Predictors of Organizational Citizenship Behavior in Higher Education Institutions: Implication for Effective Leadership.

Adebayo Saheed Adewale
Simin Ghavifekr
Megat Ahmad Kamaluddin Bin Megat Daud

Email: drsimin@um.edu.my

Abstract

Higher education plays a vital role in human life and societal development. Higher education institutions are responsible for producing high level manpower needed for sustainable development. In order to make higher education institutions effective in discharging their responsibilities, academic leaders' role is paramount. Academic leaders are responsible for stimulating interest of staff and enhance their selfless service in order to achieve goals of higher education institutions. Therefore, this research study examined predictors of staff organizational citizenship behavior in higher education institutions. It adopted an inferential research design. Survey questionnaire was designed for the study and distributed to 420 respondents across 10 different higher education institutions in Lagos State, Nigeria. Multiple regression analysis was used in analyzing the data collected through the questionnaire. Findings reveal that leadership self-efficacy, change oriented behavior and change policy predict organizational citizenship behavior of staff in higher education institutions. Out of these three predictors, change policy has the highest contribution. In order to make higher education institutions responsive to numerous needs of stakeholders, academic leaders must develop high self-efficacy, be open to meaningful innovations that can improve the system and adopt friendly policies.

Keywords: *leadership self-efficacy, change oriented behavior, change policy, organizational citizenship behavior, higher education institutions*.

Introduction

Post-secondary education serves a vigorous part in the life of the individual and humanity at large (Kyllonen, 2012). Therefore, higher education institutions are saddled with a lot of responsibilities of producing highly skilled manpower needed for sustainable development (Karlsen et al., 2017; Ajibade, 2013). Not only that, these institutions are renowned in conducting research and bringing innovations that will ensure stability and development in human society (Gough & Scott, 2006; Thomson, 2008). Higher education institutions facilitate social change through dissemination of knowledge, ideas, innovations, cultural integration and a host of others (Taylor, 2008; McLaughin, 2007). For these institutions to keep discharging their duties as expected and responding to numerous needs of the society, leadership is essential tool in attaining and achieving these (Bush, 2007).

Leadership plays essential role in an organization as it influences the outcome and performance of both organization and employees (Wang et al., 2005). Educational leadership involves providing guidance and support to students and staff with the motive of developing the education process (Bush, 2007; Tomlinson, 2004). Academic leaders are charged with these

responsibilities. Their roles tend to go far above just handling administrative duties but also revolves round developing the entire educational system through establishing viable teaching and learning environment, creating realistic and feasible policies that will enhance academic culture (Moore & Diamond,2000). The roles of leadership in higher education institutions went further to cover promotion of sustainable environment that will enhance academic development, promotion of scholarship and learning, ensure 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, government, employers, society and global community, handling organizational conflict, and a host of others (Black, 2015; Ramsden, 1998; Seagreen et al., 1993).

Higher education institutions in developing African countries are facing serious challenges ranging from poor leadership to poor implementation of change. As explained earlier, leadership is a key factor in higher education development. Nigeria as a famous country in Africa is battling with problem of leadership. Poor leadership was found to be the cause of the downfall in our educational system. As Ochulor (2011) found that poor leadership is the bane of social, economic and educational challenges facing Nigeria. Some of the leaders lack effective leadership skill needed to cope in their various offices (Ejimabo, 2013). The situation of academic environment is not far different from the social and political system in the country. As Nakpodia (2012) found that many of those entrusted with the obligation of leadership in higher education institutions in Nigeria are not living up the expectation. This manifests in some adverse attitude put up by some members of staff in higher learning institutions in the country (Asiyai, 2013). Furthermore, change management is another area of challenge to higher education in Nigeria. Aluede et al.(2004) opined that change is not easy to enforce in higher education institutions as a result of the complex nature of the academic environment. The trend in the global community has mounted a great challenge on management of higher education institutions in Nigeria (Adesina, 2012). To make an influence, leaders need to understand how to catalyze change bearing in mind that subordinate may refute and rebel against it (Yukl,2010; Patridge, 2007). Therefore, this research study aims at examining predictors of organizational citizenship behavior of staff in higher education institutions bringing out its implication on effective higher education leadership.

Literature Review

Leadership Self-Efficacy

The term leadership self-efficacy comprises of two key words namely: leadership and self-efficacy. To get the true picture of the meaning of leadership self-efficacy, effort was made to discuss each of these words separately, then, come up with the meaning of the concept for better understanding. The word leadership is a multi-dimensional concept. There is no generally agreed definition of the concept among scholars of leadership. As Sam et al.(2013) argued that the concept remains enigmatic and largely elusive. Therefore, various scholars, researchers gave their own definitions of the concept based on their perspectives (Yukl, 2010). According to Whitaker (1998), the term leadership connotes provision of supporting work climate which will boost the commitment of staff. Also, Bandura (2004) defined self-efficacy as the belief in one's competences to organize and perform course of action needed to accomplish prospective

situations. From the definitions provided above, leadership self-efficacy can be described as the confidence uphold by leaders about their capability to achieve numerous tasks.

Change Oriented Behavior

The word change is a multi-phased term. For this reason, different scholars, researchers and writers came up with different definitions of the term. Yukl (2010) conceived change as dissatisfaction with the old and belief in the new. Haripogal (2006) defined change as the need to make or become different, give or begin to have different form. Also, Glaser (2006) maintained that change refers to a shift in the process and ways of doing things which has effect on staff, clients and the organization. Therefore, Cawsey et. al. (2012) sees organizational change as deliberate and tactically planned alterations of numerous components of organization which aims at improving the efficiency and effectiveness of an organization.

