system will improve automatically as these staff will see themselves as integral aspect of the organization and will be ready to support their leaders in accomplishing the targeted goals.	
13	I	In your own pinion Sir, what strategies do you think academic leaders should take in implementing change in higher education institutions?	
14	R	Ummmm, well , when we talk about change, change is a very difficult thing. Most people are not willing to change most especially when you introduce a new innovation or a new or different thing to them. So many people will be skeptical about it. To implement change in higher education institutions, leaders must adopt democratic leadership style. What do I mean by this?. Leaders must tell their followers what the change package entails. They should also let their followers know that this new invention has the following benefits for the development and attainment of the organizational goals ehmm, also, members of the organization should be made to see the need for the change. Ehmm effort should be made to develop their sense of belonging as a way of accepting and implementing the change idea and innovation in an organization. With this, subordinates will feel fulfil and be ready to support the change idea.	Change is very difficult Democratic Explain the change package Benefits of change Develop sense of belonging
15	I	Sir, does your change –oriented behaviour as a leader impact on the organizational citizenship behaviour of your staff in your institution?	
16	R	I have said it before. Everybody in the organization must realize the fact that they are working for the overall goals of the organization.If they are realize this, they will all work towards that. The leader must make everyone realise the fact that we are working towards a common goal.	
17	I	Sir, what are the ways through which change policies impact on staff? ocb?	
18	R	No 1. There should be consultation. Every member of the organization must be aware of the change policy. Secondly, they must be included in decision making. Whatever change that will be made will not be strange to them. Thirdly, there should be training and enlightenment. This training	Consultation Participation Training and enlightenment
19	I	What about leaders transparency?	
20	R	Yes, it is there. Leaders need to be transparent in everything they do. They need to stand by their words, promises and actions. When followers see that their leaders are transparent, they will trust	Transparency

		their leaders and will be able to follow them in the course of achieving the aims and objectives of the change idea or innovation.	
21	I	Is there anything you would like to add?	
22	R	I don't think there is anything to be added than leaders and management should be plain. They must be sincere and transparent in their dealings on change.	Transparency
23	I	Challenges faced in the course of implementing change in HELI?	
24	R	There are lots of challenges we face. One is misunderstanding among members. Some members will not get the concept and philosophy of the change. So, they strive all their best to ensure that the change does not see the light of the day. That is the reason why I said leaders need to be transparent in whatever they do. They need to be sincere with any change policy they are introducing. Another challenge is conflict of interest. Every member in an organization has his or her own interest. There are lots of interest groups in all organizations. Even in an academic community we have. In order to achieve the goal of change policy, there is need to explain and re-explain what the change agenda is all about in order to avoid suspicion from the followers. These are some of the challenges we face in implementing change.	Misunderstanding among members Conflict of interest
25	I	Do you face any challenge in the area of finance and facilities?	
26	R	There are challenges from these too. That has to do with the implementation. This lies with the management. It is caused by management themselves.	Financial challenges and facilities
27	I	What do you think should be done	
28	R	There should always be dialogue. What ever policy to be formulated, it must be discussed among all the stakeholders. Two, there should be enlightenment and training. Training is need for those that will implement the policy. Thirdly, materials needed for implementing the policy must be provided. Also, everybody in an organization must be involved in whatever policy is to be implemented	Dialogue Enlightenment and training Provision of materials
29	I	What re the factors that influence staff organizational citizenship behaviour?	
30	R	Number 1. The environment how conducive is the environment. Two, incentive also count. Staff need to be given their incentives without any delay. If they are receiving their incentives as expected, they will be eager to give their best to their organizations but a situation whereby some of them are been owned for five to six months salary, how do you expect them to be committed?.	Conducive environment Incentive Leaders attitude

		Third, how friendly is the leadership to the subordinate or followers. The way they relate also affect the staff' attitude. A democratic leader tends to carry people along than the autocratic one who only like to give directives.	
31		What about socio-cultural factors?	
32	R	Well ehmmm eem in a very minimal way. I don't think religion or cultural belief has anything to do. For instance, the academic environment is basically for academic excellence. Your religion may not influence your commitment. This organization is not channel. But at times it affect. If your leader attends the same place of worship with you, you may like to go extra mile in order to satisfy him. If also you are from the same place or ethnic will your leader, you will like and try not to let down your ethnic man. When you are being employed, the aim and objectives of the organization have been clearly explain to you. Which you are expected to comply with. Therefore, social-cultural factors are there but I don't think they have much to do with staff willingness to go extra mile for the organization even though they often influence.	Sociall-cultural factor have little impact
33	I	Thank you so much Sir. I will get back to you with the result of the findings as soon as I finish the transcription and coding. Thanks for taking part in this research study. I wish you a wonderful day Sir	

Fourth Interview: Dr.XXX

Discourse Unit	Code	Transcription	
1	I	My name is Adebayo Saheed I am a PhD candidate in the faculty of Education, department of Educational Management, Planning and Policy. I am conducting a research on the topic: The effect of leadership self-efficacy and change oriented behaviour on staff organizational citizenship behaviour in public higher education institutions in Lagos State. Ma, can I meet you please?	
2	R	My name is XXX from XXX. I am the XXX	
3	I	What do you understand by leadership self-efficacy?	
4	R	By leadership self-efficacy it comprises some many things. Your self-impus, self-control control, the way of being efficiency, knowing what to do at the right time. Your attitude towards your work and what you think people should emulate from you. Self-efficacy means your ability to carry everybody in your working place along in what you do. It is a kind of innate tendency in man that will enable him to achieve goals and objectives. Not everybody have this self-efficacy because not everyone is competent to hold or take responsibility. Example, everything in Nigeria has been politicize. Even in Lagos State, everything is control based on politics. If you give appointment to someone with a low self-efficacy, he or she may not be able to deliver or perform as expected due to his or her low self-efficacy..	
5	I	As a dean Sir, how do you develop your self-efficacy as an academic leader in higher education	

		institution?	
6	R	I develop my self-efficacy through experience. Knowing the nature of the position I am learning from others. Fourthly my ability to relate the past to the present. My ability to remain focus on the nature of the task ahead of me. I know that as a leader in higher institution, I have to control the students. Not only that I have to control the staff. All these people have different attitude towards their jobs. The students belief that if they are not there, the staff will not be here and the staff belief that students should respect them. You need to harmonize all these which will give you the experience that will give you the experience to be focus and help you in developing your leadership self-efficacy.	
7	I	Sir how does your self-efficacy help you in meeting up with the challenges in contemporary society?	
8	R	I have said it all. When you say self-efficacy doing things with experience. Having focus and experience in leading people towards a right direction. You need to learn how to carry people along. You should be a leader how knows how to talk to people at the right time, right place and using the right method. This will come from you experience and your ability to remain focus. There is no hide and seek game in it or a trial and error method. You just need experience and focus. By the time you remain focus, people will be able to follow you when they see that you are a focus leader. Also, you need to carry everyone along, even the gardener and cleaners. They need to be carried along in your plan. Your ability to carry people along, knowing what to do, remain focus and wealth of experience will help you to achieve your targeted goals and influence your followers positively. This is how I operate as a leader in the School of Science.	Ability to carry people along Knowing what to do Using the right method of communication Remaining focus Experience
9	I	Thank you so much Dr. Sir, in what do you think you self-efficacy impact of your staff' organizational citizenship behaviour?	
10	R	When you are in the right direction staff will follow you. Also, you need to minimize your error. There is no leader without an error but you should be able to minimize your error to the minimum. Control and obey other people. For example, if you are a leader who want people to follow you must be ready at all times to comply by simple rules and regulations. You must be seen at the fore front of obeying organizational rules and regulations. You must lead the way for your staff to follow by abiding by all rules and regulations. Another example, if you ask people to come to work at 8 o'clock in the morning and you as a	Right direction Minimize your error Obey simple rules and regulations by leading the way. Think deeply before taking action

		<p>Dean, you are still at home by that 8 o'clock. They will not take you serious, they will know that your surrender value is very low. If you say something, it will be hard for you to carry it out. Automatically, you will lose your pedigree and honour with this attitude as a leader. Also, you need to think very well before you carry out your action or plan. If you fail to think deeply before executing a task or plan, you will commit a lot of errors. Also you need consultation. Consultation is very important in leadership. As a leader, you don't rely on your knowledge alone. You need to consult theorem, textbooks and people before taking any decision. You also need to look at yourself before you ask others to carry out a particular task. Ask yourself, can I do this thing?, will this person be able to do or accomplish this task with this condition?, Is this thing possible at this moment?. You need to ponder or reflect on issues surrounding the task you want to give people. Don't just assign task for the sake of it. You need to consider the measure attached to the task. If the measure is too strict, people will be tensed and they will turn down the task, fail to comply and at the end of the day, the goals set will not be achieved. For instance, what Nigeria is witnessing now, even, if your intention is good and the measure is too strict, people will not follow your right direction.</p>	
11	I	What other suggestion would you like to add?	
12	R	<p>When we are talking about leadership self-efficacy. You see, everything emanated from home. The home is a key factor in determining your leadership self-efficacy. There are some leaders who came from a very bad background. They had bad experience and bad way of upbringing from their homes. These bad manners with which they were brought up will be transferred into workplace and how they treat others. For example, if you look at some of our past leaders, some military leaders in Nigeria like Abacha. You will see that is was heartless leader. See the way he treated people. You cannot rule out his background from his leadership style and leadership self-efficacy. There is no way the background will not reflect on the self-efficacy. And apart from that, the school that you attended will also reflect in your self-efficacy. When you emerge as a leader, the kind of training you receive from your school will show. Also, where you live is very important in your self-efficacy. Your environment, the people surrounding you, your friends, even your wife and other things. All these factors influence your self-efficacy as a leader. These factors like trait, background,</p>	<p>Home Upbringing School Environment Peers Emotion Religion</p>

