

**LEADERSHIP STYLES AND ORGANISATIONAL CITIZENSHIP BEHAVIOUR  
AMONG ANGLICAN-BASED PRIVATE UNIVERSITIES IN UGANDA**

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**M23M15/018**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF THE  
MASTER OF BUSINESS ADMINISTRATION OF UGANDA CHRISTIAN UNIVERSITY**

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**UGANDA CHRISTIAN  
UNIVERSITY**

*A Centre of Excellence in the Heart of Africa*

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**BY  
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## APPROVAL

This proposal titled leadership styles and organizational citizenship behavior among Anglican based private universities in Uganda has been reviewed and approved by the undersigned as a fulfillment for data collection

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## TABLE OF CONTENTS

DECLARATION .....	i
APPROVAL.....	ii
ACKNOWLEDGEMENT .....	iii
TABLE OF CONTENTS .....	iv
LIST OF TABLES.....	vii
LIST OF FIGURES .....	viii
GLOSSARY OF TERMS AND ACRONYMS.....	ix
ABSTRACT.....	x
CHAPTER ONE: INTRODUCTION .....	1
1.1 Introduction .....	1
<b>1.2 Background to the Study</b> .....	1
<b>1.2.1 Historical Background</b> .....	1
<b>1.2.3 Conceptual Background</b> .....	2
1.2.4 Contextual Background.....	5
<b>1.3 Problem Statement</b> .....	5
1.4 Purpose of the Study .....	7
1.4.1 Specific Objectives .....	7
1.5 Specific Research Questions .....	7
1.6 Hypotheses.....	8
1.7 Scope .....	9
1.7.1 Geographical scope .....	9
1.7.2 Content scope .....	9
1.7.3 Time scope .....	9
1.8 Justification for the study .....	10
1.9 Significance of the study.....	10
1.10 Theoretical Framework .....	11
1.11 Conceptual Frame work .....	12
CHAPTER TWO: LITERATURE REVIEW .....	14
2.0 Introduction.....	14
2.2. The Influence of Directive Leadership to Organizational Citizenship Behavior .....	14
2.2. The influence of supportive leadership on organisational citizenship behavior .....	16
2.2. The influence of participative leadership on organizational citizenship behavior .....	18
2.2. The Influence of Organizational Commitment on the Relationship Between Leadership Styles and Organizational Citizenship Behavior .....	21
CHAPTER THREE: METHODOLOGY .....	24

3.1 Introduction.....	24
3.2 Research design .....	24
3.3 Area of Study .....	24
3.4 Source of Information .....	25
3.5. Population and sampling .....	25
3.5.1 Study Population .....	25
3.6 Sampling.....	26
3.6.1 Probability sampling .....	26
3.6.2 Variables and Indicators and measurements .....	28
3.7Data collection methods .....	29
3.7.1 Questionnaire method.....	29
3.7.2 Interview method .....	29
3.8 Data Collection Instruments/tools.....	30
3.8.1 Questionnaires.....	30
3.8.2 Interview Guide .....	30
3.9 Procedure for data collection .....	30
3.9.1 Reliability and Validity .....	31
3.9.2 Validity .....	31
3.10 Data analysis .....	32
3.11 Ethical consideration.....	33
3.12 Anticipated methodological constraints.....	34
CHAPTER FOUR: DATA PRESENTATION, INTERPRETATION AND ANALYSIS.....	35
4.1 Introduction.....	35
4.2 Distribution of Respondents by Faculty .....	35
4.3 Marital Status .....	36
4.5 Type of Employment .....	39
4.3 Relationship between directive leadership and organizational citizenship behavior among Anglican based private universities in Uganda.....	42
4.4 Relationship between Supportive leadership and Organizational citizenship Behavior ..	43
4.5 Relationship between Participative leadership and Organizational citizenship Behavior ..	46
CHAPTER FIVE: DISCUSSION .....	58
<b>5.0 Introduction</b> .....	58
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS .....	64
6.1Introduction .....	64
6.2 Conclusion.....	64
6.3 Recommendations.....	66
6.4 Areas for further research .....	68

APPENDICES .....	78
Appendix 1: Consent Form .....	78
Appendix 2: Interview Guide.....	79
Appendix 3: Questionnaire .....	82
Appendix 4. Work Plan.....	87
Appendix 5. REC Approval.....	89
Appendix 6. Introduction Letter.....	91

## LIST OF TABLES

Table 3. 1: Sample selection table for quantitative .....	27
Table 3.2: sample selection for the qualitative approach .....	28
Table 4. 1: Showing Respondents .....	35
Table 4. 2: Distribution of Respondents by Faculty .....	35
Table 4. 3: Showing Marital Status .....	<b>Error! Bookmark not defined.</b>
Table 4. 4: Crosstabulation of Name of University and Length of Service.....	<b>Error! Bookmark not defined.</b>
Table 4. 5: Type of Employment .....	39
Table 4. 6: Crosstabulation of Name of University and Gender ....	<b>Error! Bookmark not defined.</b>
Table 4. 7: Descriptive Statistics .....	42
Table 4. 8: Descriptive Statistics .....	43
Table 4. 9: Descriptive Statistics .....	46

## LIST OF FIGURES

Figure 1. 1: Conceptual Framework Relating Leadership Styles and Organizational Citizenship Behavior with employee commitment as a moderating variable. ....	13
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## **GLOSSARY OF TERMS AND ACRONYMS**

UCU: Uganda Christian University

SPSS: Statistical Package for the Social Sciences

CDs: Compact Discs

DVDs: Digital Versatile Discs

PDF: Portable Document Format

## ABSTRACT

This study investigated the impact of directive, supportive, and participative leadership styles on organizational citizenship behavior (OCB) of lecturers in two Anglican-founded private universities in Uganda: Uganda Christian University and Ndejje University. The study also investigated organizational commitment to mediate. The data were collected using a mixed-methods approach, i.e., convergent parallel design, from 430 lecturers with structured questionnaires and from 14 department leaders with in-depth interviews. Quantitative data were calculated using SPSS, while qualitative answers were coded from content analysis and reported verbatim.

Results revealed that directive leadership, as defined in terms of intensive control and close monitoring as how it is measured, had a weak but negative influence on OCB ( $r = -0.090$ ,  $p = 0.046$ ), which supports the argument that micromanagement discourages organizationally beneficial discretionary behavior. Supportive leadership, where employee care and guidance were focused upon, was the strongest positive predictor of OCB ( $r = 0.350$ ,  $p = 0.000$ ), reflecting how endorsement and support create employees who go that extra mile beyond the call of duty. Participative leadership, in which the workers are consulted in making decisions, positively but less strongly affected ( $r = 0.170$ ,  $p = 0.001$ ). Humanitarianism/egalitarianism did not predict OCB. Regression analysis confirmed supportive leadership as the best predictor of OCB (Beta = 0.350,  $p < 0.001$ ), followed by participative leadership (Beta = 0.170,  $p < 0.001$ ). Organizational commitment also positively and significantly contributed to the facilitation of OCB (Beta = 0.070,  $p = 0.028$ ) and the enhancement of the positive effects of supportive and participative leadership. Commitment did not, however, reverse the negative impact of directive leadership ( $p = 0.183$ ).

In conclusion, the studies verify participative and supportive leadership to result in OCB induction, and directive leadership to be counter-productive.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Introduction**

This chapter was organized into the background, which sets the context of the study; the problem statement, which highlights the research gap; the purpose of the study, including its objectives and hypotheses; the scope, which outlined its focus and boundaries; the justification and significance, which explained the study's importance and contributions; and the conceptual framework, which provide the foundation for the research.

### **1.2 Background to the Study**

#### **1.2.1 Historical Background**

Globally, Organizational Citizenship Behavior (OCB) was introduced at the start of the 1980s by Bateman and Organ (1983), and OCB was established by them as voluntary actions beyond formal tasks that have substantial effects on organizational performance. This definition shifted the focus of work-place research from the performance of tasks to emphasizing the importance of voluntary behaviors like altruism, conscientiousness, and civic virtue. Over time, OCB has become the keystone of workplace behavior studies, becoming a main driver for work performance, job satisfaction, and organizational performance.

In subsequent decades, investigation on OCB experiences was initiated, and leadership styles were a pivotal factor. Supportive, Participative, Directive leadership

styles particularly were found to have a positive contribution towards OCB through generating confidence, motivation, and cooperation among employees (Donkor, Segbenya & Ofosuhene, 2023). Participative leadership based on the platform of joint decision-making and openness was also established to be a motivational force for OCB, engaging employees into organizational purposes and even beyond their current job responsibility (Tran, 2024).

### **1.2.3 Conceptual Background**

#### **Leadership Styles**

Leadership styles are the manner in which a leader prefers to lead, inspire, and guide the workers he or she works with. In other words, it is the "style" or "tone" that a leader takes on day-to-day when interacting with workers and establishing the manner in which things get done (Northouse, 2021). Leadership styles are important in the sense that they not only affect performance, but also the work environment in which employees may be able to work.

#### **Supportive Leadership**

Supportive leadership involves showing concern for employees' welfare, inspiring them, and building trust relationships. Supportive leaders have the highest possible regard for employees' needs, evoking motivation and positive work environments (Liang et al., 2023). Supportive leadership in institutions of higher education has been linked to greater teamwork and organizational citizenship behaviors among faculty (Tran, 2024).

#### **Directive Leadership**

Directive leadership involves the provision of brief direct directions, anticipations, and close work completion monitoring. Directive leadership involves bureaucracy, job specification, and accountability (Kato et al., 2023). Although task-oriented initially, directive leadership can be a good element in OCB in preventing ambiguity and also for the accomplishment of role maintenance maintenance, mostly in academia where expectation stability guarantees faculty performance (Liang et al., 2023).

### **Participative Leadership**

Participative leadership involves employee involvement in decision-making to exercise respect and consideration of all the inputs. Participative leadership leaders decentralize power and promote employees to enable organizational goal realization (Ali et al., 2024). Empirical results within the workplace indicate that participative leadership makes employees feel more responsible for organizational goals and therefore pays a role in OCB (Tran, 2024; Abuowda et al., 2024).

### **Organizational Citizenship Behavior**

Organizational Citizenship Behavior (OCB) refers to extra-role behavior, discretionary, not officially recognized or rewarded or that support organizational performance (Ren et al., 2023; Fein et al., 2023).

Organizational commitment utilizes OCB in this study as a variable most closely linked with the employee intention to perform beyond official requirements.

### **Affective Commitment**

This reflects an employee's affective bond, identification, and commitment towards the organization (Meyer & Allen, 1991). Affectively committed employees will go out of their way to carry out OCB because they care about their firm (Luo, 2025).

### **Normative Commitment**

Commitment norm is the obligation or felt obligation by the employee to remain and assist the company (Meyer & Allen, 1991). Participative and supportive leadership style can create that sense of obligation which in turn manifests as long-term OCB (Tang & Liu, 2025).

### **Continuance Commitment**

Continuance commitment is the condition in which employees remain in an organization because of perceived exit costs (Meyer & Allen, 1991). Though sometimes forced to require more than desire, leadership can also influence continuance commitment to positive OCB when employees feel valued and safe (Peng et al., 2024).

### **How Leadership Influences OCB**

Leadership styles become focal points in setting OCB because they establish psychological contracts between managers and employees. Supportive leadership establishes feelings of belongingness and trust; directive leadership establishes security and certainty; and participative leadership establishes ownership and involvement. All of these combined lead to greater affective, normative, and continuance commitment—primordial channels through which OCB is achieved in organizations (Tran, 2024; Liang et al., 2023; Abuowda et al., 2024).

#### **1.2.4 Contextual Background**

Anglican-founded private institutions in the Sub-Saharan part of Africa such as Uganda Christian University (UCU) and Ndejje University are unique universities where intellectual merit and Christian values converge common ground. These universities attempt to produce graduates who are good ethics, community-based, service-based with good values such as trust, teamwork, and servant leadership. They share common challenges that range from limited resources, high turnover of staff, and compliance with high regulatory standards.

Leadership styles need to address such problems and offer OCB. Supportive Leadership compensates the Anglican environment of service and community, causing a conduct promoting institutional thriving. Participative Leadership achieves compliance and cooperation and causes staff to perform beyond the job requirements. Directive Leadership, as superb in establishing conformity towards institutional objectives, is restrictive in bringing about discretionary action where flexibility and innovativeness are needed. In relation to such dynamics as in this case, the purpose of this study is to consider leadership behavior influence on OCB in Uganda's Anglican established universities to the extant Sub-Saharan African literature on leadership and organizational behavior.

#### **1.3 Problem Statement**

Organizational Citizenship Behavior (OCB) development is rooted in solid foundations of effective leadership practices, the hallmark of organizational performance and employee involvement. Globally, directive, facilitative, and participative leadership practices boost confidence, cooperation, and discretionary action, which translates into over 40% improvement in OCB when well-defined and implemented (Podsakoff et

al., 2018). In Uganda, Christian institutions like Uganda Christian University (UCU) and Ndejje University, which are founded on an Anglican heritage, propagate the values of spirituality, team, service, and responsibility, and mentoring initiatives to develop OCB-generative leadership (Kamya & Mugisha, 2021). Low OCB is an issue, with over 35% of employees dissatisfied with management practices and an 18% mean yearly turnover rate (Mwesigwa et al., 2020). Low leadership support and participation were associated with low OCB, bringing organizational competitiveness as well as workers' morale to a halt.

Organizational commitment (OC), a psychological measure of affiliation and commitment on the part of the employee, is used to mediate OCB and leadership style. Concurrent sense of belongingness and norm commitment, affective commitment to stay, have high correlations with long-term discretionary behaviors like altruism, sportsmanship, and civic virtue (Smith & Jones, 2023; Herrera & De Las Heras-Rosas, 2021). Christian faith and sense of belonging to church demonstrate affective commitment in Christian-private Anglican universities and OCB performance, triggered by participative, directive, and supportive leadership (García-Morales et al., 2021). Low commitment, however, emphasizes the impact of leadership on OCB performance and participation. This current research thus set its focus on the impact of leadership on OCB in the universities and correlated practical recommendations for enhancing employees' participation, engagement, and organizational performance.

## **1.4 Purpose of the Study**

The purpose of the study was to examine how leadership styles influence Organizational Citizenship Behavior among Anglican Christian based private institutions of higher learning in Uganda

### **1.4.1 Specific Objectives**

The study was guided by the following specific objectives:

- i. To determine the relationship between directive leadership and organizational citizenship behavior among Anglican based private universities in Uganda.
- ii. To examine the influence of supportive leadership on organizational citizenship behavior among Anglican based private universities in Uganda.
- iii. To assess the influence of participative leadership on organizational citizenship behavior among Anglican based private universities in Uganda.
- iv. To explore the Moderating role of commitment in the relationship between leadership styles and organizational citizenship behavior in Anglican-based private universities in Uganda.