Patridge (2007) argued that leadership is fundamental to organizational change in the sense that it helps in achieving organizational goals by encouraging, persuading and influencing the task force within the organization. Therefore, Cammock (2003) identified three tasks required by effective leaders in order to lead and manage change in an organization. These are: envisioning, engaging and enacting. Therefore, leaders must care for their subordinates, have confidence in their ability to accomplish any given task, be positive towards meaningful innovations, passionate, courageous and exhibit higher integrity in order to realise the vision and goals of an organization (Yukl, 2010; Northouse, 2004). Change oriented behaviour is all about change or transformation. It relates to the behaviour of the leader towards change or innovation. Transformational leadership or change leadership has direct connection with organizational citizenship behaviour in an organization (Ashkan, 2017; Lopez-Dominguez et. al., 2013). It also affects effectiveness and efficiency of employees in the workplace (Jiang et. al., 2017).

Organizational Policy

The term policy is elusive term. The ambiguity of this term has generated a lot of controversy among researchers as it has no generally accepted definition. As a result, Espinoza (2010) conceived policy as whatever government or its representative chooses to do or not to do. Therefore, Dunn (2004) identified five stages in the process of policy development. These include: agenda setting, policy formulation, policy adoption and legitimization, policy implementation and policy evaluation. Policies are formulated also on educational institutions. Higher education institutions are not left out of this. Espinoza (2010) stresses that twentieth century higher education institutions have become subjective to the state because the government formulates policies which guides the operation of universities in modern society. In addition, the government also assigns leaders into these higher education institutions to exercise their control over the system. Therefore, policies formulated by various institutions are bounding on staff.

Organizational Citizenship Behavior

Organ (1997) in his expanded review of organizational citizenship behavior, defined it as individual behaviour that is discretionary, not directly recognized by the formal reward system and that, which in the overall, promotes the effective functioning of the organization. According to Organ (1997), the term discretionary implies that the behavior is not an enforceable

requirement of the role or the job description (i.e. the clearly specifiable terms of the person's employment construct with the organization). This behavior is rather a matter of personal choice, such that, its omission is not generally understood as punishable (Organ et. al., 2006; Podsakoff et. al., 2000; Organ, 1997). Also, organizational citizenship behavior is not specified by any contract or not even expected by an average employee. This behaviour is organizationally desirable because it assists resource transformation, adaptability and innovation in order to increase the organization efficiency (Turnipseed & Murkison, 1996). In essence, organizational citizenship behavior refers to actions that are not nominated or demanded by the formal job responsibilities (Farh et. al., 2004). It has a lot of implications for organizational development (Podsakoff & MacKenzie, 1997). There also exists direct relationship between organizational citizenship behaviour and job satisfaction of workers (Foote & Tang, 2008). This conforms with the finding of Krastev and Stanoeva (2013) who found that organizational citizenship behaviour contributed to job satisfaction of teacher in Bulgaria. This therefore implies that workers displaying organizational citizenship behaviour, tend to have high job satisfaction.

Self-Efficacy, Change Oriented Behavior, and Organizational Citizenship Behavior

Based on previous studies, it was found that positive relationship exists between leaders behaviour and performance of their subordinates (Lunenburg, 2011; Bandura,2004). Also, Bandura (1997) argued that self-efficacy of leaders impacts on goals, commitment level and attitude of workers towards learning and coping with difficult tasks. Similarly, Sheng-Wuu (2010) argued that self-efficacy has significant relationship and effect on the commitment of employee to work. Also, leaders with a high self-efficacy usually record high success performance in their organization (Lunenberg, 2011). No matter the kind of organization, leaders' conduct influences the success and failure of an organization (Owens & Valesky, 2011). Based on this fact, leadership style has a positive and direct relationship with organizational citizenship behavior of worker in an organization (Khan & Abdul Rashid, 2012). All these evidence show that leader plays a vital role in organizational citizenship behavior in an organization.

In addition, change oriented behaviour of a leader was found to have positive effect on the organization. This view is also supported by Yukl (2010) who argued that when leaders lead the path of change diligently, and are open to innovations and progressive ideas, followers' commitment to the organization will increase. Glaser (2006) also found that when leaders change the idea of I and imbibe we thinking, incorporate subordinates into the change process, these subordinates will display organizational citizenship behavior because they will be ready to give their best to their organization. Furthermore, organizational policy has a lot of implication on the development of an organization. As a result, Tinti et. al. (2017) opined that organizational policy has a significant effect on organizational citizenship behavior of workers in an organization. This view was also shared by Snape and Redman (2010) when they found that policy impacts on organizational citizenship behavior of English workers. Also, Lam et. al. (2009) found that human resources policy affects organizational citizenship behavior of staff in Japanese joint venture. These studies affirm that policy of an organization has a great influence and significant effect on the organizational citizenship behaviour of people in an organization.