		<p>education or training received, home and others must be put into consideration before selecting a leader. In Africa, we don't look at all these factors before appointing leaders, once you have your money and you know people, all other things are not relevant in Africa. That is part of the reasons why our leaders maltreat us the way they do. But in developed countries, they will look at your background, the type of school you attended, your character, your friends and others before appointing you as their leader. I think your religion also plays a vital role. Your emotion also counts. If you are hot tempered, you will not be able to carry people along. Your religious belief will also determine your leadership self-efficacy. If you are a devout Muslim or Christian, who does things in accordance with the religious dictates, you will abide by rules and regulations of your organization, you will know how to keep to promises, respect others' feelings, opinion, thought. As a result, you will be able to influence your subordinates positively towards your right direction. This is what I think</p>	
13	I	Sir, what are the needed strategies academic leaders should take in implementing change?	
14	R	<p>Good, first and foremost, let me just talk about consistency. If you are consistent with your strategy, people will know you for what you are and they will be able to follow your way. Definitely, you will be able to carry staff and students along with your plan. Good work efficiency with good moral value. A leader needs good moral in order to influence followers in an organization most especially in higher education institutions because in tertiary institutions, people are mature. If you think you can do a kind of Maradona, you will just be wasting your time and suspending the even days. Most of these people (staff and students) are brilliant, even more intelligent and brilliant than you. That is why you need to display good moral value as a leader at all times. It is not easy to manage heterogeneous society where we have people with different language, different culture, belief, ethnic and so on. As a result, the strategy to cope is consistency. You just need to be consistent in managing this kind of environment because people know what every leader does and are seeing what you are also doing. If they see that you have the moral character, good work ethics and you can represent them well, they will continue to follow you and will be ready to adjust to your change partly knowing fully well they you are consistent, straight forward, discipline and above all of good moral value, they will adjust to your change plan</p>	<p>Consistency Good work efficiency Good moral Being straight forward Sincerity Considerate Flexibility Admitting mistakes Truthfulness</p>

		<p>willingly. But if you are the type of leader who use money to buy everything he needs, that can only work for a while, people know very well and are aware of your steps. It will only work for a while even, in Africa, we run fake government, fake leadership. Even at home, husband and wife run fake government. Husband is not sincere. We fake ourselves a lot. That is why we are backward. People will follow a leader who is cunning, dubious and insulative because they have bribed their ways and this approach is not helping our situation in any way.</p> <p>We need to be sincere. Sincerity in everything you do as a leader. Even you see our pastors today, they are in position of leadership but if you see what they are doing, you will feel sorry for them and those who follow them. You will see a pastor impregnating a deaconess and members of his church, he is just pushing the evil day forward. Immediately people know of his evil deeds, the congregation in the church will be reduced and people will never trust him again. Also, in academic, we are not sincere. There are some policies that we introduce today that we ourselves as leaders know that the end result may not be good. Some will even say: my law is final, everyone must comply and if they want to die, let them die. We don't care. We are not flexible at all. If you look at something you are doing or introducing and you see that it is not well taken, rigid and not working, you need to reverse as a leader. That doesn't mean you are coward or you don't know what you are doing. Flexibility is very important. By the time you are flexible and considerate, people will be able to relate with you and dance to the tune of your change plan and strategy. In addition, leaders need to hold on to their mistakes. In Africa, we don't hold on to our mistakes. When you make a mistake as a leader, instead of you to admit your mistake, leaders transfer their mistakes to subordinate or other people which is very wrong. For example, as a Dean, I served a memo last week and told someone that the memo was delivered to him but we failed to act on it. But when I realized, it was a separate Memo meant for any person, I quickly called the person whom I wrongly accused of not acting to my Memo, that I was wrong. I acknowledge the mistake and told him, it was another Memo that was sent and his own was on my table that I just sign it. I apologize to him and the secretary. When they heard I was wrong, they were happy that at least it was not their fault rather mine and I have apologized to them. As a leader we need to be truthful. Say the truth, even, if it will be</p>	
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		against you. How many of our leaders can do this? When your staff see that you are truthful and sincere, they will be ready to die for you and follow your line of change.	
15	I	How does change-oriented behaviour of leaders influence staff organizational citizenship behaviour?	
16	R	<p>If we talk about change-oriented or change whatever, you know in Africa, people are very rigid and stubborn. Some people will be telling you that this is the way my forefathers have been doing, so I cannot change my way of life or pattern of doing this thing. They will say: I am going to die in this form. They will not like to change their old style or pattern of doing things. Here in Africa we usually stick or hold on to our old style. What I think we should do which I am actually doing is that leaders should be truthful, honest, open-minded and abide by rules before we influence staff organizational citizenship behaviour. For example, when the issue of computer was introduced in my faculty. Some of my staff said we are old we do not need this computer of a thing. But I told them that, there are lots of things we can benefit from the use of computer like sending message, drafting your lesson plan. Prepare your lecture notes and others. Even, as HoD there are some things you may like to send which you do not want the secretary to know, if you have the knowledge of computer, you can easily do it without calling on anyone for assistance. If you don't know computer then everyone will have access to your information. I told them that the computer is important. Just like the ATM machine, if you cannot operate it because you are old, you will be forced to give your card to other people to help you withdraw money from your account. Once they know your pin number, your account will be in danger. Once they know the danger in what they are doing wrong before and they can see the benefit from the change. Once they know, they will reform their attitude towards the change. For example, if you tell the students to register their courses on line on time so that we can make adequate provision for them. You call them, you tell them that please, we want to make adjustment on student's registration because late registration prevented us from completing our syllabus. This time around, we want to complete our syllabus. They will change and comply after you have appealed to their sense of reasoning and presented a clear and convincing reason to them. If a leader is clear, transparent, truthful, open-minded and has a sense of belonging, he will be able to influence</p>	<p>People are rigid to change Truthfulness Open-minded Honest Reason is very important Change-oriented backed with reason</p>

		followers towards attaining a common goal. Change –oriented must be married with reasons. We have been eating this food since, why do you want us to stop. It must be backed with reason before people can listen to you or your idea. For instance in Nigeria, the current situation of austerity measure needs that the government should come to tell people this is the real cause of this situation which prevented the change and this is what we will all face to overcome it. Once people know reasons, they will comply and keep their hope in the government or their leader. Reason is very important in change-oriented behaviour.	
17	I	Thank you Sir. Do you think the policy introduced by your institution is responsible for the staff ocb?	
18	R	This institution in under and agency under Federal Ministry of Education. This agency is the one controlling it. Even the Ministry of Education controlling all educational institutions in Nigeria is clever. They don't call it a change policy. They only say that come let us romance together. Let us romance together. They tell higher education institutions that we know that you know this thing better but let us reason together. They will say, why can't you add this or this to what you have been doing. Why can't we remove this in order to meet up with international standard. They do it gradually. Before you know it, staff in education institutions in Nigeria have changed from their old style to a new and more convenient one. When you are bringing a policy, you don't just withdraw the old policy in one day or withdraw what people have been benefiting from either good or bad suddenly. If you just introduce policy suddenly, people will refute the policy but when it is gradual, they will be happy and eager to accept the change. People will not even that the policy have changed. They will just see themselves complying easily. What I have to say is that leaders should take time to explain the new policy. Change is something that very difficult. People need to be carried along in the change process.	
19	I	Sir what are the challenges you face in the course of implementing change in your organization?	
20	R	The first challenge is fear. You will nurse fear that will people accept this or not. What will be their attitude towards the change. There reason will make you fear because you don't even now what their response will be. Some will try their best to make sure that the change will not survive even when they know that this change is good, but will tell you that they will truncate your effort. Some will even write petition. In academic environment, they are known for writing petition. Some will	Fear Physical/and spiritual attack Killing or assassination

		even go to Ministry of Education to report you by writing petition against you. Secondly, some will challenge you physically, they will attack you physically or spiritually. If they cannot get you, they will get or hire assassin to kill you because you are problem to them with your change idea. The fear of being killed is another thing. These happen in Africa. Another one is finance. It is not easy to manipulate things in academic environment because people here are informed. Religion also affect, if you are a Muslim and you want people to put Hijab, people will go against it because not everyone is Muslim.	
21	I	What of political influence is it also a factor?	
22	R	That is why I said fear. Fear entails the fear of people. Some people who have right connection will use their influence to deal with you irrespective of who you are. Fear of political leaders, fear of students is another form of fear.	
23	I	What do you think should be done to overcome the challenges?	
24	R	Ok, the only thing we can do is that presented we don't have anything to do because appointment is being made by the government. The only thing is that sincerity. If all of us are sincere. If we can be religious, follow the dictate of religion. You stop worshipping money and power. Then you need to stop fighting over position. Don't say I want to get to that position by force. We should also see our self as integral stakeholder and everyone should play his or her role according sincerely and committed	
25	I	Sir, what are those factors that influence the work of your staff?	
26	R	If there salaries are well paid on time. If there is no money people will disobey whatever policy you are taking about. Also, if their offices are conducive and well equipped, staff will be eager to work but if otherwise, they will only do the little they can. For instance, there are some top officials in this College, who do not have flat screen in their offices, some do not have fans or air-condition in their offices. If the work environment is good and serve like home away from home, people will be able to go extra mile.	Salary Office well-equipped
27	I	What about other factors like educational background, experience, background, culture, religion and environment?	
28	R	Yes, I have said it before. All these affect your organizational citizenship behaviour. For instance, If you are from federal university, your character will be different. If you are from state, your attitude will be different from someone who attend private university. So your background and	Education Background Environment Religion Cultural value.

		<p>exposure have a great impact on your organizational citizenship behaviour. Also, your religion, if you are from a good home where they practice good religious value, there is a high tendency that you will be committed to work because you will know that it is unholy for you to abandon your work and yet be collecting salary. In addition, your cultural value affect your organizational citizenship behaviour. The kind of the culture you came from will reflect on your commitment to your organization. Like in Yoruba land where we belief that as a child, you must respect everyone, assist others in accomplishing mutual and community goal, such trait and cultural value will reflect in the attitude of a good Yoruba man who is well trained when he gets to a place of work. So, all these factors are there and are very important in determining the organizational citizenship behaviour of staff in my organization.</p>	
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Fifth Interview: Dr. XXX