## **1.5 Specific Research Questions**

The study addressed the following research questions;

- i. What is the relationship between directive leadership and organizational citizenship behavior among Anglican-based private universities in Uganda?
- ii. What is the influence of supportive leadership on organizational citizenship behavior among Anglican based private universities in Uganda?
- iii. What is the influence of participative leadership on organizational citizenship behavior among Anglican based private universities in Uganda?

- iv. Do organizational commitments moderate the relationship between leadership styles and organizational citizenship behavior in Anglican-based private universities in Uganda?

## **1.6 Hypotheses**

### **Research Question 1:**

**H<sub>01</sub>:** There is no significant relationship between directive leadership and organizational citizenship behavior among Anglican-based private universities in Uganda.

**H<sub>11</sub>:** There is a significant relationship between directive leadership and organizational citizenship behavior among Anglican-based private universities in Uganda.

### **Research Question 2:**

**H<sub>02</sub>:** Supportive leadership has no significant influence on organizational citizenship behavior among Anglican-based private universities in Uganda.

**H<sub>12</sub>:** Supportive leadership has a significant influence on organizational citizenship behavior among Anglican-based private universities in Uganda.

### **Research Question 3:**

**H<sub>03</sub>:** Participative leadership has no significant influence on organizational citizenship behavior among Anglican-based private universities in Uganda.

**H<sub>13</sub>:** Participative leadership has a significant influence on organizational citizenship behavior among Anglican-based private universities in Uganda.

## **1.7 Scope**

### **1.7.1 Geographical scope**

Ndejje University and Uganda Christian University (UCU-Mukono) are significant Anglican-related private universities in Uganda. Both universities are fully dominated by or under the dominance of the Church of Uganda and hence are the best institutions to analyze leadership dynamics within a religious, Anglican setting. The study seeks to examine the impact of leadership styles on organisational citizenship behaviour (OCB) in Anglican-founded universities thus, such universities were selected based on institutional fit with the scope of inquiry (Kaguhangire & Mbabazi, 2021).

### **1.7.2 Content scope**

The content scope focused on the independent and dependent variables that emerged from the research topic. The research topic is *leadership styles and organizational citizenship behaviour among Anglican based private universities in Uganda*. These variables included Directive Leadership, Supportive Leadership, and Participative Leadership as independent variables. The dependent variables included Altruism, Sportsmanship and Civic virtue.

### **1.7.3 Time scope**

A time period of ten years provided a good time to observe trends, patterns, and changes in private university leadership launched by Anglicans. Leadership styles and their impact on organisational citizenship behaviour (OCB) modify gradually over time as a result of institutional change, leadership turnover, and evolving organisational cultures. Spanning ten years in time, the study can accommodate short-term variation as well as longer-term shift in leadership style, thereby presenting a more balanced picture of their impact on OCB (Adeoye & Elegunde, 2021).

### **1.8 Justification for the study**

This study was motivated by the need to establish the effect of leadership styles i.e. Supportive, Directive, and Participative on Organizational Citizenship Behavior (OCB) in Anglican-founded private universities in Uganda based on institutions like Uganda Christian University (UCU) and Ndejje University for reference. These institutions, as the pillars of higher education in Uganda, grapple with turnovers and shortages that undermine their capacities to balance Christ values and academic excellence (Lwehabura & Kalule, 2020). Moreover, research has established that leaders' behavior tends to affect the behavior of employees significantly outside those specific work-specific assigned tasks, i.e., organizational initiative and loyalty, as components of institutional effectiveness (Mwesigwa et al., 2020).

### **1.9 Significance of the study**

This study shall be significant in the way that it seeks to identify leadership styles most suitable in eliciting Organizational Citizenship Behavior (OCB) in Uganda Private Anglican founded universities, that is, Uganda Christian University (UCU) and Ndejje University. In exploring how Supportive, Directive, and Participative leadership styles affect commitment and employees' motivation, the study offered helpful recommendations to the university management to foster a successful organizational environment. This was particularly relevant to this case in relation to these institutions' problems, such as high turnover of personnel, few resources, and pressures for institutional aims to be compatible with Christian values.

To policymakers, the research will provide the foundation for developing governance frameworks for facilitating effective management practices within religious

institutions. By connecting management practices and policy efforts that focus on leadership excellence and accountability, policymakers would ensure the sustainability of institutions and retention of competitive advantage.

Finally, the study will be useful to scholarly articles on management and leadership in universities. By filling knowledge gaps on the effect of leadership styles on OCB in Anglican based universities, the results provided evidence-based propositions that could result in institution performance enhancement and pursuit of organizational goals.

### **1.10 Theoretical Framework**

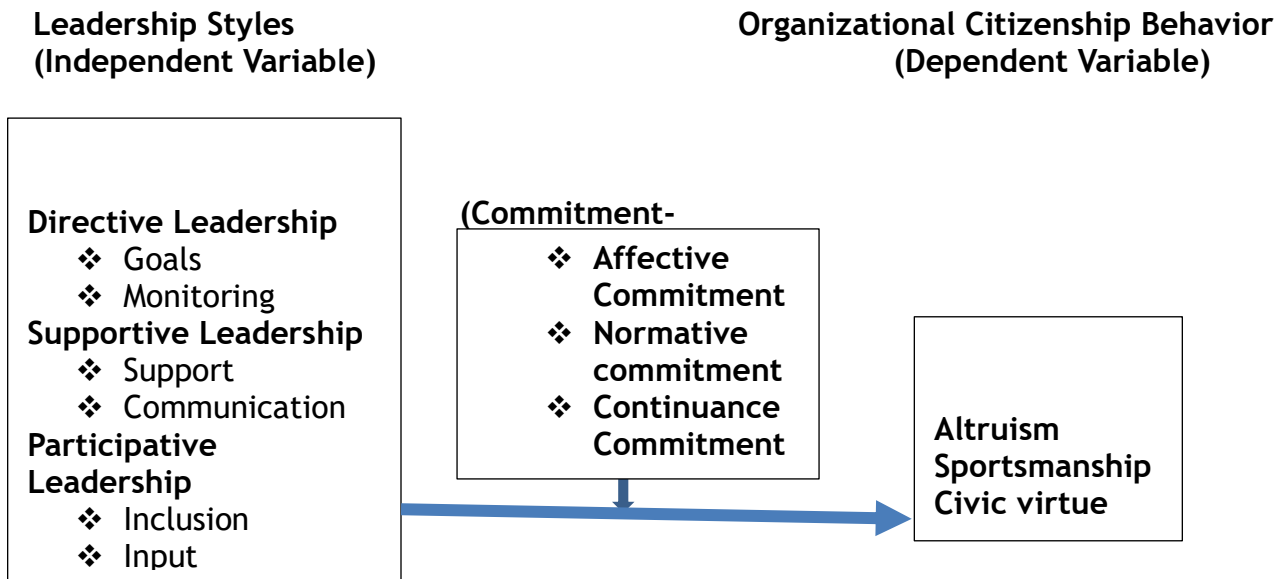
Two convergent theories—Social Exchange Theory (Blau, 1964) and Goal-Setting Theory (Locke & Latham, 1990)—were used in the study to examine how far leadership facilitates Organizational Citizenship Behavior (OCB) in Uganda's Anglican-foundation private universities. The two theories are action-explanatory and relational, and they get not just what leaders do, but also the way in which leaders tie workers together and inspire voluntary commitment.

Goal-Setting Theory holds that individuals perform best when presented with challenging but specific and untested goals, and performance feedback. Participative or facilitating managers achieve this by engaging workers in goal-setting, where responsibility and control are supplemented. Employees will work overtime voluntarily if they understand how their work contributes to large goals. There is also evidence to substantiate this connection: Ferrari (2024) argued that participative leadership generates participation, while Locke and Latham (2002) set out that challenging yet achievable goals result in greater performance. Although the theory is utilitarian and simplistic, it cannot directly account for relational or intrinsic motivators. That said, it

is a useful starting point in developing an appreciation of how leadership induces OCB in universities. Social Exchange Theory, however, is rooted in interdependence between employees and leaders. It assumes that as leaders are selfless, fair, and solidarity-minded, employees will be so through behaviors such as OCB. Theory substantiates this: Fein et al. (2023) established that trust mediated the effect of leadership on OCB, and that Ren et al. (2023) had established organizational support for discretionary behavior. Although it takes employees' perception of reciprocity consistency for granted, not always the case, it works best in religious organizations such as churches where moral obligation, fellowship, and respect values are dominant. Goal-Setting Theory and Social Exchange Theory combined form a two-layered approach of simultaneously exploring the impact of leadership on OCB in Uganda's Anglican-founded universities.

### **1.11 Conceptual Frame work**

This study is guided by a conceptual framework that translates the study variables and objectives into measurable components. Figure 1.1 below presented the conceptual framework illustrating the relationship between leadership styles and Organizational Citizenship Behavior (OCB) in Anglican based private universities. It also introduced employee commitment as a moderating variable, meaning that the strength of the relationship between leadership styles and OCB depends on the level of employee commitment.



Source: Adopted from Podsakoff et al. (1990) and modified by the Researcher.

**Figure 1. 1: Conceptual Framework Relating Leadership Styles and Organizational Citizenship Behavior with employee commitment as a moderating variable.**

From Figure 1.1, leadership styles represented the independent variable, comprising supportive, directive, and participative leadership. These styles influence Organizational Citizenship Behavior (OCB), the dependent variable, which is categorized into three dimensions: Altruism, Sportsmanship, and Civic Virtue. However, this relationship is moderated by employee commitment, which can strengthen or weaken the impact of leadership styles on OCB.

Based on this conceptual framework, the study examined how supportive, directive, and participative leadership styles contribute to enhancing OCB among academic staff, considering the role of employee commitment. The framework provided a foundation for understanding how leadership approaches interact with commitment levels to shape discretionary behaviors, ultimately influencing the organizational effectiveness of Christian private Universities.

## CHAPTER TWO: LITERATURE REVIEW

### 2.0 Introduction

This literature review defines how leadership styles are associated with OCB in Uganda's private Anglican-established universities. Particular focus is laid on directive, supportive, and participative leadership and their impacts on OCB. Directive leadership, as direct order and direct supervision of work, is able to mold OCB through job definition and structure.

### 2.2. The Influence of Directive Leadership to Organizational Citizenship Behavior

Directive leadership with its precise instructions, policies, and strict control has been a casualty of excess focus in organisational studies. While it does bring certainty, standardization, and goal achievement, its contribution to Organisational Citizenship Behaviour (OCB) or voluntary, discretionary behaviour leading to organisational performance cannot always be guaranteed. Harvard Law School (2020) feels that directive leadership is apt for risky or formal settings, issuing orders to employees and shying away from errors. Its power, however, can kill imagination and short-circuit discretionary action required by OCB, the inclusion of participative features kills moderates' efficiency and interest.

Directive school leadership was observed to implement task accomplishment in a linear manner despite the fact that the same is being performed on a large scale by sacrificing psychological empowerment. Jameel et al. (2021) presume it as a given that employees build minima under directive leadership but are not so inclined to build discretionary behavior such as assisting others or initiating, which are OCB factors. This is also attested to by Nguni et al. (2020), who in researching institutions in East Africa posited that whereas directive leadership builds institutional adherence to aims, it weakens

interpersonal trust—a very critical ingredient utilized to boost cooperation and discretionary effort required to build OCB culture.

Directive leadership has been asserted by other researchers to be useful when combined with transformational or relational factors. Directive styles, Benmira and Agboola (2020) assert, are clear and linear but that inclusion of transformational practice can provide the motivation drive to facilitate the creation of OCB. Peng et al. (2020) also linked directive leadership with task compliance at the cost of team effort and voluntary action in stifling discretionary behavior like altruism and civic virtue. Rodrigues and Ferreira (2021) also cite failure to communicate or too slanted in an authoritative way as most likely to create resistance, lower morale, and lower OCB. Also, in which setting the situation is unfolding decides how far the directive style of leadership will be effective.

Nugraha (2022) discovers that where there is a formal setting and established procedures, the style is good; but where there are flexible or responsive settings, its strictness inhibits innovation and initiative to uphold OCB. Further, Aboramadan (2021) discovers directive leadership induces discipline in under-resourced African universities but override following and control inhibit innovation and autonomy for emergent behavior. Euwema et al. (2022) also believe that directive leadership is ideal during crises but cannot fault OCB in cooperative or stable settings because discretionary behaviors in which the employees are appreciated and rewarded above task demands are common. Text also identifies the relational deficiency of directive leadership. Sadler (2023) argues directive nature will likely destabilize relational interaction, and Kim et al. (2019) also maintain directive leaders will also annihilate emotional involvement, a strong elicitor of OCB. Arar and Abu Nasra (2023) state directive

leadership will be stifling team-based innovation for the Middle East universities and recommend to be mixed with participative behavior to achieve the maximum possible surge in discretionary action. Empirical research in all other Ethiopian and other African business companies (Belay et al., 2020; Khalid & Ahmed, 2021) all prove that while directive leadership will establish order and obedience in response, subsequently, it will kill worker discretion, volunteerism, and long-term business success. Combining directive with relational, participative, or supportive styles might maximize employee trust, commitment, and OCB. Commonly, studies find that directive leadership performs best on high compliance, high completion, and high clarity in formal or high-stakes environments. Its task focus and punishableness, however, suppress discretionary behaviors, team cohesiveness, and relationship dynamics on which OCB is based.

Adding participative or facilitative elements can introduce such limits and offer an infrastructure where the employees just perform tasks in competence but also willingly work towards mutual goals of the institution. This is the case with Uganda's private Anglican origin universities, where structure and order and participation and volunteer enthusiasm are a prerequisite for success of the same institutions.

## **2.2. The influence of supportive leadership on organisational citizenship behavior**

Supportive leadership, which centers around providing emotional, psychological, and instrumental support to employees, has been consistently shown to influence Organizational Citizenship Behavior (OCB) voluntary behaviors that extend beyond formal job requirements and benefit the organization. In Anglican-based private universities, where community values, ethical behavior, and collaboration are central, supportive leadership plays a crucial role in promoting a positive organizational culture.

Mayfield et al. (2023) discussed how motivating language and empathetic leadership create strong emotional bonds with employees, which fosters OCB. The relational aspect of leadership, particularly when combined with clear and supportive communication, encourages staff to exceed their basic job requirements

House & Mitchell (2022), in their work on path-goal theory, show that supportive leadership, by meeting employees' emotional and practical needs, enhances job satisfaction and motivates employees to engage in OCB. In Anglican based universities, where the organizational goals often intersect with religious and moral values, this leadership style encourages staff to exceed their job requirements in service to the institution's mission.

