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RELATIONSHIP BETWEEN PRINCIPAL BEHAVIOUR AND TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOR IN PUBLIC SECONDARY SCHOOLS IN ENUGU EDUCATION ZONE - AGBANI EDUCATION ZONE OF ENUGU STATE

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ABSTRACT
This study investigated the Relationship between Principals and Teachers' Organizational Citizenship Behavior in Public Secondary Schools in Enugu Education Zone and Agbani Education zone of Enugu state. The study adopted a correlational survey research design. The population of the study was made up of four hundred eighty three (483) teachers. The total population was (5,866) people. Simple random sampling was used to select three hundred (300) subjects to serve as the sample size of study. One research question was raised for the study while one null hypothesis was formulated and tested. The structured questionnaire was validated and used as the instrument for collecting data titled "Questionnaire on Principals' Class Monitoring" (QCM) 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. The statistical tools for analysis are Pearson Product Moment and simple regression were used to answer the research questions while t-test of correlational for hypothesis at .05 alpha level. It was found that there was a positive and significant relationship among principals' class monitoring, and teachers' OCB in secondary schools in Enugu Education Zone - Agbani Education Zone of Enugu State. Based on the findings of the study, it was therefore recommended amongst others that principals in secondary schools in Enugu Education Zone - Agbani Education Zone of Enugu State should effectively monitor teachers' instructional delivery to render suggestions for enhancement and consistent with the stated goals of the school.

Keywords: School Principal, Secondary Schools and Class Monitoring

Introduction

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 (FGN, 2013). The desirability of achieving these objectives lies on the leadership prowess exerted by secondary school principals. Historically, the role of school principals began in the mid-nineteenth century when industrialization brought a change from rural one-room school-houses to larger schools in towns and cities (Gross & Herriott, 2015). The principal began as a head teacher or "principal" teacher who continued to teach in addition to planning, coordinating, and supervising the different grade levels in the school. By the early 1900's, the position of the principal teacher had become a full-time administrative position without teaching duties, and the role of today's principals was established (Gross & Herriott, 2015).

An identification of the most important leadership qualifications of principals included performing the "critical and enduring functions" of staff development, maintaining good

school/community relations, supervision of instruction, and office management practices (Blumberg & Greenfield, 2010). Leadership behavior exhibited by principals has become increasingly important in educational research on school administration in the 70's and 80's. Many of the early studies on effective schools identified the principal as a critical factor in effective schools, leading to research that defined leadership behaviors of effective school leaders (Blumberg and Greenfield, 2010).

The major responsibility of the school in achieving school aims and objectives is undertaken by the school principals and teachers, because they are primarily responsible for the quality of the education given in a school. Therefore, the fact that teachers in particular are satisfied with their job will yield to effect their motivation. If the principals cannot unite their teachers in the common points of their educational missions and cannot provide them with the environment and opportunities to learn from each other, the most skilled teachers won't be able to have the expected effect upon the success of the students (Turget, 2017).

In order for the principals to achieve this unity, they are supposed to have the characteristics of an ethical leader like honesty, trustworthiness, responsibility, and courage. In this sense, it can be argued that, in order for the teachers to be satisfied with their job and to exhibit excellent performance, principals are required to have an ethical conscience and show this conscience in practice, which will not only reinforce collaboration and trust among teachers but also increase respect around the school. Mainly, there are defined behaviours that principals are anticipated to take into consideration to create a good atmosphere at schools. The samples for virtuous behaviours expected from principals are as follows: (Sagnak, 2015 pg. 7.)

i. Making the well-being of students the fundamental value of all actions.
ii. Fulfilling professional responsibilities with honesty and integrity.
iii. Supporting the principle of due process and protects the rights of all individuals.
iv. Obeying laws and not deliberately joining or supporting organization that advocates directly or indirectly, the overthrow of the government.
v. Implementing administrative policies, rules and regulations.
vi. Pursuing appropriate measures to correct problematical laws, policies, and regulations which are not consistent with sound educational goals.
vii. Avoiding using positions for personal gain through political, social, religious, economic, or other influence. Accepting academic degrees or professional certification only from suitably accredited institutions.
viii. Seeking to improve the effectiveness of the profession through research and continuing staff development. (Sagnak, 2005 pg. 6).

