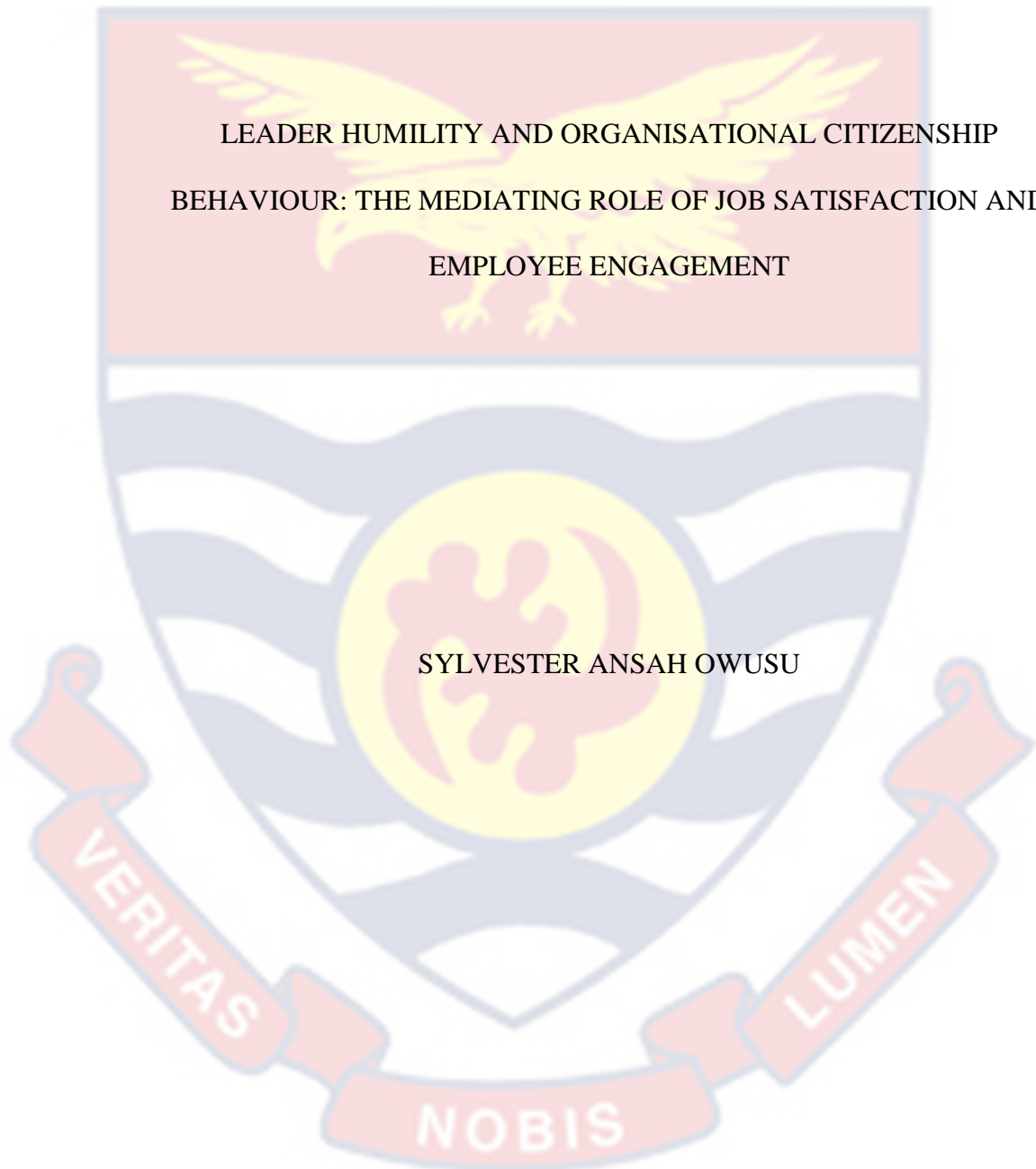


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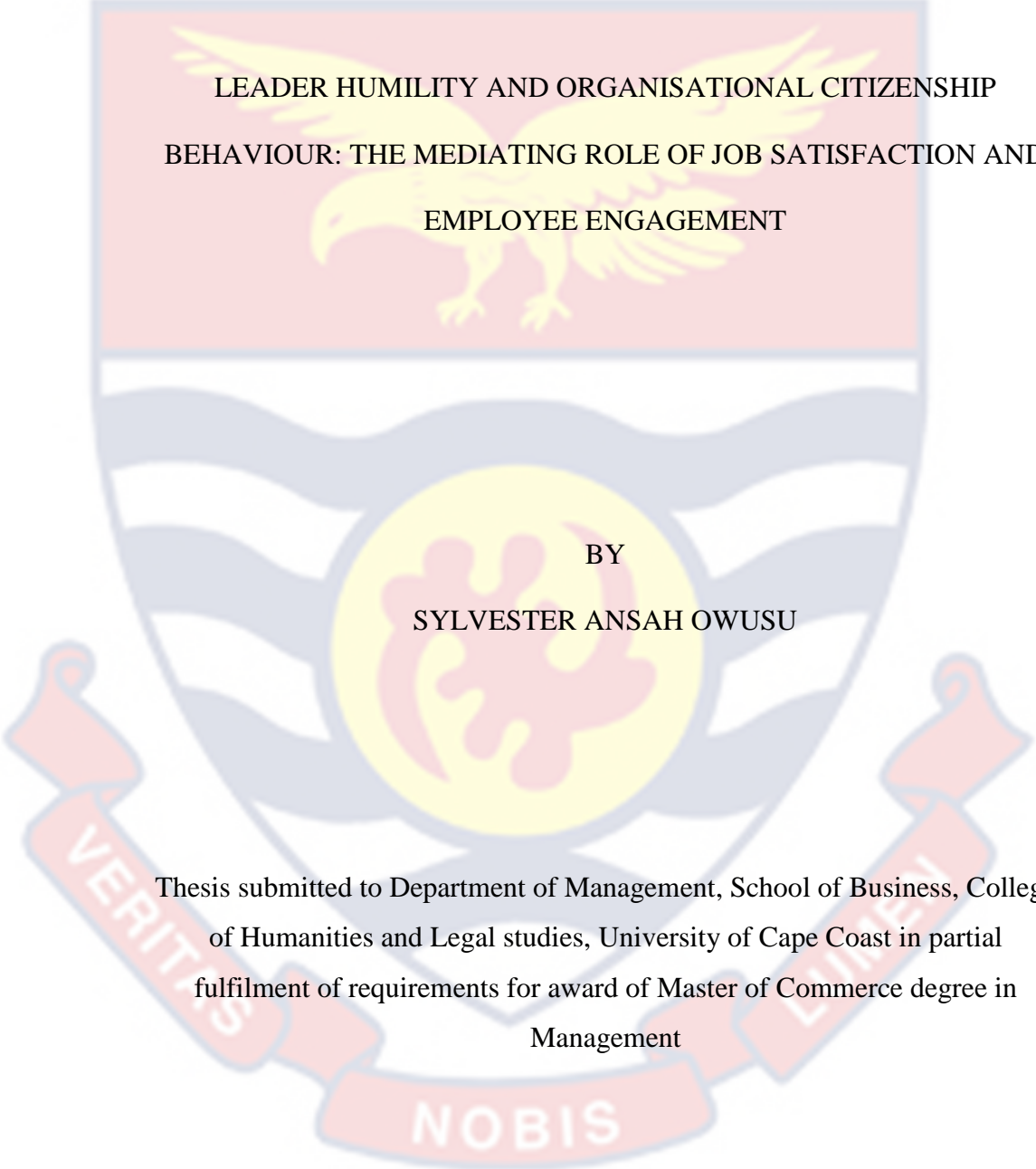


LEADER HUMILITY AND ORGANISATIONAL CITIZENSHIP
BEHAVIOUR: THE MEDIATING ROLE OF JOB SATISFACTION AND
EMPLOYEE ENGAGEMENT

SYLVESTER ANSAH OWUSU

2023

UNIVERSITY OF CAPE COAST



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BEHAVIOUR: THE MEDIATING ROLE OF JOB SATISFACTION AND
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BY
SYLVESTER ANSAH OWUSU

Thesis submitted to Department of Management, School of Business, College
of Humanities and Legal studies, University of Cape Coast in partial
fulfilment of requirements for award of Master of Commerce degree in
Management

OCTOBER 2023

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature..... Date.....

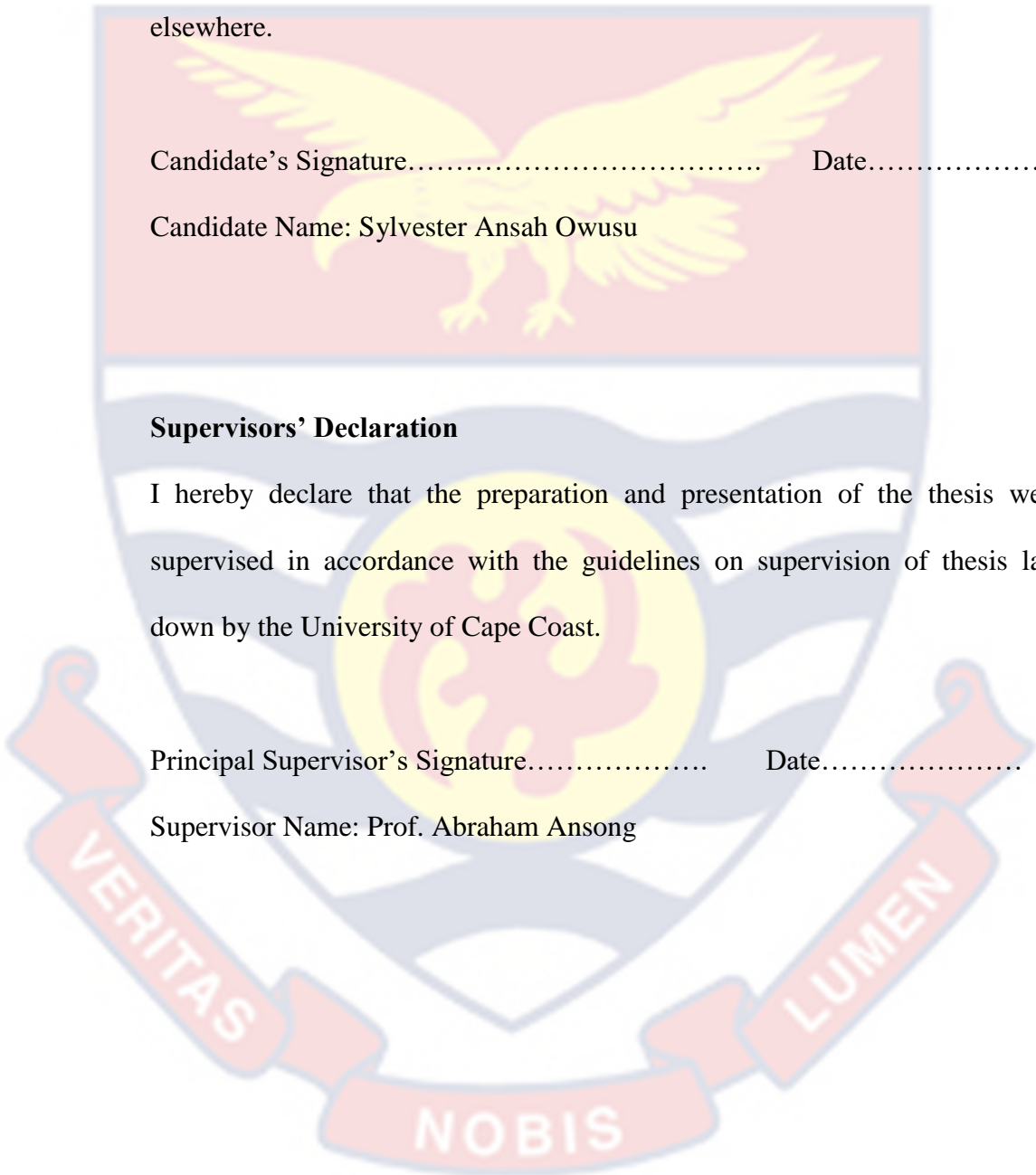
Candidate Name: Sylvester Ansah Owusu

Supervisors' Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature..... Date.....

Supervisor Name: Prof. Abraham Ansong



ABSTRACT

The study examined leader humility and organisational citizenship behaviour (OCB) with the mediating role of job satisfaction and employee engagement among senior staff administrators in the University of Cape Coast. The specific objectives are; to analyse; the effects of leader humility on OCB; examine the effects of leader humility on job satisfaction; the effects of leader humility on employee engagement; assess the effects of job satisfaction on OCB; the effects of employee engagement on OCB; the mediating role of job satisfaction between leader humility and OCB; and the mediating role of employee engagement between leader humility and OCB. The study adopted the explanatory research design using the quantitative approach. The study used the proportionate stratified sampling to draw 246 respondents for the study. Data were collected using questionnaire while data analysis was done using the partial least square structural modelling. The study found that leader humility has a positive and significant relationship with OCB, job satisfaction and employee engagement. The results of the study further indicated job satisfaction and employee engagement have significant positive link with OCB. Finally, the study established that job satisfaction and employee engagement made partial mediation effect on the link between leader humility and OCB. The study concluded that leaders of various teams or units in the university adopt humility leadership as it can create a positive work culture where employees feel more connected to the organisation and its values. The study recommended the institution should consider a more nuanced approach to leadership development, considering the positive effects of leader humility on OCB.