In "Atlas of the Heart" (2021), Brené Brown emphasized the importance of building emotional connections in leadership. The researcher argues that supportive leaders who foster these emotional bonds inspire employees to act in the organization's best interest, even when those actions are not formally recognized or rewarded. For Anglican universities, where relationships are often guided by faith-based principles, this type of leadership fosters a culture of mutual support and voluntary contribution, key to the success of the institution.

Nemteanu and Dabija (2021), in "Developing Sustainable Workplaces through Leadership", highlight that supportive leadership helps create an environment of trust and emotional safety. This environment enables employees to take initiative, work collaboratively, and engage in OCB. In universities with a focus on ethical and communal values, such as Anglican institutions, these behaviors contribute significantly to both academic success and organizational well-being.

Obedgiu et al. (2020) explored the role of organizational justice in predicting OCB among civil servants in Uganda. They found that while organizational justice positively influences OCB, the relationship is indirect, mediated by organizational commitment. The study emphasizes the importance of leadership in fostering a fair and supportive environment, which can enhance employees' willingness to engage in OCB

Research by Matovu et al. (2021) on the public sector in Uganda found that leadership style, especially supportive leadership, has a significant impact on employees' job satisfaction and their display of OCB. Supportive leaders were observed to foster an environment of trust and collaboration, directly enhancing the organizational climate and motivating employees to contribute beyond their formal roles

A study by Elsaied (2021) in an African setting examined the mediating role of employee engagement between supportive leadership and voice behavior, which is a form of OCB. Elsaied concluded that leaders who show support significantly boost employees' engagement and willingness to contribute proactively to the organization, which is crucial for fostering OCB

Garg and Singh (2020) found that supportive leadership positively influences employee engagement, which, in turn, enhances OCB. Their study highlights the role of leadership in shaping an employee's emotional commitment and their readiness to go beyond the basic job requirements

## **2.2. The influence of participative leadership on organizational citizenship behavior**

Participative leadership has been internationally endorsed as a style of leadership that enhances organizational citizenship behavior (OCB) and employee commitment.

Internationally, there has been evidence to show that employees' participation in decision-making increases commitment and discretionary action. Garg and Singh (2020), for instance, had assumed that participative leadership positively influenced employee engagement, thus indirectly influencing the development of OCB, since employees' participation causes emotional commitment and willingness to exert an extra effort. Fatima et al. (2021) also surmised that participative leadership would increase team cohesiveness and innovativeness, with organizational success in higher percentages being explained by discretionary behavior. These studies have shown that Sagnak (2021) explained how participative leaders establish feelings of belongingness and ownership which appeal to workers to go beyond their formal work, while Kim and Schachter (2023) credited participative leadership with psychological empowerment, which is an antecedent most vital to OCB.

Furthermore, additional general findings from less controlled academic and African backgrounds also further emphasize the applicability of participative leadership. Usman et al. (2022) tested participative leadership on African traditional communal communities and found that participative behaviors are in line with cultural norms of communal decision-making in traditional culture and induce initiative, cooperation, and helping behavior—all for OCB. Thus, Elsaied (2021) referenced the mediating position of trust in concluding appreciation of employee contribution and participation results in engagement and proactivity. Halaychik (2024) utilized the applied use of participative leadership as a conflict management tool and inducing loyalty that results in prolonged OCB, while Peng et al. (2023) came up with the process by which participative practice within education contributes to developing OCB through emphasis on innovation through continuous feedback and participation.

Empirical research in Uganda tends to confirm the same positive impact of participative leadership to OCB. Obedgiu et al. (2020) set that involvement of employees in decision-making by managers within an organization evokes fairness, trustworthiness, and cooperation that effectively drive OCB in employees who work in the university. Similarly, Matovu et al. (2021) set that participative leadership in universities initiates culture of collective responsibility that drives greater cohesion and citizenship behavior in terms of advocacy and loyalty. Past research conducted by Obedgiu, Bagire, and Mafabi (2017) corroborated that workers' participation and inclusiveness of managers directly influence cooperation and commitment among the teachers and reinforce the relationship between participative leadership and OCB. Oketch and Ainembabazi (2020) in Kampala International University confirmed that employees' motivation is generated by participative leadership, as evidenced by extra-role behavior.

Evidence is also available in Uganda overrunning the general public sector. For example, a study of government civil servants found that fairness, inclusion, and opportunity for voice in decision-making all affect employees' willingness to engage in extra-role behaviors that would be advantageous to an organization (Obedgiu et al., 2020). Furthermore, Uganda National Council for Science and Technology (UNCST, 2020) research also indicated that participative governance behaviors in private universities increase the quality of teaching and research as well as employee engagement in extra-role behavior. Ugandan results as a whole confirm that participative leadership is a crucial OCB determinant in all these institutional settings. Participative leadership and participation not only establish trust and psychological ownership but also develop

organisational cultures within which employees will go the extra mile beyond normal undertakings, thereby developing cohesion, innovation, and sustainability.

## **2.2. The Influence of Organizational Commitment on the Relationship Between Leadership Styles and Organizational Citizenship Behavior**

According to Mwesigwa et al. (2020) Commitment workers were more inclined to take discretionary actions for the good of the organization, showing commitment to act as a buffer that works between good work environment and its positive impact on OCB. This portrays the general view that organizational commitment is one of the basic mechanisms through which leadership attempts to affect worker conduct above, yet still linked to, formal task demands.

Additionally, Mugizi, Nuwatuhaire, and Turyamureeba (2019) illustrated the organizational structure in a private university in Uganda and how the structure determined employees' commitment. Based on their study, organizational structures, when effectively designed to meet the employees' expectations and needs, welcome commitment, thus leading to greater engagement and performance. This suggests that structural and leadership determinants are interdependent in creating a context in which OCB is facilitated by organizational commitment as a mediator of the effects of managerial and structural practices on extra-role behavior by employees.

Ahmad and Hassan (2015) clarified that organizational commitment within Malaysian businesses is positively influencing the association between transformational leadership and OCB in a manner that employees with high commitment will behave with leadership attitudes and exceed their formal work. This is also reiterated by Kafetzopoulou and Prezerakos (2019) in the Greek public sector as there has been an experiment that

commitment will encourage employees to behave proactively, OCB, as it gives a sense of ownership and responsibility by the employees.

Saeed and Ahmed (2021) and Al-Kahtani and Naji (2020) also confirm that organizational commitment itself is one of the causes of motivation within the context of business and higher education alike and that it is the one which requires transformational or other effective leadership styles to generate positive OCB. All of the research is in alignment with the argument that leadership by itself would not be enough to cause OCB unless employees share organizational values and goals.

Finally, Robbins and Judge (2018) provide an encompassing explanation whereby organizational commitment regularly serves as a mediator of leadership's effect on OCB. Leadership tries its level best to create trust, respect, and goal congruence when employees are committed, yet poor leadership cannot produce discretionary, citizenship behavior.

Overall, this research finds a consistent theme: organizational commitment not only influences the receptiveness of employees to leadership but also allows leadership to evolve into positive organizational behavior. It suggests the need to establish commitment to create effective leadership interventions to enhance OCB in different organizational contexts.

The studies conducted in the current section sporadically cite the moderating function of organizational commitment in consolidating leadership style and organizational citizenship behavior (OCB) affiliations in settings like Ugandan universities (Mwesigwa et al., 2020; Mugizi, Nuwatuhaire, & Turyamureeba, 2019), Malaysian organizations

(Ahmad & Hassan, 2015), Greek public sector organizations (Kafetzopoulou&Prezerakos, 2019), Pakistani universities (Saeed & Ahmed, 2021), and Saudi organizations (Al-Kahtani& Naji, 2020), signaling that committed employees embrace leadership and exhibit discretionary behaviors. But silences there are: few of the existing studies focus on private, religious Anglican universities in Uganda, where different cultural, religious, and institutional contexts may influence how leadership style influences OCB; little work has been done on transformational leadership, with very limited knowledge about the impact of directive, supportive, and participative leadership on OCB in universities; most of the previous work has been predominantly quantitative, with very limited qualitative insight into staff everyday activity and attitudes toward commitment and leadership; and too little attention has been paid to how organizational commitment interacts with institutional culture, leadership style, and individual differences to influence OCB. The above gaps create a solid understanding of dynamic relationships among leadership, commitment, and OCB for Uganda's Anglican-established private universities.

## CHAPTER THREE: METHODOLOGY

### 3.1 Introduction

This chapter focuses on the research design, population and sampling, area of study, data collection methods, data collection tools, reliability and validity, study limitations.

### 3.2 Research design

The study adopted a convergent parallel research design utilizing a mixed method research approach. The study employed a mixed methods research approach. The design allows data to be collected quantitatively and qualitatively at the same time and analyzed separately before converging into a master interpretation (Creswell & Creswell, 2018).

Additionally, the convergent parallel research design allowed for the triangulation of data, both quantitative and qualitative, as this enhances the quality of research results via cross-comparison among research results from diverse sources of data and methods (Fetters et al., 2013). For instance, whereas survey data measure the extent to which leadership styles influence OCB, interviews can ascertain the contextual and cultural contingencies that condition these kinds of behaviors in Uganda's Anglican-based universities. This second data structure is utilized to add validity and credibility to the results (Guetterman et al., 2021).

### 3.3 Area of Study

This study focused on Anglican based private universities in Uganda, specifically Uganda Christian University (UCU) and Ndejje University. UCU, founded in 1997, is a well-known Christian institution that has become a key player in Uganda's higher education sector. It offered a wide range of programs across disciplines such as business, law, and social

sciences. UCU is particularly notable for its diverse leadership approaches and commitment to integrating Christian values into academic and administrative practices. Ndejje University, which was established in 1992, has built a strong reputation for fostering a Christian centered educational environment while providing quality academic programs as well.

### **3.4 Source of Information**

Primary and secondary sources were triangulated to achieve the highest validity in the research. Administrator and staff questionnaire and interview responses as primary data generated direct evidence on leadership styles and Organizational Citizenship Behavior (OCB), while secondary data in policy reports, institution reports, and literature form provided confirmatory evidence, context, and prevented single-source bias (Lawlor et al., 2020; Vasileiou & Barnett-Page, 2022). Secondary data provided theoretical and legislative backdrop, situating observed practice in control legislations like Universities and Other Tertiary Institutions Act and National Council for Higher Education regulations, while primary data placed such models in context through documentation of lived experience of leadership and discretionary behaviours workers (NCHE, 2023; Uganda, 2006).

### **3.5. Population and sampling**

#### **3.5.1 Study Population**

The study selected lecturers and heads of department to be respondents and participants for the study due to the following reasons. Lecturers were selected because they are directly impacted by leadership style in their organizations. They have frequent interactions with departmental heads, deans, and senior administrators, and are therefore in the best position to observe and learn about leadership behaviour like

directive, supportive, or participative leadership. By virtue of interacting with them, they are best placed to determine how leadership influences organisational citizenship behaviour (OCB), the voluntary, discretionary action that helps to contribute to institutional effectiveness (Osman et al., 2022).

Additionally, Department heads, were chosen because they are indeed the greatest leadership actors within the university hierarchy. They dictate leadership behavior at the department level and even serve as the middle link between the senior management and lecturers. Their perception provides information on how leadership is being carried out and how they respond to staff feedback within the OCB context (Nguyen et al., 2021).

### **3.6 Sampling**

#### **3.6.1 Probability sampling**

The researcher used probability sampling method where each individual in the population has an equal chance of being selected to participate in the study. This method was considered the most effective way to ensure that all sampling units accurately represent their populations (Bryman,2018). Probability sampling method included Simple random sampling, Systematic random sampling, Stratified Sampling, Multi-stage sampling technique and cluster sampling. For this simple random sampling technique was adopted.

#### **Simple random sampling**

This research applied simple random sampling to guarantee that all lecturers in the target population had an independent and equal likelihood of being selected. This reduced choice bias, improved the process's objectivity of sampling, and the quantitative results' statistical validity (Creswell & Creswell, 2018). In the example of

this study organizational citizenship behavior (OCB) and leadership styles—this method ensures it is a true cross-section of lecturers working in Anglican-based private universities in Uganda.

The study used simple random sampling utilizing the Yamane formula of 1967. This is a form of probability sampling that is used in quantitative research to arrive at a representative sample (Brayman, 2018).

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

$$n = \frac{530}{1 + 530(0.05)^2}$$

$$n = \frac{530}{1 + 530(0.325)}$$

$$n = \frac{530}{1 + 1.325}$$

$$n = \frac{530}{2.325}$$

$$n = 228$$

The study considered 228 respondents as the study population for the population in Uganda Christian University. This was considered representative of the study population in Uganda Christian University according to Bryman (2018).

Ndejje University was also determined using the above formula arriving at a representative population of 202.

**Table 3. 1: Sample selection table for quantitative**

Category	Population of study	Target population	Sampling technique
Lecturers at Uganda Christian University	530	228	Simple random sampling
Lecturers from Ndejje university	408	202	Simple random sampling
<b>Total</b>	<b>933</b>	<b>430</b>	

## Sample selection for qualitative approach

### Purposive sampling

The Heads of Departments (HoDs) were purposively recruited for the qualitative phase since they hold the core managerial role within the organizational hierarchy. As middle managers, the HoDs hold the in-between role between university admin and academic and thus enjoy a bird's eye view regarding leadership behavior and its impact on Organizational Citizenship Behavior (OCB). This qualitative research approach gives the participants firsthand, experiential knowledge of the phenomenon, leading to rich and context-rich data (Campbell et al., 2020; Gentles et al., 2022). Participative HoDs who were recruited in a straightforward manner and were actively involved in decision-making and policy implementation ensured the research captured the maximum benefit of the practicality, richness, and representativeness of qualitative data.

**Table 3.2: sample selection for the qualitative approach**

Category	Population of study	Target population	Sampling technique
Heads of departments at Uganda Christian University	10	7	Purposive sampling
Heads of department at Ndejje University	10	7	Purposive sampling
<b>Total</b>	<b>20</b>	<b>14</b>	

### 3.6.2 Variables and Indicators and measurements

The main variables in this study included leadership styles (independent variables) and Organizational Citizenship Behaviour (OCB) (dependent variable). These was informed by Goal-Setting Theory (Locke & Latham, 1990) and Social Exchange Theory (Blau,

1964). Both quantitative and qualitative approaches were used to measure and explore these variables. Pearson's correlation was used to analyse the quantitative data, and thematic analysis guided the qualitative data interpretation.