There is need for principals as public officials to pay attention to their ethical responsibilities and their role of leadership which is vital in the organization and conduct of school. As an effective leader, a principal is the one who is able to strengthen the group dynamics among teachers and develops the aims of education and the school.

The priority of schools is to educate their students and to improve their behaviours. An educational institution is responsible for turning the individual who is essentially a tabula rasa from birth into an effective member of the society by socializing him and by making him productive. The major responsibility of the school in achieving these aims is undertaken by the school principals and teachers, because they are primarily responsible for the quality of the education given in a school. Therefore, the fact that teachers in particular are satisfied with their job tends to affect their motivation. If the principals cannot unite their teachers in the

common points of their educational missions and cannot provide them with the environment and opportunities to learn from each other, the most skilled teachers won't be able to have the expected effect upon the success of the students (Ozden, 2009), In order for the principals to achieve this unity, they are supposed to have the characteristics of an ethical leader like honesty, trustworthiness, responsibility, and courage.

The most vital duty of a principal is to adopt a management strategy that is integrated with humane, moral and social values and to ensure his staff adopt this strategy as well (Celik, 2013). When the staff adopt and display these ethical values, unethical behaviours in the institution will decrease significantly. Schools are such institutions that have ethical values and where students are taught some precious values like justice, loyalty, honesty, and respect. During their administration, ethical principles should be considered and an ethical leadership concept should be applied. For this purpose, principals should first possess these values, and then reflect them in their actions (Sergiovanni, 2012). Principals should take some moral principles into account while performing their profession. These can be listed as follows: being honest and objective, showing respect to individuals, being tolerant and just (Smith, 2014). These principles are important in increasing the reputation of the school and helping them achieve an ethical culture.

When viewed from the perspective of teachers, teachers' organizational citizenship behaviour and motivation will indisputably be enhanced when they feel that they are working at a school that is run with an ethical approach. Therefore, principals should mind their responsibilities for their teachers; should respect their individual rights and should be just. In any organization, paying attention to ethical behaviours and acting on the basis of ethical values are the most important responsibilities of an ethical management (McNamara, 2009). In this respect, the principal can first be an example of the application of ethical leadership behaviours and thus provide an ethical culture within the organization.

Hence, the school will possess not only an ethical management but also an ethical culture. Principals who behave on the basis of ethical principles will be regarded highly in the society and among their staff. Without doubt, principals' leadership behaviour is of great importance regarding the educational institution. When principals demonstrate ethical behaviours in and out of the school, they will both contribute to institutionalizing the ethical principles at school and lead the staff to behave ethically. This will perhaps improve the level of staffs' commitment to the school.

Class monitoring is one notable leadership behaviour principals exert in schools. Effective principals are effective instructional leaders. According to Ezenwa as cited in Watson (2015) class monitoring entails the process which by means of advice, direction and discussion, teachers are help to see that available resources, manpower, finance and capital equipment are utilized for the achievement of effective teaching and learning. Hence, supervision of instruction is interactional in the sense that it involves the relationship between the supervisor and the supervisee. Udochukwu (2013) described supervision in school management as the process by which school administrators bring about improvement in instruction by working with teachers who are working with students to ensure that effective teaching and learning takes place. It is also the process through which the principal stimulates growth in teachers and helps them to help themselves. Peretomode (2012) described class monitoring as a set of activities carried out with the purpose of making teaching and learning better for the learner.