Discourse Unit	Code	Transcription	
1	I	My name is Adebayo Saheed I am a PhD candidate in the faculty of Education, department of Educational Management, Planning and Policy. I am conducting a research on the topic: The effect of leadership self-efficacy and change oriented behaviour on staff' organizational citizenship behaviour in public higher education institutions in Lagos State. Ma, can I meet you please?	
2	R	My name is XXX from Federal College of Education(Technical),Akoka,Lagos,Nigeria.I am	

		the XXX.	
3	I	Sir, what do you understand by leadership self-efficacy?	
4	R	I ability of a leader to design, interpret, implement and incorporates in his members the belief and right attitude needed to cope in the organization and enhance the attainment of organizational objectives. It can also be described as the ability of the leader to take the organization and its staff to a greater height towards satisfying the needs of the organization and ensuring job satisfaction of staff.	
5	I	As a dean Sir, how do you develop your self-efficacy as an academic leader in higher education institution?	
6	R	Firstly, I have absolute belief in myself that I can accomplish any task. Secondly, I ensure adequate discipline. I don't allow side attractions. I don't allow unnecessary things to derail me from my focus. Thirdly, I always remain focus and develop plans for my office. I also ensure fairness in my dealings with my staff. Lastly, I developed my self-efficacy through experience and interaction with people. Whenever I meet people, I watch their positive attitude which help them in attaining and achieving great things in life and try to imbibe it in my practice.	Belief in my ability Discipline Focus Experience
7	I	Sir how does your self-efficacy help you in meeting up with the challenges in contemporary society?	
8	R	Thank you, it helps me in understanding the dynamics in the academic environment where I am working. Also, it assists me in understanding how to relate with people. Once I know these, I am not always affected with some of the challenges in the system.	Understanding academic environment Human relation
9	I	Thank you so much Dr. Sir, in what do you think you self-efficacy impact of your staff' organizational citizenship behaviour?	
10	R	I observe changes in their ways of reasoning, attitude to work and goal attainment. My self-efficacy helped my staff in complying willingly with rules and regulations of the organization. I always reward them whenever they do well. I do write a letter of appreciation to them to appreciate their effort. In the area of research, I do assist some of them and encourage them to collaborate in journal writing, share ideas and encourage love among them. I think all these enhance their commitment to work.	Ways of reasoning Attitude to work and org. goals Complying willingly to rules Reward staff Appreciation of effort
11	I	What other suggestion would you like to add?	
12	R	Self-efficacy plays a lot of roles in life of individual. Leaders must strive to live by example. Whenever they live by example and lead the way for staff, workers under them will be ready to work	Live by example Encourage others to act Build confidence

		with them with confidence and without fear. Also, leaders must encourage others to act and provide them with needed support to accomplish all given tasks.	Support
13	I	Sir, what are the needed strategies academic leaders should take in implementing change?	
14	R	<p>Leaders in an organization like education institutions need to be truthful and open in all their dealings. Once staff see that these leaders stand by their words, they will be ready to abide by the rule and support the change idea. Secondly, favourism should not be condone in academic environment. People should be treated equally. Staff should be equally treated in terms of promotion, incentive and welfare. Leaders should lead the way for others to follow. They must not just be shouting change change, change without they themselves, acting the change for people to see. Remember, if you don't change, you cannot change others. Change plan must also be well drafted taking into consideration all variables that will be affected in the pre-implementation, implementation and post-implementation stage. All stakeholders that will be involve in all the three phases stated above must be carried along in the plan.</p> <p>Also, they need to ensure effective communication. Once there is a plan or agenda to change a policy, proper and effect communication must be carried out. The change plan must also be effectively monitored. Monitoring is our problem in this country. You see leaders shouting, lets change,</p>	<p>Truthfulness No favourism/Equal treatment Lead the way Change plan must be done effectively. Communication Monitoring</p>
15	I	How does change-oriented behaviour of leaders influence staff organizational citizenship behaviour?	
16	R	<p>Change-oriented behaviour of leaders helps to give staff a right direction. It tells staff which area they need to follow. It also helps to correct some inadequacies and negative attitude among staff. For example if some staff are fond of coming late to work, and their leader is always early. It will get to a stage that some of them will change for good. If the leader introduces a clock card, some staff will be forced to come early to work. As a result, it will help to reduce negligence on the part of staff and encourage hardwork.</p> <p>Also, change-oriented behaviour of leaders will help to increase creativity among staff. Some staff who do not belief that they can think and make good use of their initiative will be forced to start using their brains on how they can develop themselves and their workplace. Thirdly, change oriented behaviour of leaders can foster good and healthy relationship among staff. If leaders introduced change in a manner that will bring staff</p>	<p>Gives direction Correct inadequacies Increase creativity Foster healthy relationship</p>

		<p>together, those who do not want or like to work together will be encouraged to cooperate in the interest of the organization and in order to achieve their targeted goals. Doing this, will ensure cooperation and team work among staff. It will also make some staff to give their best and go extra mile for their organization.</p> <p>Lastly, inclusive change-oriented behaviour of leaders will enable staff to see the organization as theirs and see their leader as a friend and not a threat. They will feel free to communicate their anger, grievances, happiness and sadness. As a result, everyone will be able to live together and work together harmoniously.</p>	
17	I	Thank you Sir. Do you think the policy introduced by your institution is responsible for the staff ocb?	
18	R	<p>Well, on this question, I will say yes and no. Yes because whenever people are working in an organization like higher institution of learning, you need to comply by all rules and regulations set by the institute. At times, policies in form of rules, regulations, directives and instructions come from government and Ministry of Education down to institutions. Some of the policies are harsh on some staff most especially the lazy ones. All staff are expected to comply with the directives of government as long as you work under the government.</p> <p>As a Dean, I have seen people (staff) complying with government directives even though they(staff) don't like it. Policies on attendance at work, students' harassment, marking and submission of students' exam scores and so on. What I am saying in essence is that these policies from government and governing council and board in the College have made some staff to be committed to work because they know that if they fail to comply, they stand the risk of losing their jobs. This comes in form of force and instruction</p> <p>Secondly, some staff willingly display positive attitude towards their job without any form of force or command. These set of staff are often few. They do things for the progress of their organization. These staff are always ready to give their best to attainment of goals. They are committed with or without any policy, they are always ready to give their best. In essence, some of the policies introduced by government and institutions influence the commitment of staff. Also, staff inner attitude also affect their commitment to work.</p>	<p>Policies force staff to comply</p> <p>Staff willingly comply</p>
19	I	Sir what are the challenges you face in the course of implementing change in your organization?	
20	R	First is corruption. When we talk about implementing change in a corrupt environment	<p>Corruption</p> <p>Inconsistency in govt.</p>

	<p>where everybody old, and young are thinking of how to enrich themselves. This is a big problem. Corruption is everywhere. Those who want to implement change are corrupt. People whom the change is to be implemented on are also guilty of corruption. The corruption is flowing everywhere in the homes, offices, religious centres and so on. This corruption does not give room for change to see the light of the day.</p> <p>Apart from this, inconsistency in government policy on education is another challenge facing the implementation of change in Nigeria. People are fed up with continuous change in policies without any room for sustainability. Each government that comes to power in Nigeria, comes with his own plan, then, rubbish the existing plans on education. Let me also add that unwillingness on the part of staff to change is another problem facing implementation of change policy in Nigeria higher institutions of learning. Some staff don't want to hear about change not to think of instructing them to change. They don't want to leave their old pattern and ways of doing things. They are just contented with their previous ways of doing things. Anything introduced different from their previous and old pattern, they will strive to truncate that plan and effort. They will use all means to ensure that the change does not see the light of the day. At times, they use and seek spiritual means in form of satanic assistance. Once the initiator of the change is attacked, then others who want to talk about the change will keep quiet and remain silent till the change effort dies off. Similar to that, some staff believe that change means that they will be sacked or relief of their duties. Others see change as a threat and difficult thing which means that they will be demoted or relegated. To some change means that they must learn new things which they are not willing or ready to do Hence, they turn a negative attitude towards the change idea.</p> <p>In addition, I will say that facilities is a great problem too. If there is need to implement a change plan in Colleges of Education for instance in the area of instruction. We may write to the College Governing Council of the plans to improve quality teaching and learning. They may say ok, go ahead with the plan but the resources needed to accomplish the task or implement the plan is not readily available. For example, we have been complaining about stable internet facilities for staff to carry out research till present, the internet facility is fluctuating. Then, lecturers are expected to write and publish high impact journals. Furthermore, student factor is another great headache. Students at times, go against the change</p>	<p>policy Unwillingness of staff Wrong notion about change Inadequate facilities Student attitude</p>
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		<p>policy of institutions all in the name of fighting for their right. They stage protest, lock school gates, complain on irrelevant things. Also, they are often used by some aggrieved staff to truncate the change idea or plan. These members of staff often use some student bodies to fight the management by indirectly sponsoring and engineering rallies, protests and riot. All these, will distract and hinder change plans because during the riot or protest, valuable things will be demolished. Also, parents are not helping matter. Some parents also strive to frustrate policies. They accompany their children to beg authorities on some forbidden things which the school does not condon. Some even come to threaten you to do their wishes. Ironically, some of them are politicians who will threaten you that if you fail to restore or allow their children, they will deal with you politically, spiritually and physically. I have seen a lot of cases like this. When students fail and are asked to withdraw from school, these parents will come on board begging and threatening staff.</p>	
21	I	What of political influence and societal forces?	
22	R	<p>Yes, directives from government and their representatives in academic communities is another problem. They are interested in political gain, not the benefit of the institution of its staff. Most times political influence disrupt plans and idea. There is nothing we can do whenever the politicians who are in government say stop the plan or change idea. No one can query the government since the government is the one responsible for payment of salary, financing of education and in full control of the economy.</p> <p>Concerning the society, the moral decadence in the society has reflected in the attitude of people towards work and attainment of organizational goals in higher education institutions in Nigeria as a whole. The society has changed negatively. Immorality, indiscipline, corruption, injustice and other social vices are order to the day in Nigerian society. These reflect in the attitude put forth by staff and students. These negative social factors affect change implementation in higher education institutions in Lagos State.</p>	<p>Government/Political intervention Societal forces</p>
23	I	What do you think should be done to overcome the challenges?	
24	R	<p>Fight against corruption must be strengthen even in academic communities in Nigeria. Corrupt leaders must be tried and punished accordingly.</p> <p>Secondly, there is need to provide adequate facilities that will facilitate effective teaching and learning, promote research and enhance development of right and positive attitude in our society.</p>	<p>Fight against corruption Provision of facilities Objectivity in appointment Sincerity</p>

		<p>Appointment into positions in academic community must be based on merit rather than political influence and imposition.</p> <p>Sincerity is another way out. Leader must be sincere with all their plans. There should be no favourism and tribalism in stating and achieving organizational goals. If all of us are sincere. If we can be religious, follow the dictate of religion. You stop worshipping money and power. Then you need to stop fighting over position. Don't say I want to get to that position by force. We should also see our self as integral stakeholder and everyone should play he or her role according sincerely and committed.</p>	
25	I	Sir, what are those factors that influence the ocb of your staf	
26	R	<p>If the salaries of staff are well paid on time. If their is no money people will disobey whatever policy you are taking about. Also, if their offices are conducive and well equipped. There are some top official who do not have flat screen in their offices, some do not have fans or air-condition. If the work environment is good and serve like home away from home, people will be able to go extra mile. In addition, staff should be supported to go for conferences, training and workshops which will enhance their performance at work. They should also be promoted as at when due. There shouldn't be a delay in the promotion of staff who are competent, hardworking and dedicated to their work. Leaders must be ready at all times to support their staff morally, technically, socially and financially.</p>	<p>Prompt payment of salaries</p> <p>Provision of facilities</p> <p>Good work environment</p> <p>Sponsorship for conferences</p> <p>Promotion as at when due</p> <p>Leadership support</p>
27	I	What about other factors influencing staff organizational citizenship behaviour?	
28	R	<p>I will only talk on four out of these. Experience is a moving force in learning. Experience gained will influence attitude of people at work. If staff had a positive experience in their work place, they will be ready to give their best but if otherwise, they will not care about the development of the organization. Experience gained I think as determine the attitude of staff to work.</p> <p>Environment hem hem is also key. The organizational climate also influence staff commitment. If the climate of the organization is favourable, appealing and enabling, no staff will like to leave such environment but if otherwise, there will be trouble. Also, your home where you come from will also influence your attitude outside. If someone hails from a discipline home, such a person will remain discipline at work.</p> <p>Staff category also play a factor. As a Dean, I noticed that junior staff show more commitment to work than the senior staff. Once staff become</p>	<p>Experience</p> <p>Environment</p> <p>Home</p> <p>Staff category</p> <p>Cultural value and belief</p> <p>.</p>

