

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Education is a vital instrument for sustainable development of any nation, therefore, it deserves a special attention because of the exclusive role it plays in transforming the social, cultural, political and economic scenery of the society. No matter the natural endowment a nation might have, without education, the skills necessary to harness them would be deficient and, therefore, the system of such a society is bound to have defects. Education is the backbone and determinant of technological, political and socio-economic growth and development of any nation. The development of human resources is a prerequisite to the development of a nation, therefore, the skills, knowledge and capabilities of the citizens have to be nurtured and developed through education so as to produce the required adequate quality and quantity manpower. This constitutes a major objective of schools, colleges, universities and other educational institutions (Fasasi, 2011). Towards developing the nation, secondary schools are expected to provide the learners with opportunities to acquire necessary knowledge, skills and attitudes for the development of the self and the nation.

Dikeh, (2014) observed that public secondary schools spread across the country for delivering secondary education to students as to fulfil its objectives, yet many seem not successful in accomplishing their mission to educate all students. The evidence to this effect includes increase in dropout rates which is at the rate of 42.29% (Ajaja, 2012) due to inability to comprehend, public dissatisfaction on the performance of students at both internal and external examination and the state at which students are graduating without skills necessary for college, for work and for life. Moreover, the performance of public secondary school students in West Africa Senior School

Certificate Examination (WASSCE) and National Examination Council (NECO) among public senior secondary school students has left parents confused, examiners worried, government embarrassed and students dazed because it is quite below their expectation (Akwara, 2017). Thus, in Nigeria, there has been increasingly public discontent with the quality of education and students being produced in our public secondary schools (Dikeh, 2014).

Teachers of public secondary schools thus under greater pressure today to be more productive than ever before while they perform the duties officially assigned to them as teachers. Their level of relationship with other colleagues and students in respect to courtesy, sportsmanship, conscientiousness and collaboration while at work could also go a long way in determining the effectiveness of their schools. Yet, Orimoloye (2015) stated that, teacher job performance affects the performance of a student in an examination. How best can teacher quality then be ensured if not through the display of some attitude that has to do with helping others and consideration of team-work. Poorly trained and unmotivated teachers, low student academic achievement, poor attendance, high drop-out rate, low scores in public examinations, poor foundation for education, are part of the indications of poor-quality education in Nigeria. These have triggered the demand for positive transformation of the education sector in Nigeria (Lawal, 2008).

A look at some West Africa Senior Secondary School Certificate Examination results showed an unpleasant picture of poor academic performance. For example, the 2008 – 2016 Senior School Certificate examination results released by West African Examinations Council showed an unprecedented low performance of candidates.

**Table 1: Percentage pass of candidates with five credits and above in West African Senior School Certificate Examinations Council (WAEC) results released in previous years**

*May/June 2008 – 2019 WASSCE Results*

Years	No. of Candidates that sat for examination	No. of Candidates with 5 credits and above including English and Mathematics	Percentage of Passes
2008	1369142	188394	13.76
2009	1373009	356845	25.99
2010	1351557	337078	24.94
2011	1524891	471191	30.90
2012	1672651	649156	38.81
2013	1783582	588254	36.57
2014	1865781	526783	31.28
2015	1955672	834567	38.68
2016	1544758	878040	52.97
2017	1559162	923486	59.22
2018	1572396	786016	49.98
2019	1590173	1020519	64.18

*Source:* West African Examinations Council [WAEC] office, Ilorin (2019)

In the last nine years, the national performance average in the examinations taken by over 10 million candidates was not more than 26.88%. In the year 2008, the percentage pass was 13.76% which rose to 25.99% in 2009. There was a slight downward trend between the 2009-2010 results. This rose again from 24.94% in 2010 to 30.90% in 2011 and 38.81% in 2012. In the years 2013 and 2014, the percentage came down to 36.57% and 31.28% respectively, while the percentage rose to 38.68% in 2015. Also, in 2016, the percentage pass rose 52.97%, while in 2017

it rose to 59.22% and came down to 49.98% in 2018. Students' academic performance standard as shown in Table 1 was quite unsteady, it was fluctuating. However, on a general note, a national average of 26.88% pass in nine years can best be described as a national failure. The highest percentage pass within 2008 - 2018 was recorded in 2017 when (59.22%) was recorded.

This is a pointer to the observation that public senior secondary education in Nigeria needs special attention (Dikeh, 2014). Students' discontented performance in WASSCE has reached an alarming rate such that in recent times, it has also aroused international interest (Orimoloye, 2015). The question here now is that "what actually has gone wrong with the Nigerian public secondary school?" Reasons advanced for this, include lackadaisical attitude of teachers to the profession, lack of adequate and effective supervision, student unpreparedness for the examinations and lack of dedication to duty by the teachers and some principals (Fadare & Odebiyi, 2014).

Consequently, secondary school reform continues to be an urgent subject of attention in educational research from side to side towards achieving encouraging performance. Different researches were conducted such as the ones on public-private partnership and secondary school academic performance, physical resources and students' academic performance, parental factor and students' academic performance yet, the problem still persists. On this note, Freeman (2008) stated that education in the 21st Century has become a serious issue in which teachers and administrators are seriously dissected for student achievement. Feasibly, no one feels the pressure of this scrutiny more than teachers. In place of self-assurance and empowerment, many teachers feel unproductive and ill equipped as regard passing useful information (knowledge and skills) to their students. Freeman further explained that student achievement continues to fall as a result of lack of commitment, inability to deliver selfless services, lack of self-trust and inability to work with others towards achieving certain goals.

