TEACHERS' PERCEPTION OF PRINCIPALS' SUPPORT FOR STAFF DEVELOPMENT AND EMPOWERMENT OF TEACHERS AS CORRELATES OF TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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ABSTRACT

This study sought to establish the correlation between teachers' perception of principals' support for staff development and empowerment of teachers as correlates of teachers' organizational citizenship behaviour (OCB) in secondary schools in Anambra State, Nigeria. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The study is a correlational research. The population of the study comprised 6, 382 teachers from the 261 state government owned secondary schools in the state. The sample which is 10.8% of the population was made up of 689 teachers from 131 out of the 261secondary schools. The sample was composed using simple random sampling technique. A researcher developed instrument titled "Principals' Support for Staff Development and Empowerment of Teachers' Questionnaire (PSSDETQ) and "Teachers' Organizational Citizenship Behaviour" Questionnaire (TOCBQ) which were validated by experts were used for data collection. Reliability indices of 0.88 and 0.84 respectively for the questionnaires were obtained using Cronbach Alpha. Out of 689 copies of the questionnaire distributed, 660 copies representing 95.8% return rate were duly completed, retrieved and used for data analysis. Data were analyzed using Pearson's Product Moment Correlation both for answering the research questions and to test the hypotheses. The result of the study indicated that support for training and empowerment of teachers is significantly correlated with all the components of OCB. This suggests the need for principals' to support teachers' professional development as it enhances their desire to go the extra mile at work. Based on the findings, it was recommended among others that in-service training for teachers should be encouraged to ensure that teachers understand the value of the teaching profession to the society and that principals should provide a ground where teachers' empowerment would be enhanced to enable teachers' exhibit positive organizational citizenship behaviour.
KEY WORDS: *Principal, Teacher, Staff Development, Empowerment, Organizational Citizenship Behaviour, Secondary Schools.*

INTRODUCTION

Education is globally undergoing some changes in the face of technological advancement. Similarly, improving standards in education is probably the most important task facing any education system. The quest for improvement in standard of teaching and learning necessitated the importance of continuous learning for teachers. This is a challenge to the education system especially as some school principals seem adamant to change in terms of supporting staff development.

The school principal is primarily charged with the development of every member of the school, including the teaching staff. This type of full development is not possible without a good school principal who coordinates activities within the school, including supporting staff training and development. Thus principals have both authority of leadership and management for ensuring that teachers are monitored to teach effectively and that students are entertained in such a way to see that sound and quality education is

impacted in all students in the school for the achievement of the objectives of secondary education.

Secondary education is entrusted with the responsibility of preparing the youth for useful living in the society. Also, one of the purposes of secondary school objectives is to equip students to live effectively in the modern age of science and technology (Federal Republic of Nigeria, 2004). Achievement of this objective in Nigeria, Anambra state inclusive seems not to be forth coming as teachers in the state still lament that their principals deny them opportunities to handle computers, even during ICT workshop training Report-2020. In schools, there is a need for the continuous training and development of the teachers. To this end, the National Assembly enacted the Universal Basic Education (UBE) Act of 2001. The thrust of the UBE Scheme is to ensure that education is made available to all persons, especially adult illiterates. A common underpinning of the above scheme is the continuing learning process, by which serving teachers acquire knowledge, skills and values to improve themselves on the job (Adeolu, 2011).

Training and re-training for career enhancement and capacity of teachers for improvement in teaching and learning process cannot be over emphasized. In order to meet the challenging demands of their jobs occasioned by technological invasions, teachers must be capable and willing to continually upgrade their content knowledge, skills and practices. This is because if teachers lack the necessary training skills in their disciplines and impart wrong information, they are not only useless but dangerous. Training is a systematic development of knowledge, skills and attitudes required by a person in order to effectively perform a given task or job. Rani (2014) defined training as an organized process designed to transform employee's attitudes; knowledge, skill or behaviour that directly contributes to the achievement of organizational objectives. When principals' help in supporting professional development of his teachers (something is given) the teacher benefits, the teacher becomes satisfied and the school benefits when the teacher transferred such knowledge into this students. This is in line with the principles of learning to teach and perform. From the foregoing, the researcher defined training as teaching and training experience provided not only within teacher training institutions but also outside them with the basic aim of preparing and grooming potential practicing teachers for instructional tasks.

Nigeria whose vision is to become one of the 20th economies in the world by the year 2020 needs to give attention to the development of teachers who are the manpower needed for growth and development in

education. Development refers to developing an employee in the areas of principles, techniques of management and administration. Therefore, in order to harvest these human potentials, there is need that a principal must support training and development of his teachers. Corroborating, Achimgu, Enefu and Okolo, (2019) argued that any school principal that does not support professional development of his teachers is bound to lower their working morale.