		<p>Principal Lecturer or Professor in Nigerian universities, they become less productive. They will feel relax since that is the peak of their career. Their level of commitment will now become very low.</p> <p>Let me also add that your cultural value and belief. Your cultural value affect your organizational citizenship behaviour. The kind of the culture you came from will reflect on your commitment to your organization. Like in Yoruba land where we belief that as a child, you must respect everyone, assist others in accomplishing mutual and community goal, such trait and cultural value will reflect in the attitude of a good Yoruba man who is well trained when he gets to a place of work. So, all these factors are there and are very important in determining the organizational citizenship behaviour of staff in my organization.</p>	
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Sixth Interview:

Discourse Unit	Code	Transcription	
1	I	My name is Adebayo Saheed I am a PhD candidate in the faculty of Education, department of Educational Management, Planning and Policy. I am conducting a research on the topic: The effect of leadership self-efficacy and change oriented behaviour on staff' organizational citizenship behaviour in public higher education institutions in Lagos State. Ma, can I meet you please?	
2	R	My name is Dr. XXX.I am the XXX.	
3	I	Sir, what do you understand by leadership self-efficacy?	
4	R	Leadership self-efficacy is the belief, thought, opinion and conception hold by a leader on his or her ability to discharge, deliver and accomplish a given task.	
5	I	As a dean Sir, how do you develop your self-efficacy as an academic leader in higher education institution?	
6	R	<p>Thank you. I develop my self-efficacy through past experience. Experinece is the best teacher. I use my past experience as a teacher, lecturer and subordinate in relating with people. I try to treat them well just like the way I would like to be treated when I was subordinate.</p> <p>I also develop it by looking at past successful leaders. I try to look at what has made these people successful, then, imitate and imbibe the success factors.</p> <p>Furthermore, I develop my self-efficacy through interaction with the community. When, I interacted with different people in academic community. Through my interaction with different people from diverse background, I was able to develop a thick skin and learn to remain committed in the face of any challenge or difficulty.</p> <p>In addition, I develop it through my behaviour. I mean by trying to put up a positive attitude towards people at home, work and the society. I know and also belief that once attitude will</p>	<p>Experience</p> <p>Imitating successful leaders</p> <p>Interaction with society</p> <p>Behaviour</p>

		determine once altitude. This implies that my attitude as a leader will inform the kind of efficacy I will put up at work. If the attitude is positive, then, I will have a high self-efficacy but if it is negative, I will show a low self-efficacy.	
7	I	Sir how does your self-efficacy help you in meeting up with the challenges in contemporary society?	
8	R	<p>Ok. My self-efficacy as a leader helps me in winning the soul of some members of staff in my school. I noticed that whenever a leader shows concern for the development of staff, display positive attitude to work, have right sense of humour, respect for colleague irrespective of age, culture or religion, such a leader will be able to achieve more and win people towards his or her side.</p> <p>With a high self-efficacy, I was able to make people see the need to get task done, assist my staff in accomplishing difficult task. I also ensure and facilitate collective participation of staff in everything we do. In essence, I will say, self-efficacy helped me in building team work, staff cooperation, trust and commitment.</p>	<p>Winning soul of staff</p> <p>Concern for staff</p> <p>Make people see need to accomplish task</p> <p>Assist staff in doing difficult tasks</p> <p>Enhance collective participation</p> <p>Building team work</p> <p>Staff cooperation</p> <p>Trust and commitment</p>
9	I	Thank you so much Dr. Sir, in what do you think you self-efficacy impact of your staff organizational citizenship behaviour?	
10	R	<p>My self-efficacy as a leader helped my staff to see difficult tasks as achievable. It also helped them to see the need for helping one another through collaboration in research, teaching and learning activities and in handling student matters. I also help them in ensuring punctuality at work. Those who are fond of coming late, learn to be early with my attitude. Hem, ehm, my self-efficacy helped them in increasing their numbers of publication both local and international. Lastly, my self-efficacy as a leader help in assisting weak and lazy staff to be strong, agile and dedicated. Once the staff know that the leader is around and always there for them, they will also put in their best.</p>	<p>Seeing difficult task as achievable.</p> <p>Seeing need for collaboration</p> <p>Punctuality</p> <p>Increase staff publication</p> <p>Change of attitude of staff</p>
11	I	What other suggestion would you like to add?	
12	R	<p>You see, leadership is very important factor in the development of an organization, society and academic institution. Leaders role in enhancing performance of staff, setting and achieving set goals is crucial. Therefore, leaders must develop positive attitude to work, people and task. They should be able to go beyond managing resources and move towards enhancing and fostering healthy work environment that will make their staff put in their best and work towards attaining organizational goals. Leaders should also talk to staff in a pleasant manner that will stimulate</p>	<p>Leadership is vital</p> <p>Positive attitude</p> <p>Setting realistic goals</p> <p>Pleasant talk to staff</p> <p>Build confidence and spirit of I can</p> <p>Providing facilities</p> <p>Set pace for others</p>

		<p>people to work. They should not ridicule or downgrade their staff since they are leader. Once, subordinates see that leaders treat them with respect.</p> <p>Let me also add that they should also assist staff in setting realistic and achievable goals. Not only that, they must assist them in achieving set goals and accomplishing difficult tasks by building confidence in the staff, developing the spirit of I can and encouraging staff not to give up on any task.</p> <p>Providing facilities for accomplishing task is also their duties.</p> <p>Lastly, leaders must set the foundation by living by example to subordinate with their character, attitude, behaviour, disposition to work and commitment to organizational goals.</p>	
13	I	Sir, what are the needed strategies academic leaders should take in implementing change?	
14	R	Firstly, leaders should develop right attitude towards the change plan and agenda. When your attitude towards what you are saying is not good, definitely, people will not follow but if your attitude and disposition towards it is good, then, followers will see the need for them to comply because they will see you as a reference point on the change.	Positive attitude towards change
15	I	How does change-oriented behaviour of leaders influence staff organizational citizenship behaviour?	
16	R	<p>Change-oriented behaviour of leaders helps to give staff a right direction. It tells staff which area they need to follow. It also helps to correct some inadequacies and negative attitude among staff. For example if some staff are fond of coming late to work, and their leader is always early. It will get to a stage that some of them will change for good. If the leader introduces a clock card, some staff will be forced to come early to work. As a result, it will help to reduce negligence on the part of staff and encourage hardwork.</p> <p>Also, change-oriented behaviour of leaders will help to increase creativity among staff. Some staff who do not belief that they can think and make good use of their initiative will be forced to start using their brains on how they can develop themselves and their workplace. Thirdly, change oriented behaviour of leaders can foster good and healthy relationship among staff. If leaders introduced change in a manner that will bring staff together, those who do not want or like to work together will be encouraged to cooperate in the interest of the organization and in order to achieve their targeted goals. Doing this, will ensure cooperation and team work among staff. It</p>	<p>Gives direction</p> <p>Correct inadequacies</p> <p>Increase creativity</p> <p>Foster healthy relationship</p>

		<p>will also make some staff to give their best and go extra mile for their organization.</p> <p>Lastly, inclusive change-oriented behaviour of leaders will enable staff to see the organization as theirs and see their leader as a friend and not a threat. They will feel free to communicate their anger, grievances, happiness and sadness. As a result, everyone will be able to live together and work together harmoniously.</p>	
17	I	Thank you Sir. Do you think the policy introduced by your institution is responsible for the staff ocb?	
18	R	<p>Well, on this question, I will say yes and no. Yes because whenever people are working in an organization like higher institution of learning, you need to comply by all rules and regulations set by the institute. At times, policies in form of rules, regulations, directives and instructions come from government and Ministry of Education down to institutions. Some of the policies are harsh on some staff most especially the lazy ones. All staff are expected to comply with the directives of government as long as you work under the government.</p> <p>As a Dean, I have seen people (staff) complying with government directives even though they(staff) don't like it. Policies on attendance at work, students' harassment, marking and submission of students' exam scores and so on. What I am saying in essence is that these policies from government and governing council and board in the College have made some staff to be committed to work because they know that if they fail to comply, they stand the risk of losing their jobs. This comes in form of force and instruction</p> <p>Secondly, some staff willingly display positive attitude towards their job without any form of force or command. These set of staff are often few. They do things for the progress of their organization. These staff are always ready to give their best to attainment of goals. They are committed with or without any policy, they are always ready to give their best. In essence, some of the policies introduced by government and institutions influence the commitment of staff. Also, staff inner attitude also affect their commitment to work.</p>	<p>Policies force staff to comply</p> <p>Staff willingly comply</p>
19	I	Sir what are the challenges you face in the course of implementing change in your organization?	
20	R	First is corruption. When we talk about implementing change in a corrupt environment where everybody old, and young are thinking of how to enrich themselves. This is a big problem. Corruption is everywhere. Those who want to	<p>Corruption</p> <p>Inconsistency in govt. policy</p> <p>Unwillingness of staff</p> <p>Wrong notion about</p>