### **3.7 Data collection methods**

#### **3.7.1 Questionnaire method**

Using questionnaire method enabled the elimination of bias as all respondents were assigned the same questionnaire which enabled the collection of uniform data. The same techniques have been used in Ugandan research within higher education, with the researchers learning that structured questionnaires made it easier to get uniform replies from different members of staff (Kambabazi, 2023).

#### **3.7.2 Interview method**

##### **In-depth interviews**

This study collected qualitative data from Uganda Christian University and Ndejje University Heads of Departments (HODs) through in-depth interviews since interviews allowed the researcher to gather rich information on leadership behavior and how it affects organizational citizenship behavior (OCB). Interviews allowed room for HODs to elaborate on things encountered, views, and perceptions in their own words. This richness is most evident in leadership research, where context and meaning exert an overwhelmingly dominant impact on behavior. Empirical evidence is evidence in favor of the fact that interviews are effective to tap rich contextual information in leadership research, providing insights beyond numbers' limitations (Saunders et al., 2019; Creswell & Creswell, 2018).

### **3.8 Data Collection Instruments/tools**

#### **3.8.1 Questionnaires**

The Revised Leadership Styles Questionnaire (RLSQ) created by Zarrabi (2020) was utilized in the study as it was a valid and reliable tool to utilize in gauging supportive, participative, and directive leadership behavior that affects Organizational Citizenship Behavior (OCB). The tool was extremely appropriate for use among lecturers in Uganda's private universities based on Anglican religion where leaders do not only need to lead, but also engage members of staff in decision-making, mentoring, and empowering.

#### **3.8.2 Interview Guide**

The study used an interview guide to cover the key themes systematically but with sufficient room for follow-up questioning in order to allow all the participants to write on issues related thereto but provide space for extra clarification as they wished. This provided validity and reliability since interviewer bias was eliminated but rich context-dependent data were produced (Bryman, 2016; Kallio et al., 2016). The facilitation was most useful in posing the question how leadership styles impact OCB in universities to enable participants such as Heads of Department to share good departmental insights. As much as leadership is a multifaceted issue, the reflexive yet systematic guide helped ensure participant accounts were framed within research aims without becoming disengaged from personal interpretation and meaning (Creswell & Creswell, 2018; Braun & Clarke, 2022).

### **3.9 Procedure for data collection**

This study adhered to strict ethical guidelines to protect participants' rights and well-being. The researcher was cleared by the research ethics committee of Uganda Christian University, and Uganda National council of science and technology to conduct

the study. This was after thorough review of the research proposal by the two named institutions. The clearance letter enabled the researcher to introduce herself to the authorities in the two universities where the study was conducted. This very letter was also used by the researcher to introduce herself to the respondents during pretesting tools and also when carrying out the actual data collection.

### **3.9.1 Reliability and Validity**

#### **Reliability for quantitative data**

A reliability test was carried out to check the internal consistency of the responses provided by the respondents. The overall objective of this test was to determine whether the questions will be understandable to a wide number of respondents. To be able to realize this, a Cronbach's Alpha Coefficient was computed using SPSS. The index was found to be 0.81 which was acceptable.

#### **3.9.2 Validity**

To determine whether the questions can capture the desired data, validation was carried out. Validity (OA, 2015) showing how accurately a measurement reflected what it was supposed to measure. The validity tests included construct validity, content validity and convergent Validity.

To establish Content validity, the questionnaire was piloted within 20 employees and their responses informed the decision on the validity of the tool. The Content validity

Index (CVI) was computed as follows: 
$$CVI = \left( \frac{n_e - \left(\frac{N}{2}\right)}{\left(\frac{N}{2}\right)} \right)$$

Where  $n_e$  indicated the number of raters who agreed that the tool is valid. A Content Validity Index (CVI) exceeding 0.8 indicated strong agreement on the tool's validity.

(Yusoff, 2019). Construct Validity was done to establish the traits of the variables using Pearsons's correlation

### **Reliability and validity for qualitative data**

Based on Lincoln and Guba's (1985) principles of credibility, transferability, dependability, and confirmability, the research managed to achieve trustworthiness in various means. Credibility was achieved by having prolonged exposure to Heads of Departments, member checking, and giving participants a chance to go through transcripts (Noble & Heale, 2019). Transferability was achieved by presenting rich descriptions of Uganda Christian University and Ndejje University contexts to facilitate generalizability to similar settings (Amankwaa, 2016). Reliability was maintained through an open audit trail that documented all phases of the study for reproducibility and accuracy (Connelly, 2016), and confirmability was maintained through reflexive diary keeping and peer debriefing to reduce bias and situate findings in participants' realities (Collins et al., 2023).

### **3.10 Data analysis**

#### **Quantitative Data**

The data was organized and prepared for analysis using SPSS version 29 the current version because its user friendly and offers advanced techniques to analyze leadership styles and organizational behavior (Pallant, 2020). it was used to calculate basic statistics, such as means and percentages, and perform advanced analyses like correlation and regression to explore relationships between leadership styles and employee performance.

Data was analyzed using descriptive statistics, reliability analysis, correlation matrix, regression analysis, and moderation analysis Using SPSS. For example: Descriptive

statistics provided a summary measure that describes the central tendency, spread, and shape of a dataset.

### **Qualitative data**

Qualitative data was entered in Nvivo version 14, codes were assigned and meaning was made out of the data patterns that were identified. The data was analysed using content analysis and presented verbatim. Content analysis informed coding of answers, pattern recognition, and inferential derivation of thematic meaning from interview transcripts and was thus particularly relevant to leadership conduct research and its contribution to OCB (Schreier, 2018; Zhang & Wildemuth, 2023). The method was valuable because it enabled accounts of HODs to provide rich, dense explanations of decisions, discretionary behavior, and organizational climate. By allocating information into discrete themes, content analysis made findings stay original to participants' own words but at the same time comparable and intelligible across departments (Elo et al., 2014; Bengtsson, 2016).

### **3.11 Ethical consideration**

Informed consent was obtained from all participants before data collection begins. Participants received a clear explanation of the research objectives, procedures, potential risks, and benefits. They were informed of their right to withdraw from the study at any time without consequence. Written consent forms were documented participants' agreement, ensuring that their participation is both voluntary and informed (Creswell & Poth, 2024).

To uphold research integrity, the researcher ensured accurate and transparent reporting of data, avoiding any form of data manipulation or misrepresentation. Confidentiality

was maintained through anonymization of data, and findings were reported with integrity, avoiding bias. This approach aligned with ethical standards and was fundamental to maintaining the credibility and reliability of the research (Creswell & Poth, 2024).

### **3.12 Anticipated methodological constraints**

The researcher anticipated that some participants might be hesitant to provide information due to concerns about how the data was to be used. To address this, the researcher reassured them that the data was kept secure and confidential, with no need for names on the questionnaire and surveys. Additionally, delays in returning questionnaires and surveys affected the timeline for analysis. To mitigate this, the researcher distributed more questionnaires than initially planned to compensate for any that are not returned and also do more interviews with Heads of department.

## CHAPTER FOUR: DATA PRESENTATION, INTERPRETATION AND ANALYSIS

### 4.1 Introduction

Chapter Four presents and analyses the findings of the study by focusing on how the data answers the research objectives.

**Table 4. 1: Showing Respondents**

		Name of University			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uganda Christian University	228	53.0	53.0	53.0
	Ndejje University	202	47.0	47.0	100.0
	Total	430	100.0	100.0	

The table above shows that a total of 430 respondents participated in the study. The response rate was 100% with no attrition rate recorded.

Uganda Christian University (UCU) contributed the majority of respondents with 228 (53.0%). Ndejje University contributed 202 respondents (47.0%).

### 4.2 Distribution of Respondents by Faculty

**Table 4. 2: Distribution of Respondents by Faculty**

		Faculty			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education	31	7.2	7.2	7.2
	social sciences	78	18.1	18.1	25.3
	Law	71	16.5	16.5	41.9
	Theology	24	5.6	5.6	47.4
	Engineering	42	9.8	9.8	57.2
	Information Technology	20	4.7	4.7	61.9
	Literature	15	3.5	3.5	65.3
	Mass communication	31	7.2	7.2	72.6
	Public health	26	6.0	6.0	78.6

Medicine	20	4.7	4.7	83.3
Business Administration	41	9.5	9.5	92.8
Agriculture	15	3.5	3.5	96.3
Art and Design	16	3.7	3.7	100.0
Total	430	100.0	100.0	

The study involved a total of 430 respondents from various faculties. The distribution of respondents across faculties is presented in Table 1.

Social Sciences had the highest representation with 78 respondents (18.1%), followed by Law with 71 respondents (16.5%).

Engineering and Business Administration accounted for 42 (9.8%) and 41 (9.5%) respondents respectively.

Education and Mass Communication both contributed 31 respondents (7.2%) each.

Public Health had 26 respondents (6.0%), while Theology had 24 respondents (5.6%).

Information Technology and Medicine each had 20 respondents (4.7%).

Faculties with the lowest representation included Art and Design with 16 respondents (3.7%), Literature with 15 respondents (3.5%), and Agriculture with 15 respondents (3.5%).

Cumulatively, the data indicates that more than half of the respondents (57.2%) were drawn from Social Sciences, Law, Engineering, and Business Administration, showing a concentration in these professional and academic disciplines. Faculties like Literature, Agriculture, and Art and Design had the least participation, collectively representing only 10.7% of respondents.

**4.3 Marital Status**

The table presents the distribution of respondents' marital status across two universities: Uganda Christian University (UCU) and Ndejje University. The categories

of marital status include Single, Married, Divorced, and widowed, with a total of 430 respondents across both institutions.

**Table 4.3: Marital Status of Respondents by University (Frequencies with Row and Column Percentages)**

Name of University	Single (n = 74)	Married (n = 327)	Divorced (n = 24)	Widowed (n = 5)	Total (n = 430)
Uganda Christian University	31 (13.6%, 41.9%)	197 (86.4%, 60.2%)	0 (0.0%, 0.0%)	0 (0.0%, 0.0%)	228 (100.0%, 53.0%)
Ndejje University	43 (21.3%, 58.1%)	130 (64.4%, 39.8%)	24 (11.9%, 100.0%)	5 (2.5%, 100.0%)	202 (100.0%, 47.0%)
<b>Total</b>	74 (17.2%, 100.0%)	327 (76.0%, 100.0%)	24 (5.6%, 100.0%)	5 (1.2%, 100.0%)	430 (100.0%, 100.0%)

Source: Field data, 2025

The differences in the marital status distribution between Uganda Christian University (UCU) and Ndejje University (NU) are evident from the numbers in the merged table. Out of the 74 singles, 43 (58.1%) were NU's and 31 (41.9%) were UCU's. In percentage terms, singles constituted 21.3% of NU's respondents and 13.6% of UCU's, meaning that NU had a higher proportion and number of single respondents than UCU.

Married respondents filled both universities but with a different proportion. There were 197 married respondents at UCU who comprised 86.4% of its sample and 60.2% of the total married sample population of the study. There were 130 married respondents at NU who comprised 64.4% of its sample and 39.8% of the total married population. This can be taken to mean that UCU had a more family-oriented sample of respondents than NU.

A glaring disparity was in divorced and widowed groups. All 24 divorced respondents (100.0%) were from NU, representing 11.9% of its respondents, and none was registered

at UCU. Similarly, all 5 widowed respondents (100.0%) were from NU, representing 2.5% of its sample, and none at UCU. The findings indicate that marital dissolution was totally absent among UCU respondents but was found at NU.

Overall, out of 430 respondents, the majority of them were married (327, 76.0%), followed by unmarried (74, 17.2%), divorced (24, 5.6%), and widowed (5, 1.2%). Trends evidently point out that UCU's respondent population was persistently stable in marriage, with dominating married status, while NU's respondents had variations of significant singles, divorced, and widowed rates. These distinctions could reflect demographic difference in terms of age, life experience, and social situation between the two universities.

**Table 4.4** period of service

**Cross tabulation of Name of University and Length of Service (Frequencies, Row and Column Percentages)**

<b>Name of University</b>	<b>Less than 1 year</b>	<b>1-5 years</b>	<b>6-10 years</b>	<b>11 years and above</b>	<b>Total</b>
Uganda Christian University	47 (20.6% / 64.4%)	78 (34.2% / 40.8%)	74 (32.5% / 59.7%)	29 (12.7% / 72.5%)	228 (100.0% / 53.0%)
Ndejje University	26 (12.9% / 35.6%)	113 (55.9% / 59.2%)	50 (24.8% / 40.3%)	11 (5.4% / 27.5%)	202 (100.0% / 47.0%)
<b>Total</b>	73 (17.0% / 100.0%)	191 (44.4% / 100.0%)	124 (28.8% / 100.0%)	40 (9.8% / 100.0%)	430 (100.0% / 100.0%)

Source: Field data, 202

As is clear from Table 4.4, the service duration among the respondents was distributed variably between the two universities. In Uganda Christian University (UCU), there were 78 respondents with 1-5 years' service (34.2% / 40.8%), 74 respondents with 6-10 years' service (32.5% / 59.7%), less than one year service (47; 20.6% / 64.4%), and 11 years and above (29; 12.7% / 72.5%). The majority of the Ndejje University interviewees had

worked 1-5 years (113; 55.9% / 59.2%), followed by 6-10 years (50; 24.8% / 40.3%), fewer than one year (26; 12.9% / 35.6%), and more than 11 years (11; 5.4% / 27.5%).

From the column percentage, it is clear that UCU provided the highest number of respondents in the less than one year (64.4%), 6-10 years (59.7%), and 11 years and above (72.5%) while Ndejje University provided the highest number in the 1-5 years (59.2%). Generally, this implies that while Ndejje University respondents were predominantly at the 1-5 years early career stage, the UCU respondents represented a more even spread across different service lengths with a proportionately higher concentration in the longer service categories. The two institutions recorded the highest proportion of the respondents with 1-5 years of service (191; 44.4% / 100%), followed by 6-10 years (124; 28.8% / 100%), less than one year (73; 17.0% / 100%), and 11 years and more (40; 9.8% / 100%).

#### 4.5 Type of Employment

**Table 4. 3: Type of Employment**

Name of University * Employment Type Crosstabulation				
Count				
		Employment Type		Total
		Part Time	Full Time	
Name of University	Uganda Christian University	118	110	228
	Ndejje University	136	66	202
Total		254	176	430

Out of 430 respondents, 254 (59.1%) are employed part-time, while 176 (40.9%) are employed full-time.

This indicates that part-time employment is more common across the two universities combined.

**By University:**

**Uganda Christian University (UCU):**

The number of part-time employees (118, 51.8%) is slightly higher than full-time employees (110, 48.2%), showing a relatively balanced workforce between part-time and full-time staff.

