UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.10 (1);
https://unijerps.org
***2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.***
*January-June, 2022*
***Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363***

# PRINCIPALS ADMINISTRATIVE STRATEGIES AS A CORRELATES OF TEACHERS ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN SECONDARY SCHOOLS IN IMO STATE

**Prof. Emenike Obi & Ezenwagu, Stephen Abuchi**
Postgraduate Student of Department of Educational Management and Policy,
Nnamdi Azikiwe University, Awka Anambra State
Sa.ezenwagu@unizik.edu.ng

## ABSTRACT

*This paper investigated principals' administrative strategies 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 was formulated and tested. The structured questionnaire was validated. 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, delegation of authority, communication process, teachers' OCB in secondary schools in Imo State. The finding also revealed that there are no significant joint relationship among principals' leadership behaviours (delegation of authority, communication process,) and teachers' organizational citizenship behaviour 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:** Organization, Citizenship, Behaviour and Secondary School.

## Introduction

Organizational citizenship behavior (OCB) refers to the behaviors of individuals that promote effectiveness in organizational functioning. OCB accomplishes this effectiveness by providing a positive social and psychological environment in which task work can flourish. Organizational citizenship behaviour (OCB) is another aspect that makes the task of a school leader easier. When there is OCB in a school, then teachers share their knowledge with one another and in this way they learn new techniques to teach effectively, they share their experiences with one another (DiPaola & Tschannen-Moran, 2014). DiPaola and Tschannen-Moran therefore defined OCB as the individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system and in aggregate promotes the efficient and effective functioning of the organization. According to Jahangir (2014), OCB is set of discretionary workplace behaviours that exceed one's basic job requirements; they are behaviours that go beyond the call of duty.

Desta (2018) defined OCB as voluntary behaviour, choice and individual initiatives that are not directly related to the formal reward system of the organization, but as a whole can improve the organizational effectiveness. Desta further stressed OCB as employee behaviour that influence interpersonal trust and facilitates organizational operation by going beyond official requirements which are not directly recognized by the formal reward system without expecting any rewards and appreciation. OCB involves some elements of behaviour such as helping others, volunteering for extra duties, and adhere to the rules and procedures in the workplace. In

UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.10 (1);
https://unijerps.org
***2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.***
*January-June, 2022*
***Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363***

order to achieve a strong OCB amongst teachers, principals make sure that teachers do not work separately but work the collaboration, showing OCB, providing help and guidance to each other to improve their instructional practices (Louis, Leithwood, Wahlstrom & Anderson, 2010).

It appears from preliminary investigations that teachers in secondary schools in Imo exert low OCB. This is because teachers' behaviour towards voluntary adherence to school rules, principles and work procedure has been hampered with. The investigation revealed that good number of teachers still come late to school, portray lackadaisical attitude to teach students, non-challant attitude to write lesson notes, skip extra duties assigned by the principal or head, inconsistent attendance to school or classes, lack dedication to teaching and carrying out assigned tasks, have poor record keeping attitude, and their poor disciplinary attitudes. The menace of teachers' poor OCB in the area had been on the high strain and cannot be over-emphasized as it has not only eaten deep into the quality of students produced but has also contributed to the poor quality of leaders produced into the Nigerian economy (Arop, Owan & Madukwe, 2019; Oluwaseun, 2016).

The situation in secondary schools in Imo state shows that some principals appear to be characterized by various forms of unethical behaviours and practices. Some principals in the state had earlier been accused of embezzlement of financial resources that were meant for school improvement, and collecting illegal levies (Onuseluogu, 2010). Furthermore, allegations of principals collecting illegal levies from students in public schools in Imo state are rampant. These series of unethical behaviours from principals probably are the reason some teachers are poorly committed to the school, as could be observed in their poor attitude to work, absenteeism, lack of dedication to teaching and carrying out assignments, and unauthorized movement from duty posts (Ezeugbor, 2015). All these behaviours do not fulfill the attributes of OCB. For teachers' optimal organizational citizenship behaviour to their school, strong and value-based leadership behaviour is required.

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 seven common dimensions. (1) altruism (2) courtesy (3) conscientiousness (4) civic virtue (5) sportsmanship.

Organization Citizenship Behaviour (OCB) is defined as employees' extra-role behaviour that is voluntary, 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' delegation of authority and teachers' organizational citizenship behaviour in secondary schools in Imo State?
2. What is the nature of correlation between principals' communication process 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' delegation of authority and teachers' organizational citizenship behaviour in secondary schools in Imo State.

UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.10 (1);
https://unijerps.org
***2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.***
*January-June, 2022*
***Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363***

2. There is no significant relationship between principals' communication process and teachers' organizational citizenship behaviour in secondary schools in Imo State.