Conceptual Framework

The first theory used is transformational leadership theory. This theory is relevant to this study in the sense that it shows how a leader can reform and change an organization for good. The transformational leadership theory was originally proposed by Burns in 1978. Later, Kouzer and Posner (2007) established their transformational leadership theory based on their research study and emanated the five practices of a transformational leader. These five attributes of a transformational leader include: (a) model the way (b) inspire shared vision (c) challenge the process (d) enable others to act and (e) encourage the heart. According to Kouzer and Posner (2007), modeling the way means that leaders will design and lead the way through which the organization will follow. This can be done by designing the vision, mission and pattern through which the organization will take. Transformational leaders build commitment and set an example through daily acts that create progress and momentum (Whitaker, 1998). For leaders to model the way, they must take time to reflect on the success and failure of admired past leaders, create alignment around key values of the organization, speak about shared values of the organization with enthusiasm and confidence (Kouzer & Posner, 2007). Inspire shared vision implies that a transformational leader gives his or her subordinates a purpose, a vision of something to aim for and creating a connection between the followers and himself (Babara & Swailes, 2010). In addition, challenge the process comprises of creating, recognizing and supporting new ideas; showing readiness to challenge the organization in order to turn ideas into actions and advance on the quality of service delivery, process and product of the organization (Yukl, 2010; Kouzer & Posner 2007). In order to discharge these duties effectively, leaders need to learn from their past mistakes, admit their shortcomings and avoid directing blame of failure on subordinates (Yukl, 2010). Enable others to act implies that leaders need to foster collaboration with others and encourage their subordinate to act at different capacity towards achieving goals of the organization. Finally, encourage the heart means that leaders need to stimulate their followers towards realizing goals of the organization and completing given tasks as expected (Kouzer & Posner, 2007). It is worthy to note that the change oriented behavior of a leader starts with his or her transformational leadership practices.

The transformational theory was preceded by self-efficacy theory. This theory of self-efficacy was originated by Alfred Bandura. He opined that effectiveness of human, is a function of a vivacious interaction of behavioral, environmental and personal forces which he tagged Triadic Reciprocality. He further classified people into two streams in based on their self-efficacy. These include: low and high self-efficacy. Bandura (2004) argued that people with high self-efficacy displays right attitude to task; eager to take new challenge and do not complain about any given task no matter how challenging it may be. People with low self-efficacy on the other hand are always scared of task, show negative attitude to additional challenge and display low confidence in their ability to accomplish given task (Bandura and Nancy, 1977). The self-efficacy of individual has a great influence and impact of organizational effectiveness and performance (Bandura, 2004).

The theory of organizational citizenship behavior was also examined here. This theory is propounded by Organ in 1988. He argued that organizational citizenship behavior referrers to those individual behavior that are discretionary and not directly acknowledged by the official

reward system but in totality influences performance of the workplace. One unique thing about this behavior is that it goes beyond the primary duty of the worker and its omission is not punishable (Organ, 1997). Therefore, he proposed five dimension of organizational citizenship behavior including: courtesy, sportsmanship, consciousness, altruism and civic virtue.

A combination of these theories formed the conceptual framework of this study as presented in the diagram below:

```
┌────────────────────────────────┐
│  Transformational Leadership   │──────┐
└────────────────────────────────┘       \
┌────────────────────────────────┐        ┌──────────────┐
│         Self-Efficacy          │───────→│     OCB      │
└────────────────────────────────┘        └──────────────┘
┌────────────────────────────────┐       /
│         Change Policy          │──────┘
└────────────────────────────────┘
```
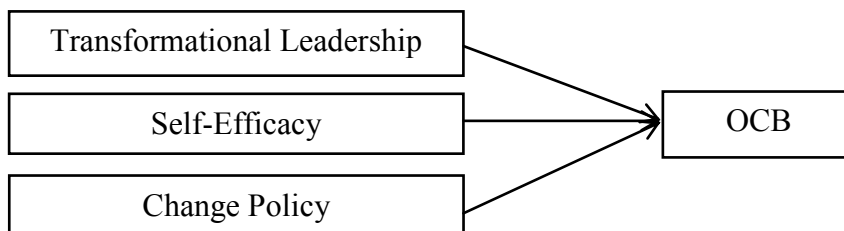
Figure 1: Conceptual Framework (Source: Organ, 1997; Kouzer & Posner, 2007; Bandura, 2004)

From the conceptual framework, it was found that when leaders show transformational leadership style, they will be open to innovation which will enhance their change oriented behavior. This will contribute to the organizational citizenship behavior of staff under their control. Also, the self-efficacy of leaders with their change policies will all contribute to the display of organizational citizenship behavior by staff. Based on this framework, the research hypothesis that guided this study is stated below:

H1: Leadership self-efficacy, change oriented behavior and change policy do not predict staff organizational citizenship behavior in higher education institutions.

H_O: Leadership self-efficacy, change oriented behavior and change policy predict staff organizational citizenship behavior in higher education institutions.

Methodology

Research Design: Research design is the structure of an investigation in a reasonable way. It can be described as a complete idea of how a research study will be done (Berg & Lune, 2014; Green & Thorogood, 2007). Therefore, it aims at reducing the possibility of drawing incorrect causal inferences from data (Creswell, 2012). The type of research design that was used in this study is an inferential research design. This type of research design allows researchers in making accurate prediction from the data obtained (Fraenkel et. al., 2015; Creswell, 2012).

Population & Sampling: Priviteria (2014) defined the term population refers to as a set of all items or data of interest from which researchers will generalize. The population of this study consists of members of staff (academic and non-academic) from ten different public higher education institutions in Lagos State, Nigeria. Therefore, the population of this study consists of members of staff (both academic and non-academic) across the 10 public higher education institutions in the state. Therefore, a total of 420 respondents were sampled in this study. 42 staff was randomly selected from each higher education institution. The selection of the sample in this

study was made based on the recommendation of Krejcie and Morgan (1970) and Raosoft sample calculator. Also, random sampling method was espoused in selecting the sample. With this, each member of the population stands the chance of been selected for this study.

Research Instrument: This study used a survey questionnaire to extract information from respondents. This survey questionnaire was adapted from the study of 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. It consists of 39 items with 5 different sections of A, B, C, D and E. Section relates to background information of respondents, section B, C, D and E center on change oriented behavior, leadership self-efficacy, organizational citizenship behavior and organizational policy respectively. In addition, this survey questionnaire has six Likert scale of Completely Disagree (CD); Typically Disagree (TD); Disagree (D); Agree (A); Typically Agree (TA) and Completely Agree (CA) to examine the opinion of the respondents on the variables.