		<p>implement change are corrupt. People whom the change is to be implemented on are also guilty of corruption. The corruption is flowing everywhere in the homes, offices, religious centres and so on. This corruption does not give room for change to see the light of the day.</p> <p>Apart from this, inconsistency in government policy on education is another challenge facing the implementation of change in Nigeria. People are fed up with continuous change in policies without any room for sustainability. Each government that comes to power in Nigeria, comes with his own plan, then, rubbish the existing plans on education.</p> <p>Let me also add that unwillingness on the part of staff to change is another problem facing implementation of change policy in Nigeria higher institutions of learning. Some staff don't want to hear about change not to think of instructing them to change. They don't want to leave their old pattern and ways of doing things. They are just contented with their previous ways of doing things. Anything introduced different from their previous and old pattern, they will strive to truncate that plan and effort. They will use all means to ensure that the change does not see the light of the day. At times, they use and seek spiritual means in form of satanic assistance. Once the initiator of the change is attacked, then others who want to talk about the change will keep quiet and remain silent till the change effort dies off. Similar to that, some staff believe that change means that they will be sacked or relief of their duties. Others see change as a threat and difficult thing which means that they will be demoted or relegated. To some change means that they must learn new things which they are not willing or ready to do Hence, they turn a negative attitude towards the change idea.</p> <p>In addition, I will say that facilities is a great problem too. If there is need to implement a change plan in Colleges of Education for instance in the area of instruction. We may write to the College Governing Council of the plans to improve quality teaching and learning. They may say ok, go ahead with the plan but the resources needed to accomplish the task or implement the plan is not readily available. For example, we have been complaining about stable internet facilities for staff to carry out research till present, the internet facility is fluctuating. Then, lecturers are expected to write and publish high impact journals.</p> <p>Furthermore, student factor is another great headache. Students at times, go against the</p>	<p>change</p> <p>Inadequate facilities</p> <p>Student attitude</p>
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		change policy of institutions all in the name of fighting for their right. They stage protest, lock school gates, complain on irrelevant things. Also, they are often used by some aggrieved staff to truncate the change idea or plan. These members of staff often use some student bodies to fight the management by indirectly sponsoring and engineering rallies, protests and riot. All these, will distract and hinder change plans because during the riot or protest, valuable things will be demolished. Also, parents are not helping matter. Some parents also strive to frustrate policies. They accompany their children to beg authorities on some forbidden things which the school does not Condon. Some even come to threaten you to do their wishes. Ironically, some of them are politicians who will threaten you that if you fail to restore or allow their children, they will deal with you politically, spiritually and physically. I have seen a lot of cases like this. When students fail and are asked to withdraw from school, these parents will come on board begging and threatening staff.	
21	I	What of political influence and societal forces?	
22	R	Yes, directives from government and their representatives in academic communities is another problem. They are interested in political gain, not the benefit of the institution of its staff. Most times political influence disrupt plans and idea. There is nothing we can do whenever the politicians who are in government say stop the plan or change idea. No one can query the government since the government is the one responsible for payment of salary, financing of education and in full control of the economy. Concerning the society, the moral degradation in the society has reflected in the attitude of people towards work and attainment of organizational goals in higher education institutions in Nigeria as a whole. The society has changed negatively. Immorality, indiscipline, corruption, injustice and other social vices are order to the day in Nigerian society. These reflect in the attitude put forth by staff and students. These negative social factors affect change implementation in higher education institutions in Lagos State.	Government/Political intervention Societal forces
23	I	What do you think should be done to overcome the challenges?	
24	R	Fight against corruption must be strengthen even in academic communities in Nigeria. Corrupt leaders must be tried and punished accordingly. Secondly, there is need to provide adequate facilities that will facilitate effective teaching and learning, promote research and enhance development of right and positive attitude in our	Fight against corruption Provision of facilities Objectivity in appointment Sincerity

		<p>society.</p> <p>Appointment into positions in academic community must be based on merit rather than political influence and imposition.</p> <p>Sincerity is another way out. Leader must be sincere with all their plans. There should be no favourism and tribalism in stating and achieving organizational goals. If all of us are sincere. If we can be religious, follow the dictate of religion. You stop worshipping money and power. Then you need to stop fighting over position. Don't say I want to get to that position by force. We should also see our self as integral stakeholder and everyone should play he or her role according sincerely and committed.</p>	
25	I	Sir, what are those factors that influence the ocb of yo5ur staf	
26	R	<p>First and foremost, I see staff remuneration as the key point in organizational citizenship behaviour. In order to make staff productive and responsive to change, financial remuneration must be given absolute consideration. As long as they are coming to work on time , discharging their duties as expected,, government must not delay their salary for whatever reason. This people are working so that they can settle their basic needs. Monetary motivation will enhance staff organizational citizenship behaviour.</p> <p>Also, leaders must ensure that they use good words to motivate their staff. Words that will demotivate them or make them look as if they are not worthy of living or derogatory words must be avoided if we want staff to be committed to work. Where they are working must also be supportive. Organizational policy must see to the welfare of staff and assist them in term of needs. Policies must not be too rigid on staff if you eant them to be committed to work.</p>	<p>Monetary motivation</p> <p>Use of good words by leaders</p> <p>Organizational policy flexible.</p>
27	I	What about other factors influencing staff organizational citizenship behaviour?	
28	R	<p>I will only talk on four out of these. Experience is a moving force in learning. Experience gained will influence attitude of people at work. If staff had a positive experience in their work place, they will be ready to give their best but if otherwise, they will not care about the development of the organization. Experience gained I think as determine the attitude of staff to work.</p> <p>Environment hem hem is also key. The organizational climate also influence staff commitment. If the climate of the organization is favourable, appealing and enabling, no staff will like to leave such environment but if otherwise, there will be trouble. Also, your home where you</p>	<p>Experience</p> <p>Environment</p> <p>Home</p> <p>Staff category</p> <p>Cultural value and belief</p> <p>.</p>

		<p>come from will also influence your attitude outside. If someone hails from a discipline home, such a person will remain discipline at work.</p> <p>Staff category also play a factor. As a Dean, I noticed that junior staff show more commitment to work than the senior staff. Once staff become Principal Lecturer or Professor in Nigerian universities, they become less productive. They will feel relax since that is the peak of their career. Their level of commitment will now become very low.</p> <p>Let me also add that your cultural value and belief. Your cultural value affect your organizational citizenship behaviour. The kind of the culture you came from will reflect on your commitment to your organization. Like in Yoruba land where we belief that as a child, you must respect everyone, assist others in accomplishing mutual and community goal, such trait and cultural value will reflect in the attitude of a good Yoruba man who is well trained when he gets to a place of work. So, all these factors are there and are very important in determining the organizational citizenship behaviour of staff in my organization.</p>	
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Interview 7: Dr .XXX(Yaba Tech)

Transcription of the Interview Information(Qualitative Strand)

Discourse Unit	Code	Transcription	Remark
1	I	My name is Saheed Adebayo. Eehm. I am a PhD student in eehm faculty of Education, department of Educational Mangement, Planning and Policy. I am conducting a research on the topic: The impact of leadership self-efficacy and change oriented behaviour on staff" organizational citizenship behaviour in public higher education institutions in Lagos State.Sir, can I meet you please?	Introduction
2	R1	You are welcome. My name is Dr.XXX. I am from XXX	”
3	I	You are welcome Sir.	
4	R1	Thank you very much	
5	I	Sir, as one of the academic leader in a public higher education institution in Lagos State, what do you understand by leadership self-efficacy?	Meaning of Leadership self-efficacy
6	R1	Well, leadership self-efficacy can be described as the ability of a leader's belief in his or her ability to effectively achieve any given task and goal inspite of	

		obstacle and challenges he or she might be facing. It therefore implies that self-efficacy of a leader is also an important factor in enhancing, promoting and attaining organizational goals.	
7	I	Thank you Sir.	
8	R	You are welcome.	
9	I	Sir, how do you as a leader develop your self-efficacy in higher education institutions?	
10	R	You mean the management or the staff?	
11	I	Sir, I mean you as a leader, how do you develop your self-efficacy since you said self-efficacy is the ability to discharge. What are does things you do in order to develop your self-efficacy?	How leaders develop self-efficacy
12	R1	First, I develop my self-efficacy through networking. I always network with others and learn from their success and failure. I consult people before taking decision. I even consult my staff as a leader before passing any judgement. Secondly, I lead by example. When ever I instruct my followers or staff to do something, I will be the first to start doing that thing. With this, I was able to win the confidence of my staff.. Thirdly, I develop by self-efficacy by building team spirit and team work. From this team, I learn a lot as a leader. Lastly, I stimulate people to have interest in the work. All these are the ways through which I developed my self-efficacy as a leader in an academic environment.	Networking Leading by example Teamwork Making people have interest in the work
13	I	Sir, how does your self-efficacy help you in meeting up with the challenges in the society?	
14	R1	This is a triangular model. By triangular model, I mean the staff, task and the leader. My self- efficacy as a leader helps in building synergy among members of staff. Secondly, it helps to build sense of belonging in the minds of staff. Also, my self-efficacy helps me in building and ensuring moral development among my staff. With the aid of my self-efficacy, members of staff in my school are able to develop mutual respect for one another.	Building synergy Sense of belonging Moral development
15	I	Sir, thank you so much for your suggestions	
	R	Leaders need to ensure effective communication as a way of building their self-efficacy. They must adopt symmetrical communication model. This communication model ensures that information moves from up to down and from down back to up. With this, every member of staff will be carried along with the plans and programs of the organization. The integrity and personality of individual member will be protected in the work place. Secondly, leaders must be ready to take advice from subordinates. They must make views of staff as integral part of the plan of the organization. If they do this, it will boost the organizational citizenship behaviour of staff.	Effective communication Take views of staff
16	I	In what way do you think your self-efficacy as a leader impact of the organizational citizenship behaviour of your staff? Do you think your self-efficacy is responsible for them going and doing beyond their primary duties?	