**Ndejje University:**

The number of part-time employees (136, 67.3%) significantly exceeds full-time employees (66, 32.7%), indicating a greater reliance on part-time staff compared to UCU.

**Comparative Insights:**

While UCU maintains a nearly even distribution between part-time and full-time employment, Ndejje University leans more heavily toward part-time employment.

This difference could reflect institutional policies, budget considerations, or staffing needs specific to each university.

**Implications:**

Universities with higher part-time employment, such as Ndejje University, might need to focus on engagement, training, and retention strategies for part-time staff.

UCU's more balanced employment structure may allow for a stable workforce with both flexible and committed staff, potentially supporting both operational flexibility and institutional continuity.

**Table 4.6. Gender**

**Gender Distribution by University (Frequencies, Row and Column Percentages)**

Name of University	Male	Female	Total
Uganda Christian University	131 (57.5% / 51.2%)	97 (42.5% / 55.7%)	228 (100.0% / 53.0%)
Ndejje University	125 (61.9% / 48.8%)	77 (38.1% / 44.3%)	202 (100.0% / 47.0%)
<b>Total</b>	256 (59.5% / 100.0%)	174 (40.5% / 100.0%)	430 (100.0% / 100.0%)

Source: Field data, 2025

Out of 430 respondents, 256 (59.5%) are male and 174 (40.5%) are female, indicating a male-dominated population across the two universities.

**By University:**

**Uganda Christian University (UCU):**

Males constitute 131 respondents (57.5%), while females are 97 respondents (42.5%), showing a moderate gender imbalance in favor of males.

**Ndejje University:**

Males account for 125 respondents (61.9%) and females 77 respondents (38.1%), indicating a slightly higher male dominance compared to UCU.

**Comparative Insights:**

Both universities have more male than female respondents.

Ndejje University exhibits a greater male-to-female ratio than Uganda Christian University.

**Implications:**

The predominance of male staff may influence workplace dynamics and could be considered when planning gender-sensitive policies or programs.

Efforts to encourage female recruitment or provide gender equity initiatives might be beneficial to balance workforce representation, especially at Ndejje University.

#### 4.3 Relationship between directive leadership and organizational citizenship behavior among Anglican based private universities in Uganda.

**Table 4. 4: Descriptive Statistics**

Statement	N	Mean	Std. Deviation	Percent (%)
My supervisor clearly defines tasks and responsibilities.	430	5.72	1.216	81.7%
My supervisor provides specific instructions on how to perform my duties.	430	5.70	1.312	81.4%
I receive regular guidance on achieving organizational goals.	430	5.51	1.483	78.7%
My supervisor ensures compliance.	430	5.76	1.302	82.3%
My supervisor closely monitors my performance.	430	5.84	1.237	83.4%
<b>Valid N (listwise)</b>	430			

Source; *Field Data, 2025*

The findings reveal that staff in Anglican-based private universities in Uganda generally perceive a high level of directive leadership. Among the indicators, “My supervisor closely monitors my performance” scored the highest ( $M = 5.84$ ), suggesting that supervisors place strong emphasis on oversight and accountability. In interviews, one Dean explained, “We regularly check in with our staff because it helps keep everyone on track. Monitoring isn’t about control; it’s about supporting staff to meet standards and avoid mistakes.” This shows that supervision is experienced not as pressure but as a form of guidance that ensures consistency and quality.

Similarly, “My supervisor ensures compliance” ( $M = 5.76$ ) reflects a structured environment where rules and procedures are valued. A Dean noted, “Following policies

is important for fairness and maintaining the university’s reputation. Our *aim is to create clarity so staff know what is expected and can perform confidently.*” This highlights that directive leadership, while rule-based, is often perceived positively as creating order and predictability rather than rigidity.

Respondents also agreed that supervisors clearly define tasks and provide specific instructions (means of 5.72 and 5.70, respectively). One HOD explained, *“Because our staff come from different backgrounds, supervisors have to be very clear about roles and expectations. It reduces confusion and helps people take ownership of their responsibilities.”* This insight underscores how directive leadership helps staff feel guided and supported, providing structure that allows them to focus on their work effectively.

The lowest-rated item, *“I receive regular guidance on achieving organizational goals”* (M = 5.51), suggests that while supervisors are strong in task-level direction, broader alignment with institutional objectives may be less emphasized. A Dean commented, *“We often focus on daily tasks and deadlines, but we’re realizing the importance of helping staff understand how their work contributes to the university’s bigger vision. It’s something we are working on improving.”*

#### 4.4 Relationship between Supportive leadership and Organizational citizenship

##### Behavior

**Table 4. 5: Descriptive Statistics**

Statement	N	Sum	Mean	Std. Dev.	Percent (%)
My supervisor provides constructive feedback to improve my performance	430	2422	5.63	1.614	80.5%

My supervisor shows concern for my personal and professional well-being	430	2430	5.65	1.594	80.7%
My supervisor listens to my ideas and values my contribution	430	2441	5.68	1.637	81.0%
I feel encouraged to voice my opinions due to my supervisor’s support	430	2407	5.60	1.659	79.8%
My supervisor acknowledges and appreciates my efforts	430	2444	5.68	1.635	81.1%
<b>Valid N (listwise)</b>	430				

Source: *Field Data 2025*

Table 4.8 presents the descriptive statistics on supportive leadership practices as perceived by staff in Anglican-founded private universities. The results reveal consistently high mean scores across the five supportive leadership indicators, with percentages ranging between **79.8% and 81.1%** of the maximum possible. This implies that, overall, respondents perceive their supervisors as generally supportive in their leadership approach.

The highest-rated item was “My supervisor acknowledges and appreciates my efforts” ( $M = 5.68$ ,  $SD = 1.635$ ; 81.1%), closely followed by “My supervisor listens to my ideas and values my contribution” ( $M = 5.68$ ,  $SD = 1.637$ ; 81.0%). This suggests that recognition and valuing of employee input are central pillars of supportive leadership within these universities. In contrast, the relatively lower (though still high) rating was “I feel encouraged to voice my opinions due to my supervisor’s support” ( $M = 5.60$ ,  $SD = 1.659$ ; 79.8%), indicating that while encouragement exists; employees may still experience some hesitation in openly expressing dissenting or innovative opinions.

These quantitative findings were strongly echoed in the qualitative interviews with Heads of Department (HoDs). Several HoDs affirmed the critical role of supervisors in

nurturing a supportive work climate. For example, one HoD emphasized the significance of constructive feedback in enhancing performance:

“In my department, the Dean does not just correct mistakes but ensures that we understand the rationale behind every correction. This way, staff do not feel belittled, but rather motivated to improve.”(HoD, Faculty of Education, 22 June, 2025)

Similarly, the theme of acknowledgment and appreciation emerged as an essential motivator. One respondent explained:

“When our efforts are recognized, even in small ways, it creates a sense of belonging. The Vice Chancellor often takes time during meetings to recognize staff achievements, and that has kept many of us committed to our roles.”(HoD, Faculty of Social Sciences, 21 June, 2025)

However, the qualitative data also revealed underlying challenges that may explain why encouragement to voice opinions was rated slightly lower. Some HoDs noted that hierarchical structures and cultural dynamics sometimes discourage open dialogue:

“We appreciate that our supervisors are supportive, but at times, staff hesitate to raise sensitive issues. There is a culture of respect for authority that can make it difficult to freely disagree, even when the leader invites contributions.”(HoD, Faculty of Law, 20 June, 2025)

Overall, the integration of quantitative and qualitative findings suggests that supportive leadership in Anglican-founded private universities is robust, with notable strengths in recognition and listening to staff contributions. Nevertheless, there remains room for

improvement in fostering psychological safety to ensure that all staff feel genuinely encouraged to voice diverse perspectives without fear of repercussions.

#### 4.5 Relationship between Participative leadership and Organizational citizenship

##### Behavior

**Table 4. 6: Descriptive Statistics**

Statement	N	Mean	Std. Deviation	Percent (%)
My supervisor involves me in decision making.	430	5.20	1.626	74.3%
My opinions are considered when decisions are made.	430	5.22	1.594	74.6%
My supervisor encourages teamwork.	430	5.25	1.583	75.0%
I feel empowered to take responsibility for work-related issues.	430	5.33	1.529	76.1%
My supervisor creates an open environment for discussion.	430	5.40	1.499	77.1%
<b>Valid N (listwise)</b>	430			

Source:Field Data, 2025

The descriptive statistics reflect staff perceptions of participative leadership in Anglican-based private universities in Uganda. The mean scores range from 5.20 to 5.40 on a 7-point scale, indicating that respondents generally agree that their supervisors engage them in decision-making, value their opinions, encourage teamwork, and create an open environment for discussion. The highest-rated item, “*My supervisor creates an open environment for discussion*” ( $M = 5.40$ ,  $SD = 1.499$ ), suggests that supervisors make significant efforts to foster transparency and inclusivity in their interactions. In contrast, “*My supervisor involves me in decision making*” received the lowest mean ( $M = 5.20$ ,  $SD = 1.626$ ), indicating that while staff participation is present; it may not be fully consistent across all levels or departments. The standard deviations, ranging from

1.499 to 1.626, show a moderate spread, reflecting that most staff perceive these participative behaviors positively, though experiences vary slightly across individuals.

Qualitative insights from HOD help contextualize these findings. One HOD explained, *“We always try to involve staff in decisions that affect their work because when people feel included, they take ownership and are more committed to outcomes. However, in some urgent matters, we have to make quick decisions, so participation isn’t always possible.”* Another HOD added, *“Teamwork is key in our faculties. Supervisors encourage staff to collaborate and share ideas openly, and this creates a sense of empowerment and responsibility among employees.”* These remarks highlight that participative leadership is actively practiced and contributes to a culture of collaboration, even if certain decisions require managerial discretion.

Overall, the data suggest that participative leadership is a prominent feature of supervision in these universities. Supervisors strive to involve staff, consider their opinions, promote teamwork, and maintain open communication. The slightly lower scores on decision-making involvement indicate room for strengthening participatory processes, ensuring that more staff feel consistently included in decisions that affect their work.

**Hypothesis One: There is no significant relationship between directive leadership and organizational citizenship behavior among Anglican-based private universities in Uganda.**

### Correlations

		directive Leadership	Organizational Citizenship behavior
directive Leadership	Pearson Correlation	1	-.090
	Sig. (2-tailed)		.046
	N	430	430
Organizational Citizenship behavior	Pearson Correlation	-.090	1
	Sig. (2-tailed)	.046	
	N	430	430

The correlation analysis using Pearson's product-moment correlation coefficient revealed a Pearson correlation coefficient ( $r = -0.090$ ) between directive leadership and organizational citizen behavior. This indicates a weak negative relationship, indicating that directive leadership has an inverse impact on organizational citizenship meaning that as directive leadership increases, organizational citizenship behaviour reduces.

The significance level (p-value) for this correlation was ( $p = 0.046$ ), which is well below the conventional threshold of 0.05. This high p-value indicates that the correlation is statistically significant. In practical terms, this means that variations in directive leadership do somehow meaningfully predict or affect organizational citizenship in the Anglican Universities in Uganda. Thus, it can be inferred that directive leadership may be an effective tool for enhancing organizational citizenship behavior in this context.

**Hypothesis two: Supportive leadership has no significant influence on organizational citizenship behavior among Anglican-based private universities in Uganda.**

### Correlations

		Supportive leadership	Organizational Citizenship behavior
Supportive leadership	Pearson Correlation	1	.350**
	Sig. (2-tailed)		.000
	N	430	430
Organizational Citizenship behavior	Pearson Correlation	.350**	1
	Sig. (2-tailed)	.000	
	N	430	430

Quantitative analysis using Pearson's product-moment correlation coefficient revealed positive moderate correlation between organizational citizenship behavior (OCB) and supportive leadership with Pearson correlation coefficient  $r = 0.350$ . This indicates that with supportive leadership, employees' involvement in discretionary behaviors that positively affect the company also rises. Correlation was significant ( $p = 0.000$ ), much less than the conventional 0.05, showing that variations in supportive leadership are a significant predictor of OCB among lecturers from the two Uganda Anglican-founding universities.

Qualitative data adds depth and meaning to this correlation. Many of the department heads commented on how appreciation, mentorship, and personal support galvanizes lecturers above their mandate function. For instance, the Head of Department of School of Agriculture stated:

"Management not only hears our grievance, but also attempts to appreciate the problems we encounter in research and teaching, and lecturers value being appreciated. That inspires us to work additional hours, assist colleagues and fully

engage in activities that contribute value in the department and university as a whole." (Head of Department, 21June, 2025)

A head of department added:

"Sustaining leadership is more than giving resources. When supervisors recognize even small inputs, help professional development, and know the status of individuals, lecturers are encouraged to contribute more, collaborate, and take part in student and society-focused activities." (Head of Department, 21June, 2025)

The above explanatory answers imply that successful leadership builds a climate of psychological safety, respect, and trustworthiness. Professors are more likely to engage in discretionary actions that add to the organizational function, including mentoring other professors, serving on a committee, and helping in organizational development. Overall, quantitative and qualitative results together suggest that great leadership is a powerful mechanism for building OCB among university teachers, which corroborates that employees' concern, appreciation, and career development powerfully influence organizational performance.

**Hypothesis three: Participative leadership has no significant influence on organizational citizenship behavior among Anglican-based private universities in Uganda.**

**Correlations**

		Organizational Citizenship behavior	Participative leadership
Organizational Citizenship behavior	Pearson Correlation	1	.170
	Sig. (2-tailed)		.001
	N	430	430
Participative leadership	Pearson Correlation	.170	1
	Sig. (2-tailed)	.001	
	N	430	430

The correlation analysis using Pearson’s product-moment correlation coefficient revealed a Pearson correlation coefficient ( $r = 0.170$ ) between Participative leadership and organizational citizen behavior. This indicates a very weak positive relationship, indicating that Participative leadership has some little impact on organizational citizenship meaning that as Participative leadership increases, organizational citizenship behaviour increases.

The significance level (p-value) for this correlation was ( $p = 0.001$ ), which is well below the conventional threshold of 0.05. This low p-value indicates that the correlation is statistically significant. In practical terms, this means that variations in Participative leadership somewhat meaningfully predict or affect organizational citizenship in the Anglican Universities in Uganda. Thus, it can be inferred that Participative leadership may be somehow an effective tool for enhancing organizational citizenship behavior in this context.