## Research Method

A correlational research design was adopted for the study. The study was conducted in Imo State. 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. 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. 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. 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. The face validity of the instruments was determined by three experts. 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). The researcher administered copies of the instruments directly on the respondents with the help of six research assistants. The Pearson Product Moment Correlation was used to answer research questions 1 – 2. 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.

## Presentation of Results

### Research Question 1

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

**Table 1: 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 1 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 be explained by principals' delegation of authority.

### Research Question 2

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

UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.10 (1);
https://unijerps.org
***2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.***
*January-June, 2022*
***Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363***

**Table 2: Correlation between principals' communication process and teachers' organizational citizenship behaviour**

| N | Correlation co-efficient (r) | $r^2$ | Remark |
|---|---|---|---|
| 1797 | .238 | 0.06 | Low positive relationship |

Adjusted $r^2 = 0.103$

Data presented in Table 3 reveals a Pearson Product Moment Correlation Co-efficient computed to determine the relationship between principals' communication process and teachers' organizational citizenship behaviour in secondary schools in Imo State. The result reveals that there is a low positive relationship between principals' communication process and teachers' organizational citizenship behaviour *(r= .238, n= 1797).* The adjusted $r^2$ explains that 10.3% of the total variability of teachers' organizational citizenship behaviour can be explained by principals' communication process.

**Test of Statistical Hypotheses**

**Hypothesis 1**

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

**Table 3: Test of significance between principals' delegation of authority and teachers' organizational citizenship behaviour**

| Correlation coefficient (r) | N | Df | A | 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

**Hypothesis 2**

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

**Table 4: Test of significance between principals' principals' communication process and teachers' organizational citizenship behaviour**

| Correlation coefficient (r) | N | Df | A | t-calculated | t-critical | Decision |
|---|---|---|---|---|---|---|
| .238 | 1797 | 1795 | 0.05 | 32.26 | 1.960 | Significant |

The result presented in Table 4 shows that the t-calculated value (32.26) is greater than the t-critical value (1.960) at .05 alpha level (32.26 > 1.960). Thus, the null hypothesis was rejected. This means that there is a significant relationship between principals' communication process and teachers' organizational citizenship behaviour in secondary schools in Imo State.

**Discussion of Findings**

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.

The finding in research question three revealed there is a low positive relationship between principals' communication process and teachers' organizational citizenship behaviour in secondary schools in Imo State. This finding supported the finding of Nwosu (2017) that there is a positive low relationship was found between principals' communication strategies and teachers' job performance in secondary schools. This finding opposed what Ibrahim (2017) found out that principal had the highest correlation coefficient with high performance. Contrarily to the study's finding, Akinwale and Okotoni (2018) found that communication styles adopted by secondary school principals in Osun State showed that most of the principals adopted inclusive, open and assertive communication styles. It was shown that principals that adopted inclusive, open and assertive, communication styles respected the opinions of the teachers. In actual sense, it means that principals' communication process determines teachers' OCB. For instance, the use of democratic and open communication styles gives room for teachers' participation in decision-making and also teachers are aware of what they were meant to do precisely and unambiguously.

The finding in hypothesis three revealed there is a significant relationship between principals' communication process and teachers' organizational citizenship behaviour in secondary schools in Imo State. This finding opposed the finding of Akinwale and Okotoni (2018) that there is no significant relationship between principals' communication styles and administrative impact of secondary schools in Osun State. The difference in both findings could be as a result of different content coverage in the dependent variables and geographical location.

**Recommendations**

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

1. 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.
2. 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.
3. Principals should create quality time for collaborative goal-oriented and knowledge driven discussions to get teachers' inputs in decision making as principals' experience alone could not ensure effective administration and instructional task performance. They must understand the condition under which decisions are to be made as well as being sensitive and clarify situations where and when decisions need to be taken collectively as a group or by individuals in order to achieve quality instructional task performance and desirable academic standard in secondary schools.

4. Principals in secondary schools in Imo 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.

**References**

Abwalla, J. (2014). *The principals' leadership style and teachers' performance in secondary schools of Gambella Regional State.* A Thesis Submitted to the Institute of Education and Professional Development Studies, Department of Educational Planning and Management

Adeboye, T. A. (2016). Work value and occupational hazard as correlates of organizational citizenship behaviour among employees of international brewery Plc., Ilesa, Nigeria. *European Scientific Journal, 12*(29), 156 – 174.

Akinwale, A. S., & Okotoni, C. A. (2018). Assessment of principals' communication styles and administrative impact on secondary schools in Osun State, Nigeria. *International Journal of Advanced Research and Publications, 2*(1), 43 – 48.