Within the framework of supporting staff training and development, the principal can focus a school on instructional improvement through meaningful in-service training such as follow –up assistance, peer observation, post observation analysis and conferencing, focusing on skills introduced in workshop, providing orientation of new members of staff to the school system, provide them with ICT equipment like computer and maintaining good human relations with staff. Egwu (2012), submitted that leadership qualities of effective school leaders in supporting staff development include knowing what is going on in school to find out what teachers are doing and how well, organizing teacher – effectiveness, creating collegial relationship with and among teachers and accommodating different teacher – personality styles.

In addition, one of the ethical functions of the school principal is to be supportive. Principals' supportive behaviour implies provision of enabling work environment for teachers to render the needed services effectively in the school. It involves adequate welfare, rewards, in-service education programme, counseling and organizational career planning (Nwite, 2017). The principal as a team leader is also expected to put up behaviours that empower teachers into going the extra mile at work. Empowerment of teachers is concerned with delegation of increased decision making powers to teachers. It leads to teachers' willingness, sense of belonging internal motivation; enhancement for positive behaviour and independence in shaping and regulating activities and eventually lead to the success of the organization. Ammara and Nisar (2017) concluded that high degree of empowerment among teachers in a school holds the key to manifestation of organizational citizenship behaviour (OCB).

Citizenship behaviour in schools logically depend on high levels of intrinsic motivation. Within the educational setting, teachers who voluntarily go out of their way to help their students, colleagues and others as they engage in the work of teaching and learning exemplify organizational citizenship behaviour. These behaviours are important and cannot be ignored as they affect both the academic excellence

of the students and service level of the school. Teachers' organizational citizenship behaviour can be regarded as efforts made by teachers to do extra things in the work environment. Andrew (2016) advanced that this type of behaviour may manifest among teachers whose principals' are supportive and give them freedom to perform challenging tasks.

The level of organizational citizenship behaviour in schools is mostly affected by intrinsic factors such as a teacher's relationship with the principal, participative leadership, positive and healthy climate, adequate authority, mentally challenging work, informative work environment, support for professional development and the degree of fulfillment in their work (Salusi & Abdussalam, (2015) & Jimmenson, Hannam & Yeo, (2018). In addition to this, school principals should facilitate authentic participation by asking for the input of those affected by decisions, providing background information necessary for staff to weigh in on decisions, and treating teachers as capable professionals whose insight are valuable. Thus, in an educational institution, where this type of leadership education prevails, high commitment, harmony, mutual thrust, job satisfaction and high performance in students' achievement may be experienced.

Contrary to the behaviours expected of school administrators, some studies carried out reveal that some school administrators do not apply these behaviours to a very great extent (Amet, 2016; Andrew, 2016; Ibara, 2011 & Osakwe, 2014). Probably this could be the reason for the poor administrative conditions observed in Nigerian secondary schools those in Anambra state inclusive. According to Awodumila (2017); Ikegbusi (2016) and Oluremi (2013) many secondary school principals in Nigeria have no serious or professional training in educational management and administration and are therefore, bereft of the changing trends in administration of the 21st Century. Thus, one of the significant problems facing those principals today is to identify what contributes to teachers' lack of commitment to duty and the type of leadership behaviour principals should employ to promote teacher organizational citizenship behaviour.

From the observation of the researcher, as a principal in the state there is a tendency that not all teachers optimally engage in activities within their schools proving an initial assumption that OCB among secondary school teachers in Anambra State still seems to be low. Salisu and Abudusalam (2015), posit that poor teachers' organizational citizenship behaviour in Nigerian schools is at all-times high and this may be seen in the form of absenteeism, low morale and an attitude of don't ask me to do a single extra thing. This

may be as a result of non-participatory management style being practiced by some principals' in those schools. Most principals isolate teachers from important administrative functions thereby asking them to wait for their own turn. Teachers on their own will likely neglect their duties and exhibit "I don't care attitude" towards educational improvement. Teachers often complained during ICT training workshop for primary and secondary school teachers in Anambra State that their principals denied them the opportunity of going to the workshop with laptops provided by the State Government. As a result, many teachers seem to absent themselves from the workshops, form cliques, felt non-challant towards learning ICT and exhibit non-challant attitude towards educational improvement. The question then arises if developing a climate of collaboration motivate teacher organizational citizenship behaviours? To this end, this study therefore investigated the correlation between teachers' perception of principals' support for staff development and empowerment of teachers as correlates of teachers' organizational citizenship behaviour in secondary schools in Anambra State.