Also, the success of the educational system in Nigeria is reliant upon the confidence teachers have in themselves and their contemporaries to deliver meaningful and sufficient instruction to aid their students perform at or over the prescribed academic standards. Teacher efficacy, both at individual and collective levels, is one of the toughest predictors of student achievement (Ross & Bruce, 2007). However, recent researches have shown that there are modern ways through which secondary education can achieve effectiveness and improve students' academic achievement. Two promising constructs that have been identified are Teachers' Citizenship Behaviour (TCB) and Collective Efficacy (CE).

The construct of Teacher Citizenship Behaviour (TCB) is defined as “voluntary and discretionary behaviour of teachers that exceeds the formal requirements of the job” (Cooper, 2010). Teachers with high degree of Teachers' citizenship Behaviour in a particular school are often enthusiastic to offer extra effort beyond what is expected. Such teachers are devoted to the best interest of the student and volunteer their time and energy for the benefit of students, colleagues, and the school organisation as whole (Cooper, 2010). The construct of Teachers' Citizenship Behaviour (TCB) which is the first variable in this research is relatively new, is framed out or adapted from the construct of organisational citizenship behaviour which is also a new construct especially as it relates to schools. The variable is an organisational characteristic that relates to worker behaviours that are not formally prescribed in a job description or contract, but freely occur and benefit the organisation as a whole toward achieving the set down goals of the organisation.

The construct of organisational Citizenship Behaviour (TCB) derived from the need to encourage cooperation between organisation members in order to help organisations run more smoothly (Borman, 2009). Organ (2010) defined Organisational Citizenship Behaviour (OCB) as

an individual behaviour that is discretionary, not explicitly recognised by the formal reward system and that in general promotes the effective functioning of the organisation that could lead to the actualization of the objectives of the organisation in a short time. Organ (2010) opined that by discretionary, we mean that the behaviour is not a precondition or an enforceable prerequisite of the task or the job description, that is, the visibly specifiable terms of the person's employment contract with the organisation; the behaviour is quite a matter of personal choice, such that its oversight is not generally understood as punishable. The said behaviours are mainly matter of personnel choice as stated above of which oversight is not considered as punishable in the organisations. Researchers hold different views regarding the dimensionality of Organisational Citizenship Behaviour.

Cooper (2010) conceptualized Organisational Citizenship Behaviour as altruism (behaviour targeted specifically at helping individuals) and generalized compliance (behaviour reflecting compliance with general rules, norms and expectations. Organ (2010) identified five different dimensions of OCB namely courtesy, altruism, conscientiousness, civic virtue and sportsmanship. Organ further explained that Organisational Citizenship Behaviour can maximize the efficiency and productivity of both the organisation and the employees that will eventually contribute to the effective functioning of an organisation. Katz and Kahn (2014) argued that organisational citizenship is essential in an organisation. It can be exceptionally valuable to organisations and can contribute immensely to performance and competitive advantage

Separately, the construct of Collective Efficacy (CE) refers to those collective perceptions by teachers in a school that their efforts as a whole will surely and positively affect student achievement in their school (Cooper, 2010). It is a group's belief in its competencies to achieve a common goal in an organisation. Freeman (2008) noted that efficacy develops over time through

an individual's sense of competence to complete a task or attain a goal. The expected result of the individual predicts his or her behaviour according to the interpretation of information received from four major sources which include: (i) experiences, (ii) verbal encouragement, and (iii) academic emphasis. Experience, is a powerful source to influence behaviour, in a learning organisation, and it is grounded in previous results and accomplishments. With every additional success or failure, the individual either advances or lowers his/her observed level of competency in a learning organisation. Through experiences, an individual determines his or her own competency based on observations of a colleague's success in a learning organisation. Verbal encouragement is being filtered by an individual and receives positive or negative feedback to determine his or her level of competence. Academic emphasis makes it possible for both the teachers and the students to improve intellectually which could result in better performance among secondary school students

Collective Efficacy could therefore have a direct link with students' academic performance. Collective perceptions of teachers and other staff in a school foster the entire staff's effort, persistence, doggedness and resilience towards the success of both the students and the school organisation as whole. Teachers with readiness mind who work in an extremely or highly efficacious school do support challenging goals, work under the notion of teamwork, and accept responsibility all the time in discharge of their responsibility towards achieving organisational success. It is against this background that this study tends to examine the relationship among the teachers' citizenship behaviour, collective efficacy and students' academic performance in public senior secondary schools in North-central Nigeria. `

## **Statement of the Problem**

Secondary school education is indeed germane to the development of our nation as rightly stated by the FRN (2013) that Secondary Education in Nigeria is aimed at promoting a progressive and united Nigeria. Nevertheless, this stated objective cannot be achieved considering the challenges facing public secondary schools in Nigeria. The challenges include, among others, the mass failure being witnessed in the secondary school certificate examinations being conducted by West African Examinations Council (WAEC) as shown in Table I, insufficiency of infrastructure and instructional facilities, lack of enough qualified teachers to mention just a few. Ogundele, Olanipekun and Aina (2014) stated that Nigerian teachers are trying their best but there are some areas where they need improvement and reformation in order to meet up with the present demand of excellent performance of students in West African Senior School Certificate Examinations (WASSCE).