## Multiple Regression Model

A linear regression model was used to analyse how independent variables (Participative leadership, Directive leadership and Supportive leadership) predict dependent variable (Organizational Citizenship Behavior), providing insights on their specific relationships and impact.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.548 <sup>a</sup>	.030	.293	.29011

a. Predictors: (Constant), Participative leadership, directive Leadership, Supportive leadership

The Adjusted R square value of 0.293 from the table above indicates a moderate but positive relationship between the independent variable leadership styles and the dependent variable (Organizational citizenship behavior). This means that as the effectiveness Participative leadership, directive leadership and Supportive leadership increases, Organizational citizenship behavior tends to improve somehow. The implication is that these aspects leadership styles were somewhat influential in predicting Organizational citizenship behavior.

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.275	3	5.425	64.500	.000 <sup>b</sup>
	Residual	37.976	426	.089		
	Total	54.251	429			

a. Dependent Variable: Organizational Citizenship behavior

b. Predictors: (Constant), Participative leadership, directive Leadership, Supportive leadership

The ANOVA results in the above table show an F-value of 64.500 and a significance level (Sig.) of 0.000. This indicates that the regression model was statistically significant; meaning the independent variables (Participative, directive and supportive leadership) collectively had a significant effect on predicting the dependent variable (Organizational citizenship behavior)

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	5.600	.090		62.220	<.000	5.423	5.777
	Supportive leadership	.080	.012	.350	6.670	<.000	.056	.104
	directive Leadership	-.030	.015	-.090	-2.000	.046	-.059	.001
	Participative leadership	.045	.013	.170	3.460	<.001	.019	.071

a. Dependent Variable: Organizational Citizenship behavior

The standardized Beta values indicated the relative influence of each independent variable on Organizational citizenship behavior. Supportive leadership had the highest influence (Beta = 0.350), showing it was the moderate predictor of Organizational citizenship behavior. Participative leadership followed with a weak influence (Beta = 0.170), while directive leadership had a negative effect (Beta = -0.090). These results showed that improving Supportive leadership and better utilization of Participative leadership could significantly enhance Organizational citizenship behavior, whereas directive leadership had negative impact. Based on the findings, Supportive leadership had the most significant influence on Organizational citizenship behavior, with the highest standardized Beta value of 0.350.

#### 4.7 organizational commitments moderate the relationship between leadership styles and organizational citizenship behavior in Anglican-based private universities in Uganda

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.202 <sup>a</sup>	.041	.027	.35072	.041	3.009	6	423	.007

a. Predictors: (Constant), Directive\_Commitment, Participative leadership, Supportive leadership, Commitment, directive Leadership, Supportive\_Commitment, Participative\_Commitment

The model produced a multiple correlation coefficient (R) of 0.202, indicating a weak positive relationship between the predictors (leadership styles, commitment, and their interaction terms) and the dependent variable (organizational citizenship behavior).

The Adjusted R Square (0.027) adjusts for the number of predictors and sample size, suggesting that the model explains about 2.7% of variance, which is still weak but statistically meaningful.

The R Square Change 0.041 indicates that adding the predictors (including the interaction terms for moderation) contributed an additional 4.1% variance explained in the dependent variable (Organizational citizenship behavior).

The p value (0.007), which is below 0.05, confirms that the overall model is statistically significant. This means the inclusion of commitment and the interaction terms with leadership styles significantly improves the explanatory power of the model.

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.220	6	.370	3.009	.007 <sup>b</sup>
	Residual	41.620	423	.098		
	Total	43.820	429			

a. Dependent Variable: Organizational Citizenship behavior

b. Predictors: (Constant), Directive\_Commitment, Participative leadership, Supportive leadership, Commitment, directive Leadership, Supportive\_Commitment, Participative\_Commitment

The ANOVA results in the above table show an F-value of 3.009 and a significance level (Sig.) of 0.007. This indicates that the regression model was statistically significant; meaning the independent variables (Participative, directive and supportive leadership) collectively had a significant effect on predicting the dependent variable (Organizational citizenship behavior)

The ANOVA results presented in aboveTable confirm that the regression model for moderation analysis is statistically significant, F- value 3.009,  $p = 0.007$ . This implies that the combined effect of leadership styles, employee commitment, and their interaction terms significantly explains variations in organizational citizenship behavior (OCB). The significance level ( $p < 0.05$ ) confirms that the interaction effects included in the model add explanatory value beyond leadership styles and commitment alone. Therefore, employee commitment can be considered a partial moderator in the relationship between leadership styles and Organizational Citizenship Behavior.

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.600	.090		62.220	<.001
	directive Leadership	-.030	.015	-.090	-2.000	.046
	Participative leadership	.045	.130	.170	3.460	<.001
	Supportive leadership	.080	.012	.350	6.670	<.001
	Commitment	.022	.010	.070	2.200	.028
	Supportive_Commitment	.015	.007	.060	2.140	.033
	Participative_Commitment	.012	.005	.050	2.400	.017
	Directive_Commitment	-.008	.006	-.030	-1.330	.183

a. Dependent Variable: Organizational Citizenship behavior

The analysis revealed that the constant (intercept) was 5.60 ( $p < .001$ ), suggesting that employees generally demonstrate a fairly high level of organizational citizenship behavior (OCB) even before considering other factors. In other words, workers tend to go beyond their formal roles regardless of leadership style or commitment, although these factors still shape outcomes in important ways.

Supportive leadership showed a strong and significant positive effect on OCB ( $B = 0.080$ ,  $Beta = 0.350$ ,  $p < .001$ ). This means that when supervisors take a supportive approach, employees are more inclined to display extra-role behaviors that benefit the organization. By contrast, directive leadership had a small but negative influence ( $B = -0.030$ ,  $Beta = -0.090$ ,  $p = 0.046$ ), indicating that employees are less likely to go beyond their required duties when leaders rely heavily on directing and controlling.

Participative leadership was also positively linked to OCB ( $B = 0.045$ ,  $Beta = 0.170$ ,  $p < .001$ ). Leaders who involve employees in decision-making and value their contributions tend to inspire greater willingness among staff to engage in behaviors that support the

organization. Employee commitment itself emerged as another significant predictor of OCB ( $B = 0.022$ ,  $Beta = 0.070$ ,  $p = 0.028$ ). Committed employees are more likely to demonstrate loyalty and contribute in ways that extend beyond their job descriptions.

The results further showed important interaction effects. Supportive leadership combined with high employee commitment amplified OCB ( $B = 0.015$ ,  $Beta = 0.060$ ,  $p = 0.033$ ), while participative leadership also became more effective when employees were strongly committed ( $B = 0.012$ ,  $Beta = 0.050$ ,  $p = 0.017$ ). In contrast, the interaction between directive leadership and commitment was not significant ( $B = -0.008$ ,  $Beta = -0.030$ ,  $p = 0.183$ ), suggesting that even highly committed employees are unlikely to respond positively to directive approaches.

Overall, the findings highlight that supportive and participative leadership styles encourage stronger organizational citizenship behaviors, particularly when employees are committed. Directive leadership, on the other hand, reduces OCB, and its negative influence is not softened by employee commitment.

## CHAPTER FIVE: DISCUSSION

### 5.0 Introduction

This chapter presents a detailed discussion of the study findings, focusing on how leadership styles influence organizational citizenship behavior (OCB) among staff in Anglican-based private universities in Uganda. The study specifically explored the impact of directive, supportive, and participative leadership on OCB, as well as the moderating role of employee commitment in shaping these relationships.

### 5.1 The relationship between directive leadership and organizational citizenship behavior

The outcomes were that Ugandan Anglican-founded private university personnel as a whole exhibit high measure of directive leadership. The highest scored item, "My supervisor closely monitors my performance" ( $M = 5.84$ ), reaffirms monitoring and accountability as the basis for day-to-day work. From the perspective of Social Exchange Theory (SET), surveillance is organizational investment in staff with an anticipation that the staff will reciprocate in the ways of commitment and risk-averse behavior (Blau, 1964). Similarly, "My supervisor ensures compliance" ( $M = 5.76$ ) is an indicator of a well-structured environment where norms and rules are obeyed, and it stimulates participation and following through on the part of employees because they are treated the same way (Mwesigwa, Tusiime, & Ssekiziyivu, 2020; Wu, Xu, & Li, 2022). Workers were given precise directions by managers and properly delegated work ( $M = 5.72$  and  $M = 5.70$ ), which increased employees' level of productivity. Workers are emotionally sensitive to such clarity as positive, and therefore it evokes discretionary behaviors like assisting other people and initiative (Zhang & Akhtar, 2021; Wu & Parker, 2021). Supervisors were lower in monitoring everyday work and its association with

organization-level goals ( $M = 5.51$ ), which is an indication that supervisors are doing operationally but perhaps not necessarily in initiating role facilitation for organizational vision at the individual level. This contradicts Joo and Lee (2022), who point out that employees are more motivated when work is embraced and directed towards organizational vision. Failure to describe the large contribution of workers from a SET frame of reference may discourage more than the job.

Correlation analysis revealed weak negative correlation between directive leadership and OCB ( $r = -.090$ ,  $p = .046$ ). Although directive leadership enables responsibility, equitability, and directness—employee values—it temporarily stifles discretionary behavior such as initiative and voice since highly controlling cultures reduce psychological safety (Qian, Li, & Chen, 2021). SET indicates this effect conditional reciprocity: the staff will act positively when leadership is showing them benevolence and justice rather than control. Generally, directive leadership provides structure and duty that schools desperately need, but to lead schools to greater degrees of OCB, it has to be mixed with participative and supportive trust, justice, and employee development.

## **5.2 The influence of supportive leadership on organizational citizenship behavior**

The findings showed that Ugandan Anglican-based private university employees perceived their managers to be highly supportive. Measures of such responses as "My supervisor listens to my ideas and values my contribution" and "My supervisor acknowledges and appreciates my efforts" both had a mean of 5.68, showing high evidence of support that supervisors listen and recognize employee effort. This agrees with Oketch and Komunda (2020) that appreciation and listening improved motivation levels among university students. Despite this, standard deviation ranging from 1.594

to 1.659 suggests departmental variation and demands more balanced application of support initiatives.

Appreciation, advice, and concern are viewed from Social Exchange Theory (Blau, 1964) as organizational investment in employees and are returned by employees in terms of organizational citizenship behavior (OCB), loyalty, and commitment. The correlational study of this research speaks for the same and supportive leadership and OCB are found to be moderately positively related ( $r = 0.350$ ,  $p < .001$ ). Likewise, Goal-Setting Theory (Locke & Latham, 2020) follows the conviction that through listening, coaching, and monitoring accomplishment, managers coordinate workers' endeavors with organizational objectives and in this manner improve motivation, comprehension, and execution.

Supportive leadership is sure to be an encouragement booster, open communication, and trust that motivates workers to do more than the job requires. Even though its impact tends to be positive, the lagged impact needs supportive leadership to be implemented in all departments for it to realize its maximum impacts. The modest positive correlation with OCB indicates supportive leadership as the prevailing style in the development of engagement, goal-performance, and discretionary effort in academies.

### **5.3 The influence of participative leadership on organizational citizenship behavior**

The study confirmed a statistically significant positive weak correlation between participative leadership and OCB ( $r = 0.170$ ,  $p = 0.001$ ) that employees' involvement in decision-making yields some discretionary actions but its general impact is trivial in Anglican-based private universities in Uganda. This is contrary to research by Sagnak (2015) and Bhatti et al. (2019), who found improved relationships in their contexts as a

result of increased trust and organizational commitment. Qualitative data also provided additional insight into the poor relationship in the sense that supervisors validated the fact that emergency matters always limit participation and workers' opinions are not always taken into consideration while developing policies, limiting participation beyond the commitment ritual.

Cross-examination of leadership styles yielded that supportive leadership was most positively found to affect OCB. It was employees valued, guided, and nurtured by managers who were most likely to exhibit extra-role behavior, a phenomenon best described by Social Exchange Theory (Blau, 1964). Leaders who are supportive create trust and satisfaction, motivating staff commitment and discretionary effort, as demonstrated by recent studies (Afsar & Umrani, 2020; Nguyen et al., 2023). Participative leadership also instigated OCB, albeit to a lesser degree, since the employees felt more attached whenever their views were brought into account (Usman et al., 2021).

Directive leadership, however, was weakly negatively correlated with OCB. Over-controlling behavior and tight orders were seen to deter discretionary donations, aligning with past research which had argued that authoritarian leadership demotivates as well as discretionary effort (Pahi et al., 2022; Yun et al., 2007). Lastly, the findings show that while all three styles of leadership affect OCB, supportive leadership can be best used to develop trust and commitment, participative leadership needs to be adhered to on a consistent and genuine basis to yield results, and directive leadership needs to be adhered to cautiously so as not to stifle extra-role behavior.

#### **5.4 Organizational commitments moderate the relationship between leadership styles and organizational citizenship behavior in Anglican-based private universities in Uganda**

Findings reveal that employees in private universities established by Anglicans in Uganda tend to possess high Organizational Citizenship Behavior (OCB) scores, and their very high intercept ( $B = 5.60$ ,  $p < .001$ ) supports the contention. This implies that employees were willing to embrace discretionary actions that ultimately served the firm regardless of commitment or leadership rank, as argued by Ndruru and Abadi (2024), who showed that transformational leadership has a significant impact on OCB and employee performance.

Leadership style analysis indicated that supportive leadership was the strongest positive predictor of OCB ( $B = 0.080$ ,  $Beta = 0.350$ ,  $p < .001$ ), followed by participative leadership ( $B = 0.045$ ,  $Beta = 0.170$ ,  $p < .001$ ). Supportive supervisors who were concerned about the well-being of employees and appreciated their work built trust, morale, and discretionary effort (Wang et al., 2024). Similarly, participative leadership has been demonstrated to encourage employee participation in decision-making and thereby allowing them to do extra work, something as per Adhikari et al. (2025). Directive leadership, however, was negatively correlated with OCB ( $B = -0.030$ ,  $Beta = -0.090$ ,  $p = 0.046$ ), high control and monitoring dissuaded employees from engaging in extra-role behavior, as proven in prior studies where limiting leadership robs OCB of its opportunity.

Staff commitment was a second significant moderator that enhanced the positive effect of participative and supportive leadership on OCB but failed to exert any moderating effect under directive leadership. This indicated that committed employees will not go

beyond work tasks if they are exposed to controlling supervision. These findings indicate the importance for organizations to place heavy emphasis on leadership development with empathy, transparency, and employees' wellness as well as employee motivation through employee participation programs for highest OCB and institutional effectiveness.

## CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

### 6.1 Introduction

This chapter presents the overall conclusions and recommendations of the study, which was carried out in two Anglican-based private universities in Uganda: Uganda Christian University and Ndejje University.