Validation & Reliability of the Instrument

The term validity is the degree of appropriateness, correctness and usefulness of inferences made by a researcher (Fraenkel et al., 2015). It reveals the genuineness and suitability of a particular research instrument (Neuman, 2014). It also explains the level and degree of what we claim we are measuring (Mayers, 2013). Therefore, Kimberlin and Winterstein (2008) described the term validity as the level to which the interpretations of outcomes of a test are justified and ability of the test to serve its intended purpose. In essence, validity of an instrument implies that such instrument is meaningful and gives researcher confidence to draw conclusions from the sample of the population of the study (Creswell, 2012). In this study, factor analysis was adopted by the researchers to determine the validity of the research instrument. The result obtained is presented below:

The 41 items in the leadership self-efficacy, change policy, change- oriented behavior and organizational citizenship behavior were exposed to principal components analysis by means of Statistical Package for Social Sciences (SPSS) version 21. Prior to this, the suitability of data for factor analysis was assessed. A careful examination of the correlation matrix shows the presence of many coefficients of .3 and above. In addition, the Kaiser-Mayer-Olkin value was .976. This exceeds .6 as recommended and suggested by Kaiser (1970). The Bartlett's Test of Sphericity is statistically significant with p = .000. These support the factorability of the correlation matrix.

The principal component analysis shows the presence of four components with eigenvalue greater than 1, explaining 51.6%, 6.5%, 5.3% and 2.9%, of the variance respectively. A cross examination of the scree plot graph reveals a break after the fourth component. Going by the Catell's(1966) scree test, it was decided to retain four components for further investigation. These four components solution explained a total of 66.3% of the variance with component 1 contributing 51.6%, component 2 contributed 6.5%, component 3 explained 5.3% and component 4 contributed 2.9% respectively.

Reliability of a research instrument can be defined as the repeatability and consistency of one or more measure (Priviteria, 2014). It is also conceived as the degree to which a measuring instrument is consistent over time on measures for similar population (Kraska-Miller, 2014). Also, Neuman (2014) conceived reliability as the consistency and dependability of an

instrument. In this study, Cronbach's Alpha was used to ascertain the reliability of the items in the instrument.

Table 1:   Reliability Statistics for Variables

Variable(s)	Cronbach's Alpha	No of items
Change Policy	.950	9
Change Oriented Behavior	.948	9
Leadership Self-Efficacy	.945	10
Organizational Citizenship Behavior	.916	11

The reliability statistics table in Table 1 above reveals the figure of the Cronbach's Alpha of the variables in this research study. From this table, it was found that the value of Cronbach's Alpha for change policy is .950 with 11 items. Change oriented behavior shows Cronbach's Alpha of .948 with 9 items. Leadership self-efficacy with 10 items has Cronbach's Alpha of .945 and Organizational Citizenship Behavior shows a Cronbach's Alpha of .916 with 11 items. This shows that there are 39 items in the questionnaire. Next is the reliability test for each of the 41 items.

Table 2:   Reliability Statistics for the Each Item

Item	Cronbach's Alpha if item deleted	Item	Cronbach's Alpha if item deleted
CP 2	.950	COB 1	.942
CP 4	.949	COB 2	.943
CP 5	.950	COB 3	.943
CP 6	.949	COB 4	.943
CP 7	.949	COB 5	.942
CP 8	.948	COB 6	.943
CP 9	.948	COB 7	.941
CP 10	.949	COB 8	.943
CP 11	.949	COB 9	.941
OCB 1	.907	LSE 1	.940
OCB 2	.906	LSE 2	.938
OCB 3	.908	LSE 3	.938
OCB 4	.906	LSE 4	.939
OCB 5	.906	LSE 5	.939
OCB 6	.908	LSE 6	.940
OCB 7	.908	LSE 7	.940
OCB 8	.910	LSE 8	.940
OCB 9	.909	LSE 9	.939
OCB 10	.910	LSE 10	.939
OCB 11	.910		

Table 2 above displays outcome of Cronbach's Alpha of each item under these four variables. Base on this table, it was observed that none of the value of its Cronbach's Alpha under Cronbach's Alpha if item deleted is higher than the value of the Cronbach's Alpha coefficient in

Table 1 above. It therefore implies that all the 9, 9, 10 and 11 items have internal consistency reliability with change policy, change oriented behavior, leadership self-efficacy and organizational citizenship behavior respective.

Method of Data Analysis: The method adopted in analyzing data in this study is the multiple regression analysis. Pallant (2011) described multiple regression as a more sophisticated analysis that allows exploration of interaction among different variables. It tells us how each of the dependent variables (leadership self-efficacy, change oriented behavior, change policy) contribute to the independent variable (organizational citizenship behavior of staff). Therefore, the multiple regression allows us to determine significant result of the test in term of model and individual variables.

Findings

In this section, effort was made to present the result obtained from the information collected from the respondents. It started with analysis of background information of respondents, follow by testing of the hypothesis raised in this study. Further detailed is expressed below:

Table 3: Background Information of Respondents

Items		Frequency	Percentage
Sex:	Male	288	68.6
	Female	132	31.4
	Total	420	100
Category: Teaching		303	72.1
	Administrative	72	17.1
	Support	45	10.7
	Total	420	100
Qualification: Bachelor Degree		78	18.6
	Master Degree	224	53.3
	PhD	118	28.1
	Total	420	100
Age:	1 – 5 years	221	52.7
	6 – 10 years	80	19.0
	11 – 15 years	119	28.3
	Total	420	100

Table 3 above revealed the background information of respondents. It was found that 288 (68.6%) of the respondents are male and 132 (31.4%) are female. 303 (72.1%) of the respondents are teaching staff in higher education institutions, 2 (17.1%) are administrative staff while 45 (10.7%) are support staff. Also, result of academic qualification of respondents revealed that 78 (18.6%) of these respondents bagged Bachelor degree as their highest academic qualification, 224 (53.3%) bagged Master degree as their highest academic qualification while 118 (28.1%) had Doctor of Philosophy degree as their highest academic qualification. On experience of respondents, it was found that 221 (52.7%) of the respondents worked between 1 to 5 years in

their higher education institutions; 80 (19%) worked between 6 to 10 years while 119 (28.3%) spent 11 to 15 years with their higher education institutions.