Olugbenga (2014) argued that teachers who discretionarily go extra mile for students, peers, and the school, in relation to work related issue that can lead to academic success can make a great impact on lives and the school organisation. But most of the teachers in secondary schools see this as irrelevant. Neves, Paixao, Alarcao and Gomes (2014) stated that teaching is a field of activity with a strong emphasis on helping other individuals. these authors explained further that in schools that function appropriately, the teaching staff do not confine their activities to those strictly necessary as they are being laid down by the school organisation, but focus on others that are not being of a compulsory nature and make a difference because they have an impact on students' performance. Therefore, some aspects of the concepts of Teachers' Citizenship Behaviour (TCB) and Collective Efficacy may eventually overlap with teaching responsibilities of which both the government and researchers in Nigeria are not paying attention to and they are



key factor in teacher's effectiveness toward achieving the stated goals. When teachers believe that together, they and their colleagues can impact on student achievement, they share a sense of collective efficacy as stated by Dibapile (2012) that, the beliefs of teachers in their capabilities to have an impact on students' accomplishments in learning has been researched for several years. This issue has been viewed as an important dimension of teacher professionalism, teacher practice, leadership, and collaboration as it is one of the teacher attributes associated with teaching and learning.

Meanwhile, there are researches on Organisational Citizenship Behaviour in relation to students' performance, for example, Burn and Carpenter (2008) investigated organisational citizenship behaviour and students' achievement. Dibapile (2012) examined Teacher Efficacy and Classroom Management among Junior Secondary School Teachers. However, none of these researches as available to the researcher focused on the relationship among teachers' citizenship behaviour, collective efficacy and secondary school academic performance. This shows the gap this study intends to fill; it is on this basis that the researcher decided to investigate Teachers' Citizenship Behaviour, Collective Efficacy and Students' Academic Performance in Public Senior Secondary Schools in North-central Nigeria.

### **Purpose of the Study**

The focus of this study was to determine the relationship among teachers' citizenship behaviour, collective efficacy and students' academic performance in public senior secondary schools in North-central Nigeria. In addition, the purposes of the study include to:

1. examine the level of Teachers' Citizenship Behaviour (TCB) in public senior secondary schools in the North-central Nigeria.

2. determine the level of Collective Efficacy in public senior secondary schools in the North-central Nigeria.
3. determine the level of students' academic performance in public senior secondary schools in the North-central Nigeria.
4. examine the relationship between teachers' citizenship behaviour and students' academic performance in public senior secondary schools in North-central Nigeria.
5. examine the relationship between Collective Efficacy and students' academic performance in public senior secondary schools in North-central Nigeria

### **Research Questions**

In order to realize the objectives of the study, answers were sought for the following research questions raised:

1. What is the level of teachers' citizenship behaviour among teachers in public senior secondary schools in North-central Nigeria?
2. What is the level of collective efficacy among teachers in public senior secondary schools in North-central Nigeria?
3. What is the level of students' academic performance in the public examination among public senior secondary schools in North-central Nigeria?

### **Research Hypotheses**

For the purpose of this research work, the following hypotheses were generated and were tested to guide the study.

**Main Hypothesis**

Ho: There is no significant relationship among teachers' citizenship behaviour, collective efficacy and students' academic performance in public senior secondary schools in North-central Nigeria.

**Operational Hypotheses**

Ho<sub>1</sub>: There is no significant relationship between the teachers' act of benevolence and students' academic performance in public senior secondary schools in North-central Nigeria.

Ho<sub>2</sub>: There is no significant relationship between teachers' civic virtues and students' academic performance in public senior secondary schools in North-central Nigeria.

Ho<sub>3</sub>: There is no significant relationship between teachers' patriotism and students' academic performance in public senior secondary schools in North-central Nigeria.

Ho<sub>4</sub>: There is no significant relationship between teachers' courtesy and students' academic performance in public senior secondary schools in North-central Nigeria.

Ho<sub>5</sub>: There is no significant relationship between teachers' sportsmanship and students' academic performance in public senior secondary schools in North-central Nigeria.

Ho<sub>6</sub>: There is no significant relationship between teachers' experience and students' academic performance in public senior secondary schools in North-central Nigeria.

Ho<sub>7</sub>: There is no significant relationship between teachers' verbal encouragement and students' academic performance in public senior secondary schools in North-central Nigeria.

Ho<sub>8</sub>: There is no significant relationship between teachers' academic emphasis and students' academic performance in public senior secondary schools in North-central Nigeria.

### **Scope of the study**

This study focused on the relationship among teachers' citizenship behaviour, collective efficacy and students' academic performance in public senior secondary school in North-central Nigeria. The indicators used in measuring teachers' citizenship behaviour include level of teachers' benevolence, teachers' civic virtues, teachers' patriotism, teachers' courtesy and teachers' sportsmanship. The indicators used in measuring collective efficacy include teachers' experience, teachers' verbal encouragement and teachers' academic emphasis while indicators used to measure students' academic performance in public senior secondary schools include the level of students' performance, that is, the results of public senior secondary school students for five consecutive years (2012 – 2016) in five subjects including English Language and Mathematics, in the West African Senior School Certificate Examination (WASSCE).

The scope of this study covered all the public secondary schools in North-central Nigeria. Furthermore, the participants of this study were principals and vice principals of public senior secondary schools that were sampled from public senior secondary schools in North-central Nigeria. The geographical coverage of this study was therefore confined to the States' (Kwara, Kogi, Niger, Nasarawa, Benue, Plateau and Federal Capital Territory (FCT)) public senior secondary schools in North-central Nigeria. Inferential and descriptive statistics were used to analyse the data for this study. Mean and Standard Deviation were used to answer the research questions, while the hypotheses formulated were tested using multiple regression analysis for the main hypothesis. The operational hypotheses were tested using the Pearson's Product Moment Correlation (PPMC) statistic.