KEYWORDS

Employee Engagement

Job Satisfaction

Leader Humility

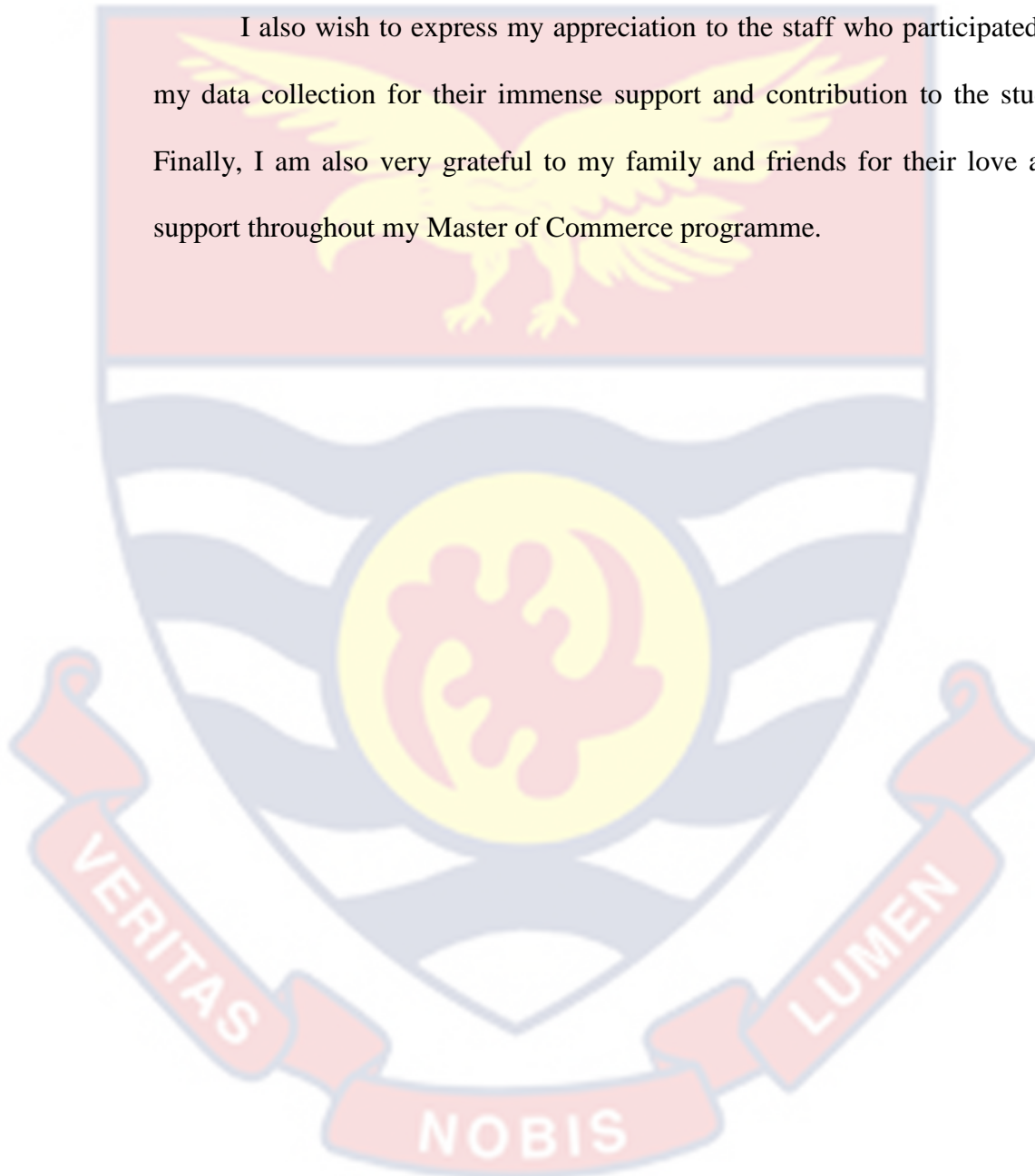
Organisational Citizenship Behaviour



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DEDICATION

To my wife and children



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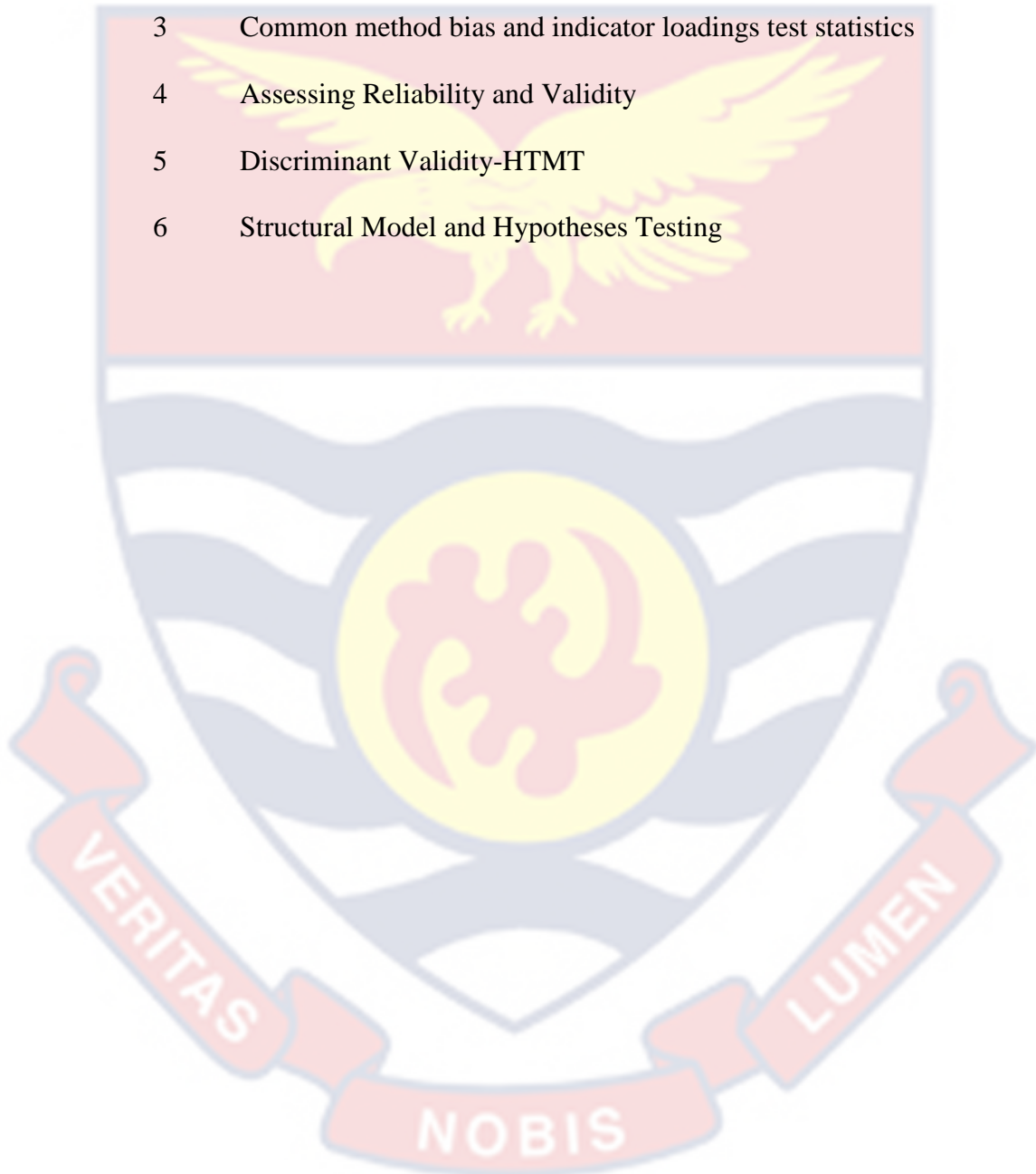
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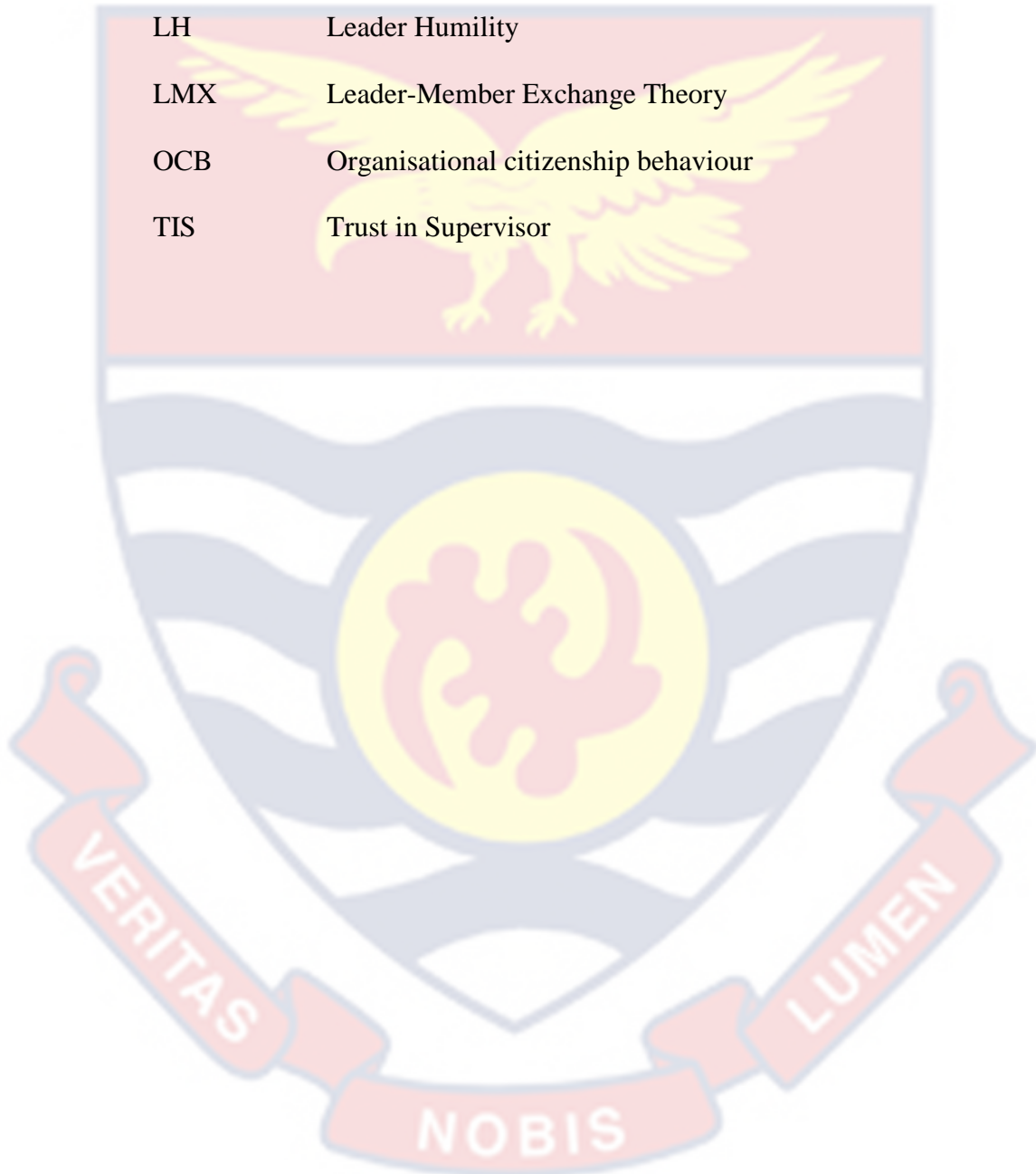
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LIST OF ACRONYMS

EE	Employee Engagement
FSSB	Family Supportive Supervisor Behaviour
JS	Job Satisfaction
LH	Leader Humility
LMX	Leader-Member Exchange Theory
OCB	Organisational citizenship behaviour
TIS	Trust in Supervisor



CHAPTER ONE

INTRODUCTION

This study examines leader humility and organisational citizenship behaviour through the mediating role of job satisfaction and employee engagement. Humble leaders are willing to view themselves accurately, appreciate others' contributions and learn from others (Owens et al., 2013). The chapter, therefore, provides a discussion on leader humility, organisational citizenship behaviour, job satisfaction and employee engagement at relevant sections.

Background to the study

Most employees understand that their primary duty is to do the work that has been assigned to them and deliver work that is acceptable and beneficial to the organisation. Organisational citizenship behaviour (OCB) is defined by Robbins et al. (2013) as optional behaviour that is not part of an employee's formal work obligations but supports the effective functioning of the organisation. OCB is an individual discretionary behaviour that is not explicitly or directly recognized by the formal reward system and promotes the functioning of the organisation effectively (Organ, 2006). OCB is also a form of extra-role behaviour that has the potential to contribute to a greater individual performance in the service of overall organisational effectiveness (Jain, 2009). Thus, in order to have competitive edge, organisations must have employees that are not only functionally sound but are ready to make additional sacrifices for its success.

World-class organisations have people who are always prepared to go beyond their formal job responsibilities and also devote extra time and energy

to their work (Kashif et. al., 2011). The concept of OCB is explained by social exchange theory that people feel obligated to reciprocate when they have benefited from the same person or same entity's action (Coyle- Shapiro et al., 2004). Empirical research also suggests that Leader-Member Exchange predicts OCBs because employees who engage in high-quality relations with their supervisors also tend to engage in behaviours that support others in their work environment and ultimately increase organisational performance (Organ, 1998; Martin et al., 2016).

Leader humility has been acknowledged as a promoter of employee behaviours that improve productivity (Lin, et al., 2019; Hu, et al., 2018; Jeung & Yoon, 2016). Leader humility refers to “an interpersonal characteristic that emerges in social contexts that connotes a manifested willingness to view oneself accurately, a displayed appreciation of others’ strengths and contributions, and teachability, or openness to new ideas and feedback” (Owens et al., 2013). Owens et al. (2013) indicate that leader humility substantially shapes interpersonal interactions between leaders and followers, and thus affects perceptions, attitudes, and behavioural responses. Broadly defined, humility involves being down-to-earth, unassuming, and willing to admit limits or mistakes (Tangney, 2000; Van Tongeren et al., 2019).

Owens and Hekman (2012) developed the first theoretical model of humility in organisational leadership outlining the behaviours, mechanisms, contingencies and outcomes for organisational processes. Humble leadership was found to lead to a perceived legitimization of the employee's developmental journey that increases the psychological freedom and engagement of employees (Owens & Hekman, 2012). Humble leader's

behaviour creates room for being transparent about their own weaknesses and limitations and reduces the fear of evaluation which results in psychological freedom (Owens & Hekman, 2012). A leader can express humility by being appreciative of the strengths and the contributions of their employees or subordinates (Owens, et al., 2013). A leader's humility greatly benefits employees and can generate reciprocal conditions in which employees are compelled to repay with positive actions in exchange. Given a leader's role in representing the organisation, employees tend to perceive the behaviour of a humble leader as a form of organisational support which then triggers OCB (Andiyasari et al., 2017).

In addition, employee engagement is a condition when employees are enthusiastic, passionate, energetic, and committed to their work (Maylett & Warner, 2014). According to Marciano (2010), employee engagement is the extent to which a person is committed and dedicates himself to the organisation, superiors, work, and colleagues. The concept of engagement refers to individual's involvement with his or her work. When employees are engaged in their work, they increase the occurrence of behaviours that promote efficient and effective functioning of the organisation (Ariani, 2013). Leaders can influence employee work engagement not only through changing work conditions but also through humility (Schaufeli, 2015). Humble leaders are known to develop strong interpersonal relationships (Owens & Hekman, 2015) and exhibit qualities of empathy, gentleness, respect, appreciation for the value of others, gratitude and a willingness to share credit (Wright et al., 2016). These qualities strengthen the humble leader's approach resulting in a positive impact on employee engagement (Owens & Hekman, 2015).

Bhatnagar and Biswas (2010) found employee engagement to be a predictor of OCB. Employees who exhibited higher levels of engagement were found to contribute to their organisations with higher levels of individual task performance and OCB (Rich et al., 2010). Engaged employees tend to invest themselves more fully while at work than do those who are less engaged. Thus, engaged employees are more willing to step outside the bounds of their formally defined jobs and engage in acts that constitute OCB (Kahn, 1992).

Job satisfaction, according to Luthans (2010), is an attitude developed by employees all the time regarding various aspects of work such as wages, supervisory style, co-workers, promotions and the job itself. Job satisfaction is not something static but can influence and modify the various strengths that are found in an employee. Handoko (2012) states that job satisfaction is a pleasant or unpleasant emotional state of employees in relation to their work. Job satisfaction reflects the feeling of work. This is seen in the positive attitude of employees towards work and everything that is encountered thereby promoting OCB in the organisation (Ahmad & Yekta, 2010). Satisfied employees take pride in organisational membership, believe in the goals and values of the organisation, and therefore demonstrate higher levels of OCB (Steinhaus & Perry, 1996; Awang, Ahmad & Zin, 2010).

Grounded in the social exchange theory, Cropanzano and Mitchell (2005) posits that the organisational system shapes social connections and interactions between people. Indeed, high-quality interdependent relationships with leaders will generate employees' obligations and commitment as they understand how they should reciprocate in mutual, respectful, and

complementary activities (Cropanzano et al., 2017). A humble leader who does not possess negative traits, such as arrogance, and is likely to provide an opportunity for employees to give opinions and raise concerns at work will be promoting OCB and engagement (Argandona, 2015).

Humble leaders play a key role in influencing employee job satisfaction (Dirks & Ferrin, 2002). Humble leaders tend to identify others' strengths, legitimize their short-term weakness and pay attention to their growth (Owens & Hekman, 2012). These salient behavioural cues will make employees perceive that they are respected and that leaders support their self-determination, which will foster higher job satisfaction (Deci et al., 1989). The findings of some studies have established the positive effect of leader humility on variables such as job satisfaction (Owens & Hekman, 2012; Rego et al., 2017).

Job satisfaction is an antecedent of OCB (Lambert et al., 2018; Uddin et al., 2019). Claudia (2018) reported that job satisfaction navigates commitment towards OCB. Ababneh and Hackett (2019) posited that both job satisfaction and employee commitment directly explain OCB. Ng and Feldman (2011) found that committed employees are derived from job satisfaction and go beyond what they are expected to do. Some studies also concluded that job satisfaction positively contributes to OCB (Foote & Tang, 2008; Nadiri & Tanova, 2010; Paillé, Bourdeau, & Galois, 2010; Zhang & Cun, 2012).

Statement of the Problem

Humility is not cited as often as some other character traits in the leadership literature, but some organisations have either experienced or heard

stories of egocentric and arrogant leaders who have soured company culture and driven valuable employees to underperform or leave (Abdullah, 2020). Organisations are faced with challenges such as absenteeism, not helping the co-worker, complaining of trivial issues, taking long breaks, misuse of time and resources, theft of property, etc. (Anjum & Parvez, 2013; Hassan et al., 2014; Vishwakarma et al., 2015). The findings of Kyeremeh (2014) and Dankyi et al (2019) suggest public sector organisations such as University of Cape Coast experience deviant workplace behaviour such as absenteeism and low work engagement leading to poor productivity.