Testing of Hypothesis

Ho: Leadership self-efficacy, change oriented behavior and change policy do not predict organizational citizenship behavior of staff in higher education institutions.

Hi: Leadership self-efficacy, change oriented behavior and change policy predict organizational citizenship behavior of staff in higher education institutions.

As started in the method of data analysis section under methodology, multiple regression will be used to provide appropriate answer to the hypothesis set above. The result is presented below:

Preliminary Test: Result of preliminary test is presented below for better understanding of the further analysis and result.

Normality Test

Table 4: Normality Test for Leadership Self-Efficacy

Items	Mean	Standard Deviation	Skewness	Kurtosis
LSE 1	4.59	1.135	-.729	.780
LSE 2	4.69	1.092	-.816	.838
LSE 3	4.65	1.119	-.746	.420
LSE 4	4.68	1.190	-.894	.670
LSE 5	4.71	1.112	-.800	.689
LSE 6	4.65	1.184	-.818	.389
LSE 7	4.64	1.193	-.757	.330
LSE 8	4.66	1.152	-.750	.465
LSE 9	4.76	1.106	-.838	.683
LSE 10	4.81	1.119	-1.005	1.112

Table 4 above shows the normality test for leadership self-efficacy. From the table, it was found that all the items in leadership self-efficacy fall between the acceptable region (-1.96 to 1.96). This implies that all the items under leadership self-efficacy conform to the rule of normality as suggested by Skewness and Kurtosis.

Table 5: Normality Test for Change Oriented Behaviour

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 5 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.

Table 6: Normality Test for Change Policy

Items	Mean	Standard Deviation	Skewness	Kurtosis
CP 2	4.62	1.186	-.733	.240
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 6 above presents the result of the normality test for all the items under change policy. It consists of 9 question items. These items are found to be normally distributed because they fall within the range of -1.96 to 1.96.

Table 7: Normality Test for Organizational Citizenship Behaviour

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

The Table 7 above reveals the result of normality test for items under organizational citizenship behaviour(OCB) of staff sampled for this study. From the result, it was found that all the items fall within the accepted region. None of them is less than -1.96 or more than 1.96. In conclusion, all the 41 items in the questionnaire used for this study are normally distributed as they passed the test of skewness and kurtosis. It therefore implies that these 41 items are fit for parametric test.

Correlation

Table 8: Correlation

		OCB	LSE	COB	CP
Pearson Correlation:	OCB	1.000	.649	.700	.690
	LSE	.649	1.000	.816	.670
	COB	.700	.816	1.000	.733
	CP	.690	.670	.733	1.000
Sig. (1-tailed)	OCB		.000	.000	.000
	LSE	.000		.000	.000
	COB	.000	.000		.000
	CP	.000	.000	.000	
N	OCB	420	.649	.700	.690
	LSE	420	1.000	.816	.670
	COB	420	.816	1.000	.733
	CP	420	.670	.733	1.000

The correlation table in Table 8 set to see if there is a relationship between the variables. Answer to this can be found in the significance section. The table shows that leadership self-efficacy, change oriented behavior and change policy are all statistically significant to organizational citizenship behavior. The number of sample used in this study is 420. This conforms with the result of the demographic information presented in Table 3 above.

Evaluating the Model

To do this, the researchers considered the model summary table (Table 9).

Table 9: Model Summary

Model	R	R^2	Adjusted R^2	Stand Error of Estimate
1	.750	.562	.559	.51996

The model summary table above shows how much of the variance in organizational citizenship behavior is explained by the model. From the Table 9 above, the model explains 56.2% of the variation in organizational citizenship behavior. It therefore implies that leadership self-efficacy, change oriented behavior and change policy account for 56.2% of the change in organizational citizenship behavior of staff. Next, the study went further to determine the significance of the result. To do this, the researchers consider the ANOVA Table 10.

Table 10: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	144.578	3	48.455	178.253	.000
	Residual	112.471	416	.270		
	Total	257.049	419			

Table 10 above, shows the result of the analysis of variance. It reveals that our result is statistically significant at $p < .05$. Therefore, this model reached statistical significance level with $p = .000$. This confirms that the alternative hypothesis set in this study is acceptable and correct.

Evaluating each of the independent variables

This section intends to see what contribution each of the independent variables (leadership self-efficacy, change oriented behavior and change policy) have contributed to the change in organizational citizenship behavior of staff. Therefore, the researchers considered the coefficients Table 11.