RESEARCH QUESTIONS
Two research questions guided the study namely;
1. What is the nature of correlation between principals' support for staff development and teachers' organizational citizenship behaviour?
2. What is the nature of correlation between principals' empowerment of teachers and teachers' organizational citizenship behaviour?

HYPOTHESES
Two hypotheses were tested at the 0.05 level of significance namely;
1. Teachers' perception of principals' support for staff development will not significantly correlate with teachers' organizational citizenship behaviour.
2. Teachers' perception of principals' empowerment of teachers will not significantly correlate with teachers' organizational citizenship behaviour.

METHOD
The study was carried out in secondary schools in Anambra State, Nigeria using the correlation research design. Two research questions guided the study and two hypotheses were tested at the 0.05 level of significance. From a population of 6,382 teachers in the 261 public secondary schools in Anambra State, a sample of 689 teachers which is 10% of the population was involved in the study. This was drawn from 131

out of the 261 secondary schools in the state using multi stage sampling procedure. Two instruments namely; Principals' Support for Staff Development and Empowerment of Teachers' Questionnaire (PSSDETQ) and Teachers' Organizational Citizenship Behaviour Questionnaire (TOCBQ), validated by three experts were used for data collection. Internal consistencies of the instruments were ascertained using Cronbach Alpha and this yield reliability coefficients of 0.86 and 0.88 for (PSSDETQ) and (TOCB) respectively. Pearson's Product Moment Correlation Coefficient was used to answer the research questions and to test the hypotheses. Decision rule was that items with correlation coefficient of 0.4 to 0.6 would be regarded as having moderate relationship, items with coefficient of 0.80 to 1.00 would be regarded as having very high

relationship while items with 0.3 to 0.5 would be regarded as having strong relationship. For the hypotheses testing, a hypothesis was not accepted if the probability (P) value obtained is less than the significance level of 0.05 where as a null hypothesis was accepted if the probability (P) value obtained is greater than the significant level of 0.05.

RESULTS
The results are presented in tables according to the research questions and hypotheses.

Research Question One: What is the nature of correlation between teachers' perception of principals' support for staff development and teachers' organizational citizen behaviour?

Table 1: Pearson's correlation between teachers' perception of principals' support for staff development and teachers' organizational citizenship behaviour

Source of Variation	N	Support for Staff Development	Teachers' OCB	Remark
Support for Staff Development	660	1.00	0.85	
				Very High Positive Relationship
Teachers' OCB	660	0.85	1.00	

The data analysis displayed in Table 1 indicates that the Pearson's Correlation Coefficient, r = 0.85. This shows that there is a very high positive correlation between teachers' perception of principals' support for staff development and teachers' organizational citizenship behaviour. This indicates that if there is an increase in principals' support for staff development, teachers'

organizational citizenship behaviour would also increase.

Research Question Two: What is the nature of correlation between teachers' perception of principals' empowerment of teachers and teachers' organizational citizenship behavour?.

Table 2: Pearson's r on teachers' perception of principals' empowerment of teachers and teachers' organizational citizenship behaviour

Source of Variation	N	Teacher Empowerment	Teachers' OCB	Remark
Teacher Empowerment	660	1.00	0.88	
				Very High Positive Relationship
Teachers' OCB	660	0.88	1.00	

Results on Table 2 indicate that there is a very high positive relationship of r = 0.88 between teachers' perception of principals' empowerment of teachers and teachers' organizational citizenship behaviour. This shows that an increase in degree of empowerment

among teachers holds the key to the manifestation of OCB.

Hypothesis One: teachers' perception of principals' support for staff development will not significantly

correlate with teachers' organizational citizenship behaviour.

Table 3: Test of significance of Pearson's correlation between teachers' perception of principals' support for staff development and teachers' organizational citizenship behaviour

Source of Variation	N	Support of staff Development	Teachers' OCB	p-value	Decision
Support of Staff Development	660	1.00	0.85		
				.000	Sig
Teachers' OCB	660	0.85	1.00		

Data analysis in Table 3 show that there is a significant positive relationship between teachers' perception of principals' support of staff development and teachers' organizational citizenship behaviour, r. (660) = 0.85, *P*-value 0.00<0.05. The null hypothesis was therefore not accepted.

Thus there is a significant positive correlation between opportunities for professional advancement and teachers' organizational citizenship behaviour.

Hypothesis Two: Teachers' perception of principals' empowerment of teachers will not significantly correlate with teachers' organizational citizenship behaviour.