Recent studies assert that a humble leader is able to set an example for employees' positive work behaviour which helps employees to increase their OCB through job satisfaction and employee engagement (Norman, 2010; Owens et al., 2013, Owens et al., 2015, Ou et al., 2017). OCB has a direct influence on the success level of organisations (Chun et al., 2013; Peng et al., 2016). Organisations with employees who strive to exert their maximum effort are likely to do better and survive (Gurbuz, 2009).

Most current research on leader humility focuses on how it promotes followers' positive behaviours toward their work and organisations, such as task performance (Diao et al. 2019; Yu and Wang 2017), voice (Li et al. 2019), and creativity (Lei et al. 2015). In spite of the important role OCB plays in organisations, little research exists in terms of the direct effects of leader humility on subordinates' extra-role behaviours (Mao et al., 2017). In addition, although few empirical evidence reveals a positive association between leader humility and employees' OCB (Mao et al., 2017, Chiu et al., 2016), these studies did not consider the mediating role of job satisfaction and

employee engagement in the relationship. To address this shortcoming, there is the need to conduct empirical research on leader humility and OCB considering the mediating role of job satisfaction and employee engagement in the relationship.

It is against this background that this study seeks to examine leader humility and organisational citizenship behaviour through the mediating role of job satisfaction and employee engagement. This study is amongst the first in contributing to the limited empirical literature on the relationship between leader humility and OCB by using an integrated model in examining the mediating role of job satisfaction and employee engagement.

Purpose of the Study

The purpose of this study is to examine the effects of leader humility on organisational citizenship behaviour through the mediating role of job satisfaction and employee engagement at the University of Cape Coast.

Research Objectives

The study specifically sought to:

1. analyse the effects of leader humility on organisational citizenship behaviour
2. examine the effects of leader humility on job satisfaction.
3. examine the effects of leader humility on employee engagement
4. assess the effects of job satisfaction on OCB
5. examine the effects of employee engagement on OCB
6. evaluate the mediating role of job satisfaction between leader humility and organisational citizenship behaviour

7. evaluate the mediating role of employee engagement between leader humility and organisational citizenship behaviour

Research Hypotheses

1. H1: Leader humility is positively related to organisational citizenship behaviour
2. H2: Leader humility is positively related to job satisfaction
3. H3: Leader humility is positively related to employee engagement
4. H4: Job satisfaction is positively related to organisational citizenship behaviour
5. H5: Employee engagement is positively related to organisational citizenship behaviour.
6. H6: Job satisfaction mediates the relationship between leader humility and organisational citizenship behaviour
7. H7: Employee engagement mediates the relationship between leader humility and organisational citizenship behaviour

Significance of the Study

The study provides empirical evidence on understanding the relationship between leader humility and organisational citizenship behaviour as well as the mediating role of job satisfaction and employee engagement. To the Human Resource practitioners, the study will be significant in bringing out the role that humble leadership plays in promoting organisational citizenship behaviour in organisation.

The findings of this study will bring to bear the impact of leader humility on organisational citizenship behaviour and subsequently help inform the Management of the University of Cape Coast and other relevant

stakeholders on leader humility practices that will enhance organisational citizenship behaviour within the institution. This would, therefore, help influence policies regarding organisational citizenship behaviour in future. The study also contributes to academia by providing additional literature on the topic of the study.

Delimitation

The study would be delimited to senior staff of the University of Cape Coast. It would include staff from Administrative Assistant to Chief Administrative Assistant in the University of Cape Coast.

Limitations of Study

The researcher cannot reach out to all the senior staff of the University of Cape Coast; therefore, the result cannot be generalised to the entire university. Furthermore, structured questionnaires was used to collect data from the participants; hence, the question of common method bias comes to mind that has the potential to contaminate the findings. Nonetheless, the study's findings are adequate for generalization.

Definition of Terms

Leader Humility: Leader humility refers to “an interpersonal trait in which leaders are more possibly to objectively think of themselves, have a tendency to appreciate others’ excellences and contributions, and are inclined to be open to new opinions and suggestions” (Owens et al., 2013).

Organisational Citizenship Behaviour (OCB): OCB is defined as an extra work associated with behaviours, which goes above and beyond the routine duties prescribed by their job descriptions or measured in formal evaluations (Bateman & Organ, 1983).

Job satisfaction: Job satisfaction is defined as affective orientations on the part of individuals toward work roles which they are presently occupying (Vroom, 1964). Job satisfaction is a multidimensional psychological response to an individual's job, and that these personal responses have cognitive (evaluative), affective (emotional), and behavioural components (Hulin & Judge, 2003)

Employee Engagement: Employee engagement is defined as 'the harnessing of organisation members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances' (Kahn 1990).

Organisation of Study

This study comprises five chapters. The first chapter, which is the introductory chapter, covers the background of the study, research problem, research objectives, research hypothesis, scope of the study, significance of the study, and organisation of the study. Chapter Two is the literature review, which presents a critical review of existing theoretical and empirical literature related to the issue under investigation. Topics covered include leader humility, organisational citizenship behaviour, job satisfaction and employee engagement. Consequently, theoretical and conceptual framework proposed for the study to test the various hypotheses is also presented in this chapter.

Chapter Three focuses on the methodology and considers the research design, research population, sample size, and sampling technique. Subsequently, the sources of data, data collection instrument(s), methods of data collection, mode of data analysis, as well as, issues regarding the testing of validity and reliability of the research instrument will be addressed.

Chapter Four presents and discusses the results of the study. Using structural equation modelling (SEM), the relationships between the constructs were established at this stage. Finally, chapter five is dedicated to summary, conclusions, implications of the study, limitations, and recommendations for future studies.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents a review of prior studies which are relevant to the current study. The chapter discusses theories as well as the conceptual framework that serves as a guide for the study. The concept of leader humility, organisational citizenship behaviour, job satisfaction and employee engagement are discussed. The chapter also presents empirical reviews on related works that are relevant to the study and hypotheses developed for the study.

Theoretical Framework

Within the scope of the study, two theories were adopted to explain the constructs and relationships used. These were the social exchange and leader-member exchange (LMX) theory. By navigating through this theoretical landscape, the study aims to contextualize the variables within the broader theoretical discourse, preparing the groundwork for our empirical review into the interplay of these constructs within the study area, and ultimately, their collective influence on employee behaviour like OCB and employee engagement.

Social Exchange Theory

According to Blau (1964), social exchange is defined as voluntary actions of individuals that are motivated by the returns they are expected to bring and typically in fact bring from others. Social exchange theory argues that individual behaviour is the result of a social exchange process predicated on the behaviour of others (Blau, 1964). The theory suggests that when a

person gives another person a reward, resource or other perceived commodity, there is an expectation of future return from the other party (Bernierth & Walker, 2009). In this theory, employee behaviour is considered as an interdependent and contingent interaction between one person and another. Social exchange theory avers that persons in relations are motivated by the goodness of outcomes they expect to receive (Nakonezny & Denton, 2008). Social exchange theory is amongst the most significant conceptual models for appreciating workplace conduct.

One of the basic tenets of social exchange theory is that relationships develop over time into trusting, loyal, and reciprocal commitments. For this to happen, parties must stand by certain rules of exchange. Rules of exchange form a normative meaning of the situation that forms among or is accepted by the participants in an exchange relation (Emerson, 1976). In agreement with the exchange theory, the support given to an employee is expected to create inequity in the exchange between the employee and the source of support (the supervisor). Therefore, the employee will try to maintain equilibrium between the support received and the effort extended (Randall et al., 1999). In other words, upon getting support the employees will tend to respond to fulfill his/her feeling of indebtedness by showing positive work conducts. The support given may directly empower the member of staff to perform better or display positive work approaches (Randall et al., 1999). According to social exchange theory, when leaders express more humility, employees are motivated to trust their leaders and reciprocate by engaging in beneficial rather than negative behaviours (Zapata et al., 2013).

Implication of the social exchange theory to the study

Social exchange theory posits that the organisational system shapes social connections and interactions between people (Cropanzano & Mitchell, 2005). Indeed, high-quality interdependent relationships with leaders will generate employees' obligations and commitment as they understand how they should reciprocate in mutual, respectful, and complementary activities (Cropanzano et al., 2017). A humble leader is someone who does not possess negative traits, such as arrogance, and is likely to provide an opportunity for employees to give opinions and raise concerns at work (Argandona, 2015).

A humble leader should then provide the support necessary for their subordinates to generate the willingness to embrace new ideas, exchange information, and value individual contributions that promote proactive and collaborative interpersonal relationships among employees (Owens & Hekman, 2016). Social exchange theory could be used to explain the influence of humble leadership and trust play in encouraging employees to be connected to an organisation (Navimipour & Charband, 2016; Gagné et al., 2019). This theory is appropriate for the current study because social exchange theory helps to structure an environment and culture within an organisation which promotes friendliness and collegiate relationship-building among teams thereby helping the employees feel connected to the organisation as this ultimately results in organisational citizenship behaviour.

Leader-Member Exchange (LMX) Theory

Leader-Member Exchange Theory, with its roots in role theory (Graen and Cashman, 1975) and drawing on social exchange theory (Blau, 1964), signifies that dyadic relationships develop and are exchanged over time

through a sequence of exchanges (Dienesch & Liden, 1986) and that relationships vary in quality (Dulebohn et al., 2012; Henderson et al., 2009). According to this theory, employees build economic relationships, within general quid pro quo arrangements, and social relationships, with mainly symbolic, long-term arrangements (Eisenberger et al., 2001). Social exchange relationships, in which employees are able to identify with their leader, can be linked to LMX. LMX is defined as the quality and effectiveness of the working relationship a leader forms with his or her employees individually (Graen & Uhl-Bien, 1995).

The theory also postulates that the nature and quality of these relationships significantly affect the attitudes and behaviours of the leader and the subordinate (Liden et al. 2006). The quality rating of the leader–subordinate relationship varies from high-quality relationships, characterised by extra-contractual behaviours, to low-quality relationships that are solely defined by contractual behaviours, hierarchy, and work roles (Liden & Graen, 1980). In the development of these relationships, dimensions that are considered as “exchange currencies” are contribution, loyalty, affection, and respect (Liden & Maslyn, 1980). LMX emphasizes the value of harmonious relationships between leaders and subordinates as well as argues that team and organisational performance is fostered when leaders and subordinates develop mature and rewarding relationships (Graen and Uhl-Bien, 1995; Haspari et al., 2019; Lo et al., 2006). The vertical link between a leader and a follower is varied within a work unit and is dependent on many factors. The basic understanding of LMX is that there are different types of relationships between leaders and followers that are predicated on roles and social and

economic exchanges influenced by leader behaviours and follower outcomes (Chou, Jiang, Klein, & Chou, 2011). The exchange results in behaviours that reciprocate in relation to the quality of the relationship impacting the social exchange, task performance, turnover intention, and individual and organisational satisfaction (Ilies et al., 2007). The leader-member exchange (LMX) theory is also used to explain the relationship that exists between the integrity of a leader and how such leadership attributes influences employee outcomes including OCB and CWB. The LMX focuses on the significant relationship between a leader and the follower (Gernster & Day, 1997; Cogliser & Schriesheim, 2000).

The theory is unique from other leadership theories in the sense that, it deviates from leadership theories that explain the behaviour or styles of leaders that tend to be most effective in emphasizing how the quality of relationship between leaders and followers influence various outcomes from these parties (Gerstner & Day, 1997). There is evidence that suggests that there is a positive relationship between the leader-follower relationship and follower outcomes such as motivation, commitment and performance (Gerstner & Day, 1997; Ilies, Nahrgang & Morgeson, 2007). Ilies et al. (2007) finds that the quality of the LMX relationship predicted OCB.

LMX is related to outcomes that are beneficial to an organisation and should not be underestimated. Since every employee in an organisation is unique, so is every relationship between leader and employee (Graen et al., 1973). According to Ishak and Alam (2009), the reasons for the interest in LMX theory are the several significant relationships found between LMX and individual, group and organisational outcomes. The results of their study

found that LMX is correlated with behavioural outcomes like OCBI and OCBO. They conclude that a high-quality LMX is positively correlated with employee OCBI and OCBO, therefore, when the leader and the employee have mutual trust, loyalty and respect for each other, the employee is more willing to help colleagues and obey the rules at work. On the other hand, when the leader and the employee do not have a relationship of high quality, work is performed according to a formal set of rules and the employment contract (Boies & Howell, 2006).

Implication of the LMX theory to the study

LMX theory focuses on the relationship between leaders and followers, in contrast to traditional leadership theories that focus exclusively on leaders' behaviour or characteristics. It assumes that a leader does not establish the same type of relationship with each follower, and effective leadership is demonstrated by leaders' development of good exchange relationships with subordinates, characterized by mutual trust (Dulebohn et al., 2012). Empirical research suggests that LMX predicts organizational citizenship behaviours (OCBs) because employees engaged in high-quality relations with their supervisors also tend to engage in behaviours that support others in their work environment and ultimately increase performance (Organ, 1998; Martin et al., 2016).

Ariani (2013) found that LMX have impacts for the subordinates, such as job satisfaction, commitment, role performance, and organisational citizenship behaviour. In a high-quality LMX relationship, mutual trust is developed. As a result, employees feel more comfortable in their work roles. This leads to higher engagement of the employee and better performance

overall (Cropanzano, Dasborough & Weiss, 2017; Macey & Schneider, 2008). This theory is appropriate for the current study because the quality of the relationship between a leader and subordinate influences team and individual commitment within organisations and this is an important factor in predicting OCB.

Conceptual Review

Leader Humility

Leaders who show humility are more concerned with the interests of others than their own interests, hence they are able to elicit a form of transformational leadership style which leads to the growth of respect, trust, and creativity from their employees (Morris et al., 2005). Leader humility has been demonstrated to bring out employee behaviours that improve productivity such as voice behaviour, feedback-seeking, organisational citizenship behaviour, and team creativity (Hu, et al., 2018; Jeung & Yoon, 2016; Lin, et al., 2019; Qian, et al., 2018; Qian, et al, 2020; Yang, et al., 2019; Zhong, et al., 2020).

A humble leader expresses humility through three kinds of humble behaviours: admitting mistakes and limitations, spotlighting follower strengths and contributions (Owens & Hekman, 2012), and being open to learning, feedback, and new ideas (Owens et al., 2013). A leader can express humility by giving appreciation for the strengths and the contributions of their employees or subordinates (Owens et al., 2013). A leader's expressed humility greatly benefits its employees and can generate reciprocal conditions in which employees are compelled to repay with positive actions in exchange. Given a leader's role in representing the organisation, employees tend to perceive the

behaviour of the leader as a form of organisational support (Andiyasari et al., 2017). Therefore, employees who feel appreciated for their contributions and efforts for the organisation will likely develop a positive perception toward the organisation because individuals who feel appreciated by their leader will attribute the leader's actions as a form of support from the organisation.

Organisational Citizenship Behaviour

OCB is defined by Robbins and Judge (2013) as optional behaviour that is not a part of an employee's formal work obligations but supports the effective functioning of the organisation. Another opinion expressed by Gary (2012) explained that OCB is the voluntary behaviour of a worker to do tasks or jobs outside his or her responsibility or obligation for the advancement or benefit of his or her organisation. The dimension of OCB which is widely known and used in studies was proposed by Organ (2006) which consists of: (1) Altruism, namely the behaviour of helping colleagues to complete their work. For example, willing to voluntarily help colleagues who do not understand and are new. Also, helping colleagues who are overloaded with work and doing a colleague's work who is absent; (2) Courtesy, which is defined as the behaviour for problems related to work. For example, encouraging colleagues who work lazily; (3) Sportsmanship, which is defined as the behaviour of accepting conditions or circumstances that are unpleasant and less ideal. For example, employees who do not like to complain and ignore reality; (4) Civic virtue, namely responsible behaviour to participate in corporate life activities. For example, attending meetings that are not necessary for the employee but beneficial for the company. Also, willing to follow or obey the changes that occur in the company and having the initiative

to increase productivity in the company; and (5) Conscientiousness, namely dedication to work and achieve results above the standards set. For example, work all day long, not wasting time, obey all company regulations voluntarily, as well as willing to carry out responsibilities that are not part of their responsibility.