### **Significance of the Study**

The outcome of this study will be of immense benefit to the commissioners for education, chairpersons teaching service commission, school supervisors, quality assurance personnel from both federal ministry of education and state ministry of education, Parent Teacher Associations and school principals in Nigeria in calling their attention to recognizing the essential place of teachers' citizenship behaviour and collective efficacy toward ensuring their effective management viz-a-viz the myriad of problems of poor academic performance that is present in Nigerian secondary schools today. The findings will provide guidelines to the stake holders in the field of education for the management of senior secondary schools in respect to the best way through which teachers can be encouraged to give out their best to students towards achieving the stated goals. Practically, the findings of this study would acquaint principals with effective strategies for a more systematic management of teachers so that the best can be attained towards solving the issue of poor performance in examinations by the senior secondary schools in Nigeria.

The findings will as well assist teachers to be more pro-active and see themselves as one towards achieving common goals of secondary school education and bringing about cheering performance among public senior secondary school students in Nigeria. Again, the findings will expose the extent to which teachers' citizenship behaviour and collective efficacy can help to enhance secondary school students' academic performance. Lastly, the results that were obtained from this study are expected to be useful in creating a new course on teachers' citizenship behaviour and collective efficacy, not only in public senior secondary schools in North-central Nigeria but in all the nation's educational institutions.

## Operational Definition of Terms

For the purpose of this study, the following terms and variables have been operationally defined as follows:

**Teachers' Citizenship Behaviour:** refers to the level of teachers' benevolence, civic virtues, patriotism, courtesy and sportsmanship in senior secondary schools.

**Benevolence:** refers to voluntary actions that a teacher displays to help a fellow teacher or other staff in the secondary school organisation towards solving work-related problem that could lead to academic success of students without demanding anything from them.

**Civic virtues:** refers to the notion of a teacher as an individual who sees himself as a part of the whole and actively participates in the functioning and decision-making of the secondary school organisation he/she represents; in general, looking out for the organisation's best interest.

**Patriotism:** refers to a teacher's pattern of going well beyond minimally required role and task in the secondary school organisation.

**Courtesy:** refers to the teachers' positive relationship in terms of politeness, respect, and consideration for others during co-operational processes in a secondary school organisation.

**Sportsmanship:** refers to the ability of teachers to be able to tolerate the inevitable inconveniences and impositions that comes from secondary school organisations which he/she represents without complaining, and doing so with positive attitude.

**Collective Efficacy:** refers to the level of teachers' experience, verbal encouragement and academic emphasis in senior secondary schools.

**Experience:** refers to the teachers' ability to become an authority in his/her field or subject as a result of prolonged or intense successful teaching experiences through practice which make the teacher to belief in his/her own self.

**Verbal Encouragement:** refers to the teachers' ability to convince the students to accept that they have abilities that can enable them to accomplish whatever they want in relation to their academic pursuit.

**Academic Emphasis:** Refers to a collective set of beliefs about strengths and capabilities of schools and in which teachers are committed to intellectual and academic accomplishments and develop that ability in students to complete assignments, regulate learning activities, and meet the achievement expectations and goals

**Students' Academic Performance:** Refers to the level of students' academic achievement in the final examination conducted by the West African Examinations Council from 2012-2016.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the review of related literatures under the following subheadings;

Theoretical Framework

Concept of School Organisation

Concept of Teachers' Citizenship Behaviour

Concept of Students' Academic Performance

Concept of Collective Efficacy

Collective Efficacy and Students' Academic Performance

Conceptual Framework

Appraisal of the Literature Review

#### **Theoretical Framework**

This study is anchored on three theories namely:

1. Social-cognitive theory
2. System management theory and
3. Human relation theory

Social Cognitive Theory: this theory was introduced by Bandura in 1986 and describes the influence of individual experiences, the actions of others, and environmental factors on individual. It provides opportunities for social support through instilling expectations, self-efficacy, and using observational learning and other reinforcements to achieve behaviour change. Teachers'



citizenship behaviour and collective efficacy investigations in the discipline of educational management have prompted the use of Bandura's (1986) Social-Cognitive theory as the construct to use in investigating the relationship among teachers' citizenship behaviour, collective efficacy and secondary school academic performance. Social-cognitive theory suggests that human learning occurs within a dynamic framework and initiates interaction between one's personal factors, environment, and behaviours. These dynamic relationships constitute an interactive model referred to as triadic reciprocity causation.

