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EVALUATION OF TEACHERS' PERCEPTION ON PRINCIPALS' LEADERSHIP ACTIVITIES AS CORRELATES OF THEIR ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN SECONDARY SCHOOLS IN IMO STATE

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Abstract
This study investigated discernment of teachers on principals' leadership activities as correlates of their organizational citizenship behaviour in secondary schools in Imo State. The study adopted a correlational survey research design. The population of the study consists of all the 5,423 teachers in the state government-owned secondary schools in the six education zones of the State. The sample size for this study comprised 2000 teachers in the state government-owned secondary schools. The proportionate stratified sampling technique was adopted for this study. Two research questions were raised for the study while two null hypotheses were formulated and tested at 0.05 level of significant.The structured questionnaire was validated and used as the instrument for collecting data titled "Questionnaire on Principals' Leadership Behaviour" (QPLB) and "Questionnaire on Teachers' Organizational Citizenship

Behaviour" (QTOCB). The instrument was subjected to reliability testing, the Cronbach Alpha Method was used to determine the internal consistency of the instrument and it yielded an overall co-efficient of 0.81 for the two instruments. Pearson Product Moment and simple regression were used to answer the research questions while t-test of correlational analysis and multiple regression were used to test the null hypotheses at .05 alpha level. It was found that there was a positive and significant relationship among principals' class monitoring, delegation of authority, communication process, decision-making, instructional resource allocation and staff development and teachers' OCB in secondary schools in Imo State. Based on the findings of the study, it was therefore recommended amongst others that principals in secondary schools in Imo State should effectively monitor teachers' instructional delivery to render suggestions for enhancement and consistent with the stated goals of the school.

Keywords: Principal, Leadership, Organizational Citizenship Behaviour and the correlation between principals' decision-making and teachers' organization citizenship behaviour.

Introduction

Secondary school is defined as the education received by children within the age of 11-18 years. Secondary school education is the second level of educational system received after primary school. Secondary schools are formal public organizations charged with the objectives of preparing the younger ones after their primary school career for useful living within any society and equip them for higher education. The desirability of achieving these objectives lies on the leadership prowess exerted by secondary school principals.

Leadership therefore is a pattern of behaviour used by leader to influence group members and make decision regarding objectives, strategies and functioning of the group activities (Duangjai&Saowanee, 2013). Adwelle (2014) defined leadership as the operational tool in influencing people to strive willingly and enthusiastically towards the achievement of the organisational goals, including secondary schools. Operationally, leadership is therefore an important instrument in the initiation and implementation of the organisational policies, including educational policies

and philosophy of the secondary schools in the State. Following these definitions, one must not forget in a hurry that principals are leaders, and as such they have to be ready in every aspect namely knowledge, academic capacity and experiences that can apply to every situation.

Principals are the bridge builders in secondary schools. Hence, they are expected to produce results irrespective of whether the situations are in their favour or not. That is why the position of the principal as a leader within the school cannot be overemphasized. Every person within the school system looks forward to the principals to give the appropriate leadership for others to follow. With the principals' sensitive position within the school system, he is charged with the responsibility of providing consistent and continuous leadership, setting the appropriate tone for effort and bring order and purpose to the school in general (Umar, Salisu& Tahir, 2017). Umar et al. also highlighted that the functions of principals as a leader includes; 1) development and implementation of the educational programme; 2) development of teaching staff; 3) student relations functions; 4)community relations function; and 5) financial function.

Statement of the Problem

A good measure of success may be achieved in the hands of a dedicated school head and a hardworking and resourceful teacher, being the twin-key-needed-factors, apart from material resources for the effective administration of schools. Principals as educational leader play a pivotal role in the success of the school. In build a strong culture of collaboration and creative problem solving, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and communicate plans for effective teaching, among all staff members and monitor teachers and students learning progress.

Unfortunately, principals in secondary schools in Imo State seem to be highly characterized by various forms of unhealthy behaviours and practices. Most principals are hardly seen in their offices executing their duties, they neither delegate duties nor fully communicate with their teachers, hardly encourage staff development of teachers, and teachers are not always interested in decisions in delegation of responsibilities in different activities of the school. Observable situations in secondary schools in the state suggest that principals are disrespectful to

teachers, insincere and seem not to uphold the welfare of teachers as well as that of the students. Furthermore, they mismanage financial resources meant for school improvement, spend much of their time on political duties unrelated to the education of students at their school therefore requiring much absence from the school.