Table 11: Coefficient

Model	Standardized Coefficients Beta	t	Sig	Collinearity Statistics Tolerance	VIF
1 Constant		12.338	.000		
LSE	.159	2.790	.006	.324	3.085
COB	.324	5.245	.000	.275	3.638
CP	.341	7.156	.000	.463	2.160

Table 11 above shows the result of coefficient. This tells us the input of leadership self-efficacy, change oriented behavior and change policy to the prediction of organizational citizenship behavior of staff. This contribution can be found under the standardized coefficient (Beta) value. Pallant (2011) argued that the standardized coefficient in the coefficient table above implies that the value of individual independent variable had been converted to the same measure for easy comparison. From this table, it was found that leadership self-efficacy contributed 15.9% to the change in organizational citizenship behavior of staff. Also, change oriented behavior contributed 32.4% to change in organizational citizenship behavior while change policy contributed 34.1% to organizational citizenship behavior. Base on this fact, it was noticed that of all the three predictors tested in this study, change policy was found to have the largest input to the display of organizational citizenship behavior by staff. In addition, leadership self-efficacy, change oriented behavior and change policy are all statistically significant. They make statistically significant contribution to the equation with .006, .000 and .000 respectively.

A multiple linear regression was calculated to predict organizational citizenship behavior of staff based on leadership self-efficacy, change oriented behavior and change policy. These three predictors (leadership self-efficacy, change oriented behavior and change policy) explained 56.2% of the variance in organizational citizenship behavior with $R^2 = .562$, $F (3 , 416) = 178.235$, $p < .000$. It was also found that leadership self-efficacy significantly predicts organizational citizenship behavior with $\beta = .159$, $p = .006$. In addition, change oriented behavior predicts organizational citizenship behavior with $\beta = .324$, $p = .000$. Change policy also predicts organizational citizenship behavior with $\beta = .341$, $p = .000$. This implies that leadership self-efficacy, change oriented behavior and change policy predict organizational citizenship behavior of staff in higher education institutions. In essence, the researchers therefore accepted the alternative hypothesis and rejected the null hypothesis.

Discussion

From the result of the analysis above, it was found that leadership self-efficacy, change oriented behavior and change policy predict organizational citizenship behavior of staff in higher education institutions. This study sees leadership self-efficacy as a predictor of organizational citizenship behavior of staff in higher education institutions. Based on review of past studies, it was found that leadership self-efficacy affects organizational citizenship behavior of staff as reported in the study of Sheng-Wuu (2010) that self-efficacy enhances the commitment of individual in the workplace. This view was also shared by Lunenburg (2011) who found that self-efficacy increases performance of people in the workplace. As Bandura (2004) stressed that people who display high self-efficacy have a tendency to increase their commitment to work.

Therefore, whenever, leaders display high self-efficacy, there is tendency for their subordinates to reciprocate with organizational citizenship behavior.

Furthermore, change oriented behavior was also found as another predictor of staff organizational citizenship behavior in higher education institutions. When leaders in academic environment open up their minds to positive change and incorporate their subordinate in the change process, soon, these subordinate will display organizational citizenship behavior. This finding is supported by Tinti et. al.(2017) when they opined that change oriented behavior increases organizational citizenship behavior of workers in an organization. This view was also shared by Ashkan (2017) who found that change oriented behavior impact positively on organizational citizenship behavior of workers. Glaser (2006) also found that change oriented behavior increases staff commitment in an organization.

Finally, this study found that change policy has the highest contribution and serves as a major predictor out the three predictors tested in this study. This implies that the change policy introduced by leaders in academic environment impact on organizational citizenship behavior of staff in higher education institutions. This view is in conformity with findings of Snape and Redman (2010) when they found that policy of an organization affects organizational citizenship behavior of workers. Also, Lam et. al. (2009) found that policy enhances organizational citizenship behavior of workers in an organization. All these support the position of Espinoza (2010) who stressed that the policy of educational institutions affects both staff and students. Therefore, educational policy must be carefully planned, formulated and implemented in order to increase the organizational citizenship behavior of staff.

Practical Implication

A critical investigation of these three predictors reveals that they have a lot of implication theoretically and practically for higher education leadership. As explained earlier, the role of academic leaders in stimulating and enhancing commitment of staff in higher education institutions. Therefore, leaders in higher education institutions need to step up their self-efficacy. They need to develop and display a high self-efficacy at all times. When they develop and display high self-efficacy, their subordinates will see and notice this and therefore get motivated through the self-efficacy if their leaders. Also, when relating with staff, leaders need to remain committed to task. When they show their staff that they are committed, these staff will also reciprocate in the same manner. This will definitely lead to staff displaying organizational citizenship behavior in the work place.

In addition, change oriented behavior also contributed its quota to organizational citizenship behavior of staff in higher education institutions. This implies that leaders of higher education institutions need to be open minded most especially in this time of global competitiveness. They must take input from staff and make their staff see themselves as an integral aspect of the institution. Once, staff are free to contribute to the development of their institutions, soon, these staff will develop and start displaying organizational citizenship behavior. Moreover, change policy was also found to predict organizational citizenship behavior. Of all the three predictors tested in this study, change policy had the highest contribution to organizational citizenship behavior. This implies that the policy introduced and implemented by leaders have a great

influence and impact on the ability of staff to go beyond their primary duties. Therefore, organizational policies must be involving and cater for variation among member staff. Once organizational policy is friendly and set in line with ability and capability of staff, then, these staff will develop and display organizational citizenship behavior.

Conclusion

Leadership self-efficacy, change oriented behavior and change policy are part of predictors of organizational citizenship behavior. It therefore implies that the belief uphold by different leaders in academic environment about their capability to accomplish numerous and rigorous responsibilities ahead of them; their attitude towards change and innovation in educational setting and policies adopted by these leaders all impact on the organizational citizenship behavior of staff in higher education institutions. Therefore, leaders need to step up their self-efficacy, allow suggestions, input from staff and adopt friendly policies in relating with staff. All these will contribute to te display of organizational citizenship behavior by members of staff in higher education institutions. When these staff display organizational citizenship behavior, their level of commitment will improve and the performance of higher education institutions will also improve. With these, higher education institutions will be able to meet their targeted goals and serve the community better.