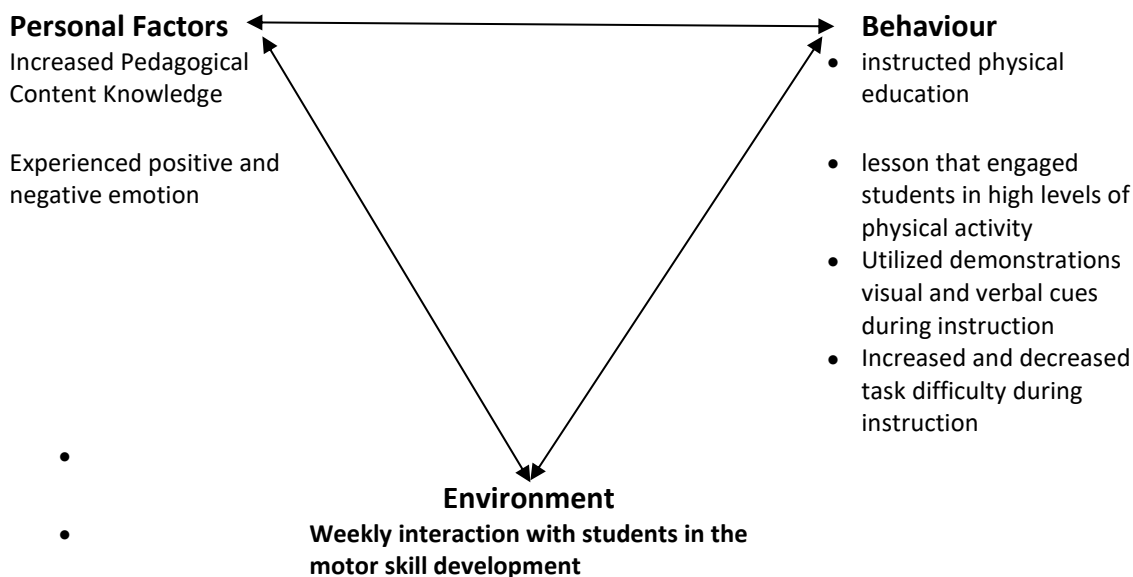


Figure 1. A model of socio-cognitive theory (Meaney, Griffin and Bohler, 2009] )

Meaney, Griffin and Bohler (2009) argued that within the model of triadic reciprocity, personal factors may often encompass one's motivation, self-efficacy, knowledge, fears, and expected outcomes. Every environment can be perceived or observed in three different stages: imposed, selected, and constructed (Bandura, 1986). One's imposed environment includes the way things are, that is the situations an individual must interact with on a daily basis (i.e., school, work, family). Whereas individuals may have minutest influence over imposed environmental factors, they do have choices in how they interpret and react to impose factors as postulated by Meaney,

Griffin and Bohler (2009). The choices in relation to how one reacts or responds to the imposed environment set up or constitute the selected environment. The resultant citizenship behaviours, constitute the third aspect of triadic reciprocity, hence, become one's constructed environment. Building of one's environment towards achieving the best for it requires actively engaging in one's surroundings and may result in the acquisition of new knowledge, citizenship behaviours, beliefs, ideas. Meaney, Griffin and Bohler (2009) Triadic reciprocity provides an optimal construct to explore the dynamic relationships between pre-service educators' personal actions (i.e., knowledge base, self-efficacy) environment (i.e., imposed, selected, and constructed) and citizenship behaviour (i.e., teaching strategies, communication techniques). This study was designed to investigate the dynamic interactions between and among teachers' citizenship behaviour, collective efficacy and secondary school students' academic achievement

Systems Management Theory: this theory was introduced by Ross Ashby (1964). Systems management offers an alternative approach to the planning and management of organizations. The systems management theory proposes that businesses, like the human body, consists of multiple components that work harmoniously so that the larger system can function optimally. According to the theory, the success of a secondary school organization depends on several key elements: cooperation, interdependence, and interrelations between various subsystems (school, the teachers, non-teaching staff, the community and the parents/guardians). Teachers are one of the most important components of a secondary school. Other elements crucial to the success of a business are departments, workgroups and other units. In practice, principals are required to evaluate patterns and events in their schools so as to determine the best approach towards achieving the stated goals. This way, they are able to collaborate on different school activities so that they can work as a collective whole rather than as isolated units. This theory is indeed useful to this study

for the fact that, teachers' citizenship behaviour is all about displaying good characters to others ranging from the teaching and non-teaching staff of the secondary school organization, the students and the parents/guardians of the students. With this, everyone is able to collaborate with one another on different school activities or level which could result to goal achievement in secondary schools. As the study is all about interdependent towards better academic performance in secondary schools.

Human Relation Theory: this theory was introduced by Elton Mayo, in the 1920s. As the title implies, Human Relations Management Theory is centered around human interactions and relationships. Elton Mayo believed that, there were more factors that influenced how employees behaved and performed at work. This theory is based on social factors, things like job satisfaction, a sense of belonging, and inclusion in decision-making, has a huge impact on people's productivity and work performance. Those were the real motivators for workers. The two independent variables in the study are all about good relationship within the secondary school organization staff. Emphasis is on team work, active participation in the functioning and decision making of the school and cooperation.

However, social cognitive theory is the choosing theory for this study. The construct of Teachers' Citizenship Behaviour (TCB) is defined as "voluntary and discretionary behaviour of teachers that exceeds the formal requirements of the job" (Cooper, 2010). Teachers with high degree of Teachers' Citizenship Behaviour are readily prepared to give extra effort beyond what is expected. Such teachers are committed towards the best interest of the student and the school organisation and volunteer their time for the benefit of students, colleagues, and the school organisation as a whole (Cooper, 2010). Consequently, Teachers' Citizenship Behaviour is positively related to secondary school effectiveness as measured by both student achievement and

teachers' perceptions of secondary school academic performance. On the other hand, the construct of Collective Efficacy refers to those collective perceptions by teachers in a school that their efforts as a whole will positively affect student achievement in their school (Cooper, 2010). Collective Efficacy serves to link the third variable in this study. Collective belief of teachers in a school foster the staff's effort, persistence, doggedness and resilience. Teachers who willingly work in a highly efficacious school organisation support challenging goals, work under the notion of teamwork, accept responsibility work assiduously towards organisational success.