Even though the current administration declared free education in secondary school in the Imo State, there are reported cases of principals collecting illegal levies from students in public secondary schools in the state. Perhaps, these series of unhealthy behaviours from the principals may be the reason most teachers are poorly committed to the school, as it could be observed not only in teachers' organizational citizenship behaviours but also affects the teaching and learning process and/or cause undesirable outcome such as failure of student in examination, repetition rate drop out as well as other instructional activities at schools. Sequel to this, studies on leadership behaviours and employees' OCB have been carried out in industrial organizations with very little on how principals' leadership behaviours relate to teachers' OCB in secondary schools in Imo State. Thus, this prompted the researcher to undertake the study.

Principal

Principal as a concept has been defined by many scholars. Principal in the context of this study is the highest-ranking administrator in an elementary, middle, high school or secondary school as the case may be. Oyewale and Alonge (2013) conceptualized the term principal as a professional leader and foremost supervisor who combine the roles of administration supervisor, instructional supervisor and subject supervisor. In the same vein, the Federal Republic of Nigeria Federal Republic of Nigeria (2013) highlighted that the principal is a person who is responsible for running a school and determining the direction and objectives of the school. This definition means that the principals' position determines everything that happens in the school. In this study, principal will be perceived as a leader in the secondary school who is charged with the execution and implementation of school goals, policies and programmes for the attainment of the goals of secondary schools.

Leadership

Leadership is the operational tool in influencing people to strive willingly

and enthusiastically towards the achievement of the organisational goals, including secondary schools (Adwella, 2014). According Wilson (2017) explained leadership as a process of influencing the activities of a group of people by a leader in an effort towards the attainment of the organisational goal. It involves the act of getting things done with the cooperation and assistance of other people. According to Northhouse (2007), leadership itself projects images of powerful, dynamic individuals who command victorious armies, build wealthy and influential empires, or alter the course of nations.

Leadership is therefore an important instrument in the initiation and implementation of the organisational policies, including educational policies and philosophy of the secondary schools applied by leader to influence the job performance of the staff in the organisation (Yahaya, Osman, Mohammed, Gibrilla&Issah, 2014). In the opinion of Ramazan (2019), leadership is described as a dynamic process that appears in a group and includes common goals and influencing followers. Ogawa and Sctiber (2012) defined the leadership as a wide, diverse, and a growing set of stakeholders which are known as leaders, and they are largely responsible for school performance. Operationally, leadership is the capacity of an individual person that is capable of convincing or creating an environment in which teaching and learning can take place in order to foster teachers' satisfaction and enhance academic achievement of students.

Organization Citizenship Behaviour

Organization Citizenship Behaviour (OCB)is defined as employees' extra-role behaviour that\\is voluntary,it goes beyond routine requirements of the job and that is (explicitly or not) aimed at benefiting organizational functioning (Belogolovsky&Somech, 2010). According to Organ in Luthans (2008), OCB are individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization. More so, in the view of Samah, Fatma and Sanaa (2013), OCB refers to anything that employees choose to do, spontaneously and of their own accord, which often lies outside of their specified contractual obligations.

Organizational citizenship behaviours has been defined in the literature as a multi-dimensional concept that includes all positive organizationally relevant behaviours of organizational members including traditions in role

behaviours, organizationally pertinent extra-role behaviours, and political behaviours, such as full and responsible organizational participation (Avey, Hughes, Norman & Luthans, 2008). Organisational Citizenship Behaviour (OCB) refers to the individual contributions in the workplace that goes beyond role requirements as stipulated in the job agreement (Organ & Ryan in Adeboye, 2016). In the context of this study, OCB is defined as teachers exerting behvaiours that are neither contained in the teachers' job description, nor is in an enforceable requirement of the role, but rather a personal choice so that failure to perform them attracts no punishment.

Research Questions

The following research questions guided the study;

1. What is the nature of correlation between principals' class monitoring and teachers' organizational citizenship behaviour in secondary schools in Imo State?
2. What is the nature of correlation between principals' delegation of authority and teachers' organizational citizenship behaviour in secondary schools in Imo State?

Hypotheses

The following hypotheses were formulated to guide the study;

1. There is no significant relationship between principals' class monitoring and teachers' organizational citizenship behaviour in secondary schools in Imo State.
2. There is no significant relationship between principals' delegation of authority and teachers' organizational citizenship behaviour in secondary schools in Imo State.