Avey., J., Hughes. L., Norman. S., & Luthans. K. (2008). Using positively, transformational leadership and empowerment to combat employee negatively. *Leadership & Organization Development Journal, 29*(2), 10-126.

Belogolovsky, E., & Somech, A. (2010). Teachers' organizational citizenship behavior: Examining the boundary between in-role behavior and extra-role behavior from the perspective of teachers, principals and parents. *Teaching and Teacher Education, 26*, 914-923.

Burns, W., & DiPaola, M. F. (2013). A study of organizational justice, organizational citizenship behavior, and student achievement in high schools. *American Secondary Education, 42*(1), 4-23.

Cohen, A., & Keren, D. (2010). Does climate matter? An examination of the relationship between organisational climate and OCB among Israeli teachers. *The Service Industries Journal, 30*(2), 247-263.

Desta, D. D. (2018). Organizational citizenship behaviour and employees' performance assessment: The case of Dire Dawa University. *American Journal of Theoretical and Applied Business, 4*(1), 15 – 26.

DiPaola, M., & Tschannen-Moran, M. (2014). Organizational citizenship behavior in schools and its relationship to school climate. *Journal of School Leadership, 11*(5), 424 - 447.

Ertürk, A. (2007). Increasing organizational citizenship behaviors of Turkish academicians: Mediating role of trust in supervisor on the relationship between organizational justice and citizenship behaviors. *Journal of Managerial Psychology, 22*(3), 257-270.

George, I. N., Sakirudeen, A. O., & Sunday, A. H. (2017). Effective classroom management and students' academic performance in secondary schools in Uyo Local Government Area of Akwa-Ibom State. *Research in Pedagogy, 7*(1), 43 – 56.

Ibrahim, A. (2015). Delegation and job satisfaction: An evaluation of the relationship within Uganda's primary education sector. *Global Journal of Human Science Linguistics & Education, 14*(1), 12 – 19.

Louis, K. S., Leithwood, K., Wahlstrom, K. L., Anderson, S. E., Michlin, M., & Mascall, B. (2010). *Learning from leadership: Investigating the links to improved student learning.* Center for Applied Research and Educational Improvement/University of Minnesota and Ontario Institute for Studies in Education/University of Toronto, 42-50.

Luthans, F. (2008). *Organizational behaviour.* Boston, MA: McGraw Hill Irwin.

Malik, M. E., Ghafoor, M. M., & Iqbal, H. K. (2012). Leadership and personality traits as determinants of organizational

citizenship behaviour (OCB) in banking sector of Pakistan. *World Applied Sciences Journal, 20*(8), 1152-1158.

Nwosu, J. C. (2017). Principals' communication strategies and teachers' job performance in public secondary schools in Ikenne Local Government Area of Ogun State. *An International Journal of Education, Learning and Development, 5*(9), 1 – 12.

Organ, D. W., Podsakoff, P. M., & MacKenzie, S. B. (2006). *Organizational citizenship behavior: Its nature, antecedents and consequences*. Thousand Oaks: Sage Publication.

Pablo, Z. (2014). *What makes schools successful? Resources, policies and practices*. Paris: PISA, OECD Publishing.

Peretomode, V. F. (2016). *Educational administration: Applied concepts and theoretical perspectives.* Lagos: Joga Educational Research and Publication Limited..

Ramazan, C. (2019). The relationship between school principals' leadership behaviours and teachers' job satisfaction: A systematic review. *International Education Studies, 12*(1), 37 – 52.

Samah, M. A., Fatma, R. M., & Sanaa, M. A. (2013). Organizational citizenship behaviours among teaching staff at nursing faculties in upper Egypt. *Journal of American Science, 9*(7), 347 – 363.

Smith, P. L., & Ingersoll, R. M. (2014). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal, 41*(3), 681-714.

Sutherland, J., & Canwell, D. (2014). *Key concepts in strategic management.* New York: Palgrave, Macmillan.

Tambe, S., & Shanker, M. (2014). A study of organizational citizenship behaviour (OCB) and its dimensions: A literature review. *International Business Journal of Business and Management, 1*, 67-73.

Watson, B. (2015). A study of the relationships among selected aspects of administrative behavior and teacher group cohesiveness in the elementary school. *Dissertation Abstracts International, 26,* 54 - 63.

Wilson, G. (2017). Principals' leadership style and staff job performance in selected secondary schools in Emohua Local Government Area of Rivers State, Nigeria. *An International Multi-Disciplinary Journal, 11*(3), 115 – 131.

Udeozor, R. K. (2014). *Educational administration: Perspective and practical implication*. Nimo. Rex Charles and Patrict LTD.

UNIJERPS