Bandura developed the theory of triadic reciprocal causation of Collective Efficacy which is also known as socio-cognitive theory in 1986, the theory is as well relevance to the first variable as an interaction of cognitive processes, behaviour patterns of teachers and environmental influences within the school organisation; these influence each other in a bi-directional manner. Through this, teachers in a school energetically produce events and shape their environment. Schools with a high degree of both teachers' citizenship behaviour and collective efficacy set goals at a high level and show a tough commitment toward reaching these goals. They will be strongly motivated to succeed and they will be more willing to put forth greater amounts of effort, diligence, and persistence in the pursuit of established goals. Social structures within the school organisation are created by collective human activity towards achieving success. In sequence, socio-structural practices impose constrictions and provide enabling resources and opportunity structures for collective functioning.

Due to social structures created through Collective Efficacy, the social norms of the school will greatly influence the Teachers' Citizenship Behaviour in the school organisation. On this note, pressure to meet the organisational success will indeed motivate teachers to contribute and give extra effort needed to meet these expectations. Therefore, the degree of Teachers' Citizenship

Behaviour in a school and its influence on secondary school students' academic performance will be influenced by the degree of Collective Efficacy in the school. If a staff in a school organisation has a low sense of Collective Efficacy, teachers will be less likely to go afar in their role expectations due to the lack of pressing organisational norms to do so. Also, they will lack the sincere belief that extra effort will indeed lead to bigger success. Additionally, if a staff has a high sense of Collective Efficacy, teachers will be more likely to go beyond their role expectations due to the interest and the organisational determination to do so.

### **Concept of School as an Organisation**

The organisation is as old as human being and it has been designed to achieve specific objectives, such as the effectiveness in the provision of services through the use of human, material and financial resources. As the latter two resources (material financial resources) are very important, human resource is more important because it is the machine that will work along with other resources towards driving home the goals of the organisation. Yusuf (2010) saw an organisation as a collection of people with relatively identifiable boundary and established system of communication, hierarchy of authority and normative order and a group of individuals who are willing to work towards the attainment of stated goals. An organisation is a group of people intentionally organized to accomplish overall common goals or set of goals. An organisation can range from two people to tens of thousands (Carter, 2007). There are several important aspects to consider about the goal of any organisation. These features are explicit (deliberate and recognised) or implicit (operating unrecognised, "behind the scene"). Ideally, these features are carefully considered and established usually during the strategic planning process (Yusuf, 2010).

## Vision

Members of the organisation often have some image in their mind about how the organisation should be working, how it should appear when things are going well (Yusuf, 2010).

## Mission

An organisation operates according to an overall purpose, or mission (Yusuf, 2010).

## Value

All organisations operate according to overall values or priorities in the nature of the way they carry out their activities. These values are the personality or culture of the organisations (Yusuf, 2010).

## Strategic Goals

Organisational members often work to achieve several overall accomplishments, or goals, as they work towards their mission (Yusuf, 2010).

## Strategies

Organisations usually follow several overall general approaches to reach their goals (Yusuf, 2010).

## System and process that are aligned with achieving the goals

Organisations have major sub-systems, such as departments, programmes, divisions, teams etc. Each of these sub-systems has a way of doing things along with other sub-systems to achieve the overall goals of the organisation. Often, these systems and process are defined by plans,

policies and procedures. How you interpret each of the above major parts of an organisation depends very much on your values and your nature; people can view organisations as machines, organisms, families, groups etc. (Yusuf, 2010).

### The Organisation as a System

A system is an organised, planned, pre-arranged collection or assemblage of parts that are extremely integrated in order to achieve the general goals of an organisation. The system has several inputs which are administered and processed to produce certain outputs purposely to accomplish the overall goal desired by the organisation. There is on-going feedback among these many parts to guarantee they remain allied to accomplish the general goal of the organisation. There are several classes of systems ranging from very simple frame works all the way to social systems, which are the most complex. An organisation is of course, a social system that has inputs, process, outputs and outcomes (Yusuf, 2010).

According to Yusuf (2010), inputs to the system must include resources such as money, raw materials, people, and technologies. These inputs go through a process where they are aligned, moved along to achieve the goals set for the system. Outputs are noticeable or tangible results fashioned by the system, such as product or services for consumers. (Yusuf, 2010).

**Feedback:** This comes from employees who carry out processes in the organisation, and customers /clients using the products and service. Feedback also comes from the large environment of the organisation influence from government, society, economics and technologies. In an organisation, there are numerous sub-systems as well. Each sub-system has its own limitations of sorts and include various inputs, processes, outputs and outcomes geared to achieve an overall goal for the sub-system. Examples of sub-systems are departments, programmes, projects, teams, and

processes to produce products or services. The organisational system is maintained or controlled by policies, procedures, budgets, information management system and performance review systems. (Yusuf, 2010).

### The School Organisation

Organisation for Economic Co-operation and Development (OECD) (2016) opined that schools nowadays must equip students with the knowledge and skills they will need to succeed in an uncertain, constantly changing tomorrow. But lots of schools fall short as regard following the trend, and also several teachers are not developing the pedagogies and practices necessary to update themselves to meet the needs of 21st-century learners (OECD, 2016). Schools are established purposely to serve humanity and provide social service to the populace, as a result, there is need for it to be planned in such a way every soul will benefit. Danielson (2018) opined that undersize schools produce better results than large ones. This implies that teachers at large or bigger schools can help more students learn through creation of sub-units schools within a school.