Research Method

The correlational research design was adopted for the study. A correlational study design seeks to determine the extent, direction and magnitude of relationship between two or more variables (Nworgu, 2015). It is important to point out that the correlational survey design has been found to be apt and useful in carrying out educational investigations. The design is considered appropriate for the study because the study aims at finding out the opinions of teachers' perception of principals' leadership behaviours as correlates of their organizational citizenship behaviour in secondary schools in Imo State.

The study was conducted in Imo State. Imo State is one of the five states in the South-East political zone of

Nigeria. Owerri is its capital and among the largest towns in the state. It is bordered by the states of Anambra to the north, Abia to the east, Rivers to the south, River Niger and Delta state to the west. The economy of the state depends primarily on agriculture and commerce. One of the primary agricultural production is the production of palm oil. Imo state is mainly inhabited by the Igbo people and is one of the most densely populated areas in Nigeria. The people of Imo state are mainly traders, public servants farmers, entrepreneurs and artisans. The state is made up of 27 local government areas. Public and private secondary schools in the state are distributed into six educational zones namely; Okigwe zone 1, Okigwe zone 2, Orlu zone 1, Orlu zone 2, Owerri zone 1 and Owerri zone 2. This is based on the data collected from Secondary school Education Board, Owerri Imo state, 2020.

The population of the study consists of all the 5,423 teachers in the state government-owned secondary schools in the six education zones of Imo State. This information was gathered from Imo State Ministry of Education, 2020. See appendix A, page 186.

The sample size for this study comprised 2000 teachers in the state government-owned secondary schools. The proportionate stratified sampling technique was adopted for this study. This type of sampling technique is when elements are drawn randomly from each stratum in such a way that the relative proportions of the strata in the resultant sample are the same as in the present population (Nworgu, 2015). For the purpose of this study, each education zone formed a stratum, the resultant sample drawn from each stratum will be the same as the population, thus each stratum can be used as generalization. See Appendix B, page 187 for calculation on stratification based on education zones.

Data for this study was collected by means of structured questionnaire developed by the researcher after extensive review of the literature and consultation with the experts in the field.The questionnaire is of two types titled

"Questionnaire on Principals' Leadership Behaviour" (QPLB) and "Questionnaire on Teachers' Organizational Citizenship Behaviour" (QTOCB)

The first questionnaire on QPLB is divided into six clusters having altogether 69 items. All the items were structured on a 4-point rating scale of Strongly Agree (SA); Agree (A);

Disagree (D) and Strongly Disagree (SD) with values 4, 3, 2, and 1 respectively (See Appendix D, Pages 189 – 192).

The second instrument titled "Questionnaire on Teachers' Organizational Citizenship Behaviour (QOCB) consisted of 19 items used to measure organizational citizenship behaviour measuring five dimensions of OCB (altruism, sportsmanship, civic virtue and conscientiousness). All the items were structured on 4 point Not True (NT); Somewhat True (ST); (QT); True (T); and Very True (VT) as values 4, 3, 2 and 1 respectively. (See Appendix D, Pages 194 – 195).

The face validity of the instruments was determined by three experts. Two experts were from the Department of Educational Management and Policy while one expert was from the Department of Educational Foundations (Measurement and Evaluation Unit). These experts are all lecturers in the Faculty of Education, Nnamdi Azikiwe University. The experts were given the dissertation title, purposes of the study, scope, research questions and hypotheses as well as draft copies of the questionnaires. They scrutinized the instruments in terms of the title, relevance, item clarity, and suitability in covering the variables of the study. The experts made corrections such as removing duplicated items, rephrasing ambiguous items and aligning the specific leading statements for each of the sections of the instruments. The comments and suggestions made by the experts were integrated into the final edition of the instruments. Reliability is the tendency towards consistency found in repeated measurements (Carmines & Zeller, 2015). The reliability of a scale indicates how free it is from random error. The reliability of the instrument was ascertained by administering the instrument to 100 public secondary school teachers in 10 selected schools in Anambra State, which was not part of the study but shares similar characteristics with Imo State in terms of educational characteristics. Cronbach Alpha was used to check the internal consistency of the instruments and a reliability value of 0.84 and 0.78 were obtained for the two instruments respectively. The overall reliability index for the two instruments was 0.81 which was considered high enough to judge that the instrument is reliable (Agu, 2018) (See Appendix E, page 196)

The researcher administered copies of the instruments directly on the respondents with the help of six research assistants who were briefed and guided on the modalities for the administration

and collection of the questionnaire. The research assistants used were teachers because they can easily get copies of the questionnaires across to their fellow teachers and retrieve it as quickly as possible.

A total of 1797 copies of the questionnaire were retrieved and used for data analysis.

The Pearson Product Moment Correlation was used to answer research questions 1 – 6. The co-efficient "r" obtained was used to ascertain how each of the independent variables correlated the dependent variable. Simple regression was used to determine the value of R^2 and adjusted R^2 that explains the total variability of how teachers' organizational citizenship behaviour can be explained by each components of principals' leadership behaviour. According to Agu (2018), the following real limits are used as interpretations for co-efficient "r" derived:

0.01 - 0.39 weak correlation
0.40 - 0.59 Moderate correlation
0.60 - 0.99 Strong correlation

More so, in answering research question 6, multiple regression was used because the variables involved more than two variables. In testing null hypothesis 1 - 6, t-test for correlation analysis was employed to determine the test of significant correlation between two variables of interest. This is ascertained after co-efficient "r" has been derived. In testing the null hypothesis 7, multiple regression was employed to ascertain the interactive significant level of correlation among all the variables. In interpreting the values of the null hypotheses, when p-value is less than or equal to 0.05 ($p \leq 0.05$), the null hypothesis will be rejected and when p-value is greater than 0.05 ($p > 0.05$), the null hypothesis will not be rejected. All analysis was done with the application of a computer software programme: Statistical Package for Social Sciences (SPSS) version 23. This chapter, the data collected from the field for this study were analyzed and the summaries were presented in tables to highlight the findings. The presentation was sequentially done starting with the answers to the research questions then testing the hypotheses.

Research Question 1

What is the nature of correlation between principals' class monitoring and teachers' organizational citizenship behaviour in secondary schools in Imo State?

Table 1: Correlation between principals' class monitoring and teachers' organizational citizenship behaviour

N	Correlation co-efficient (r)	r^2	Remark
1797	**.301**	**0.09**	**Low positive relationship**

Adjusted $r^2 = 0.128$

Data presented in Table 1 reveals a Pearson Product Moment Correlation Co-efficient computed to determine the correlation between principals' class monitoring and teachers' organizational citizenship behaviour in secondary schools in Imo State. The result reveals that there is a low positive relationship between principals' class monitoring and teachers' organizational citizenship behaviour *(r= .301, n= 1797).* The adjusted r^2 explains that 12.8% of the total variability of teachers' organizational citizenship behaviour can be explained by principals' class monitoring.

Research Question 2

What is the nature of correlation between principals' delegation of authority and teachers' organizational citizenship behaviour in secondary schools in Imo State?

Table 2: correlation between principals' delegation of authority and teachers' organizational citizenship behaviour

N	Correlation co-efficient (r)	r^2	Remark
1797	.454	0.206	Moderate positive relationship

Adjusted $r^2 = 0.316$

Data presented in Table 2 reveals a Pearson Product Moment Correlation Co-efficient computed to determine the relationship between principals' delegation of authority and teachers' organizational citizenship behaviour in secondary schools in Imo State. The result reveals that there is a moderate positive relationship between principals' principals' delegation of authority and teachers' organizational citizenship behaviour *(r= .454, n= 1797).* The adjusted r^2 explains that 31.6% of the total variability of teachers' organizational citizenship behaviour can

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be explained by principals' delegation of authority.

Test of Statistical Hypotheses

Hypothesis 1

There is no significant relationship between principals' class monitoring and teachers' organizational citizenship behaviour in secondary schools in Imo State.

Table 3: Test of significance between principals' class monitoring and teachers' organizational citizenship behaviour

Correlation coefficient (r)	N	Df	α	t-calculated	t-critical	Decision
.301	1797	1795	0.05	29.50	1.960	Significant

The result presented in Table 8 shows that the t-calculated value (29.50) is greater than the t-critical value (1.960) at .05 alpha level (29.50 > 1.960). Thus, the null hypothesis was rejected. This means that there is a significant relationship between principals' class monitoring and teachers' organizational citizenship behaviour in secondary schools in Imo State.

Hypothesis 2

There is no significant relationship between principals' delegation of authority and teachers' organizational citizenship behaviour in secondary schools in Imo State.