Class monitoring includes all designated school efforts directed towards leadership to teachers and other educational workers in the improvement of instruction (Igwe, 2013). It involves the stimulation of professional growth and development of teachers; the selection and revision of education objectives, material of

instruction and methods of teaching, and the evaluation of instruction. Eferakeya cited in Watson (2015) posited that the role of class monitoring in educational management and control may be viewed as that of monitoring different aspects of the school system in terms of resource utilization and relating them to the level of educational goal achievement. This role would embody establishing and clarifying role relationship; developing the curriculum - setting goal, planning learning experiences, allocating resources; supervision of programmes including procurement and allocation of instructional materials and equipment; evaluation of programmes – checking of notes of lesson, scheme of work, diaries, registers and financial records; provision and submission of all school records on demand to the inspectors for cross-checking.

Evaluation as teachers' role in class monitoring entails judging the extent to which school objectives have been achieved. According to Mgbodile as cited in Watson (2015), evaluation of teachers is needed in the school to measure the quality of services rendered by the teachers. Mgbodile further noted that the school head should undertake periodic supervision of the classes to ensure that meaningful teaching and learning are taking place in all subject content. Watson noted that teachers should also inspect student's notebooks before hand to ensure that they were well written and make sure that they are properly checked and marked. This will enhance effective teaching-learning process between the teacher and the students. However, on the part of the principal, the Principal will also have to observe the teacher in class during class delivery to get an insight into the teacher's mastery of the content, method of lesson delivery, the use of instructional media, classroom control, technique of asking questions and manner of involving students in active learning as well as his evaluation techniques to ensure that student understand and enjoy their lessons (Agbo, 2006).

On the other hand, students' evaluation is also necessary as a measure of their progress. Through the evaluation of the students orally, written or practical examination, the extent to which they understand the curriculum content is ascertained. Through evaluation of students, the principal will be able to determine the capability of his teachers and determine whether the students are learning, and whether they are making progress individually and collectively. Oyewale and Alonge in Agbo (2013) noted that teachers should perform the within-school supervisory role in instructional improvement and in evaluation of education by determining the right methods, teaching facilities, physical setting, and classroom attributes that are likely to promote effective learning. Through evaluation, the teachers are able to identify areas where special attention should be paid in a particular subject for the interest of the learner.

The objectives of class monitoring have been stressed. Lamude and Torres as cited in Watson (2015) noted that class monitoring enhance quality control through regular and continuous monitoring of instructional services and identifying the needs and problems of teachers. A situation where the teachers devote little or no time to instructional responsibilities, the quality of education being offered to the students cannot be effectively and adequately ascertained and guaranteed. Akubue as cited in Watson (2015) noted that the primary purpose of supervision of instruction in the school system is to help teachers improve their instructional practice in the classroom, quality control, staff development to encourage teachers' growth, remediation of weak teachers, and empowerment to develop teachers' autonomy. Aburdene and Naisbitt (2012) noted that for effective school management, the principal can be the catalyst for a successful teacher supervision and evaluation which leads to a consistent and flourishing system of school improvement.

The primary purpose of class monitoring is to improve classroom teachers' link between the planned curriculum and the learning experienced

by the students. Thus, for the principal to effectively supervise instruction, he must have extensive knowledge of teaching skills and theory to enable him recognize what should be obtainable in the classroom. This knowledge includes lesson planning, teaching methods and skills, and evaluation. The essence of class monitoring seems not to be achieved in most schools. Ezeocha as cited in Watson (2015) noted that effective supervision of instruction is lacking in most Nigerian secondary schools hence the perceived decrepitude in the standard of education. Ezeocha emphasized that Nigerian society demands qualitative education to give the youth functional education, which cannot be achieved without effective supervision of instruction to check if learning content in the curriculum is taught the students. Therefore, without adequate commitment to the performance of the school administrators in their instructional role, categorized as supervision, curriculum development, innovation and other aspects of school management, the goals of educational programs will continue to be shattered.

Even though the current administration declared free education in secondary school in the Enugu and Agbani Education Zone, 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.