### 6.2 Conclusion

Based on the study findings, I conclude that directive leadership has a slight negative effect on organizational citizenship behavior in Anglican-based private universities in Uganda. While such leadership provides clear guidance and ensures compliance, it may inadvertently reduce staff willingness to go beyond their formal duties.

On Objective two, I conclude that supportive leadership has a moderate positive relationship with organizational citizenship behavior in Anglican-based private universities in Uganda ( $r = 0.350$ ,  $p = 0.000$ ). This indicates that as supervisors demonstrate supportive behaviors, such as providing guidance, listening to staff, and acknowledging contributions staff are more likely to engage in discretionary behaviors that go beyond their formal duties.

On Objective three, I conclude that participative leadership had a very weak positive relationship with organizational citizenship behavior in Anglican-based private universities in Uganda ( $r = 0.170$ ,  $p = 0.001$ ). This suggests that while involving staff in decision-making, promoting teamwork, and encouraging open communication has some impact, its influence on organizational citizenship behavior is modest.

On Objective Four, and in line with the study findings, I conclude that supportive and participative leadership styles positively influence organizational citizenship behavior (OCB). This conclusion is drawn from the regression results, where supportive leadership had a Beta value of 0.350 and a p-value  $< .001$ , indicating a strong and statistically significant positive effect. Participative leadership also had a positive effect (Beta = 0.170,  $p < .001$ ), showing that involving employees in decision-making encourages extra-role behaviors.

Employee commitment itself was significant (Beta = 0.070,  $p = 0.028$ ), meaning that committed employees are more likely to contribute beyond their formal roles. Furthermore, the interaction terms for supportive and participative leadership with commitment were positive and significant (Beta = 0.060 and 0.050, respectively,  $p < .05$ ), highlighting that these leadership styles are even more effective when employees are committed.

Conversely, directive leadership had a negative effect (Beta =  $-0.090$ ,  $p = 0.046$ ), and the interaction with commitment was not significant ( $p = 0.183$ ), showing that controlling leadership reduces OCB and that commitment does not buffer this effect. Overall, although the model explained a modest portion of the variance in OCB (Adjusted  $R^2 = 0.027$ ), it was statistically significant ( $F = 3.009$ ,  $p = 0.007$ ), indicating that leadership style, employee commitment, and their interactions meaningfully predict OCB.

## **6.3 Recommendations**

### **Balance Directive Leadership with Supportive Practices**

Given that directive leadership slightly reduces organizational citizenship behavior, university management should strive to balance clear instructions and compliance requirements with supportive and participative approaches. Supervisors could maintain structure while also encouraging staff autonomy, recognizing contributions, and providing opportunities for input in decision-making. This balance is likely to enhance staff engagement and willingness to go beyond their formal duties.

### **Strengthen Supportive Leadership Practices**

Since supportive leadership shows a moderate positive impact on organizational citizenship behavior, universities should continue to train and encourage supervisors to provide constructive feedback, listen actively, and acknowledge staff efforts consistently. Creating an environment where employees feel valued and supported can motivate them to take initiative, contribute creatively, and engage in discretionary behaviors that benefit the institution.

### **Enhance Participative Leadership Approaches**

Although participative leadership has only a weak positive relationship with organizational citizenship behavior, fostering genuine staff involvement in decision-making and teamwork remains important. Universities should implement structured mechanisms for staff participation, such as regular consultation meetings, collaborative problem-solving sessions, and open forums for suggestions.

### **Implement Leadership Development Programs**

To improve leadership effectiveness across all styles, universities should consider leadership development programs that emphasize a combination of directive, supportive, and participative practices. Training can help supervisors recognize when to provide guidance, when to support staff, and when to involve them in decisions, ensuring a leadership approach that maximizes organizational citizenship behavior.

### **Monitor and Evaluate Leadership Impact**

Regular assessment of leadership practices and their influence on staff behavior is recommended. Feedback from employees and periodic surveys can help universities identify areas where leadership is effective and areas that require improvement, ensuring that leadership strategies remain responsive to staff needs and institutional goals.

On Objective Four, I recommend that organizations focus on fostering supportive and participative leadership styles, as these were found to positively influence organizational citizenship behavior, particularly when employees are highly committed. Leaders should show genuine concern for employee well-being, provide guidance, encourage input in decision-making, and create an inclusive work environment.

At the same time, organizations should implement strategies to strengthen employee commitment, such as recognition programs, career development opportunities, and fair workplace policies, because committed employees are more likely to respond positively to supportive and participative leadership.

## **6.4 Areas for further research**

### **Longitudinal Studies on Leadership and OCB**

Future research could adopt longitudinal designs to examine how directive, supportive, and participative leadership styles influence organizational citizenship behavior over time. This would help capture long-term effects and changes in staff behavior that cross-sectional studies may not reveal.

### **Exploring Mediating and Moderating Factors**

Subsequent studies could investigate the role of mediating variables, such as employee motivation, job satisfaction, or trust, and moderating variables, like organizational culture or employee tenure, in the relationship between leadership styles and organizational citizenship behavior.

### **Comparative Studies Across Different University Types**

Research could compare leadership styles and their impact on organizational citizenship behavior across public, private, and faith-based universities in Uganda or other countries. This would help determine whether the observed relationships are specific to Anglican-based private universities or more generalizable across higher education contexts.

### **Impact of Leadership Training Interventions**

Future studies could assess the effectiveness of leadership development programs aimed at enhancing supportive and participative leadership behaviors. Measuring pre- and post-intervention changes in organizational citizenship behavior would help universities design more effective training strategies.

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## APPENDICES

### Appendix 1: Consent Form

**Title of the Research Project: Leadership Styles and Organizational Citizenship Behavior Among Anglican Based Private Universities in Uganda.**

#### **Purpose**

I, \_\_\_\_\_, agree to voluntarily take part in this research study. I understand that I am free to withdraw from the study at any time, and I am also allowed to skip any questions I don't feel comfortable answering, without facing any consequences. Additionally, I know that I can withdraw permission to use my interview data within two weeks after the interview, at which point all materials related to my interview will be deleted.

I have been given a clear explanation of what the study is about, and I have had the chance to ask any questions to make sure I understand.

I understand that my participation will involve sharing my thoughts and opinions on the topic, and I will not face any harm or negative consequences from taking part. I am aware that I won't receive any personal benefits from being part of this research.

I know that my identity will remain anonymous in any reports or publications resulting from this study. This means that my name will be changed, and any other identifying details will be altered to protect my privacy. It's possible that parts of my interview could be quoted in academic work, such as dissertations, conference talks, and published articles. I understand that I can access the information I've provided at any time while it is stored.

If I have any further questions or would like more information about the research, I am welcome to contact the research team.

Signature of participant: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Student/researcher**

Nabwire Mercy

Tell: 0704373125 / 0786017174

Email: [mercynabwire1@gmail.com](mailto:mercynabwire1@gmail.com)

## Appendix 2: Interview Guide

### LEADERSHIP STYLES AND ORGANISATIONAL CITIZENSHIP BEHAVIOUR AMONG ANGLICAN BASED PRIVATE UNIVERSITIES IN UGANDA

My name is Mercy Nabwire, REG: M23M15/018 and I am a Master's student in Business Administration at Uganda Christian University. I am conducting research on leadership styles and organizational citizenship behavior among Anglican-based private universities in Uganda. The purpose of this interview is to understand how leadership styles affect organizational behavior within your organization.

Please feel free to share your honest experiences, and be rest assured that all responses will remain confidential. Your input will be crucial to the success of my research.

#### Leadership Styles

1. How does your supervisor's leadership style affect team collaboration and decision-making? (Please describe how their approach influences how the team works together and makes decisions, whether through direct guidance, autonomy, or input from the team).

#### Supportive Leadership

2. Can you share some ways in which your supervisor provides support to you in your role?

(For example, do they offer guidance, resources, or personal encouragement when you face challenges in your work?)

3. How does your supervisor communicate with you regarding tasks, expectations, or concerns?

(Do they use a supportive communication style that makes you feel comfortable asking questions or seeking advice?)

### **Directive Leadership**

4. How clear are the goals or expectations that your supervisor sets for you? (Are goals well-defined, and do they help you stay focused on your work? Can you provide an example of a time when goal-setting was particularly effective or unclear?)

5. How does your supervisor monitor your progress or performance?

( Do they check in regularly, or do they expect you to be more independent? How do you feel about this approach?)

### **Participative Leadership**

6. How involved are you in the decision-making process within your organization? ( Do you feel like your input is valued, especially in decisions that affect your work or your department? Can you share an example of when your opinion was sought out?)

7. How does your supervisor encourage you to contribute ideas or feedback in discussions?

(Are meetings or discussions structured in a way that allows everyone to share input? Do you feel included in decisions?)

### **Organizational Citizenship Behaviour**

8. How does your supervisor's leadership style affect your team?

( Please explain how their approach influences the way your team works, communicates, and collaborates.)

9. How does your emotional commitment to the organization affect your willingness to help colleagues or represent the organization positively?

( Think about a situation where your commitment to the organization led you to go beyond your regular duties, or when you actively helped others during challenges.)

### **Employee Engagement and Feedback**

10. How often does your supervisor provide constructive feedback to you?

( Is feedback given regularly, and does it help improve your performance or motivate you? Can you share an example of useful feedback you've received?)

11. How does the feedback provided by your supervisor influence your engagement with your work and the organization?

( Does feedback encourage you to take more initiative or help you stay engaged with your role?)

12. What changes would you recommend in the leadership approach to improve organizational citizenship behaviour?

( Are there any aspects of leadership that could be improved to better foster teamwork, cooperation, or a positive organizational culture?)

13. Do you feel that the leadership in your organization could do more to encourage employee involvement and initiative? If so, how?

(Are there opportunities to involve employees more in decision-making or discussions?)

### **Organizational Commitment**

14. How does your emotional commitment to the organization affect your actions, especially when facing challenges?

( Can you provide an example where your emotional attachment to the organization led you to go above and beyond your responsibilities or stay positive during difficult times?)

15. Do you think that a supportive, directive, or participative leadership style would increase or decrease your commitment to the organization? Why?

(Prompt: How does each leadership style impact your emotional investment in the organization and your willingness to help others or stay motivated?)

16. How does your level of emotional commitment to the organization affect your willingness to go beyond your formal responsibilities or take on additional roles within your team?

(Can you provide examples of times when your commitment led you to take extra steps to help the organization or your colleagues?)

17. Is there anything else you would like to add about how leadership influences organizational behaviour, teamwork, or your experience within the organization?

( Feel free to share any additional thoughts or reflections.)

Thank You

### Appendix 3: Questionnaire

#### LEADERSHIP STYLES AND ORGANISATIONAL CITIZENSHIP BEHAVIOUR AMONG ANGLICAN BASED PRIVATE UNIVERSITIES IN UGANDA

My name is **Mercy Nabwire**, REG: M23M15/018, and I am a Master's student in Business Administration at Uganda Christian University. I am conducting research on leadership styles and organizational citizenship behavior among Anglican-based private universities in Uganda. The purpose of this interview is to understand how leadership styles affect organizational behavior within your organization.

Please feel free to share your honest experiences, and be rest assured that all responses will remain confidential. Your input will be crucial to the success of my research.

Thank you for taking part in this.

#### Demographic/Background Information *(please tick appropriate box in each case)*

##### Which University do you work from?

Uganda Christian University

Ndejje University

##### What is your current role at the university?

Academic Staff

Administrative Staff

Support Staff

Management

##### Marital Status:

Single

Married

Divorced

Widowed

Department: \_\_\_\_\_

##### Length of Service:

- Less than 1 year
- 1 - 5 years
- 6 - 10 years
- 11 years and above

**Employment Type:**

- Part-time
- Full-time

**Gender**

*Please indicate your gender (tick as appropriate).*

- Male
- Female

**Age**

*Please indicate your age class.*

- 20 - 30yrs
- 31 -40yrs
- 41-50yrs
- Above 50yrs

**Education**

*Please indicate your level of education (tick as appropriate)*

- Bachelors
- Masters
- PhD
- Others, (specify) .....

**SECTION 1**

**Leadership styles (House, 1971)**

Please rate the extent to which you agree with the following statements on a scale of 1 (strongly disagree) to 7 (strongly agree)

**1. Supportive Leadership**

Statement	1	2	3	4	5	6	7
My supervisor provides constructive feedback to improve my performance.							
My supervisor shows concern for my personal and professional well-being.							
My supervisor listens to my ideas and values my contributions.							
I feel encouraged to voice my opinions due to my supervisor's support.							
My supervisor acknowledges and appreciates my efforts.							

### 2. Participative Leadership

Statement	1	2	3	4	5	6	7
My supervisor involves me in decision-making processes.							
My opinions are considered when decisions are made.							
My supervisor encourages teamwork and collaboration.							
I feel empowered to take responsibility for work-related decisions.							
My supervisor creates an open environment for discussion and feedback.							

### 3. Directive Leadership

Statement	1	2	3	4	5	6	7
My supervisor clearly defines tasks and responsibilities.							
My supervisor provides specific instructions on how to perform my duties.							
I receive regular guidance on achieving organizational goals.							
My supervisor ensures compliance with organizational rules.							
My supervisor closely monitors my performance.							

## SECTION 2

**Commitment** Allen and Meyer (1990)

Please rate the extent to which you agree with the following statements on a scale of 1 (strongly disagree) to 7 (strongly agree)

### 1. Affective Commitment (Emotional attachment to the organization,)

Statement	1	2	3	4	5	6	7
How emotionally connected do you feel to this university?							
Do you identify with the values and mission of this university?							
How proud are you to be associated with this institution?							
Do you enjoy working at this university beyond your formal responsibilities?							

### 2. Normative Commitment (Sense of Obligation to stay in the organization)

Statement	1	2	3	4	5	6	7
Do you feel a sense of responsibility to remain with this university?							
Do you feel that leaving this university would be unfair to your colleagues?							
How responsible do you feel for contributing to the university's growth?							
Does staying with this university align with your personal values?							

### 3. Continuance Commitment (Staying with an organization due to the high cost of leaving)

Statement	1	2	3	4	5	6	7
It would be difficult for me to leave this university right now, even if I wanted to?							
Too much of my life would be disrupted if I decided to leave this university?							
I stay with this university because I feel I have few alternatives?							
Leaving this university would require considerable personal sacrifice?							

### SECTION 3

**Organizational Citizenship Behavior (OCB) Organ's (1988) model**

Please rate the extent to which you agree with the following statements on a scale of 1 (strongly disagree) to 7 (strongly agree)

**Altruism (Helping Others)**

Statement	1	2	3	4	5	6	7
I willingly help colleagues with work-related tasks, even when it is outside my job description.							
I go out of my way to help others with their work-related challenges.							
I am willing to assist new colleagues to help them settle into their roles.							