References

Adesina, O.S. (2012). The negative impact of globalization on Nigeria. *International Journal of Humanities and Social Scie2nces. 2*(15), 193 – 201.

Ajibade, A. P. (2013). Building human capital for sustainable development: Role of the university. A paper delivered on the occasion of the 2013 University of Ibadan Registry Discourse On Thursday, 26th September, 2013.

Aluede, O., Aluede, R.O.A., & Ufuah, G.(2004). Higher education and Nigeria's national development: Challenges for the millennium. *Research for Educational Reforms. 9*(1), 20 - 28.

Asiyai, R.I. (2013). Challenges of quality in higher education in Nigeria in the 21st Century. *International Journal of Educational Planning and Administration. 3*(2), 159-172.

Ashkan, K. (2017). Transformational leadership and organizational citizenship behavior: The moderating role of emotional intelligence. *Leadership and Organization Development Journal, 38* (7), 1004 – 1015.

Babara, S. & Swailes, S. (2010). *Organizational change.* (4th ed.). England: Financial Times Prentice Hall

Bandura, A. (2007). Much ado over a faculty conception of perceived self-efficacy grounded in faculty experimentation. *Journal of Social and Clinical Psychology. 26*(6), 641-658.

Bandura, A. (2004). *Cultivate self-efficacy for personal and organizational effectiveness*. In Locke, E.A(Ed), Handbook of principles of organizational behaviour. Malden, M.A: Blackwell.

Bandura, A & Nancy, E.A. (1977). Analysis of self-efficacy theory of behavioural change. *Cognitive Therapy Research. 1* (4), 287 – 310.

Berg, B.L. & Lune, H.(2014) *Qualitative research methods for Social Sciences*. (8th ed.) England: Pearson Education Limited.

Black, S.A. (2015). Qualities of effective leadership in higher education. *Open Journal of Leadership, 4,* 54 – 66.

Bukhari, Z.U. (2008). Key antecedents of organizational citizenship behaviour in banking sector of Pakistan. *International Journal of Business and Management. 3*(12),106 -.115.

Bush, T. (2007). Educational leadership and management: Theory, policy and practice. *South African Journal of Education, 27* (3), 391 – 406.

Cammock, P.(2003). *The dance of leadership: The call for soul in 21st century leadership*. Auckland: Prentice-Hall.

Cawsey, T.F., Desca, G., & Ingols, C. (2012). *Organizational change: An action-oriented toolkit*. (2nd ed.) Los Angeles: Sage Publication.

Creswell, J.W. (2012). *Educational research: Planning, conduction and evaluating quantitative and qualitative research* (4th ed.) Boston: Pearson.

Dunn, W.N. (2004). *Public policy analysis: An introduction*. (3rd ed.). Upper Saddle River, New Jersey: Prentice-Hall.

Ejimabo, N. O. (2013). Understanding the impact of leadership in Nigeria: Its reality, challenges and perspectives. Sage Open (April –June), 1 – 14.

Espinoza, O. (2010). *Alternative approaches on society, state, educational reform and educational policy*. In Zajda, J & Geo-Jaya, M.A(Eds) The politics of education reforms. London: Springer.

Farh, J.L., Zhong, C.B., & Organ, D.W. (2004). Organizational Citizenship Behavior in the People's Republic of China. *Organization Science. 15*(2), 241–253.

Foote, D.A., & Tang, T.L. (2008). Job satisfaction and organizational citizenship behaviour: Does team commitment make a difference in self-directed teams. *Management Decision. 46* (6), 933-947.

Fraenkel, J.R., Wallen, N.E., & Hyun, H.H. (2015). *How to design and evaluate research in education.* (9th Ed.). New York: McGraw Hill Education.

Glaser, J.E. (2006). *Creating we and change i-thinking to we-thinking: Building a healthy, thriving organization*. Pertaling Jaya, Malaysia: PB Publications.

Green, J., & Thorogood, N.(2007). *Qualitative methods for health research*. Thousand Oaks, CA: Sage Publication.

Gough, S., & Scott, W. (2006). Education and sustainable development: A political analysis. *Educational Review, 58* (3), 273 – 290.

Harigopal, K. (2006). *Management of organizational change*: Leveraging transformation. (2nd ed.). New Delhi: Response Books.

Jiang, W., Zhao, X., & Ni, J. (2017). The Impact of Transformational Leadership on Employee Sustainable Performance: The Mediating Role of Organizational Citizenship Behavior. *Sustainability, 9,* 1 -17.

Jutila, H. (2007). *A critical appraisal of current change management practices in the business environment of the early 21st century: Organizational change and how it was perceived in Hameelinna Regional Environmental Authority*. Finland: Hameelinna Regional Environmental Authority.

Kaiser, H. (1970). A second generation little jiffy. *Psychometrika, 35*, 401-415.

Karlsen, J., Beseda, J., Sima, K., & Zyzak, B. (2017). Outsiders or leaders?. The role of higher education institutions in the development of peripheral regions. *Higher Education Policy, 30* (4), 463.

Khan, S, K., & Abdul Rashid, M.Z. (2012). The mediating effect of organizational commitment in the organizational culture, leadership and organizational justice relationship with organizational citizenship behavior: A study of academicians in private higher learning institutions in Malaysia. *International Journal of Business and Social Science, 3* (8), 83 – 91.

Kimberlin, C.L., & Winterstein, A.G. (2008). Validity and reliability of measurement instruments used in research. *American Journal of Health System Pharmacy, 65* (28), 2276 – 2284.

Kouzes, J & Posner, B. (2007). *The leadership challenge*. 4th edition. San Francisco, CA: Jossey-Bass.