Besides, studies on teaming and teachers' collaboration have demonstrated that students benefit when teachers work together to promote student learning in a school organisation. Some schools in rural areas are too small, and as a result, they are unable to provide a reasonable range of curricular or co-curricular offerings. But while educationist in big schools can generally work out ways to split up into smaller units, those in considerable small schools cannot usually do much about their inadequate resources (Danielson, 2018). OECD (2016), in response to the above assertion stated that, a growing body of scholars, educators and policy makers is making the case that schools should be re-conceptualised as "learning organisations" that readily changes as the



external environments change, embrace innovations in internal organisation, and eventually enhance students' performance.

### Schools as a Learning Organisation

OECD (2016) observed that a school as a learning organisation has a shared vision that gives it a way and serves as a thrill for sustained actions to achieve individual and school goals. Knowing the direction, is mostly an outcome of a process than to say it is the preliminary, because the process already involves all staff, students, parents and other stakeholders. OECD explained further that, one of the major challenges confronting communities today is incorporating those in the society whose learning difficulties weaken their self-confidence. There is need for the Stakeholders to believe that a school's vision and goals include a moral purpose to make it a whole. One thing to be realized is that success in school is possible for all students with the strong determination of the school as a progressive organisation. Many school organisations and education institution around the globe are after the realization of their vision to dramatically improve the learning outcomes of the most disadvantaged (OECD, 2016)

OECD explained further that, since year 2000, some countries like Brazil, Germany, Greece, Italy, Mexico, Tunisia and Turkey, have improved students' performance very well thereby reducing the proportion of low-achieving students. Based on this observation, it was apparent that excellence and equity in education are not commonly exclusive goals. It was recognized that the vision to change a school into a learning institution (organisation) should include two major things: a tough commitment to making a distinction in the learning and lives of all students, particularly underprivileged students and, focusing on teaching and learning that will

eventually bring about a wide range of outcomes both cognitive and emotional for today and the future.

### **Concept of Teachers' Citizenship Behaviour**

The construct of teachers' citizenship behaviour is adapted from the construct of organisational citizenship behaviour. This necessitated bringing on board, detailed discussion on OCB. Newland (2012) observed that a great number of organisations attribute their success to their employees. Without assiduous, hardworking and creative employees, numerous organisations would not be where they are today. It is quite possible that these employees are not just completing their assigned tasks; they are developing above and beyond their job description to benefit the organisation on the whole. This extra-role performance is regarded as Organisational Citizenship Behaviour (OCB). Organisational Citizenship Behaviour is defined as participating in activities or actions that are not formally a part of the job description, but that benefit the organisation all together (Borman, 20014). For example, Organisational Citizenship Behaviour includes cooperating with colleagues, volunteering for extra work and sharing ideas. Helen and Genevieve (2016) defined Organisational citizenship behaviours (OCBs) as an employee's, discretionary actions that are outside the formal job description. School Managers who are aware of the advantages and disadvantages of Organisational Citizenship Behaviours can help employees contribute optimally to the organisation and avoid exhaustion. Helen and Genevieve identified some important aspect, that need to be known as regards OCB:

1. Employees who feel organisational citizenship will to a large extent go extra mile out of personal motivation; identifying these motivations can lead to increased performance and job satisfaction

2. Formalising this behaviour can lead to job and unwholesome work balance, but letting it go unrecognized may diminish motivation
3. Positive OCBs reduce the need for supervision, improve workplace morale and result in cost reduction and as well free up managerial/principals time
4. Individuals are progressive in the behaviour they exhibit, and tend to select those behaviour that they hope will be part of their future role
5. Employees who are willing and happy to go beyond formal job requirements will help organisations cope with change and unpredictable circumstances (Helen and Genevieve, 2016)

Alizadeh, Darvishi, Nazari and Emami (2012) argued that Organisations want and need employees who will do those things that are not in any job description. Newland (2012) said that it is quite probable that many of these employees are not merely completing their assigned tasks; they are growing above and beyond their job description to benefit the organisation as a whole. Alizadeh, Darvishi, Nazari and Emami (2012) opined that the evidence shows that those organisations that have such employees outstrip those that do not. Consequently, some human subject studies are concerned with OCB. Newland (2012) said that this extra-role performance is termed OCB. Organisational Citizenship Behaviour is defined as participating in activities or actions that are not formally a part of the job description or not required, but benefit the organisation as a whole (Borman, 20014). Examples of Organisational Citizenship Behaviour includes cooperating with colleagues, volunteering for extra work and sharing ideas.

Alizadeh, Darvishi, Nazari and Emami (2012) explained that organisational citizenship behaviour means individual behaviours that are helpful to the organisation but not directly recognized by the formal reward system. It is a new concept and it was firstly introduced by

Bateman and Organ in 1980s and later refined and strengthened by a number of researchers such as Podsakoff and Mackenzie (1993), and Khalid and Ali (2005). The construct of Organisational Citizenship Behaviour (OCB) derived from the need to encourage cooperation between organisation members in order to help organisations run more smoothly (Borman, 2014). Cooper (2010) defined Organisational Citizenship Behaviour (OCB) as an individual behaviour that is discretionary, not explicitly recognised by the formal reward system and that in general promotes the effective functioning of the organisation that could lead to the actualization of the objectives of the organisation in a short time.