Bies (1989) defined OCB as individual behaviour that is discretionary, not recognized by the formal reward system, and that in total promotes the effective functioning of the organisation. This implies that the behaviour is not an enforceable requirement of the role or the job description in an employee employment contract with the organisation. Thus, the behaviour is rather a matter of personal choice, such that its omission is not generally understood as punishable. According to Sridhar & Thiruvankadam (2014), OCB is the array of cooperative behaviours that are positive, intended and non-obligatory that goes beyond the set requirements of the job but are significant because they support the social, organisational and psychological components to accomplish both individual and organisational performance. Moreover, OCB is a behaviour that is beyond the stipulated roles and above the organisation's regulations and procedures (Tambe, 2014).

Organ (1988) characterized OCB as discretionary conduct that is not specifically or expressly rewarded by the structured incentive system and that contributes to the organisation's successful functioning in aggregate. By voluntary, it means that the behaviour is not an enforceable condition of the job description, i.e., the precisely defined terms of the individual's employment contract with the organisation; rather, the conduct is a matter of personal preference, so that its absence is not widely interpreted as retribution.

Organ also noted that interpreting OCB as activities that are not formally rewarded is overbroad, as few “in-role” behaviours directly result in a formal reward. According to Kwantes et al. (2008), “OCBs” are behaviours that an employee participates in voluntarily that contribute to the organization’s success but are not directly compensated by the organisation.

Job Satisfaction

According to Yuen et al. (2018), job satisfaction is a notion in organisational behaviour research that is commonly conceptualised as an emotional variable that is separate from an assessment of an individual’s job experience. Job satisfaction is a term that defines an optimistic feeling and effective reaction toward a job occasioned from an assessment of its characteristics (Yuen et al., 2018). Employees are a critical instrument for the survival and success of any organisation. Leaders have the responsibility to motivate and propel employees to be actively involved, engaged and committed to achieving corporate and strategic goals of the organisation. The performance of employees is proportional to the level of job satisfaction which will undoubtedly directly reflect in employee work behaviours as asserted by (Wen et al., 2019). Mushtaq et al. (2014) also argue that contented employees have more tendencies to display positive behaviours that can effectively contribute to the overall performance of the organisation. Wen et al. (2019) identified a moderate amount of work, promotions, sufficient training, personal development, job stability, competitive salary, adequate reward and punishment system and a positive work environment as factors that determine employee satisfaction.

Lannoo and Verhofstadt (2016) posit that the attributes of job satisfaction have a positive correlation with job performance, which ultimately drives organisational performance. An employee who is exceedingly fulfilled with his work will perform better than his colleague who is discontented. More so, Kum, et al (2018) suggested that a satisfied employee tends to be present at work more often (i.e. low absenteeism), makes fewer mistakes, is more productive, and has a stronger intention to remain in the organisation. Nevertheless, OCB scholars like Kashif et al. (2011) and Organ (2018) observed that there is a relationship between job contentment and OCB behaviour as satisfied employees would be willing to help others and participate in extra-role behaviour in their job.

Employee Engagement

Employee engagement (EE) is a condition when employees are enthusiastic, passionate, energetic, and committed to their work (Maylett & Warner, 2014). According to Marciano (2010), employee engagement is the extent to which a person is committed, dedicates himself, and loyal to the organisation, superiors, work, and colleagues. The concept of engagement refers to individual involvement and job satisfaction which has the same level as work enthusiasm. Schiemann (2011) argues that EE is a condition when an employee does three things, namely attracts positive feelings about the company, predicts important employee behaviours such as high wise behaviour, and exceeds the lowest limit, which results in higher performance or adaptive behaviour such as problem-solving and creative decision. These adaptive behaviours can be influenced by the company's actions, especially the supervisor. In other words, engaged employees have a physical, cognitive,

and emotional connection with their work roles (Albrecht, 2010). Kahn (1990) described engagement as the harnessing of organisation members' selves to their work roles: in engagement, people employ and express themselves physically, cognitively, emotionally, and mentally during task performance (Schaufeli, 2015).

Employee engagement is a quantifiable representation that signifies the level of an employee's acknowledgement and acceptance of the ideals of an organisation while becoming an ambassador for the brand. Job embeddedness is a subgroup within engagement as it further defines the ability of employees to amalgamate with the company and local community (Collins et al., 2014). Marckinus-Murphy et al. (2013) studied how job embeddedness affects employee engagement and job satisfaction. Engaged employees were less likely to leave the organisation, meaning that many active associates were dedicated to the job (Heavey et al., 2013). Tse et al. (2013) discussed that decision-makers enhanced their managerial and leadership skills to boost employee engagement. Leaders who cultivated a positive work environment consistent with respect, recognition, and appreciation reduced negative job attitudes and disengagement (Bhatnagar & Biswas, 2010; Stinchcomb & Leip, 2013). Armstrong and Taylor (2014) discussed the significance of having an engaged and productive workforce to increase sustainability. Van Dam, Meewis, and Van der Heijden (2013) noted that leaders must create a supportive environment for employees to develop in order to increase engagement and commitment. Employee engagement and job satisfaction bolstered employees' desire to advance in their field (Van der Meer & Wielers, 2013).

Employee engagement has three key drivers, namely communication, work-life balance, and leadership (Bedarkar & Pandita, 2014). Further, EE has several other determinants namely work environment, leadership, team and co-workers, training and career development, compensation, organisational policies, and workplace well-being (Anitha, 2014). The importance of EE encourages many researchers to examine more deeply the determinants and effects of EE on other variables in the company. According to Rub and Fawzi (2004), the measurement of EE consists of teamwork, pleasant working conditions, treatment of employees, growth opportunities, flexible working practices, and good leadership and management practices. EE is a concept that has a significant role in an organisation and has been widely discussed in different literature in the last ten years. As a result, it is common that some companies use engaged employees as business strategy partners (Bedarkar & Pandita, 2014). Humans are one of the factors that cannot be duplicated or imitated by competitors and are recognised as the company's most valuable asset if they are managed properly. Engagement, in this matter, can become a solution to create quality human resource and improve employee performance. Besides, EE can also mediate other variables, one of which is the OCB on employee performance. Bagyo (2018) found the ability of EE to mediate the relationship between OCB and employee performance.

Hypotheses Development

This section provides a review of related literature based on empirical studies conducted on leader humility and OCB. It further examines the role played by job satisfaction and employee engagement.

Leader humility and Organisational Citizenship Behaviour

Social exchange theory proposes that workplace relationships are built around mutual obligations. Accordingly, when a leader treats employees with respect and fairness, this relationship will lead to a positive workplace experience (Cropanzano et al., 2017). Furthermore, consistent with the social learning theory (Bandura 1977), humble leaders act as role models to followers who emulate their attitudes regarding the importance of serving customers or clients and other organisational stakeholders by exhibiting extra-role behaviours. This means that humble leaders' behaviour result in employees showing higher levels of OCBs. A humble leader provides the support necessary for their subordinates to generate the willingness to embrace new ideas, exchange information, and value individual contributions that promote proactive and collaborative interpersonal relationships among employees (Owens & Hekman, 2016).

LMX theory predicts that humble leaders could stimulate organisational citizenship behaviours (OCBs) because employees engaged in high-quality relations with their supervisors also tend to engage in behaviours that support others in their work environment and ultimately increase performance (Organ, 1998; Martin et al., 2016). OCBs constitute informal modes of cooperation and contributions in which individuals engage to achieve job satisfaction and perceived fairness at work (Organ, 2018). Agreeably, Chon and Zoltan (2019) stipulate that humble leader's admirable integrity traits drive the employees to reciprocate discretionary, extra-role and positive behaviours in the organisation which results in OCB by employees. Bradley and Klotz (2018) found that leader humility is positively related to

organisational citizenship behaviour. Additionally, empirical studies also show that OCBs are often triggered by the support and effort of humble leaders (Khan & Malik, 2017; Organ, 2018). Therefore, it is hypothesized that:

H1: Leader humility is positively related to organisational citizenship behaviour

Leader humility and Job Satisfaction

Humble leaders also play a key role in influencing employee job satisfaction (Dirks & Ferrin, 2002). Workers are more likely to be satisfied with their jobs when their leaders have the humility to recognize their qualities, accept their shortcomings, and focus on their personal development (Owens & Hekman, 2012). A high-quality LMX relationship allows a team member to have opportunities to speak up, exchange information, and use more communication channels because they acquire supervisor supports due to the humility of their supervisor (Botero et al., 2009). Employees working in conducive social exchange relationships in teams with humble and supportive leaders are highly expected to develop a positive attitude toward their jobs (Flynn, 2005). Empirically, Ye et al. (2020) found a positive relationship between leader-expressed humility and employee job engagement is mediated by team learning orientation, and the negative relationship between leader humility and voluntary turnover is mediated by employee job satisfaction. Owens et al. (2013) found that humble leadership was positively related to follower job satisfaction. Another study by Ou et al. (2018) found that leader humility was positively related to follower job satisfaction. Oga and Worlu's (2022) findings revealed that leaders' humility significantly and directly

influences workers' productive behaviour, work happiness and job satisfaction.

Therefore, it is hypothesized that:

H2: Leader humility is positively related to job satisfaction

Leader humility and employee engagement

Wright et al. (2016), posit that humble leaders focus on employee growth and development which invokes a positive exchange from employees. The humble leader's approach results in a positive impact on engagement of employees and workplace culture. When leaders behave humbly, their followers emulate those behaviours, creating a shared interpersonal process, which, in turn, creates a team focused on striving toward its highest potential (Owens & Hekman, 2016). Kahn, (1990) posits that when employees have confidence in their leaders who are humble and supportive, they will be more willing to devote themselves to their work because they feel psychologically safe. Empirical evidence indicates that employees will reciprocate their leaders by exhibiting more beneficial behaviours and inhibiting counterproductive behaviours when they perceive they are fairly treated and their leaders are trustworthy (Sousa-Lima et al., 2013; Wang et al., 2018). Additionally, leader humility helps employees to reduce stress or emotional exhaustion by providing support to employees and motivates employees to exert more efforts in performing their tasks and engagements in the workplace (Owens et al., 2016; Wang al., 2018).

Furthermore, studies have also shown that humble leaders increase subordinates' psychological capital and empowerment. Humble leaders further enhance subordinates' trust in leaders, enabling subordinates to show higher extra and in-role performance (Avey et al., 2008; Norman et al., 2010).

Tangirala and Ramanujam (2012) found that the positive relationship between leader humility and creativity was stronger when employees had high levels of job autonomy. Rich et al., (2010) findings also indicated that humble leaders make subordinates feel energetic, inspire subordinates to become more focused and motivate subordinates to devote themselves to the work, which aligns with the connotation of engagement. Therefore, it is hypothesized that:

H3: Leader humility is positively related to employee engagement

Job satisfaction and organisational citizenship behaviour

Organ (1990) using the equity theory suggested that job satisfaction should have a strong relationship with OCB as compared to the usual measures of performance. Yee, Yeung and Cheng (2010) stated that satisfied employees represent the true worth of their company resulting in OCB as their satisfaction is considered an important driver of firms' improvements. Studies conducted by Gebrekiros and Kebede (2015) found job satisfaction as enabling component that leads to higher levels of organisational commitment by employees. A number of researchers have found a relationship between job satisfaction and OCB. Unal (2013) found a significant relationship between job satisfaction and four dimensions of OCB (Altruism, courtesy, sportsmanship, and civic virtue). Mohammad (2016) in a study of non-academic staff of a Malaysian University found job satisfaction to have a positive effect on OCB. Additionally, Gunay (2018) in a study also found that there is a significant relationship between job satisfaction and OCB. A study by Podsakoff, MacKenzie, Paine, and Bachrach (2000) found that job satisfaction had a weak and inconsistent relationship with OCB. A study by Lee and Allen (2002) found that job satisfaction was not a significant predictor

of OCB, but that organisational commitment and perceived organisational support were. Furthermore, Hemakumara (2020) in a related study found that job satisfaction had a positive significant relationship with the organisational citizenship behaviour of employees. Therefore, it is hypothesized that:

H4: Job satisfaction is positively related to organisational citizenship behaviour

Employee engagement and organisational citizenship behaviour

Schiemann (2011) argues that employee engagement is a condition when an employee does things which attract positive feelings about the organisation and results in higher performance or adaptive behaviour such as problem-solving and creative decisions. In other words, engaged employees have a physical, cognitive and emotional connection with their work roles and their organisation (Albrecht, 2010). Uddin et al. (2018) suggested that rising employee engagement creates a more efficient and productive workforce, and leads to higher levels of performance. Ariani (2013) researched the association between employee engagement, counterproductive work behaviour (CWB) and organisational citizenship behaviour (OCB). The study shows that employee engagement is significantly positively related to organisational citizenship behaviour.

Amadi et al. (2017) investigated the association between employee engagement and OCB. The study found that employee engagement has a positive significant relationship with organisational citizenship behaviour. A study by Macey and Schneider (2008) found that higher levels of employee engagement were associated with greater organizational citizenship behaviour. Additionally, a meta-analysis by Christian, Garza, and Slaughter (2011) found

a significant and positive correlation between employee engagement and organizational citizenship behaviour. Byaruhanga and Othuma (2016) in a study conducted on the role of employee engagement in enhancing organisational citizenship behaviour found that there is a significant association between employee engagement and organisational citizenship behaviour. Therefore, it is hypothesized that:

H5: Employee engagement is positively related to organisational citizenship behaviour

Job satisfaction mediates the relationship between leader humility and organisational citizenship behaviour

Employees express job satisfaction through building relationships, cooperation and events occurring in the workplace with the personality of their supervisors as a contributing factor (Hajdukova et al., 2015). Humble leaders enhance followers' self-efficacy through empowerment as one of the keys to make employees accomplish their job satisfaction levels (Cheng et al., 2020; Erkutlu & Chafra, 2015). Farrington and Lillah (2019) found that humble leaders have a positive relationship with employee job satisfaction. Sabir et al. (2012) asserted that organisation's performance is a combined effort of the leader and all the employees.

Humble leaders provide psychological support and also help employees with difficult task and provide positive feedback to cultivate high performance among the employees (Hernandez et al, 2011). Humble leaders enable an increase in employee performance by creating an environment to respect each other, fostering cooperation and trust via emotional support (Daft, 2005). Humble leaders encourage organisational learning and OCB by

cultivating listening, empathy and by setting a blame-free culture which in turn causes an increase in employee job performance (Choudhary et al, 2013). McCann et al, (2014) found that humble leaders influence employee satisfaction, high performance and OCB. Therefore, it is hypothesized that:

H6: Job satisfaction mediates the relationship between leader humility and organisational citizenship behaviour

Employee engagement mediates the relationship between leader humility and organisational citizenship behaviour

According to social exchange theory (Blau, 1964), employees are likely to reciprocate their leaders' or organisations' good intentions with positive attitudes or affection. When humble leaders appreciate employees' strengths and contributions publicly, it facilitates their growth and improvement, therefore providing positive psychological benefits and enhances employee engagement (Fritz et al., 2011).

Employees will be engaged in their work or organisation when they feel that the leader cares about their well-being as evidenced by the ability to effectively communicate the message that hard, willing to listen to employees, willing to follow up the various problems with the right actions, and able to carry out the organisation's values in their behaviour itself (Kahn, 1990). Nielsen et al., (2010) demonstrated that humble leaders have a positive impact on employees' attitudes or emotions which contributes to employee engagement and commitment to the organisation. Agreeably, the appreciation of subordinates' contributions that humble leaders express can help subordinates recognize the importance of their contributions to organizations

and result in OCB, and subsequently facilitate further employee engagements at the workplace (Chen et al., 2018).

Employee engagement has characteristics similar to organisational citizenship behaviour and employee commitment (Mansoor & Aslam, 2012).

Empirically, Ariani (2013) found that employee engagement does not show any mediator role between supportive leadership and organisational citizenship behaviour. Another study by Zhao et al. (2019) found that employee engagement partially mediated the relationship between authentic leadership which also shares some similarities with leader humility and OCB. Chen and Yi (2019) in their study found that leader humility is positively related to employee engagement, which in turn is positively related to organizational citizenship behaviour. Therefore, it is hypothesized that:

H7: Employee engagement mediates the relationship between leader humility and organisational citizenship behaviour

Conceptual Framework

A conceptual framework is known to provide snapshots highlighting patterns of concepts and interrelationships among key variables of a study.