17	R	Well, I will say that my self-efficacy as a leader has an impact on the performance of staff. As a leader, I do not believe in “I cannot”. Therefore, I do not give-up on issues or task or lose hope when confronted with difficult or complex task. This I think helps some staff in taking their work serious. It also helps some not to give-up easily. Members of staff in my School can see this. Therefore, those who are negligent before started to change their pattern of thinking and philosophy. In addition, my self-efficacy as a leader enables some members of staff to be discipline. They know me to be a very discipline person. I don’t tolerate nonsense or condone laziness at work. Also, my self-efficacy I will say helps me in leading by example. I will not tell you to do a task which I cannot try as a person and my staff know me for that. So, If I assign a task to you, be rest assure that it will be something you will be able to do. Lastly, my self-efficacy helps me in assigning task based on peoples capacity, knowledge and expertise.	Helps staff not to give-up easily. Changes staff philosophy. Discipline Leading by example. Assigning duties based on capability
18	I	Sir, is there any more suggestion you like to add?	
19	R	Nothing for now	
20	I	Thank you Sir. Another question Sir. I am moving to the change-oriented behaviour of leaders. In your own opinion, what are the needed strategies academic leaders should take in implementing change in higher education institutions in Nigeria?	
21	R	First, you need to have a good self-efficacy as a leader. Leaders need to believe that they can achieve any task no matter how difficult or complex the task may be. They must also ensure good communication. They must communicate their plans, mission, vision clearly to all stakeholders who are vital to the plan. This is important because you as a leader cannot achieve anything or meaningful progress without people(staff). Therefore, leaders must know the right channel to direct their message, when are they supposed to communicate, what and how to pass across information. Also, leaders need to involve people in their strategic plan. You need to involve important people who will execute the plan in your strategic policy if you need a sustainable change. Put people of like minds in strategic committees who will help you to look inward into the possibility of implementing the change plans. In addition, leaders need to work with people who are equal to task if we really need change. As we can see in the situation of this country. Working with competent people is very vital for any change process or transformation to take place. Another thing that must be taken into consideration is the ability of the leader to assign duties to people based on their ability. Someone should not be given a task simply because of political appointment rather competence must be ensured. This is what is killing the change plan and process in Nigeria. Also, we need to train people on the change. Change is not an easy thing to implement or imbibed. People need to be trained and re-trained on the new	Good self-efficacy Communication Involving people Working with competent people Assigning duties based on competence Training of staff Leaders must be discipline and principled

		<p>innovation for there to be meaningful and sustainable change in our educational system. For instance you want lecturers to change.</p> <p>I will also add that for academic leaders must be disciplined before they can implement any change. They must be seen at the fore-front of the change policy or plan. They must not tell people to change while they themselves are not ready for change. Being discipline implies leaders must not violate the policies, rules and regulations laid down through their positions, connection and political influence. Example, Professor was caught harassing a female student. What change policy do you expect from such a leader. Our leaders are not living be example. That is the reason why we are still backward. Some academic leaders bend the rules for their children or their friends' children. People are aware of all these. Do you think people will sincerely follow such leaders? Leaders must be discipline for an meaningful and sustainable change to take place. Once a leader is principled and discipline, students and staff will know that this Dean or this Head of Department will not take nonsense from anyone. He or she is a man of his or her word. They will be the one advising themselves to comply but if it is the other way round, they will frustrate the change plan and process.</p>	
22	I	OK. Sir, apart from all these, which other strategy do you think academic leaders should adopt in implementing change?	
23	R	<p>Well, I don't have much to say. But just let me add that effective supervision of the change policy or plan is important. Example, when we ask lecturers to come to work early, deliver their lectures as scheduled by the Faculty or School involved and there is no effective monitoring and supervision of lecturer's attendance and classroom teaching or participation. My brother, what do you think will happen to this change plan? Automatically, it will crumble and fail. But if the leaders are up to task and engage in effective supervision and monitoring, things will change for good. Lastly, people must be provided with adequate facilities to work with if really we need change. For lecturers need to come early to work, go to class as scheduled, mark students' script, supervise thesis, coordinate programs, these lecturers must be supported with required facilities needed to acquire or achieve all these. The case is not so here in Nigeria. Facilities are inadequate. A lot of us have shouted, complained and discussed with authorities but things are not working. For there to be a change in our educational system, facilities must be provided in adequate quantity and manner.</p>	Supervision Provision of facilities
24	I	Thank you Sir. How does your change-oriented behaviour as a leader impact on the willingness of your staff to go beyond their primary duties?	

25	R		
26	I	Sir, how do the change policies introduced by academic leaders impact on staff organizational citizenship behaviour in your institute?	
27	R	<p>The change doesn't come easily. Change is something that is very difficult to imbibe and impact on human being because human being have been doing a certain thing that they have been so much addicted to. Suddenly, you just come with a change. Change means a gradual process. For example, when you talk of a curriculum, you want to change the curriculum, a curriculum is not something you can change in a midnight and you think that your subordinate or teacher will follow the curriculum. No. It has stage. Everything has stage. So also, change should have stage. It is not something you can do within the tinkle of an eye and you think people will accept it or your student will take it from you. For example, in an organization, these are the way they are doing their thing. You think it does not have efficiency or it does not give the required efficiency needed, and you think or bringing an innovation. This innovation is not something that will come so easy or something your staff will just take from you easily. Firstof all, you think about it yourself. You need to do a pilot study on the new idea you want to bring. You do a lot of research on it . Even in change, a lot of research need to be done to see how it is going to work before you now introduce the change agenda or idea into your system. So, that is to say that change is not a thing that will come overnight. It has to do with a gradual process. It is a gradual process which involves carrying everyone along in the plan. All the stakeholders should be carried along. They should also have their own input in the change process and idea because what you are bringing you don't know how its going to work. You don't even know whether those you are thinking will implement it will even take it from you or not. That is why it is important to carry your subordinate along in the change plan. There are different parties in the change process. Some are in charge of putting the plan on ground they try to design. There are people that will implement the plan. Also there are those who will be at the receiving end. Just like the school organization where we have different stakeholders. One is the government. The government formulate the policy. They are not the one to implement. The teachers are the one to implement the policy. The teacher implement what the governmnet has designed. Who are going to be the end result of the plan, the students. So, all these three should work hand in hand in order to achieve the goal of the plan. Without working together, they cannot achieve anything. Those that design the program do they know whether the program will favour those that will implement or not? Do they know whether those to implement will like it or take it or not?. Even, if it favours those who will implement, what about the students who</p>	

		will be at the receiving end?. Also, they need to know, whether or not it will be able to achieve the set or targeted objectives and goal because the reason for setting any plan or change agenda is to achieve certain goal. All these things should be put into consideration before we can have a positive change. Am I making senses?.	
28	I	Yes Sir. What are the challenges you face in the course of implementing change in your institution as an academic leader?	
29	R	<p>First is finance. Finance is a major factor in educational development in any nation. To implement change as a leader at times I need money to reward some of my staff for a job well done. This will motivate them to do more later. Also, finance is needed to provide facilities that the staff will work with. For instance, all the staff in my School are in need of uninterrupted power supply to search for journals, prepare lecture notes and do a lot of things. At times, the internet provided by the College fluctuate. There is irregular electric supply in offices where lecturers want to work. Some lecturers are having difficulties with their computer set. All these require money to fix. But the proportion of the annual budget allocated to education is small. In spite of the small allocation, corruption is another thing. There is corruption everywhere in this country. The current government is trying to fight corruption but people who are entrusted with public offices are already corrupt. Despite the government introduction of single treasury account, some officers still by-pass the law and embezzle education fund. At various level of administration, some allocation are not granted. Well, thank God for the current government. The corruption in educational institutions is also high and its affecting the quality of service delivery. Some of my friends who are Heads of department complain bitterly how they use their personal money to finance their offices. Some lecturers use their money to buy A4 papers. Its pathetic.</p> <p>Recession is another challenge I think its seriously affecting change policy in this country. There is recession everywhere. There is no money. Students are complaining, staff are also complaining. If you tell staff to do somethings that the College will pay later after approval, they will feel remorse and reluctant because they don't have the money to be spent on their offices again. Some lecturers pay themselves for conferences abroad while they claim back when they return. That was when the dollar was IUSD to 178 naira but now that IUSD is around 450 everything has gone up and the salary remains where it is. People are no longer motivated due to the recession. Everyone is trying to manage whatever he or she has.</p> <p>Politics, yes. I mean political influence. You cannot do anything without the intervention of key political actors. They influence any policy to be made in any academic</p>	<p>Finance Corruption and corrupt practices People are using their money to settle office bills.</p> <p>Recession</p> <p>Political intervention</p>

		institution in the country. Today, you can see that lecturers are changing and joining politics just because you need promotion and power. The intervention of politician is a key factor which cannot be overrule. Finance comes from government. Educational policies come from them. They influence everything. Even they influence students intake. They determine who will lead institutions and a host of other key issues in academic community. Once you do anything against the decision of the politician, then, you are in for trouble.	
30	I	Sir do you think organizational policy has impact on organizational citizenship behaviour of your staff?	
31	R	Yes. The policy of the organization affects the attitude of people there in. The policies introduced by the institution have helped to improve staff prompt attendance at work. Now staff come to work early and leave at the right time. Also, it also shows in their performance appraisal system. In addition, policies introduced by the institution affected the attitude of people to work. It does because it helps to reshape people's attitude, thinking and perception. Also, policy helps lecturers to turn out student's result on time. With introduction of various policies, staff are now working towards meeting up with deadlines to submit students' result, overcome the barriers and hurdles associated with staff progress evaluation and a host of others.	Policy influence staff attendance, performance appraisal, attitude to work.
32	I	Sir, in your own opinion what do you think should be done to overcome these challenges?	
33	R	First leaders must be ready to lead by example. Being an exemplary leader is vital in achieving organizational goal and enhancing organizational citizenship behaviour of staff. Leader must be ready to be a model for subordinates to copy and emulate. They must be ready to accept leadership role in totality. Secondly, leaders must strive to ensure effective supervision. Leaders must not just sit down in their offices, attending to files and people, they must also find time to be going out to classroom, hold meetings with staff and students to know what they are going through and ensure that any plan or project in progress is effectively supervised and monitored. With this, they will be able to see themselves the area of further challenges and will be able to know the right step that must be taken to overcome their challenges. Thirdly, there must be transparency and accountability by the leader. They must be clear and transparent in their dealings. They must not be corrupt or practice leadership of favoritism. Staff and students must see the transparency and accountability in the system before they also change for good and improve their organizational citizenship behaviour. Also, there must be a good reward system. Staff and students who have work hard must be duly rewarded without any delay. This reward system must be free and fair. Staff must not suffer before they get promoted after	Exemplary leadership Effective supervision Transparency and accountability Reward system must be free and fair Harmonious work relationship with staff and students Effective

		<p>they have labored so hard and meet up with required steps. The system must create room to reward staff of the month. This will create a healthy competition among staff and gear up those who are lazy.</p> <p>In addition, leaders must ensure harmonious and healthy working relationship with staff and students. Leaders must not use draconia measure in relating with staff and students rather they must ensure participation of all stakeholders within the faculty, school and even department. They must carry everyone along, listen to suggestions from staff and students and make them see the need to uphold the progress of the institution as paramount.</p> <p>Lastly, effective communication is crucial. When there is a change policy, leaders must ensure that information is properly and effectively communicated. In essence, effective communication of action plans and policies must be ensure if we really want a meaningful and sustainable development in our educational system,</p>	communication
34	I	What are the factors that influence staff's organizational citizenship behaviour in your institution?	
35	R1	<p>Let me start by saying the individual itself. The kind of personality who have will definitely determine the character and trait that you will exhibit at work. People transfer their personal character to the work place. Some people have this attitude and trait that things must not go wrong while some have I don't care attitude or negative attitude towards things. So, their personality is transferred into the institutions which determine their organizational citizenship behaviour.</p> <p>Secondly, the kind of environment where people come from affect their disposition and perception of work and life. Some staff came from a very rough environment where their attitude is negative. When there is a small crisis, you will see these staff displaying in their real colour. They are influenced by the type of environment they come from. For instance, during riot or protest by staff, you will see some of these staff going violent in their act. This is so because of the environment they were brought up. Such staff may see no need to develop a positive organizational citizenship behaviour most especially when the government is owing them. They go extremely violent.</p> <p>Motivation. Ehm ehm, motivation is another factor that promote or enhance staff' organizational citizenship behaviour.. When staff and students are duely motivated through the extrinsic or intrinsic motivation, they will increase their level of productivity and will develop a high and positive organizational citizenship behaviour in the institution. Leaders must strive towards motivating their staff most especially in our educational institutions in this State.</p> <p>Also, prompt payment of salary is vital. Workers will be</p>	<p>Individual personality</p> <p>Environment</p> <p>Motivation</p> <p>Prompt payment of salary</p> <p>Leadership</p> <p>Organizational</p>