**Sportsmanship (Tolerance of Adversity and Difficulties)**

Statement	1	2	3	4	5	6	7
I avoid complaining about insignificant problems or inconveniences.							
I try to stay positive even when things don't go according to plan at work.							
I am willing to overlook the shortcomings of others at work.							

**Civic Virtue (Responsible Participation in the Organization)**

Statement	1	2	3	4	5	6	7
I actively participate in meetings and events that benefit the university.							
I keep myself informed about the major issues affecting this organization.							
I take part in activities that help promote the university's image and reputation.							

### Appendix 4. Work Plan

<b>Research Timeline</b>	<b>February- March 2025</b>	<b>April- June 2025</b>	<b>July- July2025</b>	<b>August- September 2025</b>
<b>Concept Writing</b>				
<b>Proposal Writing</b>				
<b>Proposal Defense</b>				
<b>Clearance from UCU Research Ethics Committee</b>				
<b>Data collection</b>				
<b>Data analysis</b>				
<b>Dissertation writing</b>				
<b>Submission for external examination</b>				

### Appendix 5. BUDGET

Description of items	Quantity	Unit cost	Amount
Secondary sources search			
Internet	40GBs		100,000ugshs
Official contacts			50,000ugshs
Transport	80 litres	5000	400,000ugshs
Maintenance			100,000ugshs
Research Assistants	4		1000,000ugshs
Stationary			200,000ugshs
<b>Grand Total</b>			<b>1850,000ugshs</b>

## Appendix 5. REC Approval



**UGANDA CHRISTIAN  
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

Office of the Vice Chancellor  
Research Ethics Committee UG-026



28th April, 2025

**MERCY NABWIRE**  
Uganda Christian University  
+256 792 196302  
Email: [Mercynabwire1@gmail.com](mailto:Mercynabwire1@gmail.com)

UG-REC-026 APPROVAL NOTICE

To: Mercy Nabwire, Principal Investigator

Re: UCU-REC Application titled: *Leadership Styles and Organisational Citizenship Behaviour among Anglican Based Private Universities in Uganda*

Application Number: UCUREC-2025-1755-1

Version: 4.1

Type:  INITIAL REVIEW  
 Protocol Amendment  
 Letter of Amendment (LOA)  
 Continuing Review  
 Material Transfer Agreement  
 Other, Specify:



I am pleased to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 28<sup>th</sup> April, 2025, to 28<sup>th</sup> April, 2026

This research is considered minimal risk category.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.
3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.

1 of 2

Research and Ethics

P.O. Box 4, Mukono, Uganda, Plot 67-173, Bishop Tucker Road, Mukono Hill  
Tel: +256 (0) 312 350 885 Fax: +256 (0) 4142 90 800 Email: [rec@ucu.ac.ug](mailto:rec@ucu.ac.ug) Web: [www.ucu.ac.ug](http://www.ucu.ac.ug)  
UCUREC is accredited by Uganda National Council for Science & Technology, FDA, and National Institutes for Health of the United States of America



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Office of the Vice Chancellor  
Research Ethics Committee UG-026



4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 28<sup>th</sup> April, 2026 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are not required to get clearance since you are a Master's Degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

The following is the list of all documents approved in this application by UG-REC \_026:

	Document Title	Language	Version	Version Date
1.	Protocol	English	1.0	2025-04-07
2.	Data Collection tools	English	1.0	2025-04-07
3.	Informed consent form	English	1.0	2025-04-07

Signed and Stamped



Prof. Peter Waiswa,  
UCUREC Chairperson,



## Appendix 6. Introduction Letter



**UGANDA CHRISTIAN  
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

25<sup>th</sup> April 2025

To Whom It May Concern;

**RE: MASTERS IN BUSINESS ADMINISTRATION (MBA)**


Ms. Mercy Nabwire, Reg M23M15/018 is a student at Uganda Christian University, pursuing a degree of Master's in Business Administration.

In partial fulfillment of the requirements for the award of the Master's degree, she is conducting a research study *Leadership styles and Organisational Citizenship Behaviour among Anglican Based Private Universities in Uganda*.

This communication therefore serves to formally request you to allow her access any information in your custody/organisation, which is relevant to her research .

Thank you for your cooperation on this matter

Yours Sincerely,

 25 APR 2025

**Dr. Henry Mugisha**

**Head of Department, Postgraduate Studies**

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P.O. Box 4, Mukono, Uganda (East Africa), Plot 67-173, Bishop Tucker Road, Mukono Hill, Tel: +256 (0) 31 235 0800, [www.ucu.ac.ug](http://www.ucu.ac.ug)  
Ugandachristianuniversity @UCUniversity, Founded by the Province of Church of Uganda, Chartered by the Government of Uganda.



# UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

UGANDA CHRISTIAN UNIVERSITY

SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

## DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 17<sup>th</sup> September 2025

Name of Candidate: NABWIRE MERCY Reg. NO. M23M15/018

Title of Dissertation ..... LEADERSHIP STYLES AND ORGANISATIONAL CITIZENSHIP BEHAVIOUR  
AMONG ANGLICAN BASED PRIVATE UNIVERSITIES IN UGANDA

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	(i) Edit the work to reduce verbosity and enhance clarity in all chapters.	The document has been edited to reduce verbosity	(Reduced pages from 130 to 105.

<ul style="list-style-type: none"> <li>(ii)</li> <li>(iii)</li> <li>(iv)</li> <li>(v)</li> <li>(vi)</li> <li>(vii)</li> <li>(viii)</li> <li>(ix)</li> </ul>	<p>Strengthen the critical synthesis in the literature review and incorporate more recent Ugandan studies.</p> <p>Streamline the methodology section and explicitly report reliability and validity statistics.</p> <p>Ensure all tables and figures are followed by analytical discussion rather than descriptive reporting.</p> <p>Integrate qualitative findings more fully into the discussion of results.</p> <p>Reduce repetition between findings and discussion sections.</p> <p>Highlight the originality of the study's contribution more explicitly.</p> <p>Expand the section on areas for further research with specific focus areas.</p> <p>Correct all inconsistencies in the referencing and ensure in-text citations match the reference list.</p>	<p>The literature has been reviewed to incorporate Uganda studies</p> <p>Methodology has been streamlined</p> <p>This has been addressed</p> <p>Qualitative findings have been fully included in the study.</p> <p>Repetitions have been reduced</p> <p>Originality of the Study's contribution has been included.</p> <p>This has been done to expand the sections.</p> <p>Referencing has been improved with all inconsistencies resolved.</p>	<p>(pages 23,24,25,26,27,28)</p> <p>. pages 33,34,35.</p> <p>pages 70 to 80.</p> <p>page 66,67.</p> <p>page 70-73.</p> <p>From page 1 to page 105.</p> <p>Page 77</p> <p>Pages 23,24,25,26,65,66</p>
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	<p>(x) Proofread thoroughly for grammar, tense consistency, and professional flow.</p> <p>(xi) Ensure appendices are referenced appropriately in the text.</p>	<p>The work has been proof read on all pages.</p> <p>Appendices have been referenced appropriately</p>	<p>All pages</p> <p>Pages 100,102,103</p>
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SN	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	<p>The abstract is too wordy, far above the 250-word limit, repeating background and methodology instead of concisely summarizing aims, methods, findings, and implications. It fails to specify key statistics, effect sizes, or sample characteristics. Problem and contribution are not sharply stated. Overlap exists between abstract and introduction. Structure follows 2 UCU guidelines, but transitions between sections are weak.</p>	<p>The abstract has been reviewed to contain 250 words, aims, methods, findings and implications have been summarized. Key statistics have been included. The problem and contribution have been sharply stated as advised.</p>	Page x
2	<p><b>Chapter 1 Introduction</b></p> <p>The introduction outlines leadership styles and organizational citizenship behaviour (OCB) but fails to clearly articulate the research problem. The background is generic, with repetition of textbook definitions rather than a contextualized gap in Ugandan Anglican universities. The purpose and objectives are listed but broad and overlapping,</p>	<p>The research problem has been revisited and articulated properly, improving the contextual gap. The purpose and objectives have been refined to read specific.</p>	Page 1,2,3,4,5

	<p>blurring distinctions between “determine,” “examine,” and “assess.” Research questions are not consistently aligned with objectives. The conceptual framework is descriptive, not analytical; variables are shown but relationships are weakly justified theoretically</p>		
3	<p><b>Chapter 2: Literature Review.</b> The literature review is extensive but largely descriptive, offering summaries rather than evaluative synthesis. Key theories on leadership (transformational, transactional, laissez-faire) are repeated without critical appraisal of strengths and weaknesses. OCB literature is global, with minimal contextualization to Uganda or faith-based institutions. Citations are uneven, with heavy reliance on outdated or secondary sources. Gaps are asserted but not</p>	<p>Old Literature has been updated to match the compliance of having literature which is ten years and below.</p> <p>The repeated theories have been removed and left in chapter one where the theoretical framework accommodates them.</p> <p>Ugandan context has been included and Africa at large in the chapter two.</p> <p>Obsolete literature has been eliminated.</p>	<p>Pages 25,26,27,28,29,30.</p> <p>Page 23</p> <p>Pages 25,26,27,28.</p> <p>Pages 25,26,27</p>

	<p>convincingly demonstrated. The linkage between reviewed studies and the stated research problem is weak, leaving the justification for the study unconvincing. Conceptual underpinnings are insufficiently critiqued, and the review fails to build a coherent argument leading to hypotheses.</p>	<p>Gaps have been demonstrated. Linkage between new and old studies has been shown</p>	
<p>4</p>	<p><b>Chapter 3: Methodology</b>  The methodology is presented as a descriptive crosssectional survey but lacks justification for this design relative to the research problem. Sampling procedures are inconsistently explained; while purposive and simple random techniques are claimed, the actual sampling frame is unclear. Reliability and validity measures (CVI, Cronbach’s alpha) are mentioned, but calculations or</p>	<p>Justification has been included.</p> <p>Sampling frame has been included and clearly explained.</p> <p>Cronbach index has been included (0.81).</p>	<p>Page 26,27,28.</p> <p>Page 34,35.</p>

	<p>coefficients are missing. Population and sample size appear mismatched, and response rate (100%) is unrealistic. Data collection instruments are 3 described but poorly aligned with objectives, with little evidence of pilot testing</p>	<p>The response rate was 100% as there was no attrition rate observed in the data collection.</p> <p>This has been included to provide evidence of pre testing of tools.</p>	<p>Page 50</p> <p>Page 28</p>
<p>5</p>	<p><b>Chapter 4: Presentation and Analysis of Data</b></p> <p>Data presentation is cluttered with excessive demographic tables that overshadow the main variables. Some tables repeat information already given in text, reducing clarity. Statistical outputs (correlations, regressions) are presented without adequate explanation of assumptions or diagnostic checks. Effect sizes are exaggerated—moderate correlations (<math>r \approx .35</math>) are described as “strong.” Regression models lack clarity on variable entry and</p>	<p>The repeated tables have been removed.</p>	<p>Page 50,51,52,53</p>

	<p>model fit; ANOVA tables are included but not well interpreted. No qualitative themes are presented despite mention of mixed methods. Results appear reported to confirm expectations, with limited transparency about anomalies or insignificant findings.</p>	<p>This being a convergent parallel design, qualitative findings have been added to the study.</p>	<p>Page 52,53</p>
<p>6</p>	<p><b>Chapter 5: Discussion of Results</b></p> <p>The discussion is largely a re-statement of statistical results, with minimal interpretation or theoretical integration. Trends are described superficially without exploring causal mechanisms or alternative explanations. Inconsistencies or insignificant findings are ignored. The role of contextual factors in Anglican universities is underdeveloped, making the discussion detached from the Ugandan higher education</p>	<p>This has been improved</p>	<p>Page 53,54,55</p>

	<p>environment. The conceptual framework is not revisited, leaving variable relationships untested in theory. Moderation effects, though mentioned, are not properly analyzed or discussed. Overall, the discussion misses an opportunity to critically interpret findings in light of literature, theory, and practical implications.</p>		
<p>7</p>	<p><b>Chapter 6: Conclusions (and Recommendation)</b></p> <p>The conclusions merely restate findings without synthesizing them into a coherent narrative or linking back to the research questions. Achievement of objectives is asserted rather than demonstrated. Conclusions lack depth, offering generic statements such as “leadership styles</p>	<p>Conclusions have been improved to speak to the research questions.</p> <p>Depth has been included.</p>	<p>Page 64,65</p> <p>Page 64,65,66</p>


	<p>influence OCB” without specifying scope or strength of influence. Recommendations are broad, prescriptive, and disconnected from the data—for example, urging training programs without empirical evidence of need. Policy implications for Anglican universities are underdeveloped, and no practical roadmap is offered. The section fails to critically assess methodological adequacy or limitations, reducing its academic and practical value.</p>		
8	<p><b>References and Appendices</b></p> <p>The references are inconsistent with APA 7th edition—several entries lack DOIs, publication years are misplaced, and journal formatting is irregular. In-text citations do not always match the reference list,</p>	<p>References and appendices have been updated to match the exact APA seventh edition standards.</p> <p>Old Literature has been updated to match the compliance of having literature which is ten years and below.</p>	<p>Pages</p> <p>76,77,78,79,80,81,81,90,01,02,93,94</p>

	<p>suggesting gaps in citation management.</p> <p>Overreliance on textbooks and secondary sources weakens scholarly depth. Some references are outdated, reducing relevance to current debates. Appendices are disorganized, with raw questionnaires included but without evidence of pre-testing or validation. Tables and consent forms appear in inconsistent order, with poor pagination. Overall, referencing and appendices do not meet graduate-level standards of accuracy, professionalism, or completeness.</p>		
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SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1	Determination of the sample size. Align the methodology.	The methodology has been aligned well with the sample size clearly shown.	Page 33,34.
2	It's not possible to measure character	This has been addressed in chapter three	Rectified

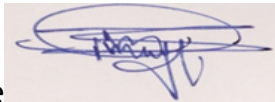
3	Justify why the heads of departments would make one leave the institution	This has been justified because they are responsible for supervision of lecturers as they evaluate their performance.	Page 34,35.
4	The conclusion given are not in line with the findings, please revisit	This has been rectified to ensure the conclusions reflect the study findings in chapter four.	Page 73,74,75.

**NABWIRE MERCY**.....  
Candidate's Name

  
Signature

.....**8<sup>TH</sup> SEPTEMBER 2025**.....

**OLOBO MAURICE (Ph. D)**..... Signature



.....**25<sup>TH</sup> SEPTEMBER 2025**.....

**Uganda Christian University**  
Supervisor's Name: