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PRINCIPALS' LEADERSHIP BEHAVIOURS AS CORRELATES OF TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN SECONDARY SCHOOLS IN ONITSHA EDUCATION ZONE OF ANAMBRA STATE

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ABSTRACT
This study investigated teachers' perception of principals' leadership behaviours as correlates of their organizational citizenship behaviour in secondary schools in Onitsha education zone of Anambra 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 education zone. The sample size for this study comprised 2000 teachers in the state government-owned secondary schools in the area of the study. Two research questions were raised for the study while two null hypotheses was formulated and tested. 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. It was found that there was a positive and significant relationship among principals' instructional resource allocation and staff development and teachers' OCB in secondary schools in Onitsha education zone of Anambra. The finding also revealed that there are no significant joint relationship among principals' leadership behaviours (instructional resource allocation and staff development) and teachers' organizational citizenship behaviour in secondary schools in Onitsha education zone of Anambra. Thus, it can be concluded that principals' leadership behaviour variables significantly influence teachers' OCB in secondary schools in Onitsha education zone of Anambra. Based on the findings of the study, it was therefore recommended amongst others that principals in secondary schools in the area should effectively monitor teachers' instructional delivery to render suggestions for enhancement and consistent with the stated goals of the school.

Keywords: Leadership Behaviour, Staff Development and Organizational 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.

Leadership behaviour is seen as a process through which the leader influences others in the process of attaining the group goal (Babalola, 2016). As a process, it requires that the leader has a laid down procedure to follow in his/her leadership activities, and such a leader has specific direction to follow. According to Wilson (2019), leadership behaviour is a particular behaviour applied by a leader to motivate subordinates to achieve the objectives of the organization. Mohammed, Yusuf, Sanni, Ifeyinwa, Bature, and Kazeen (2014) defined leadership behaviour as the pattern of behaviours engaged by a leader when dealing with the employees. This explanation on leadership behaviour entails that the leader applies a specific behaviour when dealing with the organisational staff. Such behaviour makes the staff/employees to respond willingly or otherwise to the directive of the leader, and determines the type of leader in question.

According to Marie and Neal (2011) leadership behaviour is a pattern of behaviours leaders prefer to use. Obama, Eunice and Orodho (2016), defined leadership behaviour as the act of which being honest, democratic, supportive of participation, kind and sympathetic by a leader. It can also be seen as the demonstration of normatively proper conduct by a leader in terms of personal actions and interpersonal relationships, and the extension of such conduct to followers through two-way communication, reinforcement, and decision-making. In the context of this study, leadership behaviour is defined as behaviours or capabilities principals require for motivating and directing teachers to put their optimum efforts enthusiastically towards achievement of the school goals.

Every organisation is expected to be committed in creating an equitable and motivating working environment to empower members. Staff development is seen as one of the main roots of achieving this commitment. Staff development programmes is, therefore, a process designed to improve job understanding, promote more effective job performance, and establish future goals for career growth (Musa, 2016). It helps staff in understanding their responsibilities. It is the opportunities available to new and experienced teachers and teaching assistants (paraprofessionals). These activities are designed to improve the quality of classroom instruction and enable individual to grow professionally.

Staff development of teachers is a process by which teachers review, renew and extend their commitments as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills, planning and practice with children, young people and colleagues through each phase of their teaching lives (Day, 2009). Staff Development, according to Adesina (2010), connotes the way and means by which staff performance needs are recognized and the extent to which leaders ensure that these needs are met. Staff development refers to the range of activities that improve individual staff skills and knowledge in ways that improve their ability to undertake their job and which increase job satisfaction, performance and staff retention (staff development policy). Staff development refers to the institutional policies, programs and activities that facilitate and support staff in acquiring the skills, knowledge, and attitudes required to undertake current and future responsibilities and roles in ways that are consistent with the goals of the university. Staff development can also be seen as a process that assists individuals in an agency or organization in attaining new skills and knowledge, gaining increasing levels of competence, and growing professionally.

According to Mosby's Medical Dictionary (2009) Staff development can be defined as the process of providing opportunities for employees to improve their knowledge, skills, and performance in line with the goals and values of the organisation and in relation to the interests and needs of the employees. This definition submits that the growth of employee development must be linked to the schools' strategic plan and to the short – and long range workforce assets. Such a concept requires an ability to anticipate gaps in the knowledge and skills of the workforce and how the changing school system's demographics, economic status, and present employee's inventory will impact the accomplishment of stated goals and objectives.

According to Musa (2016), the important purpose of staff development can be summarized as follows:

1. To provide planned staff development opportunities that provide the learning necessary to enable the employee to perform at the level of competency required in current and future position assignments.
2. To foster a climate that facilitates personal self-fulfilment, institutional effectiveness, human creativity, and system renewal.
3. To serve the school system's primary goals: enhancing and achieving quality teaching and learning for students.
4. To save money, it is costly to hire and then dismiss employees who do not work out. It is also costly to lose good employees because they are frustrated by the lack of opportunity for professional growth. It is wasteful to accept barely satisfactory work as the norm. It is also wasteful not to provide opportunities that lead toward the objective of optimal development on the part of each individual.
5. To establish viable and meaningful programs that enable system personnel to work cooperatively toward achieving the systems' goals and their own personal goals in the areas of achievement, satisfaction, and self-fulfilment.

Similarly, professional development in a broad sense, refers to the development of a person in his or her professional role. More specifically, "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically". When looking at professional development, one most examine the content of the experiences, the processes by which the professional development will occur, and the context in which it will take place. Professional development according to Eric

(2013) is a process engaged into enhancing the knowledge, skills and attitudes of the teachers. This implies that responsibility to create, preserve, evaluate, and transmit knowledge through continuing learning. Development programme have the ingredient of fostering and preserving the scholarly values, curiosity and integrity to nurture these values through inculcation. Eric states that the basic aim of professional development is to improve quality of the teaching and learning as well as to improve the performance of those with teaching and management responsibilities.

Staff development has been accepted an important leadership behaviour to be portrayed by principals because it is an effective method for increasing the knowledge of skills of teachers in order to enable teachers to teach more effectively. It is the important aspect of education process that deals with the art of acquiring skills in the teaching profession. They are essential practice that enhances subject mastery, teaching methodology and classroom management (Musa, 2016). The primary aims of staff development, as submitted by Musa, include enhancing professional competence which will also have some impact on personal growth and awareness, increasing job satisfaction and developing potentials for future work, and improving the individuals and institutions abilities to achieve their aims and objectives. The skills and competencies acquire because of prudent staff development programmes will enable the teachers to perform optimally if not maximally. Their performance will not enable them give efficient and proficient service but will provide the avenues for technological advancement as well as enabling the attainment of varied policies toward reaching our national most expected destination compassionately.

The aim of staff development programmes is to keep the staff up-to-date on the latest development in the field, or ensure the promotion of professional growth, help to improve pedagogical skills, keep teachers abreast with new knowledge, meet particular needs, such as curriculum development and orientation, help in leadership responsibility, help to improve mutual respect among teachers and recognize the need of modern teaching methods (Musa, 2016). Hence, any staff development programme should be able to motivate, and improve the role perception of staff and also develop a proper attitude in them toward the public. It is clear that the need for adequate staff development programmes for teachers in Nigeria has become obvious in the last two decades. When teachers are educated, their standard of living is likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economy and social change agent in the society, but also to impart values, attitudes and aspirations important for national development (Eric, 2013).

The straight forward linkage between education and staff development programmes is therefore the improvement of labour skills, which in turn increases opportunities for well paid productive job. This then might enable the citizens of any nation to fully exploit their potentials positively. On staff personnel management in schools, Udofia and Ikpe (2012) noted that the Nigerian teacher is bashed by the very society the teacher labours to build. Most government pronouncements concerning the welfare of teachers had been that of bogus promises. Teachers have suffered a lot in terms of their welfare and have also been abused by the authorities directly concerned with their welfare (Musa, 2016). Most teachers in the school system are not happy with their lot and as the result most of them are negatively disposed with

their jobs. The existing staff personnel management practices appears to indicate that majority of teachers are dissatisfied with their jobs and this make them with draw physically from teaching or remain there to constitute serious danger to school effectiveness since they could use such adjustment mechanism as displacement, absenteeism, truancy or apathy in their attitude to work.

Sequel to this, it is the time for teachers especially new ones to apply the theoretical aspects they had learned into the actual classroom teaching. As a result, they are confronted with new challenges that they have never met or faced previously on a daily basis (Millinger, 2014) thus feel overwhelmed (Feiman-Nemser, 2013). This let them to develop fear and anxiety. Furthermore, lack of acquaintance makes them dully busy with an unsettled mind - what to do and how to involve in the profession and school environment. According to some studies, high percent of new teachers develop desire to be transferred to other better schools or abandon their profession in the beginning years of their staffing (Hoy, 2008; Smith & Ingersoll, 2014). Thus, effective principals conduct proper induction to new teachers which enables the new teachers to integrate and socialize with the workplace and professional norms in order to survive and succeed as teachers. It also enables them to get off on the right foot immediately and improve work by substituting anxieties and stresses with happiness and will to work harder (Nandi, 2015).

Empowerment of teachers through continual training is utmost important. Such training supports teachers to face challenges of classrooms and is also a motive for working harder (Wahlstrom, Seashore, Leithwood, & Anderson, 2010; The Wallace Foundation, 2011). In this case, the school principals affect teachers working conditions by assisting teachers with appropriate teaching materials for classroom instruction, investing time for instructional improvement and helping teachers with job embedded development as well as engaging them in further educational development. Despite of this fact, unproductive principals stop thinking about what teachers require to work with optimum effort. For instance, Alam and Farid (2011) and Lunenburg (2010) recommended that school principals to provide training for teachers to excel and exceed their performance level.

Competent principals schedule job-related training using demonstration of classroom teaching techniques or through conferences delivered either by themselves or other expertise that have relevance to the day-to-day teaching practices. As well, calling or persuading the MOE to set training through workshops or further education that yields positive effects on teachers' motivation. Such exemplary principal beliefs that school success can be achieved only through satisfaction and motivation of teachers (Malik, Danish, & Usman, 2010) and this noble initiative plays vital roles on students' academic achievement (Wahlstrom, et al., 2010).

For any organization, establishment of organizational citizenship behaviour (OCB) is imperative. For the first time OCB was introduced by Batman and Organ in 1983, and at that time no one was aware of the fact that OCB will get so much importance in public and private institutions. Later, OCB theory was given by Organ (1988, p. 4) as, "individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, but in the aggregate, promotes the effective functioning of the organization. By discretionary it means that the behaviour is not an enforceable requirement of the role or the job description, that is, the clearly specified terms in the person's employment contract with the organization. The behaviour is rather a matter of

personal choice, such that its omission is not generally understood as punishable". OCB is therefore defined as the degree to which teachers perform non-contractual duties and responsibilities (Burns & DiPaola, 2013). Also, Cohen and Keren (2010) defined OCB as a beneficial behaviour in organization that is neither found to be enforced on the basis of formal role behaviour.

OCB appears in two forms: organizational citizenship behaviour towards individual (OCBI) and organizational citizenship behaviour towards organization (OCBO). The OCBI is directed towards individual and indirectly related with organization while OCBO is directed towards the organization (Runhaar, Konermann & Sanders, 2013). Results of studies reveal that more engaged teachers are found more helpful towards colleagues (OCBI). Similarly, more engaged teachers show positive reaction towards the organization (OCBO).
In both cases OCB plays its role (Runhaar et al., 2013). For the effectiveness of any organization like schools presence of both kind of OCB is necessary. In the case of OCBI, employee helps the co-workers resulting effectiveness of the organization, while in the case of OCBO, employee directly applies efforts for the effectiveness of the organization. However, OCBI is more effective in the sense that it develops team efforts for making organizations more productive. Helping attitude among the co-workers enhances OCB at large. Study conducted by Zarea (2012) reveals that there is a significant relationship between OCB and good relations among the employees in an organization. There are certain factors which are responsible for enhancing OCB in an organization. These factors are leadership, justice/fairness and trust. Some studies recommend the element of fairness to enhance OCB in organizations (Cohen & Keren, 2010). While Ertürk (2007) articulates that trust is another factor affecting OCB in an organization, personality of the leader also plays a role towards OCB (Malik, Ghafoor & Iqbal, 2012). Wherever these factors will be observed, it will enhance OCB in organizations. From literature it is observed that leadership is the key agent in promoting OCB, different leadership components have a relationship with OCB (Poohongthong, Surat & Sutipan, 2014). Trust of the leader on teachers and making them empower will improve OCB among them (Runhar et al. 2013). This encouraged and motivated teacher will do beyond his duty list for the school effectiveness.

A review of the literature has shown a lack of consensus on the dimensionality of the construct. Podsakoff, Mackenzie, Paine and Bachrach (2010) point out that there have been identified almost 30 potentially different forms of citizenship behaviour. They further captured the conceptual definitions most of which had a great deal of conceptual overlap into five common dimensions: (1) altruism (2) courtesy (3) conscientiousness (4) civic virtue (5) sportsmanship.

Research Questions

1. What is the nature of correlation between principals' staff development and teachers' organizational citizenship behaviour in secondary schools in Onitsha education zone of Anambra State?
2. What is the nature of correlation between principals' leadership behaviours (class monitoring, delegation of authority, communication process, decision-making, instructional resource allocation, staff development) and teachers' organizational citizenship behaviour in secondary schools in Onitsha education zone of Anambra State?

Hypotheses

1. There is no significant relationship between principals' staff development and teachers' organizational citizenship behaviour in secondary schools in Onitsha education zone of Anambra State.

2. There is no significant relationship between principals' leadership behaviours (class monitoring, delegation of authority, communication process, decision-making, instructional resource allocation and staff development) and teachers' organizational citizenship behaviour in secondary schools in Onitsha education zone of Anambra State.

Research Design

A 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). The study was conducted in Onitsha education zone of Anambra State. Anambra State is one of the five states in the South-East political zone of Nigeria. Awka is its capital and among the largest towns in the state. Onitsha education zone of Anambra is bordered by Delta state in the north, Nnewi education zone in the south and Ogidi education zone in the east. The economy of the state depends primarily on agriculture and commerce. Onitsha education zone of Anambra is mainly inhabited by the Igbo people and is one of the most densely populated areas in Nigeria. The people of Onitsha are mainly traders, public servants farmers, entrepreneurs and artisans. The zone is made up of 3 local government areas. Public and private secondary schools in the area are distributed into three local governments in the zone. The choice of the area for the study was informed by the fact that the state has been recognized among the educationally advantaged states in Nigeria whose status needs to be maintained at all times. Furthermore, the government and people of the state have high value for education as reflected by a good number of federal and state governments and privately owned educational institutions in the state. The population of the study consisted of all the 5,423 teachers in the state government-owned secondary schools in the education zone. The sample size for this study comprised 2000 teachers in the state government-owned secondary schools in the zone. The proportionate stratified sampling technique was adopted for this study.

Data for the 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 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). 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. Reliability is the tendency towards consistency found in repeated measurements (Carmines & Zeller, 2015). 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).

The researcher administered copies of the instruments directly on the respondents with the help of three 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 – 2. All analysis was done with the application of a computer software programme: Statistical Package for Social Sciences (SPSS) version 23.

Result Presentation

Research Question One: What is the nature of correlation between principals' staff development and teachers' organizational citizenship behaviour in secondary schools in Onitsha education zone of Anambra State?

Table Two: Correlation between principals' staff development and teachers' organizational citizenship behaviour

N	Correlation co-efficient (r)	r^2	Remark
1797	.703	0.494	High positive correlation

Adjusted $r^2 = 0.459$

Data presented in Table two reveals a Pearson Product Moment Correlation Co-efficient computed to determine the correlation between principals' staff development and teachers' organizational citizenship behaviour in secondary schools in Onitsha education zone of Anambra State. The result reveals that there is a high positive correlation between principals' staff development and teachers' organizational citizenship behaviour *(r= .703, n= 1797).* The adjusted r^2 explains that 45.9% of the total variability of teachers' organizational citizenship behaviour can be explained by principals' staff development.

Research Question Two

What is the nature of correlation between principals' leadership behaviours (class monitoring, delegation of authority, communication process, decision-making, instructional resource allocation, staff development) and teachers' organizational citizenship behaviour in secondary schools in Onitsha education zone of Anambra State?

Table 2: Correlation between principals' leadership behaviours and teachers' organizational citizenship behaviour

N	Correlation co-efficient (r)	r^2	Remark

1797	.412	0.169	moderate positive relationship

Adjusted $r^2 = 0.144$

Data presented in Table 7 reveals a Pearson Product Moment Correlation Co-efficient computed to determine the joint correlation among principals' leadership behaviours (class monitoring, delegation of authority, communication process, decision-making, instructional resource allocation, staff development) and teachers' organizational citizenship behaviour in secondary schools in Onitsha education zone of Anambra State. The result reveals that there is a moderate positive relationship between joint relationship among principals' class monitoring, delegation of authority, communication process, decision-making, instructional resource allocation, staff development and teachers' organizational citizenship behaviour *(r= .412, n= 1797).* The adjusted r^2 explains that 14.4% of the total variability in teachers' organizational citizenship behaviour can be jointly explained by principals' class monitoring, delegation of authority, communication process, decision-making, instructional resource allocation, staff development.

Test of Statistical Hypotheses

Hypothesis One: There is no significant relationship between principals' staff development and teachers' organizational citizenship behaviour in secondary schools in Onitsha education zone of Anambra State.

Table three: Test of significance between principals' staff development and teachers' organizational citizenship behaviour

Correlation coefficient (r)	N	Df	A	t-calculated	t-critical	Decision
.703	1797	1795	0.05	19.32	1.960	Significant

The result presented in Table three show that the t-calculated value (19.32) is greater than the t-critical value (1.960) at .05 alpha level (19.32 > 1.960). Thus, the null hypothesis was rejected. This means that there is a significant relationship between principals' staff development and teachers' organizational citizenship behaviour in secondary schools in Onitsha education zone of Anambra State.

Hypothesis Two

There is no significant relationship between principals' leadership behaviours (class monitoring, delegation of authority, communication process, decision-making, instructional resource allocation and staff development) and teachers' organizational citizenship behaviour in secondary schools in Onitsha education zone of Anambra State.

Table four: Joint relationship among principals' leadership behaviours and teachers' organizational citizenship behaviour

Correlation coefficient (r)	N	Df	α	sig. value	Decision
.412	1797	1795	0.05	0.960	Not Significant

The result presented in Table four shows that the significant value of 0.960 is greater than alpha level of 0.05 (0.960 > 0.05), this means that the null hypothesis is not rejected. Therefore, there is no significant joint relationship among principals' leadership behaviours (class monitoring, delegation of authority, communication process, decision-making, instructional resource allocation and staff development) and teachers' organizational citizenship behaviour in secondary schools in Onitsha education zone of Anambra State.

Discussions of the findings

The finding in research question one and question two revealed that there is a high positive relationship between principals' staff development and teachers' organizational citizenship behaviour in secondary schools in Onitsha education zone of Anambra State. This finding agreed with the finding of Ekpoh, Edet and Nkama (2013) that teachers who were exposed to staff development programmes were more effective in their job performance than those who were not, in terms of knowledge of the subject matter, classroom management, teaching methods and evaluation of students work. The finding of Ukaigwe and Adieme (2018) supported that teachers need to be trained for a sustainable functional education in Onitsha education zone of Anambra State. These training needs include: training teachers on how to use computer-assisted instructions to teach in the classroom in this digitalized era; training them to adapt their teaching to learners' needs by equipping them with appropriate skills required for self-reliance; training them on how to improve their pedagogical skills in order to meet the challenges of the 21st century teaching. In essence, staff development plays a very important role in raising teachers' teaching performance, raising the interest of the teachers towards the subject they are teaching and the teaching profession, as well as, raising their self confidence.

The finding in hypothesis one and hypothesis two revealed that there is a significant relationship between principals' staff development and teachers' organizational citizenship behaviour in secondary schools in Onitsha education zone of Anambra State. This finding agreed with the finding of Adameji (2014) that knowledge and skill acquisition of teachers relate to their professional competence. In essence, teachers' OCB in secondary schools in Onitsha education zone of Anambra State is influenced by principals' staff development as an index of leadership behaviour.

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 Onitsha education zone of Anambra State. Thus, it can be concluded that principals' leadership behaviour variables significantly influence teachers' OCB in secondary schools in Onitsha education zone of Anambra State.

Recommendations

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

1. Principals in secondary schools in Onitsha education zone of Anambra State should find opportunities to interact with themselves to communicate successful resource allocation practices or seek guidance on barriers or challenges they face in allocating instructional resources.

2. Principals in secondary schools in Onitsha education zone of Anambra State should be involved more in planning staff development programmes. Their involvement will

guarantee the training programme needs and interest of staff.

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