Table 4: Test of significance between principals' delegation of authority and teachers' organizational citizenship behaviour

Correlation coefficient (r)	N	Df	α	t-calculated	t-critical	Decision
.454	1797	1795	0.05	15.03	1.960	Significant

The result presented in Table 9 shows that the t-calculated value (15.03) is greater than the t-critical value (1.960) at .05 alpha level (15.03 > 1.960). Thus, the null hypothesis was rejected. This means that there is a significant relationship between principals' delegation of authority and teachers'

organizational citizenship behaviour in secondary schools in Imo State

Summary of Findings

The following major findings are as discussed below:

1. There is a low positive relationship between principals' class monitoring and teachers' organizational citizenship behaviour in secondary schools in Imo State. More so, there is a significant relationship between principals' class monitoring and teachers' organizational citizenship behaviour in secondary schools in Imo State.
2. There is a moderate positive relationship between principals' delegation of authority and teachers' organizational citizenship behaviour in secondary schools in Imo State. More so, there is a significant relationship between principals' delegation of authority and teachers' organizational citizenship behaviour in secondary schools in Imo State.

Discussion of Findings

The findings of the study are discussed as follows:

The correlation between principals' class monitoring and teachers' organization citizenship behaviour

The correlation between principals' delegation of authority and teachers' organization citizenship behaviour

The correlation between principals' class monitoring and teachers' organization citizenship behaviour

The finding in research question one revealed that low positive relationship between principals' class monitoring and teachers' organizational citizenship behaviour in secondary schools in Imo State. This finding agreed with the finding of Usman (2015) that regular class monitoring using robust supervision strategies have a low correlation with teachers' performance and academic achievement of students in secondary schools in Nassarawa State. This finding was also in tandem with the finding of Ifedili and Ifedili (2013) that supervision was not effective among university workers. From this findings, principals in secondary schools do not see the need to get involved in classroom activities like checking of students' notebooks, classroom visitation / inspection by school administrators, checking teachers' lesson plan/notes and

inspection of teachers record keeping. These could actually affect the OCB of teachers in a negative way despite their zeal to work.

The finding in hypothesis one revealed that there is a significant relationship between principals' class monitoring and teachers' organizational citizenship behaviour in secondary schools in Imo State. This implies that teachers' OCB is influenced by principals' class monitoring. This finding is supported with the finding of Usman (2015) that teachers' practice of regular class monitoring significantly correlates to students' academic performance in secondary schools. Broadly speaking, in as much as class monitoring is a major determinant of leadership behaviour, it has an influence on teachers' OCB in secondary schools in Imo State.

The correlation between principals' delegation of authority and teachers' organization citizenship behaviour

The finding in research question two revealed that there is a moderate positive relationship between principals' delegation of authority and teachers' organizational citizenship behaviour in secondary schools in Imo State. This finding agreed with the finding of George, Sakirudeen and Sunday (2017) that there is a slight positive correlation between delegation of authority and students' academic performance. On the other hand, this finding opposed the finding of Abwalla (2014) that there is a positive high relationship between principals' leadership styles (delegation of authority) and teachers' performance in general secondary schools of Gambella region. Similarly, Ibrahim (2015) found that delegation of duties was related to efficiency and effectiveness of teachers in schools and the teachers' attitudes to work in secondary schools in Katsina. The difference in the finding of both studies could be as a result that OCB as an important variable is not examined in the study. One important reason why the findings differ is in terms of geographical location.

The finding in hypothesis two revealed that there is a significant relationship between principals' delegation of authority and teachers' organizational citizenship behaviour in secondary schools in Imo State. This finding agreed with the finding of Abwalla (2014) that there is a significant relationship between leadership styles (delegation of authorities) and teachers' performance in general secondary schools of Gambella Region, Kenya. George, Sakirudeen and Sunday (2017) also found out that there is a significant

relationship between classroom management (delegation of authorities) and students' academic performance in secondary schools in Uyo Metropolis, Akwa-Ibom State. In sense, in as much as delegation of duties is a major determinant of leadership behaviour, it influences teachers' OCB.

Conclusion

Based on the findings of the study, it was concluded that there was a positive and significant relationship among principals' class monitoring, delegation of authority, communication process, decision-making, instructional resource allocation and staff development and teachers' OCB in secondary schools in Imo State. Thus, it can be concluded that principals' leadership behaviour variables significantly influence teachers' OCB in secondary schools in Imo State.

Recommendations

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

1. Principals in secondary schools in Imo State should effectively monitor teachers' instructional delivery to render suggestions for enhancement and consistent with the stated goals of the school.
2. Principals in secondary schools in Imo State should consider the ability of teachers on the task he or she want to delegate so as to avoid contradictions and underperformance in order to meet expectations.
3. Imo State Ministry of Education and All Nigeria Confederation of Principals of Secondary Schools (ANCOPSS) should organise training on communication skills for effective school administration of school principals that will help them in situations in their schools before adopting communication styles.

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