Research Question

What is the nature of correlation between principals' class monitoring and teachers' organizational citizenship behaviour in secondary schools in Enugu Education Zone and Agbani Education zone of Enugu state?

Hypothesis

There is no significant relationship between principals' class monitoring and teachers' organizational citizenship behaviour in secondary schools in Enugu Education Zone and Agbani Education zone of Enugu state.

Research Method

This paper examined the Relationship between Principals' Class Monitoring and Teachers' Organizational Citizenship Behavior in Public Secondary Schools in Enugu Education Zone and Agbani Education zone of Enugu state.The study was carried out in two educational zones in Enugu State, namely Enugu and Agbani Education Zones. These two zones were studied because of their proximity to each other. The research was carried out in five secondary schools in these zones. They are: Trans Ekulu Girls' Secondary School Enugu, Urban Girls' Secondary school, Uwani Secondary School, Enugu, Nike Grammer School Enugu, Obe and Model Comprehensive Secondary School Agbani. These schools consist of single male, female and co-educational secondary schools. The population of the study was made up of four hundred eighty three (483) teachers. (Source: Teachers' Statistics Unit, PPSMB, Enugu, November 2016). The researcher could not study all the subjects in the population, he therefore used simple random sampling to select three hundred (300) subjects to serve as the sample size of study. Questionnaire on Principals' Class Monitoring" (QCM) and "Questionnaire on Teachers' Organizational Citizenship Behaviour" (QTOCB). The respondents rated the extent to which teachers' motivation impacts on the academic performance of students in secondary schools. An introductory letter stating the purpose for the study is attached to the instrument for the respondents' ease of reference (see appendix B)

The instrument was face validated by three experts, two in measurement and evaluation, and one on statistics. All are from Enugu State College of Education Technical, Enugu. The experts were given the purpose of the study, the research questions and research hypotheses that were formulated to guide the study. These helped the experts to determine the items that can elicit the information they intended to elicit. The researcher requested the experts to review the items of their clarity, appropriateness of language used and appropriateness of instructions to the respondents. The researcher also provided space in the instruction to enable the experts to comment on the overall adequacy of the instrument in line with constructive criticism and suggestions of the experts. Their comments were taken into consideration in drawing the final copy of the instrument. To ascertain the internal consistency of the instrument, the researcher conducted a trial test using 20 respondents. This served as the similar population for the study. During the trial test, the researcher administered the instrument once to the respondents with introductory letter acquainting them with the rationale for the study. 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.

Presentation of Results

Research Question: What is the nature of correlation between principals' class monitoring and teachers' organizational citizenship behaviour in secondary schools in Enugu Education Zone and Agbani Education zone of Enugu 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 Enugu Education Zone and Agbani Education zone of Enugu 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.

Hypothesis: There is no significant relationship between principals' class monitoring and teachers' organizational citizenship behaviour in secondary schools in Enugu and Agbani Education zone of Enugu state.

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Table 2: 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 2 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 Enugu and Agbani Education zone of Enugu state.

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Discussions of Findings

The finding in research question one revealed that low positive relationship between principals' class monitoring and teachers' organizational citizenship behaviour in secondary schools in Enugu and Agbani Education zone of Enugu 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 Enugu and Agbani Education zone of Enugu 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 Enugu and Agbani Education zone of Enugu state.

Conclusion

Based on the findings of the study, it was concluded that there was a positive and significant relationship among principals' class monitoring, and teachers development and teachers' OCB in secondary schools in Enugu and Agbani Education zone of Enugu state. Thus, it can be concluded that principals' leadership behaviour variables significantly influence teachers' OCB in secondary schools in Enugu and Agbani Education zone of Enugu state.

Recommendations

Based on the findings of the study, the study recommendation that Principals in secondary schools in Enugu and Agbani Education zone of Enugu state should effectively monitor teachers' instructional delivery to render suggestions for enhancement and consistent with the stated goals of the school.

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