Table 4: Test of significance of Pearson's Correlation between teachers' perception of principals' empowerment of teachers and teachers' organizational citizenship behaviour

Source of Variation	N	Teacher Empowerment	Teachers' OCB	p-value	Remark
Teacher Empowerment	660	1.00	0.88		
				.000	Sig
Teachers' OCB	660	0.88	1.00		

Data analysis in Table 4 shows that there is a significant correlation between teachers' perception of principals' empowerment of teachers and teachers' organizational citizenship behaviour, r. (660) = 0.88. *P 0.00*<0.05. Since the obtained p-value 0.00 was less than the stipulated level of significance, the second null hypothesis was not accepted.

DISCUSSION

The findings of this study revealed that there is a very high positive relationship of (r =0.85) between teachers' perception of principals' support for staff development and teachers' organizational citizenship behaviour. It was also found out that there was a significant relationship between teacher's perception of principals' support for staff development and teachers' organizational citizenship behaviour in public secondary schools in Anambra State. This finding is natural because when teachers perceive the principal as supporting their self-development, it means that he cares for their intellectual advancement. This finding concurs with previous studies (Ahmad, 2011, Egwu,

2012, Rani, 2014 & Uma, 2013) who found out that support for staff development and motivation to learn positively correlated with teachers' organizational citizenship behaviour. An increase in teachers' perception of principals' support for staff development will increase teachers' willingness to provide selfless sacrifice to the school and vice versa. When principals help in supporting teachers' professional training (something given), the teacher benefits, the teacher becomes satisfied and the school in turn benefit when the teacher transfers such knowledge into his students. The findings also agree with Adenike (2011) who argued that when school members are motivated to learn success happens. This corroborates the findings of Herren (2014) that teachers within the professional learning community manifested altruistic behaviour than their counterparts in pay-for-performed communities.

The findings of this study further indicate that there is a very high positive relationship between teachers' perception of principals' empowerment of teachers and teachers' organizational citizenship

behaviour. The findings further show that there is a significant positive relationship between teachers' perception of principals' empowerment of teachers' and teachers' organizational citizenship behaviour in public secondary school in Anambra State.

This finding of high positive relationship between empowerment of teachers and teachers' organizational citizenship behaviour is not far from expectation because employees who work with leaders that empower them with challenging tasks believe that they can be trusted in achieving set goals. Such employees will experience a firmly shared vision for the organization hence leading to positive organizational citizenship behaviour. This finding agrees with Ofojebe and Chukwuma (2015) who revealed that empowerment leads to commitment among employees and stimulates positive work performance. However, empowerment is positively related to teacher organizational citizenship behaviour because being empowered to take responsibilities for certain activities signals ones' inclusion or acceptance in the organization and therefore the individuals respected position within the organization. Furthermore, the findings of this study disagree with Ofojebe & Chukwuma (2015) who found out that principals' delegating leadership behaviour was significantly negatively correlated to teacher organizational citizenship behaviour. In line with the findings are Salusi and Abudsalam (2015) who found out that there was a strong positive correlation between schools where the principal had confidence with staff members accomplishing the challenging goals and teachers' organizational citizenship behaviour. It could therefore be argued that a principal who want to increase the OCB levels of his teachers should expose the teachers to constant training, workshops, seminars and conferences and empower them with more challenging tasks. However, it is concluded that improved support and motivation to learn results in teachers' exhibiting a higher level of altruism.

CONCLUSION
It is obvious that training and re-training for career enhancement and capacity of teachers for improvement in teaching process cannot be over emphasized. This shows that principals' support for teachers' professional development is a panacea for attainment of educational goals. Also when school leaders empower teachers, he also promotes psychological empowerment in terms of teachers' sense of meaning, competence, autonomy and impact, which are essential elements for teachers to feel more engaged and committed to the work they do.

Thus, it can be concluded that OCB is not something that principals should order, but rather something for which they should set an example by being supportive leaders. However, the findings of this study demonstrated that principals' support for staff development and empowerment of teachers in secondary schools in Anambra State will enhance teachers' organizational citizenship behaviour.

Recommendations
Based on the findings of this study, the following recommendations were made:
(1) Principals should encourage in-service training for teachers and also promote capacity development of teachers through intensive and regular seminars/workshops. This could increase teacher's organizational citizenship behaviour.
(2) The Ministry of Education officials, Zonal Directorate of education officials, Principals among others should provide grounds where teachers' empowerment would be enhanced to enable them exhibit organizational citizenship behaviour. This is because teachers' psychological empowerment is essential and significant for effective transmission of knowledge, sharing of ideas and enhances students' intellectual and research abilities.

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