		<p>ready to give their best and go extra mile once their salaries are been paid promptly without delay. But the case in Nigeria now is pathetic some institutions are still owing the staff. How do you expect such staff to show positive or high organizational citizenship behaviour?, Definitely, staff who have not collect salary for over 5 months will look for another means of survival, even, if the other means is not good some don't care.</p> <p>Furthermore, the leadership style used by academic leaders with their leadership competencies skills will influence the staff' organizational citizenship behaviour. When leaders see their staff as vital organ of the organization, see to their well-being, see their problems and joy as theirs, subordinates will be committed to work and will be ready to give their utmost to their organization. But when staff see that their leaders are not competent, corrupt and selfish, they will lose confidence in the leadership and will not like to give any extra attention or go extra mile for the organization. To be candid with you, leadership determine a lot in an organization. Leaders can make or mar an organization. They also determine the kind of attitude staff will exhibit.</p> <p>Another thing is the organization policy. If the policy of the organization is conducive, appreciative and highly rewarding, staff will be willing to give their best and go extra mile for such organization. If the policy of the organization is fair, free of corruption or corrupt practices, every member will know what will be their benefit whenever they do some things. Even without been told, you will see people striving positively to uphold their organizations. You can notice this in some private organizations and multinational companies who are thriving globally.</p>	policy
36	I	Thank you so much Sir	
37	R	You are welcome	
38	I	I will get back to you with the result of the findings	
39	R	My pleasure. I wish you well in your PhD program	

Discourse Unit	Code	Transcription	Remark
1	I	My name is Saheed Adebayo. Eehm. I am a PhD student in eehm faculty of Education, department of Educational Mangement, Planning and Policy. I am conducting a research on the topic: The impact of leadership self-efficacy and change oriented behaviour on staff organizational citizenship behaviour in public higher education institutions in Lagos State.Sir, can I meet you please?	Introduction
2	R1	You are welcome. My name is XXX. I am a Librarian of XXX	”
3	I	You are welcome Sir.	
4	R1	Thank you very much	
5	I	Sir, as one of the academic leader in a public higher education institution in Lagos State, what do you understand by leadership self-efficacy?	Meaning of Leadership self-efficacy
6	R1	Leadership self –efficacy to me is the ability the leaders feel he has in showing to the subordinate that he is capable of handling issues, whether simple, complex or compound.	
7	I	Thank you Sir.	
8	R	You are welcome.	
9	I	Sir, how do you as a leader develop your self-efficacy in higher education institutions?	
10	R1	I have belief in my ability to initiate, direct and accomplish values in higher institutions of learning because of my academic qualifications, and experience in management. Attending conferences, seminar, workshops, interacting with contemporaries, comparing notes with colleagues. All these rolled together are ways through which I develop my self-efficacy.	
13	I	Sir, how does your self-efficacy help you in meeting up with the challenges in the society?	
14	R	Belief in my ability to do things emboldened me to meet with the challenges of contemporary society. Before now, I was trained manually to handle educational matters ,but with introduction and use of ICT, the self-efficacy in me was fired, hence, I can conveniently use ICT in handling challenges of contemporary society,	
15	I	In what way do you think your self-efficacy as a leader impact of the organizational citizenship behaviour of your staff? Do you think your self-efficacy is responsible for them going and doing beyond their primary duties?	
16	R	As leaders, initiating things and carrying along my staff has really impacted in them to always think out-of-box. Seeing me do things encourage them by adding extra time to help the institution apart from their primary duties. Secondly, my self-efficacy in rewarding positive contributions and reprimand laziness encourage them to put in more. My self-efficacy prompts me to lead by	

		example because I have confidence in my ability.	
17	I	Sir, is there any more suggestion you like to add?	
18	R	Leaders should not be stagnant in information sourcing because it enriches one's knowledge which translates self-efficacy.	
19	I	Thank you Sir. Another question Sir. I am moving to the change-oriented behaviour of leaders. In your own opinion, what are the needed strategies academic leaders should take in implementing change in higher education institutions in Nigeria?	
20	R	<p>My opinion is that the leader must inculcate the virtues and ability to influence others positively in order to improve, adapt to changes and develop the system.</p> <p>The needed strategies include;</p> <ul style="list-style-type: none"> (a) Intellectual superiority (b) Validating intellectual ability (c) Adaptation to new leadership style and roles (d) Adaptability to political environment (e) Setting realistic expectation: By setting up attainable and achievable goals, leaders will win the heart of their staff. Some members of staff will develop confidence in the leadership and will be ready to show and give their upmost commitment towards realizing the goals of the change plan: and (f) Striving for accomplishment 	<p>Intellectual superiority</p> <p>Validating intellectual ability</p> <p>Adaptation to new leadership style and roles</p> <p>Adaptability to political environment</p> <p>Setting realistic expectations</p> <p>Striving for accomplishment</p>
21	I	Thank you Sir. How does your change-oriented behaviour as a leader impact on the willingness of your staff to go beyond their primary duties?	
22	R	The above strategies when vigorously and truthfully implemented will definitely impact on the willingness of the staff to give their best because they know that the leader is always having intellectual superiority.	
23	I	Sir, how do the change policies introduced by academic leaders impact on staff organizational citizenship behaviour in your institute?	
24	R	Since the change policies have been discussed and everyone is part of the decision, the staff will always want the success of it, therefore, their willingness to give their utmost best.	

25	I	Yes Sir. What are the challenges you face in the course of implementing change in your institution as an academic leader?	
26	R	<p>1. Some of the challenges includes;</p> <p>a. Attitude of staff to change academically, socially and administratively</p> <p>b. Fund to implement the change process. W need adequate finance to implement change plans and policies in higher education institutions. For instance, the government want us to adopt the e-learning system in our method of instruction. Money is needed to acquire projector, fix or connect all lecture rooms, organize training for staff and students on how to use the e-learning system. So, the issue of fund is a big challenge to academic leaders. Everything in higher education institutions require fund. Lecturers need to embark on conferences, workshops and training with institution support. Facilities will be provided with money. Without money, nothing can be done.</p> <p>c. Challenges of taking crucial decisions that may adversely affect the staff in the short run but pays the institution in the long run. At times as a management member, we do have a tough time in the process of taking decision which will affect the staff, students and align with government directives. This often taken a lot of time and pose a great treat to us as the governing council of this institution.</p> <p>d. Challenge of staff re-orientation and human development</p> <p>e. Sustainable industrial peace and relationship with staff unions</p> <p>f. Sustainable academic peace and relationship with student union: The need to manage and enhance sustainability in student among others.</p>	
27	I	Sir do you think organizational policy has impact on organizational citizenship behaviour of your staff?	
28	R	I strongly belief that organizational policies affect the attitude of staff to work. We have seen that with a carefully monitored policy, staff have changed considerably in my institution. Policies make studets too to change. I know that policies have effect and impact on staff and students	
29	I	Sir, in your own opinion what do you think should be done to overcome these challenges?	
30	R	<p>The staff-efficacy in the leader to turn all the above challenges into positive in order to implement the change policies. This may be done by identifying individuals and group that are always forward looking into implementing changes.</p> <p>The ability of the leader to always continue learning and also to establish an egalitarian community where everybody will be respected and treated equally</p> <p>Leadership exhibited self-efficacy (because they want to be sound like their leader.)</p> <p>Synergy building among the staff</p> <p>Setting realistic expectations</p> <p>Counseling the staff on the organizational goals and the benefit of</p>	

		<p>achieving it for the survival of the organization</p> <p>Also, leaders should always stay above in terms of knowledge and discipline. He should always mentor staff.</p>	
31	I	What are the factors that influence staff's organizational citizenship behaviour in your institution?	
32	R1	<p>Level of staff is one of the thing I saw. I observed that low and middle level staff are willing to give their best to their organization than Senior and Principal lecturers. Once staff reach the pick of their career, they depreciate and feel untop of the world.</p> <p>People's religion also influences their attitude to work. Some staff see promptness in work, commitment to work, honesty in the workplace as religious obligation which must be discharged by a Godly person. Therefore, they are always ready to fulfil their duties without been told to do so .</p> <p>Leaders attitude is also a factor I will like to mention. If their leaders treat them well, they will be committed to work.</p> <p>Reward or compensation is another thing we need to look at. If there is adequate reward for a job a well done, people will be ready to go extra mile and give their best to their organizations. But a situation whereby the government is owing staff, these staff will only pretend, they will do the work because they do not have any other job to do.</p>	
33	I	Thank you Sir for participating in this research.	
34	R	Thank you too.	

Interview 9:

Discourse Unit	Code	Transcription	Remark
1	I	My name is Saheed Adebayo. Eehm. I am a PhD student in eehm faculty of Education, department of Educational Mangement, Planning and Policy. I am conducting a research on the topic: The impact of leadership self-efficacy and change oriented behaviour on staff	Introduction

		organizational citizenship behaviour in public higher education institutions in Lagos State.Sir, can I meet you please?	
2	R1	You are welcome. My name is Dr.XXX. I am a XXX at College of Oceanography and Marine Science, Lagos	”
3	I	You are welcome Sir.	
4	R1	Thank you very much	
5	I	Sir, as one of the academic leader in a public higher education institution in Lagos State, what do you understand by leadership self-efficacy?	Meaning of Leadership self-efficacy
6	R1	In my understanding leadership, self-efficacy is focus leadership that provide clearly defined direction by first understanding the strength and limitation of the people, win the sympathy of the people through meeting their needs and establish workable model leading to growth and development	
7	I	Thank you Sir.	
8	R	You are welcome.	
9	I	Sir, how do you as a leader develop your self-efficacy in higher education institutions?	
10	R1	<p>I develop my self-efficacy by attending different development programs like conferences, seminars, leadership summit and so on, I was able to learn more about the demand of leadership in an organization. From these, I was able to learn from other colleague from other institutions. These programs assisted me in developing my leadership self-efficacy. I also develop my self-efficacy through the following:</p> <ul style="list-style-type: none"> a) understanding the strength and limitation of my students b) understanding the strength and limitation of my institution c) making the best use of the limited resources so as to achieve the expected goal d) improvising when necessary to meet the need of my student e) making the students belief they can succeed f) instilling the principle of winners never quit and quitters never win in the student g) showing sympathy and empathy on the students h) establishing a role model for the student to follow i) motivating and correcting students so as to achieve growth and development 	
13	I	Sir, how does your self-efficacy help you in meeting up with the challenges in the society?	
14	R	It makes it easy for me to overcome series of obstacles since I have s mind set to succeed	
15	I	In what way do you think your self-efficacy as a leader impact of the organizational citizenship behaviour of your staff? Do you think your self-efficacy is responsible for them going and doing beyond their primary duties?	
16	R	I. It has helped other staff to belief in possibilities despite several obstacles instead of giving reasons why things cannot work	

		<p>II. It has made them imbibe the culture of motivating students rather than just teaching the subject.</p> <p>III. It has increase their level of commitments to the job</p>	
17	I	Sir, is there any more suggestion you like to add?	
18	R	Leading at all level need finance, so it has to be seen as a key factor in self-efficacy	
19	I	Thank you Sir. Another question Sir. I am moving to the change-oriented behaviour of leaders. In your own opinion, what are the needed strategies academic leaders should take in implementing change in higher education institutions in Nigeria?	
20	R	<p>I. Defining a clear purpose/course to follow</p> <p>II. Disusing the purpose with other staff</p> <p>III. Ensuring there is no communication gap between the leader and the followers</p> <p>IV. Motivating the staff</p> <p>V. Listening to their complaints</p> <p>VI. Exploring reason behind resistance to some policies</p> <p>VII. Redefining the course of event when necessary</p> <p>VIII. Monitoring the progress of the polices</p> <p>IX. Using the feedback as at when needed</p>	<p>Define clear goal</p> <p>Discussion of goal with staff</p> <p>Break communication barrier</p> <p>Motivation</p> <p>Listening to complaint</p> <p>Explore reasons behind resistance</p> <p>Redefine course of action plan</p> <p>Monitoring progress</p> <p>Feedback</p>
21	I	Thank you Sir. How does your change-oriented behaviour as a leader impact on the willingness of your staff to go beyond their primary duties?	
22	R	<p>I. It has helped staff to understand the purpose behind certain policies, and work and belief in possibilities despite several obstacles</p> <p>II. It has made them imbibe the culture of being motivated to achieve a set goal.</p> <p>III. It has increase their level of commitments to the job</p> <p>IV. It has made them a stakeholder in decision making, indirectly, hence working for success of the policies</p>	
23	I	Sir, how do the change policies introduced by academic leaders impact on staff organizational citizenship behaviour in your institute?	
24	R	<p>I. It has made them more creative rather than waiting for others to start something</p> <p>II. It has helped staff to understand the purpose behind certain policies, and work and belief in possibilities</p>	

		<p>despite several obstacles</p> <p>III. It has increase their level of commitments to the job</p> <p>IV. It has made them a stakeholder in decision making, indirectly, hence working for success of the policies</p>	
25	I	Yes Sir. What are the challenges you face in the course of implementing change in your institution as an academic leader?	
26	R	<p>I. lateness to work</p> <p>II. care-free attitude to work</p> <p>III. Not updating their knowledge about a course</p> <p>IV. Inadequate skill on how to impart knowledge on the student</p> <p>V. Limited access to modern equipment</p> <p>VI. Finance: “You see when we talk of change, we mean a relocation from old to new and better way of doing things. In order to implement change in our system, we need financial support. Adequate funding is required in keeping our educational institutions moving. Once the allocation to education sector is improved and well implemented, you will see that staff and students will sit tight. Everyone will do his or her roles as expected. Staff will have access to uninterrupted wifi, students will have good and modern library to study, laboratories will be equipped with modern and state-of-art technology, quality research will be done in our higher education institutions. Qualified students will have access to research assistance without lobbying, our academic environment will be a place to be. Secondary school students will be eager to go to universities in Nigeria and also our higher institutions will attract foreign students. But we find our selves in this current situation as a result of poor funding of higher education institutions”</p>	
27	I	Sir do you think organizational policy has impact on organizational citizenship behaviour of your staff?	
28	R		
29	I	Sir, in your own opinion what do you think should be done to overcome these challenges?	
30	R	<p>On lateness, I think the following should be done:</p> <p>Introducing monitoring team and attendance register</p> <p>Adding bonus of certain fraction of the salary for punctual staff throughout a month</p> <p>Deducting certain fraction of the salary after 3 days’ lateness in a month</p> <p>On care-free attitude of staff to work, I will propose the following measure as a way out:</p> <p>Introducing quality assurance monitoring team that will monitor all class attendance register. Also, staff should be force to sign in and out</p>	

		<p>of office at all times using the computerized system.</p> <p>Concerning staff not updating their knowledge and inadequate skill of staff, I will propose training , attending workshops and conferences as a way out. Higher institutions should endeavor to be organizing and sending staff for seminars, workshop and training as at when due without any form of favouritism or preference.</p> <p>Also, on limited access to equipment, I will suggest Collaborating with private individual, corporate organizations, industries, government and non-governmental organization as well as international universities for staff training and supply of equipment needed to carry out quality research.</p> <p>Lastly on finance, Collaborating with private individual, religious organizations, government and non-governmental organizations will help to overcome the problem of poor funding of higher education in this country. We should not limit ourselves to the government alone, if religious organizations can come up with ideas that can bring money to solve this problem, I think it will be a welcoming idea.</p>	
31	I	What are the factors that influence staff's organizational citizenship behaviour in your institution?	
32	R	<p>The degree of staff motivation</p> <p>The degree of honesty of the leader. How honest a leader is will determine whether the staff will be ready or willing to give their best to the organization.</p> <p>Another thing we need to consider is How much is the leader leading by example?. Exemplary leadership means a lot in soliciting commitment of followers. When staff see that this our leader is not a cunning leader, he is straight forward in his dealings, actions and judgement, they will not hesitate to follow such leader. They will be ready at all times to give him their support and loyalty. By so doing, they will see the need for the organization to progress under his or her leadership. That is when you will see staff coming up with ideas that can move the organization forward and giving their best to such organization.</p> <p>The degree of human relation existing in the organization</p> <p>The level of empathy and sympathy shown on staff by their superior. When people are in need, leaders need to show love, concern and affection for their staff. They must not only be concern about the task or job alone. They should also share the joy and pains of their staff.If they want these staff to develop a high organizational citizenship behaviour.</p> <p>Another vital point is the economic issue. The condition of the state is key. If staff and students are finding it very difficult to cope or meet livelihood, they may be tempted to do some bad things like disloyalty to their organization, stealing, taking bribe from students and so on. For instance, some staff have not collected their salaries for over five months in one state in this country.How do you expect them to develop positive or high organizational citizenship behaviour?. Some of these staff have children in schools, they have parents they care for, they have a lot of dependant. Some were forced to go and look for extra job outside their primary duties. Once, they are combining two to three different jobs with their academic workload, definitely these jobs will suffer because they will not be dedicated and there will be a lot of loopholes. The situation of the economy dragged them to do all these.</p>	<p>Staff motivation</p> <p>Honesty of the leader</p> <p>Leader's integrity</p> <p>Human relation in the organization</p> <p>Empathy and sympathy shown to staff by the leader.</p> <p>Economic issue</p>
33	I	Thank you Sir. I will get back to you with the result of the findings Sir.	
34	R	You are welcome my brother	

LIST OF PUBLICATIONS & PAPER PRESENTATION

ISI Journals

1. Challenges of leading change in higher education institutions

Adebayo, S. A, Ghavifekr, S & Megat Ahmad, K. M (ISI Under review). 2017

2. Leadership self-efficacy, change leadership and staff' organizational citizenship behaviour in HEI: The moderating effect of experience

Adebayo, S. A, Ghavifekr, S & Megat Ahmad ,K. M (ISI Under review). 2017

ISI Conference Proceeding

3. A study on Malaysian private higher education institutions: Instructional leadership roles of head of department and lecturers' job satisfaction.

Ghavifekr,S., Idris, A., Ibrahim M.S & Adebayo, S.A 2017 (Published)

4. Training and development as tools for employees' performance in higher institutions of learning in Lagos State, Nigeria.

Adebayo, S.A & Touray, I 2016 (Published)

Scopus Journal

5.Impact of stress on academic staff: Implication for higher education management and leadership. MOJEM, 5(2), 75 – 91.

Adebayo, S.A., Ghavifekr, S & Abdul Salam, I (2017). (Published)

6.Exploring staff's organizational citizenship behaviour in higher education institutions.

Adebayo, S. A., Simin Ghavifekr & Megat Ahmad, K, M (Under Review) 2017

7.Effect of leadership self-efficacy on staff's organizational citizenship behavior in HEI

Adebayo, S. A, Ghavifekr, S & Megat Ahmad, K, M (Published) 2017

8.Islamic finance instruments as solution to sustainable higher education financing in Nigeria: Implication for leadership and policy

Adebayo, S. A, Ghavifekri, S, & Abdurraheem, A (In Press) 2017

9. Perception of public on Islamic and Arabic education in Nigeria: Implication for quality educational management.

Adebayo, S. A., Shittu, M.A, Ashade, S.A & Abdul Salam, I. (Published) 2016

Index Journal (Non Scopus/Non-ISI)

10. Predictors of organizational citizenship behaviour: A multiple regression analysis.

Adebayo Saheed Adewale, Simin Ghavifekr & Megat Ahmad, K, M (Published) 2017

11. Impact of recession on Nigerian postgraduate students in Malaysia public universities: Implication for quality higher education leadership.

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12. Repositioning Muslims higher education institutions in Nigeria for quality performance using wasatiyyah model.

Adebayo, S.A, Ashade-Adejonwo, R & Adebayo-Shitabey, K (Published) 2017

13. Career Development and Secondary Education in Nigeria: Using Scholarship of Teaching and Learning (SoTL) Approach for System Innovation.

Abdul Salam, I, Rafidah, A, Mohd Nor, A & Adebayo, S.A (Published) 2016

14. The need for safety education for reducing road accidents.

3rd forum of traffic safety, youth and traffic safety

University of Damman & Saudi Arabia Government: SALAMAH Conference

Adebayo, S.A (Published) 2015

15. Examination malpractices in Nigerian universities: Implication for quality management.

Sule, S.A, & Adebayo, S.A

ABU Institute of Education Journal (Published) 2012