The term conceptual framework as used in this research describes a set of pertinent concepts and principles selected from two or more fields of enquiry for the purposes of providing some explanation(s) to a study of interest (Fisher, 2007). The phenomenon under study is the examination of leader humility and organisational citizenship behaviour, with job satisfaction and employee engagement as mediating factors.

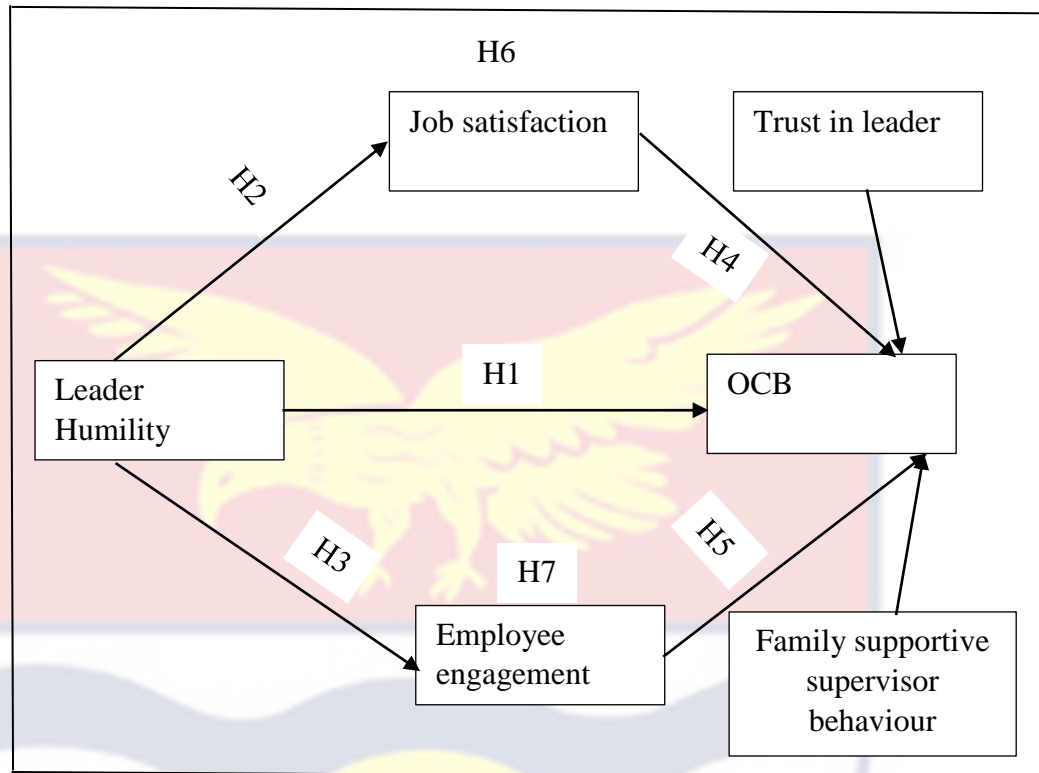


Figure 1: Conceptual Framework

Source: Author's Construct (2022)

Chapter Summary

The chapter reviewed literature on the relationship between leader humility, organisational citizenship behaviour, job satisfaction and employee engagement. Accordingly, theoretical, conceptual and empirical literature reviews were performed. In addition, the conceptual framework being guided by the objectives of the study was provided to give a pictorial view of the purpose of the study. The study also highlighted discussions in related literature on the relationship between leader humility and OCB studies conducted.

However, studies that provide an extensive discussion on the role played by job satisfaction and employee engagement on the relationship between leader humility and OCB are limited despite its importance. It is

evident from the foregoing literature that at both the local and global level, pertinent aspects of leader humility and OCB have not been much examined in relation to the role of job satisfaction and employee engagement as mediating factors. Furthermore, research works in the form of empirical studies have almost left out in educational institutions. Hence, this study focuses on the University of Cape Coast being a tertiary educational institution that places the highest academic demand on faculty.



CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the methodology used in the study. It discusses the research approach, research design, study organisation, population of the study, sample size and sampling technique adopted. In addition, the chapter discusses the instruments used to gather data, pre-test as well as the validation and reliability of the instrument, data collecting procedures, data analysis technique and ethical consideration.

Research Philosophy

Research philosophy refers to a system of beliefs and assumptions about the development of knowledge (Saunders, Lewis & Thornhill, 2016). A number of types of assumptions are made at every stage of research (Burrell & Morgan, 2017). These include assumptions about human knowledge (epistemological assumptions), about the realities you encounter in your research (ontological assumptions) and the extent and ways your values influence your research process (axiological assumptions) (Saunders et al., 2016). According to Creswell (2014), every researcher has the liberty to choose their methods, techniques and procedures. Nevertheless, the researcher must ensure that the paradigm meets the needs and purpose of the study when choosing the philosophical ontology, epistemology and methods. These assumptions help shape the understanding of research questions, methods and interpretation of findings. Accordingly, these assumptions constitute a credible research philosophy which in turn underpins the choice of methods, research strategy and data collection techniques and analysis procedures

(Saunders et al., 2016). Thus, research philosophy can help to clarify the research design, research approach, and collection of data and analysis (Blumberg, Cooper & Schindler, 2014).

Every research paradigm has its assumptions and methods. For instance, the positivism paradigm uses a quantitative approach and believes that there is an objective reality that can be understood by testing existing theories (to develop hypotheses and causal relationships) through measurement and observation to create rules and laws that help to explain and predicts behaviours and events in organisations (Saunders et al., 2016). Contrary to the positivist paradigm is interpretivism which sees reality from a subjective perspective and uses the qualitative approach. The interpretivist perspective upholds the idea that social reality must be seen as something that is subjectively constructed and interpreted by human beings through their thoughts and actions rather than something that already exists objectively, as suggested by positivists (Denscombe, 2017). Thus, it is more important to understand human experiences than to attempt to explain, control or predict them (Al Riyami, 2015). Pragmatism paradigm “reconcile both objectivism and subjectivism, facts and values, accurate and rigorous knowledge and different contextualized experiences” (Saunders et al., 2016, p. 143).

This study is marked by its objectivist approach, thus to ontological inquiry. Objectivism posits that social reality is external to the investigators and hence independent of their thoughts. Furthermore, social phenomena and their meanings exist independent of social actors (Bell & Bryman, 2007). Given the objectives, it is believed to be outside of the researcher's cognition, objectivism became more appropriate. In developing this reasoning, it is

important to emphasise the relevance of unambiguity and accurate knowledge (Saunders et al., 2016) and this is the principle of positivism. Thus, for a positivist, you remain neutral and detached from your research and data to avoid the influence of human interpretations or biases (Saunders et al., 2016).

Research Approach

According to Yates (2004), there are three basic techniques for doing research: quantitative, qualitative, and mixed. This research approach usually starts with data collecting based on a theory and then uses descriptive or inferential statistics to analyse the results (Tashakkori & Teddlie, 2010). Generalizations from the testing of statistical hypotheses lead to general inferences about population features, and quantitative approaches are typically regarded as deductive. Quantitative approaches are sometimes described as presuming the existence of a single truth that is independent of human experience (Lincoln, Lynham & Guba, 2011).

According to Creswell (2014), the quantitative approach entails gathering numerical data and analysing it using mathematically based approaches to explain occurrences. The quantitative research approach was adopted in this study because of the nature of the study aim, particular objectives, hypotheses and the type of the main data to be gathered and analysed.

Research Design

According to Creswell (2014), research design includes all the plans and procedures for doing research. The research design can be described as a guide that indicates how the research study will be conducted. It is an overall plan that outlines how the researcher will answer the research questions. The

researcher adopted for this study the explanatory research design. Explanatory research focuses on cause-effect relationships (Yin, 2014). Explanatory research tends to portray the cause and effect relationship among variables. The study had a broader purpose to determine the relationship between leader humility and organisational citizenship behaviour focusing on the mediating role of job satisfaction and employee engagement among the study population.

Study Organisation

The University of Cape Coast is one of the public collegiate research universities in Ghana located in the colonial city of Cape Coast. The University is located on a hill overlooking the Atlantic Ocean, making it one of the rare seafront universities in the world. The Government of Ghana established the University in 1962, after recognizing the gap and need for highly skilled and qualified human resources to man the educational sector. The University at its establishment was equipped and mandated to train graduate teachers for teacher training colleges and technical institutions. Currently, the University has added other disciplines to its core mandate including the training of doctors and other allied health professions, as well as, administrators, physicists, agriculturalists, and education planners.

The University is five kilometers west of Cape Coast and operates on two campuses, the Northern campus and the Southern campus. The University is organised into five (5) Colleges headed by Provosts, namely: College of Health and Allied Sciences, College of Agricultural and Natural Sciences; College of Humanities and Legal Studies, College of Distance Education, and eighteen (18) Faculties/Schools headed by Deans. The University also has eleven (11) Directorates.

The staff populace in the University has been at an increasing rate since the services produced are continual of benefit to many stakeholders. This had called for the establishment of other departments and schools to aid in rendering their services, however, the number is not enough. This had led to extra obligations among staff within the University to meet the set target by the school within the usual time periods. This further had led to management setting up policies and practices to attract the increasing rate of skilled employees within the University.

Population

According to Malhotra and Dash (2011), a population is a collection of elements that hold the information needed by the researcher to make conclusions. According to Saunders et al. (2012), population means an entire number of cases or group members from which to choose. Therefore, the population is the larger pool where samples are drawn and results generally found. The study's target population was senior staff employees who fall within the Administrative Assistant to Chief Administrative Assistant category in the various departments of the University. The target population was estimated at 640 administrators which represents the number of senior staff employees of the University according to data from the Human Resource Unit of the University of Cape Coast.

Sample Size and Sampling Procedure

The number of elements to be included in the research is referred to as the sample (Saunders et al., 2012). Sample size is a collection of population items from which a smaller number of elements are chosen for a research project (McDaniel & Gates, 2012). To establish the sample size for the study,

a mathematical method was used. Yamane (1967) method was used to compute the study's sample size.

$$n = \frac{N}{1 + N\alpha^2}$$

Where n = sample size

N = Total population

α = Margin error or significance level

The total population is and with a margin of error or significance level of 5%, our sample size can be determined as:

$$\frac{640}{1 + 640(0.05)^2} = 246$$

A total number of 246 administrators were sampled out of the population to serve respondents in gathering data for the study.

Saunders and Rojon (2014) describe sampling technique as the procedure for choosing a sample from a specific population. According to Buame (2010), there are principally two sampling techniques which are categorised as probability or non-probability sampling. Non-probability sampling consists of techniques such as convenience and purposive sampling (Etikan, Musa, & Rukayya, 2016). Blumberg et al. (2011) states that probability sampling methods includes simple random sampling, systematic sampling, stratified sampling and cluster sampling. The study adopted the probability sampling technique, which was a proportionate stratified sampling technique in choosing the sample for the research. The proportionate sampling procedure is a type of probability sampling which has been designed in such a way that all types of units of the target population with different characteristics would have an equal chance of being selected.

In order to ensure a comparative representation of the various categories and lessen the possibility of one-sidedness, a sample for each category was chosen according to their proportion in the population. To get the sample for the Administrative Assistants which is 177, the researcher divided the total number of Administrative Assistants in the population by the total population which was 640 and multiplied it by the sample size which was 246 and this resulted in 68 (that is $177/640 \times 246 = 68$). The same procedure was used in selecting the 184 Senior Administrative Assistants, 233 Principal Administrative Assistants and 46 Chief Administrative Assistants. Similar calculations were done to determine the sample size for the Senior Administrative Assistants, Principal Administrative Assistants and Chief Administrative Assistants. The results have been presented in Table 1.

Table 1: Sampling Procedure

Senior Staff Administrators categories	Total number of Staff	Sample size obtained
Administrative Assistants	177	68
Senior Administrative Assistants	184	71
Principal Administrative Assistants	233	90
Chief Administrative Assistants	46	17
TOTAL	640	246

Source: Author's Construct (2022)

The Lottery method was used by the researcher to select the number of Administrative Assistants, Senior Administrative Assistants, Principal Administrative Assistants and Chief Administrative Assistants. In doing this, the researcher obtained the list of all senior staff administrators from the

Directorate of Human Resource, University of Cape Coast. The names of staff were then categorized under the Administrative Assistants, Senior Administrative Assistants, Principal Administrative Assistants and Chief Administrative Assistants. The researcher then selected the respective number of respondents determined for each category using the lottery method.

In the sampling of the respondents, the names of respondents for each category were first listed and assigned numbers. The researcher then wrote the numbers of the respondents on an identical sheet of paper and folded it equally and mixed them up into a bowl. The slips were drawn from the container one by one until the desired number was obtained for each of the categories to get the sample size for the study.

The researcher then randomly picked the folded papers and recorded the names and numbers of the respondents selected. The respondents selected from each category were included in data collection. Afterwards, the researcher identified the selected senior staff administrators in their various Offices/Directorates/Departments/Sections/Units for the exercise.

Data Collection Instrument

There are many methods to collect information, such as observation, questionnaires and interviews, can be used to collect primary data (Saunders et al., 2014). A self-completing structured survey with closed-ended questions was developed for the study. The structured survey contained well-formulated questions and fixed responses directly linked to the research objectives. In measuring Leader Humility, the scale developed by Owens et al. (2013) was adopted. Respondents indicated the extent to which statements characterised Leader Humility using the seven-point Likert scale.

In measuring Organisational Citizenship Behaviour, the scale developed by Podsakoff, MacKenzie, Moorman, and Fetter (1990) was adopted. Podsakoff and colleagues developed the OCB scale based on the OCB definition of Organ (1988). In measuring Job Satisfaction (JS), items adapted from the Minnesota Job Satisfaction Questionnaire (MSQ) developed by Weiss et al. (1967) were adopted. In measuring Employee Engagement (EP), items developed by Rich et al. (2010) were adopted. In measuring Family Supportive Supervisor Behaviour (FSSB), items developed by Hammer et al. (2009) were adopted. In measuring Trust in Supervisor (TS), items developed by Yang (2005) were adopted.

The questionnaire comprised items grouped under five sections. Section I consisted of statements determining the demographic information of the respondents. Section II consisted of statements which measured Leader Humility. Section III consisted of statements which measured Organisational Citizenship Behaviour. Section IV consisted of statements which measured Job Satisfaction and Section V consisted of statements which measured Employee Engagement. Section VI consisted of statements which measured the control variable of Family Supportive Supervisor Behaviour. Section VII consisted of statements which measured the control variable of Trust in Supervisor. All the variables of the study were measured on a seven-point Likert scale with the endpoints being; 1 (Least form of agreement) and 7 (Highest level of agreement).

Measurement of Variables

The study measured the independent variable which is Leader Humility using the items developed by Owens et al. (2013). The dependent

variable Organisational Citizenship Behaviour was measured using the items developed by Podsakoff, MacKenzie, Moorman and Fetter (1990). The mediating variables being Job Satisfaction (JS) and Employee Engagement (EP) were measured with items adapted from the Minnesota Job Satisfaction Questionnaire (MSQ) developed by Weiss et al. (1967) and Rich et al. (2010) respectively.

Control variables

The control variables being Family Supportive Supervisor Behaviour (FSSB) and Trust in Supervisor (TS) were measured using items developed by Hammer et al. (2009) and Yang (2005) respectively. These were used as controls because of the test findings which show that the variables have significant relationship with OCB.

Family Supportive Supervisor Behaviour

Family Supportive Supervisor Behaviour (FSSB) is defined as the actions of supervisors to be both considerate and supportive of employee family roles (Hammer et al., 2009). According to Hammer et al. (2011), FSSBs are defined as those behaviours analysed by supervisors that are supportive of families. FSSBs consist of four dimensions: emotional support, instrumental support, role-modeling behaviours, and creative work-family management. Emotional support posits that a supervisor provides care and concern for their subordinate's feelings related to work and family. Instrumental support shows that the supervisor is showing concern and action by utilising both policy and practice to give their subordinates more workplace flexibility such as altered work hours.