Kraska-Miller, M. (2014). *Non-parametric statistics for social behavioural sciences*. New York: CRC Press.

Krastev, I.D., & Stanoeva, G.V. (2013). Organizational citizenship behavior and satisfaction with coworkers among Bulgarian teaching staff. *Baltic Journal of Career Education and Management, 1* (1), 40 – 47.

Kyllonen, P.C. (2012). The importance of higher education and the role of non-cognitive attributes in college success *Pensamiento Educativo. Revista de Investigación Educacional Latinoamericana, 49*(2), 84-100.

Lam, W., Chen, Z., Takeuchi, N. (2009). Perceived human resource management practices and intention to leave of employees: The mediating role of organizational citizenship behavior in a Sino-Japanese joint venture. *The International Journal of Human Resource Management, 20* (11), 2250 – 2270.

Lopez-Dominguez, M., Enache, M., Sallan, J. M., & Simo, P. (2013). Transformational leadership as an antecedent of change oriented organizational citizenship behaviour. *Journal of Business Research, 66* (10), 2147 – 2152.

Lunenburg, F.(2011). Self-efficacy in the workplace: Implications for motivation and performance. *International Journal of Management, Business and Administration,14(*1), 1-6.

McLaughlin, T. (2007). Universities and societies. In Bridges et al. (eds.) *Higher Education and National Development.* London: Routledge.

Moore, M.R., & Diamond, M.A. (2000). *Academic leadership: Turning vision into reality.* Australia: The Ernst and Young Foundation.

Nakpodia, E. D. (2012). Leadership development skills: a Nigeria educational institutions review. *Global Business and Economics Research Journal. 1*(2), 93-110.

Neuman, W.L. (2014). *Understanding research. Pearson New International Edition*. (1st ed). England: Pearson Education Limited.

Northouse, P.G. (2004). Leadership: Theory and practice (3rd ed.). Thousand Oaks, CA: Sage

Ochulor, C. L. (2011). Failure of leadership in Nigeria. *American Journal of Social and Management Science, 2* (3), 265 – 271.

Organ, D. W., Podsakoff, P. M., & MacKenzie, S. B. (2006). *Organizational Citizenship Behaviour*. California: Sage Publications.

Organ, D.W. (1997). Organizational Citizenship Behaviour: Its construct clean-up time. *Human Performance. 10*(2), 85-97.

Osipova, A., & Ayupova, G. (2013). *Change management in project work: Survey result*. United Kingdom: Deloitte

Owens, R.G & Valesky, T.C. (2011). *Organizational behaviour in education: Leadership and school reform*. (10th edition). Boston: Pearson.

Partridge, L. (2007). *Managing change: Learning made simple*. Amsterdam: Elsevier.

Pallant, J. (2011*). A step by step guide to data analysis using SPSS: Survival manual.* (4th ed.). Australia: Allen and Unwin.

Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., and Bachrach, D. G. (2000). Organizational citizenship behaviours: a critical review of the theoretical and empirical literature and suggestions for further research. *Journal of Management. 26*(3), 513-563.

Podsakoff, P. M., & MacKenzie, S. B.(1997).Impact of organizational citizenship behaviour on organization: A review and suggestion for future research. *Human Performance. 10,* 133 – 151.

Privitera, G.J. (2014). *Research methods for behavioural sciences*. Los Angeles: Sage Publication.

Ramsden, P. (1998). *Learning to lead in higher education.* London: Routledge.

Sam, H.K., Songan, P., Hj Usop, H., & Ling, G.S.(2013). *Leadership behaviours, university culture and leadership effectiveness for academic work in Malaysian public universities.* Sarawak: Universiti Malaysia Sarawak Publisher.

Seagreen, A.T., Creswell, J.W., & Wheeler, D.W. (1993). *The department chair: New roles, responsibilities and challenges.* Washington, DC: The George Washington University.

Sheng-Wuu, J. (2010). Assessing job self-efficacy and organizational commitment considering a mediating role of information asymmetry. *The Social Science Journal, 47* (3), 541 – 559.

Snape, E., & Redman, T. (2010). Human resource management practices, organizational citizenship behaviour and performance: A multi-level analysis. Journal of Management Studies, 47 (7), 1219 – 1247.

Tang, K., MacDermid, J.C., Amick, B.C & Beaton, D.E. (2011). The 11-item workplace organizational policies and practices questionnaire(OPP-11):Examination of its construct validity, factor structure and predictive validity in injured workers with upper-limb disorder. *American Journal of Industrial Medicine, 54*(11),834-846.

Thomson, A. (2008). Exploring the Relationship Between Higher Education and Development: A Review and Report.

Tinti, J.A., Venelli-Costa, L., Vieira, A.M., & Cappellozza, A. (2017). The impact of human resource policies and practices on organizational citizenship behavior. Brazilian Business Review, 14 (6), 636 – 653.

Tomlinson, H. (2004). *Educational leadership: Personal growth for professional development.* London: Sage Publication.

Turnipseed, D & Murkison. G. (1996). Organization citizenship behaviour: an examination of the influence of the workplace. *Leadership & Organization Development Journal. 17*(2), 42–47.

Wang, H., Law, K.S., Hackett, R.D., Wang, D & Chen, Z.X.(2005). Leadership exchange as a mediator of the relationship between transformational leadership and followers performance and organizational citizenship behaviour, *Academy of Management Journal. 18*, 420-432.

Whitaker, P. (1998). *Managing change in schools.* Buckingham: Open University Press.

Yukl, G. (2010). *Leadership in organizations*, (7th ed.). Upper Saddle River, New Jersey: Prentice Hall.