

STAFF DEVELOPMENT AND PRINCIPALS' LEADERSHIP APPROACH AS LINK TO THEIR ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN SECONDARY SCHOOLS IN IMO STATE

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ABSTRACT

This study investigated staff development and principals' leadership behaviours as link to 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. 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 Style" (QPLS) 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 Imo State. 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 Imo State. Thus, it can be concluded that principals' leadership behaviour variables significantly influence 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: Staff Development, Leadership Behaviour and Organizational Citizenship Behaviour.

Introduction

Staff Development

Every organization 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.

Staff development has been accepted as one 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).

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 organizational goals, including secondary schools. Operationally, leadership is therefore an important instrument in the initiation and implementation of the organizational 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

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.

Overview on Organization Citizenship Behaviour

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.

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.

Research Questions

1. What is the nature of correlation between principals’ staff development and teachers’ organizational citizenship behaviour in secondary schools in Imo 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 Imo State?

Hypotheses

1. There is no significant relationship between principals' staff development and teachers' organizational citizenship behaviour in secondary schools in Imo 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 Imo State.

Research Design

A correlational research design was adopted for the study. 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 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 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.

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. 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). 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.

Results

Research Question One

What is the nature of correlation between principals' staff development and teachers' organizational citizenship behaviour in secondary schools in Imo 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 r² = 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 Imo 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 r² 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 Imo 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 Imo 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 Imo 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 shows 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 Imo 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 Imo 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 Imo State.

Summary of Findings

The following major findings are as discussed below:

1. There is a high positive relationship between principals' staff development and teachers' organizational citizenship behaviour in secondary schools in Imo State. More so, there is a significant relationship between principals' staff development and teachers' organizational citizenship behaviour in secondary schools in Imo State.
2. There is a moderate positive relationship between joint relationship among principals' leadership behaviour and teachers' organizational citizenship behaviour in secondary schools in Imo State. More so, there is no significant joint relationship among principals' leadership behaviour and teachers' organizational citizenship behaviour in secondary schools in Imo State.

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 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 Imo 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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