Role-modeling support is provided to subordinates via the supervisor's actions and that helps regulate their work-family balance, such as the supervisor taking time off and altering their work role in order to care for their family. The role of supervisor support has been documented in the organisational literature and more specifically, the role of work-family specific supervisor support has been demonstrated above and beyond general levels of supervisor support in reducing work-family conflict and improving well-being (e.g., Hammer et al., 2009; Kossek et al., 2011). Ten Brummelhuis & Bakker (2012) found that increased FSSB can act as a critical workplace contextual resource that leads to increased perceptions of FSSB and reduced work-family conflict, and, in turn, the retention of other valuable personal resources, namely, time and energy, which can then be used for increasing job-related behaviours such as safety compliance and OCBs. Social exchange theory has also been used to explain the relationship between perceived supervisor support for work and family leading to employees' desire to reciprocate and increase OCBs (Bagger & Li, 2014). Additionally, it has been argued that making work-life programs available as another form of support related to FSSB signals employees that they are cared about, and this, in turn, increases the desire for a positive social exchange such as increased OCBs (Lambert, 2000).

Trust in Supervisor

Trust between parties is an important element of cooperative relationships. In organisational settings, trust can be an important determinant of productivity in individuals, groups, and the organisation (Dirks & Ferrin, 2002; Rousseau, Sitkin, Burt, & Camerer, 1998). For example, two recent

meta-analyses found that trust in the manager is positively related to job performance and organisational citizenship behaviour (OCB) and negatively related to counterproductive outcomes, such as the intention to quit the organisation (Colquitt, Scott & LePine, 2007; Dirks & Ferrin, 2002). One of the most often articulated effects in the literature is the relationship between trust in the supervisor-subordinate relationship and organisational citizenship behaviour (OCB) (Brower et al., 2009). Beyond OCB, higher levels of trust alter the subordinates' attitude towards the organisation and increase organisational commitment (DeConinck, 2010). Trust towards the supervisor also enhances subordinates' willingness to remain with the organisation (Costigan et al., 2011).

In addition, by adopting a less self-interested leadership approach and showing teachability, leader humility can reduce followers' sense of uncertainty in understanding leaders' behaviours and foster followers' trust in supervisor (Kenworthy & Jones, 2009; Nielsen et al. 2010; Owens et al. 2013). Supervisors have the ability to support the psychological employee-organisation relationship greatly impacts the emerging, developing and servicing of OCBs (Robinson & Morrison, 1995; Wat & Shaffer, 2004). When subordinates have trust in their supervisor, which is exhibited by the supervisor in the form of integrity, capability and benevolence, they will tend to show desirable behaviours such as OCBs (Dirks & Ferrin, 2002; Caldwell & Clapham, 2003; Mayer & Gavin, 2005).

Pre-Test

In this study, a pre-test of the research questionnaire was done at the university community in the University of Education, Winneba. This

institution was selected for the pretesting because it has similar structure administrative staff to the University of Cape Coast. This process was aimed at testing the accuracy and strength of the questionnaire in eliciting data needed for the study. In other words, this was to help in assessing the clarity of our questions to the respondents and to elicit their understanding regarding answering questions. Questionnaires were administered and after receiving them back, it was realized that the questionnaires did not require any significant changes.

Validity and Reliability

Prior to the main study, the validity and reliability of the questions forming the constructs were assessed to be sure the questionnaire being adopted were appropriate in the study's context. While validity is a measure of how exact a scale is in reference to what it is supposed to measure (Collis & Hussey, 2013), reliability means the extent to which a test, method, or tool provides consistent results in a number of settings and when used by a number of investigators (Wellington, 2000). In all, these two concepts evaluate the extent to which the scales adopted for a study are able to measure the phenomenon being investigated (Hair et al., 2019).

In testing the validity of the scales, the questionnaires were prepared based on extensive review of literature and sent to the supervisor to go through to offer expert opinion on the instruments. After which, additional face validity was done by colleagues in the field and were confirmed its suitability in the study setting. Regarding reliability of the questionnaire, the statistical method through the Cronbach's Alpha (CA) was adopted to analyse the pre-test results to assess how reliable the items were in measuring the constructs.

The CA values were benchmarked at 0.70 threshold widely upheld by previous researchers in social science research (Hair et al., 2019; Henseler et al., 2016). Results from the pre-test suggests that all the constructs passed the reliability test.

Precisely, leader humility construct which was made up of 9 items had the CA of 0.756. The results of the other constructs were also upheld in the study. Thus, OCB had the CA of 0.806; job satisfaction scored a CA of 0.786; employee engagement made a CA of 0.888; FSSB had the CA of 0.808; and finally, trust in supervisor's CA for the 5 items was 0.776. Upon meeting these criteria, the study preferred these scales for the aforementioned constructs for the main data collection at the University of Cape Coast.

Data Processing and Analysis

According to Creswell (2014), data analysis involves conducting various analyses and interpreting the greater significance of data. The data from questionnaires were processed and analysed utilising the Statistical Package for Social Sciences (SPSS) version 20. The data analysis included descriptive statistics, analysis of variance and regression analysis. Descriptive statistics were computed on each of the demographic variables and represented using frequencies and percentages. The analyses of the objectives of the study was done using Partial Least Square-Structural Equation Modelling (PLS-SEM). Presentation and discussion of the findings were done after following acceptable assessment criteria of the measurement and structural models of the PLS-SEM.

In PLS-SEM, the assessment of the measurement model is done based on assumptions that the model meets certain criteria comprising factor

loadings, construct reliability and validity, convergent validity and discriminant validity. The factor loadings also called indicator or item loadings define how well the various indicators of a construct can measure the constructs of a given study. According to Henseler, Ringle and Sinkovics (2009), indicators of a construct can measure that construct well when loadings of each item is greater than or equal to 0.70. This means that factors that load below the accepted threshold of 0.70 should be removed. Hair, Hult, Ringle & Sarstedt (2014) argue that, indicator loadings < 0.70 may be retained in so far as the inclusion of such factors will not lead to an overwhelming increase in the overall reliability of the model.

Ethical Consideration

The researcher requested consent from the Directorate of Human Resource, University of Cape Coast. Further and also an introductory letter from the Department of Management, School of Business at the University of Cape Coast was obtained. The objective of the study was properly clarified to the respondents, and the consent of respondents was obtained before the completion of the questionnaire. The researcher explained to the respondents of the study that, they have the option to opt out of the study. Respondents were given the full assurance that the study was for academic purposes and that their responses would be treated with the utmost confidentiality.

Chapter Summary

The chapter presents the research design and the study population. The study focused on a sampled senior staff administrators of University of Cape Coast. The self-administered questionnaire was administered to senior staff administrators of University of Cape Coast after assuring them of anonymity

and confidentiality. Also, participation in the study was done voluntarily. Approval was also sought from the Directorate of Human Resource before the commencement of the data collection. Data were analysed using SPSS and PLS-SEM. Ethical procedure is also captured in the chapter indicating respondents' consent is sought and assured of confidentiality.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The chapter presents an analysis of the data gathered and a discussion of the results. It includes reliability tests and regression results of data gathered. The demographic characteristics of respondents are also presented first followed by the results and discussions are presented with respect to the sequence of the research objectives.

Response Rate

The study targeted a sample of 246 administrative staff of the university. questionnaires were distributed to the respondents and several other follow ups made on them to collect the questionnaire. By the end of period, all responses were retrieved and this made a response rate of 100%.

Demographic Characteristics of respondents

The demographic information of the respondents included in the study is presented in this section. Specifically, this section presents the results on the sex, age, level of education, rank and number of years working in the University.

Table 2: Demographic Characteristics of respondents

		Frequency	Percent
Gender	Female	125	50.8
	Male	121	49.2
Age	18- 30 years	57	23.2
	31-40 years	105	42.7
	41-50 years	52	21.1
	51-60 years	32	13
	Total	246	100
Level of Education	Degree	185	75.2
	Masters	58	23.6
	PhD	3	1.2
Rank	Administrative Assistant	68	27.6
	Senior Administrative Assistant	71	28.9
	Principal Administrative Assistant	90	36.6
	Chief Administrative Assistant	17	6.9
	Less than one year	25	10.2
	2-5years	106	43.1
Number of years worked in the University	6-10years	51	20.7
	over 10 years	64	26
	Total	246	100

Source: Field survey (2022)

Table 2 provides the demographic characteristics of the respondents and their frequencies and percentages. There were 246 respondents in total and were classified according to their gender, age, level of education, rank, and number of years worked in the University. Of the respondents, 50.8% were female, and 49.2% were male. The majority of the respondents (42.7%) were aged between 31 and 40 years, while 23.2% were aged between 18 and 30 years. Additionally, 21.1% were aged between 41 and 50 years, and 13% were aged between 51 and 60 years. This indicates that the sample is relatively young, and the majority of the respondents are in the early stages of their careers.

In terms of level of education, 75.2% of the respondents had a degree, while 23.6% had a Master's degree, and only 1.2% had a PhD. This suggests that the majority of the respondents had completed a Bachelor's degree, which is often a requirement for entry-level administrative positions in Universities.

When it comes to rank, the largest proportion of respondents (36.6%) were Principal Administrative Assistants, followed by Senior Administrative Assistants (28.9%), Administrative Assistants (27.6%), and Chief Administrative Assistants (6.9%). The results in terms of rank suggest that the majority of the respondents in the study held high-level administrative positions in the University. Regarding the number of years worked in the University, 43.1% of respondents had worked for 2-5 years, while 26% had worked for over 10 years. Additionally, 20.7% had worked for 6-10 years, and 10.2% had worked for less than one year. This indicates that a significant portion of the respondents are relatively new to the organisation, while another sizeable portion has been with the University for a relatively long period.

After the presentation of the demographic variables in Table 2, the next section covered the presentation of the results and discussion of the objectives and hypotheses. Firstly, the assessment of the PLS-SEM models was reported. PLS-SEM covers two approaches to analysing data; thus, the measurement model and structural model. Whereas the measurement model evaluates the quality criteria of the instrument and its accompanying constructs in the study, the structural model basically focuses on establishing relationships among the variables in the path (Hair et al., 2019).

Measurement Model

The key parameters for evaluating the measurement model are factor loading, internal consistency, constructs' convergent validity (CV) and discriminant validity (DV). The factor loadings evaluate the extent to which the items measuring each of the constructs in research instrument actually measure the construct. The assessment of the indicator or factor reliability is done through the Cronbach's Alpha (CA) value of not less than 0.70 (Hair et al., 2019). Values less than 0.7 up to 0.4 may be retained when they do not interfere with overall model reliability. The internal consistency on the other hand explains the degree to which various constructs that are measuring a particular phenomenon are held suitable to the phenomenon. It is checked by using the Cronbach's Alpha (CA) or rho_A or composite reliability (CR) scores generated by running the PLS Algorithms in the SMARTPLS software.

Concerning the convergent validity, Cheah et al. (2018) explained that it used to assess the degree to which the constructs deployed in a model share mutual relationship or converge. Hair et al. (2019) assert that the constructs must make over 50 percent of variance in the correlation matrix among the constructs to pass the convergent validity test. The test for CV is done through the Average Variance Extracted (AVE) statistic. Thus, the criteria for establishing convergent validity are $AVE \geq 0.50$.

Finally, the DV is the last test to ascertain the overall quality criteria for constructs used a study. The DV measures the ability of the constructs to discriminate or be distinct from one another in a single PLS-SEM model. To evaluate the DV, two major criteria are established; the Fornell-Larcker (Fornell & Larcker, 1981) criterion and the heterotrait-monotrait (HTMT)

ratio of correlations (Henseler et al., 2016) criterion. The Fornell-Larcker's criterion suggests that DV issues are absent when the square root of a construct's AVE is higher than the correlation of the construct against other constructs (Hair et al., 2019). For HTMT ratio, it is upheld that its values should be less than or equal to 0.85 ($HTMT \geq 0.85$). Though the two are appropriate for checking DV, the HTMT ratio criterion is more laborious and widely accepted by scholars due to the sensitivity of the former to factors (Hair et al., 2019; Henseler et al., 2016).

Common Method Bias

The common method bias (CMB) is another test measure for checking self-reported biases of the respondents to the questionnaires. The common method bias (CMB) of the responses for each model were checked together with the measurement model when using the outer loading and with structural model when reporting the inner VIF models. This technique is usually conducted to establish or otherwise the non-existence of self-reported biases that may contaminate the validity of the results (Podsakoff et al., 2012). In PLS-SEM, the CMB is ascertained by relying on the collinearity statistics (i.e., Variance Inflation Factor, VIF) scores. It is recommended that the scores of VIF of the indicators should range from 0 to 5.0 (Becker et al., 2015).

Structural Model

The structural model helps with testing the hypotheses set in the study. Like the measurement model, the structural model also operates on certain parameters. These are the paths coefficients (R), coefficient of determination (R^2), effect size (f^2) and predictive capacity (Q^2). Also, the t-statistics and the P-values emphasise the significance of the paths established under the

structural model. The path coefficients generally are correlation coefficients, which define the direction and the strength of the relationship between two variables. Based on Cohen's (1992) rule of thumb, correlation values between ± 0.29 are described as weak, ± 0.49 are described as moderate, whereas ± 0.50 and above signify strong or large correlation values.

The R^2 explains the variation in the scores of the dependent or endogenous constructs as accounted for by the independent or exogenous variables in the PLS-SEM model. According to Hair et al. (2019), any remainder of the changes after the determination of the R^2 are attributed to other or erroneous variables not captured in the given model. The established criteria are that " R^2 of 0.25, 0.5 and 0.75 are considered as weak, moderate and substantial respectively."

In addition to the R^2 , the f^2 statistics are used to explain how meaningful the significance of the relationship is in respect of its practical implications. Usually, effect size (f^2) of 0.02, 0.15 and 0.35 is seen as small, medium and large respectively." While a predictive relevance (Q^2) of 0.02, 0.15 and 0.35 is considered as small, medium and large respectively." In sum, a significant level of 5% or less or a t- statistic of 1.96 or higher is appropriate for a structural model.

Mediation

As established by Nitzl et al. (2016), mediation effects can be identified by observing the performance of the direct and indirect paths of the exogenous and endogenous variables. To differentiate between the types of mediation, i.e., full, partial and no mediation, the scholars claimed that both the direct and indirect columns should meet certain criteria. For full mediation,

the direct path must be non-significant while the indirect path is significant. For partial mediation, both the direct and indirect paths should be significant, while no mediation is where both the direct and indirect paths are not significant.

Following the laid down foundations on the use of PLS-SEM, the ensuing tables present the results to the various criteria. Table 3 captured the results on the common method bias and indicator loadings test statistics.

Table 3: Common method bias and indicator loadings test statistics

Constructs/Indicators	Loadings	t	ρ	VIF
Employee engagement (EE)				
EE1	0.780	11.540	0.000	3.688
EE2	0.903	29.071	0.000	2.272
EE3	0.575	10.314	0.000	1.540
EE4	0.924	31.833	0.000	4.740
EE5	0.828	15.287	0.000	5.848
EE6	0.893	28.772	0.000	3.524
EE7	0.745	11.024	0.000	2.569
EE8	0.519	4.561	0.000	2.534
Family supportive supervisor behaviour (FSSB)				
FSSB1	0.627	6.232	0.000	1.922
FSSB2	0.640	5.801	0.000	2.137
FSSB3	0.799	5.286	0.000	3.096
FSSB4	0.833	6.718	0.000	4.623
FSSB5	0.738	4.430	0.000	3.883
FSSB6	0.617	3.834	0.000	2.280
FSSB7	0.672	1.931	0.053	1.968
Job satisfaction (JS)				
JS2	0.649	8.723	0.000	1.862
JS3	0.634	8.263	0.000	3.726
JS4	0.841	39.120	0.000	2.339
JS5	0.842	24.709	0.000	2.905

Table 3: Continue

JS6	0.852	17.896	0.000	4.043
JS8	0.699	9.843	0.000	2.772
Leaders humility (LH)				
LH1	0.884	62.598	0.000	2.862
LH2	0.784	35.756	0.000	4.796
LH3	0.667	13.025	0.000	2.852
LH4	0.626	8.715	0.000	1.986
LH5	0.565	9.905	0.000	2.133
LH6	0.718	13.294	0.000	2.852
LH7	0.807	27.323	0.000	2.909
LH8	0.660	13.810	0.000	2.267
LH9	0.732	25.668	0.000	2.425
Organisational citizenship behaviour (OCB)				
OC1	0.893	42.760	0.000	2.665
OC10	0.785	27.163	0.000	4.633
OC5	0.765	18.908	0.000	4.427
OC6	0.435	5.280	0.000	2.817
OC7	0.826	33.360	0.000	2.358
OC8	0.736	16.575	0.000	4.012
OC9	0.950	73.480	0.000	3.314
Trust in supervisor (TIS)				
TIS1	0.743	2.865	0.004	1.932
TIS2	0.845	4.297	0.000	2.843
TIS3	0.953	4.217	0.000	2.289
TIS4	0.813	3.563	0.000	3.433
TIS5	0.809	3.209	0.001	4.254

Source: Field survey (2022)

The results displayed in Table 3 show that the data gathered from the respondents were not contaminated with self-reported bias issue. By observing the scores of the VIF, it can be said that the required threshold has been met. The various indicators had scores well below the 5.0 cut off point proposed in Becker et al. (2015). Concerning the indicator reliability, the Table 3 revealed

that loadings for the constructs have intersected the requirements. By extension, the t and ρ values for the corresponding indicators also shown significant and that meet all logic to be retained in the model. Despite some indicators loaded below the 0.70 threshold, they nonetheless violated the reliability conditions (Hair et al., 2019).

Specifically, the Table 3 revealed that factor loadings for employee engagement were between 0.519 - 0.924; family supportive supervisor behaviour ranged from 0.617 - 0.833; job satisfaction had loading from 0.634 - 0.852; leader humility, 0.565 - 0.884; organisational citizenship behaviour, 0.435 - 0.950; and for trust in supervisor, the factor loadings were acceptably ranging from 0.743 - 0.953. Hence, the rest of the indicators the were deleted did not meet the loading criteria. The next table, Table 4, reported on the internal consistency or reliability of the constructs as well as convergent validity.

Table 4: Assessing Reliability and Validity

Construct	CA	rho_A	CR	AVE
EE	0.918	0.946	0.925	0.615
FSSB	0.846	0.772	0.849	0.557
JS	0.875	0.928	0.889	0.576
LH	0.890	0.949	0.906	0.521
OCB	0.890	0.926	0.916	0.617
TIS	0.925	0.977	0.920	0.698

“Notes: Loadings between 0.4 and 0.7 are acceptable. >0.7 is high. CA > 0.7 is acceptable and high. CR should be 0.7 or higher. AVE should be 0.5 or higher.” “CA – Cronbach’s alpha; CR – Composite reliability; AVE – Average Variance Extracted.”

Source: Field Survey (2022)

For the internal consistency of the constructs, the values of the CR usually are considered superior to CA and rho_A. However, a cursory look at

the scores of all the measures proved that the internal consistency of the constructs was achieved. In addition to the internal consistency checks, the AVE was used to assess the convergent validity of the constructs. Pursuant to the established criteria ($AVE \geq 0.50$), the results in Table 4 demonstrated that the constructs have achieved appropriate mutual relationship. The following table, Table 5 was used to report on the DV.

Table 5: Discriminant Validity-HTMT

Construct	EE	FSSB	JS	LH	OCB	TIS
EE						
FSSB	0.846					
JS	0.805	0.819				
LH	0.307	0.321	0.312			
OCB	0.326	0.443	0.502	0.647		
TIS	0.304	0.265	0.341	0.457	0.279	

Source: Field Survey (2022)

The DV of the model was checked using the HTMT ratio criterion due to its efficacy in assessing the distinctiveness of constructs to the study. According to the values in Table 5, the study assert that discriminant validity issues were not detected. This is because the values loaded below the 0.85 cut-off point for concluding on the non-existence of DV problems. Therefore, the variables were retained to analyse the phenomenon under investigation. Upon the successful assessment of the measurement model, the structural model was followed.

Table 6: Structural Model and Hypotheses Testing

Hypotheses/Paths	β	t	ρ	R^2	f^2	Q^2
OCB				0.586		0.515
JS				0.107		0.098
EE				0.108		0.098
<i>Direct link</i>						
H1: LH -> OCB	0.620	7.450	0.000		0.549	
H2: LH -> JS	0.327	6.734	0.000		0.120	
H3: LH -> EE	0.329	7.069	0.000		0.121	
H4: JS -> OCB	0.335	2.493	0.013		0.089	
H5: EE -> OCB	0.291	2.833	0.005		0.073	
<i>Indirect link</i>						
H6: LH-> JS -> OCB	0.109	2.087	0.037			
H7: LH -> EE-> OCB	0.095	2.679	0.007			
<i>Controls</i>						
FSSB -> OCB	0.217	1.031	0.303		0.029	
TIS -> OCB	0.050	0.292	0.770		0.003	

NOTES: a). " R^2 of 0.25, 0.5 and 0.75 are considered as weak, moderate and substantial respectively; b) f^2 of 0.02, 0.15 and 0.35 is seen as small, medium and large respectively; c) Q^2 of 0.02, 0.15 and 0.35 is considered as small, medium and large respectively."

Source: Field Survey (2022)

Following the results in Table 6, several deductions can be made. The table provides interpretations to the hypotheses of the study and other vital parameters like the coefficient of determination (R^2), effect size (f^2) and predictive relevance (Q^2). The results were interpreted based on three sub-columns which were direct link, indirect link and controls. From the direct paths, the study's findings revealed that LH had variously significant relationship with OCB (LH -> OCB; $R = 0.620$; $t = 7.450$; $\rho < 0.001$), JS (LH -> JS; $R = 0.327$; $t = 6.734$; $\rho < 0.001$) and EE (LH -> EE; $R = 0.329$; $t = 7.069$; $\rho < 0.001$) at $p < 0.05$; 2-tailed. Again, the results established that JS (JS -> OCB; $R = 0.335$; $t = 2.493$; $\rho = 0.013$) and EE (EE -> OCB; $R = 0.291$; $t = 2.833$; $\rho = 0.005$) had significant positive relationship with OCB.

Moreover, at the indirect column, the Table 6 indicated that LH was positively related with OCB through JS (LH-> JS -> OCB; $R = 0.109$; $t =$

2.087; $\rho = 0.037$) and EE (LH \rightarrow EE \rightarrow OCB; $R = 0.095$; $t = 2.679$; $\rho = 0.007$).

These findings were consistent with the hypotheses set in the study. Thus, the seven hypotheses found support in the study. Furthermore, the results at the control column were test findings for purposes of assessing other variables that may interfere in the results of the study. In light of the above, FSSB and TIS were controlled for. The results demonstrate that FSSB (FSSB \rightarrow OCB; $R = 0.217$; $t = 1.031$; $\rho = 0.303$) and TIS (TIS \rightarrow OCB; $R = 0.050$; $t = 0.292$; $\rho = 0.770$) were not significantly related with OCB.

With regards to the coefficient of determination (R^2), the study upheld that 58.6 percent of changes in the scores of OCB were accounted for by the joint contribution of LH, JS, EE, FSSB and TIS. Based on the criteria of Hair et al. (2019), this change moderately explained the variation of OCB of administrators of the University of Cape Coast. Also, 10.7 percent of the variation in JS was explained by LH. In addition, the results depict that a percent of 10.8 of changes in the employee engagement of the administrators was caused by the traits of LH. Concerning the effect size of the hypothesised links, it is seen that (Table 6) the links explain varied effects. For instance, the findings show that LH had a large effect on OCB while it (LH) made a weak effect on both JS and EE. Lastly, the findings revealed that JS and EE had small effect on the score of OCB. In light of the predictive relevance, Q^2 , Table 6 demonstrates that while OCB has ($Q^2 = 0.515$) made a substantial predictive relevance, JS ($Q^2 = 0.098$) and EE ($Q^2 = 0.098$) respectively had small predictive relevance in the model.

In summary, by observing the results from direct and indirect columns, it can be seen that the direct and indirect links between LH and OCB and through JS and EE were significant. Based on these, the study asserts that JS and EE partially mediate the relationship between LH and OCB.

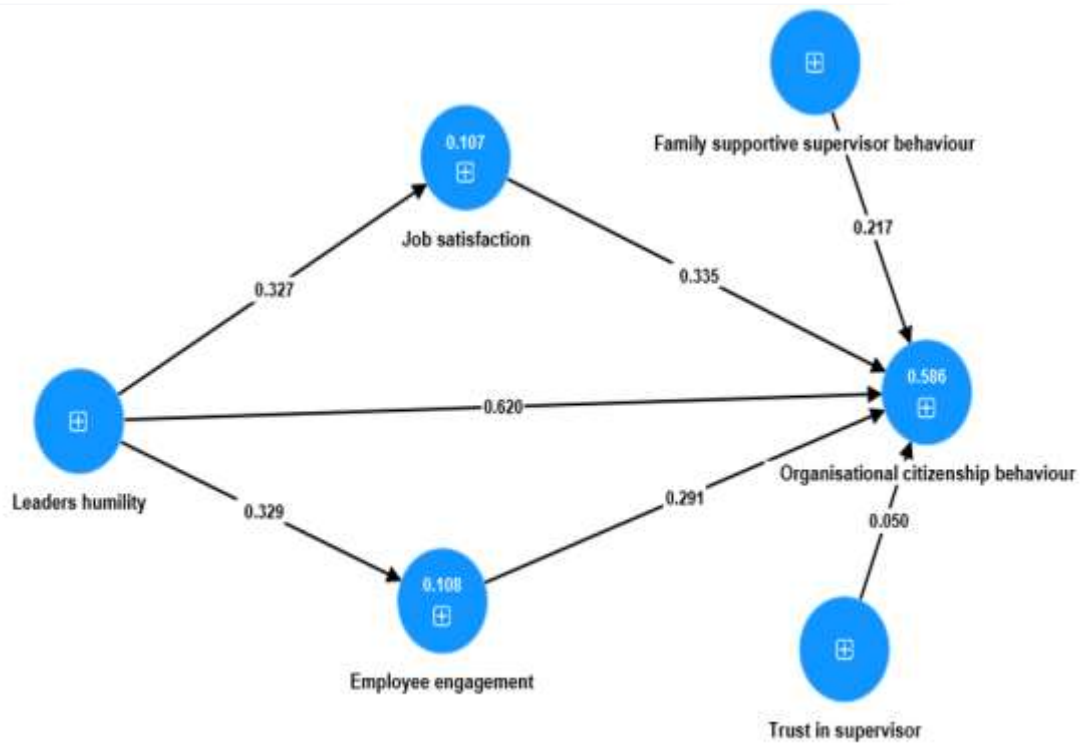


Figure 2: Final hypothesised PLS-SEM model

Assess the effects of leader humility on organisational citizenship behaviour

The first objective is to assess the effects of leader humility on organisational citizenship behaviour. The study hypothesised that H1: Leader humility is positively related to organisational citizenship behaviour. The findings of the objective were presented after assessment of the structural model as shown in Table 6. The table shows that the correlation coefficient (R) for leader humility and OCB is 0.620 indicating that for each one-unit increase in leader humility, there will be a corresponding 0.620 unit increase

in organisational citizenship behaviour. Also, the t-value for the correlation coefficient of leader humility is 7.450, which is statistically significant ($p < .001$). Overall, these results suggest that leader humility has a positive and significant effect on organisational citizenship behaviour. The findings presented are consistent with previous empirical research on the relationship between leader humility and organisational citizenship behaviour. Several studies have found that leader humility is positively related to organisational citizenship behaviour (Owens, Johnson & Mitchell, 2013; Bradley & Klotz, 2018).

Examine the effects of leader humility on job satisfaction

The second objective sought to examine the effects of leader humility on job satisfaction. The study hypothesized that; H2: “Leader humility is positively related to job satisfaction”. Based on the R value that connects LH and OCB, which is held at 0.327 means that for each unit increase in leader humility, job satisfaction is predicted to increase by 0.327. in the same vein, the value of the t statistic shown as 6.734 means that the relationship between leader humility and job satisfaction was moderate at 5% margin. Hence, hypothesis 2 was supported in the study.

The implication is that when the University of Cape Coast has leaders with humility traits, they will enhance the job satisfaction of the administrators. This is because, the administrators will feel some sense of compassion and down to earth attributes of the leaders and be comfortable with kind of work relationship existing at the workplace. By virtue of the fact that the leaders or the supervisors recognise and overlook the shortcomings of the employees, seek to correct them, and focus on the development of the

followers or the administrators, will increase the chances of the job satisfaction of the administrators (Owens & Hekman, 2012).

Moreover, the administrators will also sustain the feeling of belonging, acceptance, and supported and by extension foster the administrators job satisfaction. This finding is consistent with some previous empirical research (Owens et al., 2013; Ou et al., 2018) who also found that humble leadership was positively related to follower job satisfaction.

Examine the effect of leader humility on employee engagement

The third objective sought to examine the effects of leader humility on employee engagement. The study hypothesized that; H3: leader humility is positively related to employee engagement. The findings revealed that leader humility has a significant positive relationship with administrators' engagement in the University of Cape Coast. The evidence is reflected in the R and t- statistics values of the outputs in Table 6. The R value for leader humility and employee engagement indicate that about 0.329 of increase in engagement will be accumulated when leader humility increases by 1-unit. This was buttressed by the t-value of 7.069 which means that the increase will be significant and effective ($f^2 = 0.121$).

The findings can be implied from the logic in the social exchange theory (Blau, 1964), because the employees will see the efforts being made by humility leaders towards developing and supporting them and return these gestures with engagement. Accordingly, engaged administrators are willing to devote their efforts to the duties primarily because their superiors raise the standard by providing support and correction. In a broader sense, the administrators' psychological capital will be increased following the extent of

autonomy given them by the humble leaders and these have valuable implications on the engagement of the administrators (Wang et al., 2018).

The results of the study intersect with previous findings (Owens & Hekman, 2012; Tangirala & Ramanujam, 2012; Sousa-Lima et al., 2013) who found that leader humility was positively related to employee job engagement. Also, Rich et al. (2010) documented that humble leaders make their subordinates imbibe energy, inspire them and motivate them, which draw devotion from the subordinates to work. Thus, the study concludes that leader humility predicts follower's job engagement.

Assess the effects of job satisfaction on OCB

The fourth objective sought to assess the effects of job satisfaction on OCB. The study hypothesized that; H4: Job satisfaction is positively related to organisational citizenship behaviour. The summary of the results in Table 6 capture that job satisfaction has a significant positive relationship with the OCB of the administrators in the University of Cape Coast. A cursory look at the R value of the job satisfaction and OCB indicated that OCB will have a corresponding increase of 0.335 when there is a 1-unit adjustment of job satisfaction upward. In the same fashion, OCB will decrease by same margin when job satisfaction is reduced.

The findings of the study send signal to management of the university in that measures should be put in place to improve the job satisfaction of the administrators to in a larger extent promote their OCB. This is necessary because job satisfaction make the employees identify themselves with the job and exhibit altruistic and sportsmanship behaviours. Consistent with the equity

theory, employees will be pushed to do well because they see a good course coming from the organisation in the form of fairness and compensation.

Supporting the finding with previous works, Mohammad (2016) and Gunay (2018) who studied how job satisfaction was related with OCB found that employees who have job satisfaction demonstrate traits related to OCB such as helping other employees, no complains and constructively project the image of the organisation. Particularly, the study of Mohammad (2016) was done on non-academic staff at a Malaysian university and concluded that job satisfaction predicts OCB.

Examine the effects of employee engagement on OCB

This part of the report discussed the findings relating to objective five of the study. The fifth objective sought to examine the effects of employee engagement on OCB. The study hypothesised that; H5: employee engagement is positively related to organisational citizenship behaviour. The results revealed that employee engagement predicts OCB of the administrators of the university. In light of the strength of the relationship between the variables ($R = 0.291$), it can be explained that when the employee engagement is improved by 1-unit score, a corresponding rise of 0.291 will be experienced in OCB. The reverse of the statistics will hold when engagement is reduced.

The implication is that administrators who are engaged portray some level of physical and cognitive connection with the institution. Such identification manifest in sharing information with co-workers, standing in for colleagues who are in need, and engage in productive conversations, which are traits reflected in OCB. The results corroborate with findings of Macey and Schneider (2008) and Christian et al. (2011) who found a significant and

positive correlation between employee engagement and organisational citizenship behaviour.

Evaluate the mediating role of job satisfaction between leader humility and organisational citizenship behaviour

The sixth objective sought to examine the mediating role of job satisfaction between leader humility and organisational citizenship behaviour. To evaluate the mediating role of job satisfaction between leader humility and organisational citizenship behaviour, data analysis was conducted following Nitzl et al. (2016) using PLS-SEM. Based on the results provided in Table 6, the structural model examined suggests that there is a positive relationship between LH and OCB through the partial mediation effect of JS. This suggests that LH has a significant positive effect on JS, which in turn has a significant positive effect on OCB.

The revelation obtained from the results of the study is that although leader humility can influence OCB of administrators in the university, such influence can be improved when the administrators are satisfied with the job. Concisely, they will demonstrate OCB traits to do good to the organisation when humble leadership along with job satisfaction are both present. Empirically, the social exchange theory suggests that when employees feel supported by the organisation, recognised, and are given extra remunerations for extra work, they will develop a strong will to exercise OCB. Again, through job satisfaction, employees will engage in being dutiful to members that benefit others in the team, as they feel obliged to loyally and faithfully support other members of the group (Frolova & Mahmood, 2019).

This finding is consistent with (Owens et al., 2013; Wang et al., 2019) who found that leader humility was positively related to job satisfaction and that job satisfaction mediated the relationship between leader humility and OCB.

Evaluate the mediating role of employee engagement between leader humility and organisational citizenship behaviour

The seventh objective sought to examine the mediating role of employee engagement between leader humility and organisational citizenship behaviour. To evaluate the mediating role of employee engagement between leader humility and organisational citizenship behaviour, data analysis was conducted using PLS-SEM and with the help of Nitzl et al.'s, (2016) procedure. The results captured in Table 6 revealed that employee engagement yields a partial mediation effect on the link between leader humility and OCB. Thus, the results suggest that part of the influence of leader humility can be transmitted through engagement to enhance the OCB of administrators in the University of Cape Coast.

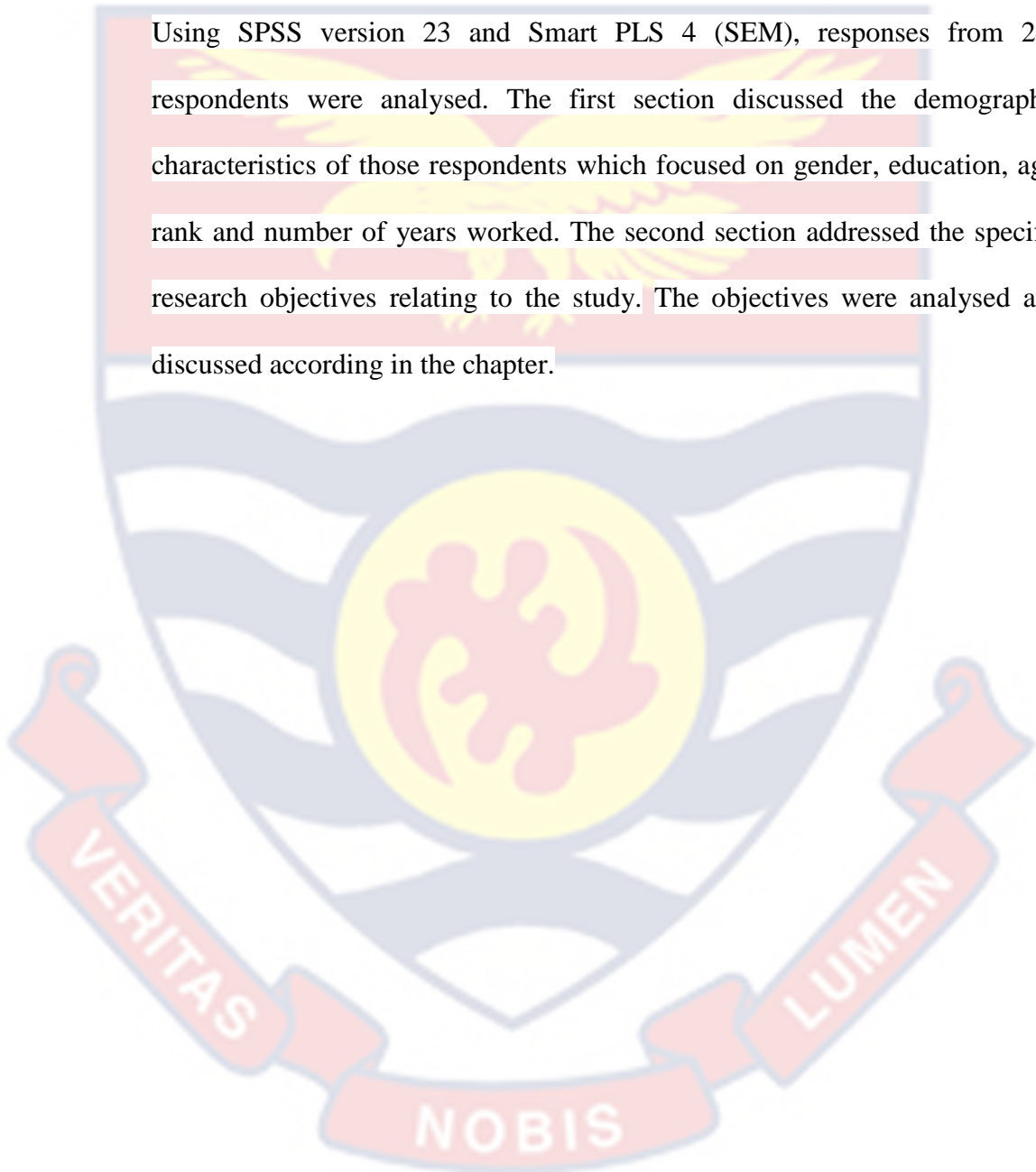
Based on the social exchange theory (Blau, 1964), employees are likely to reciprocate their leaders' or organisations' good intentions with positive attitudes or affection. When humble leaders appreciate employees' strengths and contributions publicly, it facilitates their growth and improvement, therefore providing positive psychological benefits and enhances employee engagement (Fritz et al., 2011). These employees who are engaged then will feel that the leader cares about their well-being and harbour the urge to engage in OCB. Previous studies (Chen & Yi, 2019; Zhao et al., 2019; Nielsen et al., 2010) demonstrated that humble leaders have a positive

impact on employees' attitudes or emotions which contributes to employee engagement and commitment to the organisation.

Chapter Summary

The findings of the study were presented and discussed in this chapter.

Using SPSS version 23 and Smart PLS 4 (SEM), responses from 246 respondents were analysed. The first section discussed the demographic characteristics of those respondents which focused on gender, education, age, rank and number of years worked. The second section addressed the specific research objectives relating to the study. The objectives were analysed and discussed according in the chapter.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents a summary of the findings from the data gathered for the study. It draws conclusions and makes recommendations on how to improve leader humility and organisational citizenship behaviour. Finally, the suggestions for future research is also highlighted. The purpose of the study was to examine the effects of leader humility on organisational citizenship behaviour through the mediating role of job satisfaction and employee engagement.

Summary of the Study

The aim of the study was to examine how leader humility influenced OCB of the administrative staff of the University of Cape Coast, Ghana through the mediating roles of job satisfaction and employee engagement. Precisely, the study pursued five objectives to address the main purpose of the study. They were to;

1. analyse the effects of leader humility on organisational citizenship behaviour
2. examine the effects of leader humility on job satisfaction.
3. examine the effects of leader humility on employee engagement
4. assess the effects of job satisfaction on OCB
5. examine the effects of employee engagement on OCB
6. evaluate the mediating role of job satisfaction between leader humility and organisational citizenship behaviour

7. evaluate the mediating role of employee engagement between leader humility and organisational citizenship behaviour

To examine these objectives, the researcher employed the partial least squares structural equation modeling (PLS-SEM) for testing the corresponding hypotheses that emanated from the objectives of the study. From a respondent sample of 246 subordinate-administrators from the University, the data was then processed using the IBM SPSS Statistics (version 26) and SmartPLS (version 4) softwares.

Summary of Key Findings

The first objective of the study examined the effect of leader humility on organisational citizenship behaviour. The result of the study showed that leader humility has a positive and significant impact on organisational citizenship behaviour. The results suggest that leader humility is positively related to OCB, with higher levels of leader humility being associated with higher levels of OCB.

The second objective of the study examined the effect of leader humility on job satisfaction. The results of the study showed that leader humility was positively related to job satisfaction. The results suggest a positive relationship between leader humility and job satisfaction, but it is weak and not statistically significant. The implication of the results is that while leader humility may be one factor that contributes to job satisfaction, it is not the only or the most important factor.

The third objective of the study examined the effects of leader humility on employee engagement. The results of the study suggest there is a positive relationship between leader humility and employee engagement. The results

suggest that when leaders exhibit humility, they may be perceived as caring and supportive, which may increase employee engagement.

The fourth objective of the study examined the effect of job satisfaction on OCB. The results of the study suggest that job satisfaction is positively related to organisational citizenship behaviour (OCB). It suggests that employees who are more satisfied with their job are more likely to engage in behaviours that are beneficial for their organisation. The results of the study imply that organisations may need to focus on other factors beyond job satisfaction if they want to encourage employees to engage in behaviours that are beneficial for the organisation.

The fifth objective of the study examined the effect of employee engagement on OCB. The results of the study suggest that employee engagement has a positive relationship with organisational citizenship behaviour.

The sixth objective of the study evaluated the mediating role of job satisfaction between leader humility and organisational citizenship behaviour. The results of the study suggest that LH has a significant positive effect on JS, which in turn has a significant positive effect on OCB.

The seventh objective of the study evaluated the mediating role of employee engagement between leader humility and organisational citizenship behaviour. The results of the study suggest employee engagement has a partial effect on the relationship between these variables.

Conclusions

The thrust of the study was to examine the interrelationships among leader humility, OCB, job satisfaction and employee engagement. Concisely,

the study drawn evidence on how the leader humility influences OCB of administrators in the University of Cape Coast using job satisfaction and employee engagement as mediators. The findings revealed that all the tested hypotheses were upheld in the study. Based on the findings, the following conclusions were made.

First, the study sheds lights by responding to calls on the need to investigate the role of some employee-specific factors that interplay in the direct link between leader humility and OCB in extant literature. Also, by establishing that leader humility, job satisfaction and engagement positively influence OCB, management of the university is enlightened on factors that can be leveraged to sustain administrators' OCB. Administrators' demonstration of OCB could help improve administrative practices and project the University's image against competitors.

Moreover, when the administrative environment in the university favours employee OCB, the administrators will feel the need to share valuable information, among themselves, and willing to devote extra-time to complete tasks to promote effective work. They will look beyond personal interest and place efforts into coming up with innovative ways of conducting administrative work.

Given that OCB traits are discretionary, the present study conclude that, management of the University of Cape Coast should not relent but continually institute measures that will facilitate the employees' OCB. Notable are having supervisors in charge of administrative units of the university to exhibit humility leadership.

Recommendations

The study recommends that leaders of various teams or units in the University adopt humility leadership as it can create a positive work culture where employees feel more connected to the organisation and its values. This can create a climate that fosters OCB, as employees feel more motivated to go above and beyond their job duties.

The study further recommends that leaders in various teams recognize every team member's unique strengths and contributions so as to encourage collaboration and build teamwork among employees in the University. This can promote OCB, as employees are more likely to help and support one another. The study also recommends that leaders in the University recognise and appreciate the efforts of their employees. This can motivate employees to continue to perform at a high level and engage in OCB to benefit the Institution. The study recommends that the University should consider other factors that have a stronger relationship with job satisfaction, such as job autonomy, social support, and work-life balance.

The study further recommends the University should consider a more nuanced approach to leadership development, considering leader humility on OCB. This may involve providing training and development opportunities for leaders to enhance their humility, while also ensuring that leaders maintain a certain level of confidence and competence in their roles.

Suggestions for Further Studies

Longitudinal studies could be conducted to establish a causal relationship between leader humility and OCB. Further studies could be conducted to explore the relationship between leader humility and OCB at both the individual and group levels.



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APPENDIX A

QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

SCHOOL OF BUSINESS

DEPARTMENT OF MANAGEMENT

Dear Respondent,

I am a student of the Department of Management, School of Business. This questionnaire is designed to ascertain information for my research work on the topic “*Leader Humility and Organisational Citizenship Behaviour: The Mediating Role of Job Satisfaction and Employee Engagement*”. I would be grateful if you could provide answers to the following questions. All the answers you provide will be treated with the utmost confidentiality and for academic purposes only.

Section I – Demographic Information

1. Gender: Male Female

2. Age:
 18- 30 years 31-40 years 41-50 years 51-60 years
Above 60 years

3. Educational Qualification:
 JHS/SHS Tertiary Post Graduate Professional
Certificate
 Other

4. Rank:
 Administrative Assistant Senior Administrative
Assistant

Principal Administrative Assistant Chief Administrative Assistant

5. Which department/unit are you working with

.....

6. How long have you been working with this organisation

Less than one year 2-5years 6-10years over 10 years

Section II – Leader Humility

7. Read the statements below carefully and rate how much you agree or disagree with each statement. Use a scale of 1-7 with where 1 = *Least form of agreement* and 7 = *Highest form of agreement*.

Statement	Likert Scale						
	1	2	3	4	5	6	7
My supervisor actively seeks my feedback even if it is critical							
My supervisor admits to me when he or she does not know how to do something							
My supervisor acknowledges when I have more knowledge and skills than him or her							
My supervisor takes notice of my strengths							
My supervisor compliments me on my strengths							
My supervisor shows appreciation for my unique contributions							
My supervisor is willing to learn from me							
My supervisor is open to my ideas							
My supervisor is open to my advice							

Section III – Organisational Citizenship Behaviour

8. Read the statements below carefully and rate how much you agree or disagree with each statement. Use a scale of 1-7 with where 1 = *least form of agreement* and 7 = *highest form of agreement*.

Statement	Likert Scale						
	1	2	3	4	5	6	7
I help others who have heavy work load							
I try to avoid creating problems for coworkers							
I keep abreast of changes in the organisation							
I consider the impact of my actions on coworkers							
I am always ready to lend a helping hand to those around me							
I do not abuse the rights of others							
I attend functions that are not required, but help the organisation's image							
I help others who have been absent							
I willingly help others who have work related problems							
I obey company rules and regulations even when no one is watching							
I help orient new people even though it is not required							

Section IV – Job Satisfaction

9. Read the statements below carefully and rate how much you agree or disagree with each statement. Use a scale of 1-7 with where 1 = *Least form of agreement* and 7 = *Highest form of agreement*.

Statement	Likert Scale						
	1	2	3	4	5	6	7
The chance to do things for other people							
The chance to tell people what to do							
The chance to do something that makes use of my abilities							
The way company policies are put into practice							
My pay and the amount of work I do							
The chances for advancement on this job							
The working conditions							
The feeling of accomplishment I get from the job							

Section V – Employee Engagement

10. Read the statements below carefully and rate how much you agree or disagree with each statement. Use a scale of 1-7 with where 1 = *Least form of agreement* and 7 = *Highest form of agreement*.

Statement	Likert Scale						
	1	2	3	4	5	6	7
I work with intensity on my job							
I devote a lot of energy to my job							
I strive as hard as I can to complete my job							
I am enthusiastic in my job							
I feel positive about my job							
I am excited about my job							
I am absorbed by my job							
I focus a great deal of attention on my job							

Section VI – Family Supportive Supervisor Behaviour

11. Read the statements below carefully and rate how much you agree or disagree with each statement. Use a scale of 1-7 with where 1 = *Least form of agreement* and 7 = *Highest form of agreement*.

Statement	Likert Scale						
	1	2	3	4	5	6	7
My supervisor is willing to listen to my problems in juggling work and non-work life							
My supervisor takes the time to learn about my personal needs							
My supervisor makes me feel comfortable talking to him or her about my conflicts between work and non-work							
My supervisor and I can talk effectively to solve conflicts between work and non-work issues							
My supervisor is a good role model for work and non-work balance.							
My supervisor demonstrates effective behaviours in how to juggle work and non-work balance							
My supervisor asks for suggestions to make it easier for employees to balance work and non-work demands							



Section VII – Trust in Supervisor

12. Read the statements below carefully and rate how much you agree or disagree with each statement. Use a scale of 1-7 with where 1 = *Least form of agreement* and 7 = *Highest form of agreement*.

Statement	Likert Scale						
	1	2	3	4	5	6	7
I can depend on my supervisor to meet his/her responsibilities							
Given my supervisor's track record, I see no reason to doubt his/her competence							
My supervisor follows through with commitments (s)he makes							
I can rely on my supervisor to show good judgment when making work-related decisions							
I can rely on my supervisor to do what is best at work							

Thank you for your participation!!!