Cooper (2010) opined that by discretionary, we mean that the behaviour is not a precondition or an enforceable prerequisite of the task or the job description, that is, the visibly specifiable terms of the person's employment contract with the organisation; the behaviour is quite a matter of personal choice, such that its oversight is not generally understood as punishable. The said behaviours are mainly matter of personnel choice as stated above of which oversight is not considered as punishable in the organisations. Researchers hold different views regarding the dimensionality of Organisational Citizenship Behaviour. Smith Organ and Near (1983) conceptualized Organisational Citizenship Behaviour as altruism (behaviour targeted specifically at helping individuals) and generalized compliance (behaviour reflecting compliance with general rules, norms and expectations. Cooper (2010) identified five different dimensions of OCB namely courtesy, altruism, conscientiousness, civic virtue and sportsmanship. Organ further explained that Organisational Citizenship Behaviour can maximize the efficiency and productivity of both the organisation and the employees that will eventually contribute to the effective functioning of an organisation. Katz and Kahn (2014) argued that organisational citizenship is essential in an

organisation. It can be exceptionally valuable to organisations and can contribute immensely to performance and competitive advantage.

Moreno (2014) opined that helping indicates behaviour targeted at helping individuals such as supervisors, coworkers or customers, as well as assisting others to avert problems. For example, in a school organisation setting, helping may take the form of an expert teacher who willingly helps a beginning teacher with lesson planning. Sportsmanship is one of the five dimensions identified by Organ and it comprises those behaviours such as not complaining and keeping a progressive and positive attitude when changes occur. For instance, sportsmanship can be displayed if teachers make efforts to ensure the best of things in spite of an increase in class size due to budget cuts. A demonstration of courtesy as an organisational citizenship behaviour occurs when coworkers or colleagues voluntarily do something for each other in order to prevent a work related problem from arising. Displaying courtesy might arise when a senior secondary school one teacher of a challenging student seeks the assistance of senior secondary school three teacher to share his/her strategies for dealing with the student successfully.

Civic virtue is defined as a behaviour on which an individual sees himself as a part of the whole and actively partakes in the decision-making and functioning of the organisation. An example of this is that of a teacher who volunteers to serve on the School Site Council or Governance Team Exhibits (Moreno 2014). Compliance, as a form of Organisational Citizenship Behaviour, can become a serious issue within the educational system because of the presence of union rules. The existence of teacher associations could often use strict contractual compliance during negotiations. However, compliance has been identified as a form of Organisational Citizenship Behaviour (Smith, Organ, & Near, 1983). For instance, compliance include not engaging in idle gossip, having good attendance or avoiding excessive breaks. Though, the said

behaviours are formally addressed within the job description in organisations. Organ, Podsakoff, and MacKenzie (2006) argued that there is a discretionary dimension on the level to which individuals comply with the arrangements or provisions of workplace governance. For instance, teachers are guaranteed a number of sick days per year, but the rate at which those sick days are used varies based on each teacher's judgment of when it is necessary to stay home. While there are some teachers who feel compelled to go to work as long as they can stand, there are others who may consider a slight headache sufficient a reason to call in sick since that zeal to contribute the best to the organisation is not there.

Cooper (2010) suggested a two-dimensional conceptualization of OCB consisting of OCB Individual (OCBI) and OCB Organisation (OCBO), which categorises OCB in terms of the target of the behaviour rather than the type of behaviour, as in previous conceptualizations of the construct. OCBI behaviours directly benefit specific peers and co-workers and contribute to the organisation indirectly. These behaviours may include helping a new employee with his or her workload, and being considerate of the impact of one's behaviours on others. OCBO behaviours benefit the organisation in general, such as punctuality, having a positive attitude, and making suggestions for the organisation's improvement, Williams and Anderson concluded. OCB, in the aggregate, has been linked to efficiency, customer satisfaction, financial performance, and revenue growth (Organ, Podsakoff, & MacKenzie, 2006). Findings from previous research suggest that organisations that foster OCB are more attractive places to work and are able to hire and retain the best employees (Wat & Shaffer, 2003). Cabrey (2005), explained that positive social behaviours among co-workers in particular may serve to facilitate the effective functioning of a school institution by contributing to a work environment which supports task performance. As primary contacts between students and the teachers, school institution possess critical information about

students, and when they actively participate in school decision-making and provide suggestions for improvement, they may facilitate the organisations' effective performance (Organ *et al.* 2006). Cooper (2010) also suggested that OCB places more resources at the disposal of the organisation and prevents the need for costly means of providing functions otherwise performed informally by OCB. Gilbert, Laschinger & Leiter (2010) argued that the evidence above suggests that encouraging OCB may have positive implications for the organisation's performance, and, in school settings, for student outcomes.

#### Organisational Citizenship Behaviours directed toward Individuals (OCBI)

OCBI refers to the behaviours that directly benefit particular or specific individuals within an organisation and, thereby, contribute indirectly to organisational effectiveness (Cooper, 2010). Podsakoff, Mackenzie, Paine, & Bachrach (2000), considered this dimension as helping behaviour and defined it as voluntarily helping others with work-related problems. Cazares and Andre (2016) opined that OCB is directed towards other co-workers. The motivation is based on individual altruism highlighting the psychological processes guiding the behaviours of the employees, creating a positive working environment for the individuals, providing socio-emotional support to co-workers, and making the work of others easier.

#### Organisational Citizenship Behaviours directed towards the Organisation (OCBO)

OCBO is the second dimension and it focused on the organisation. The personnel direct their gesture towards the organisation. They are less concerned about the individual but rather focus on the behaviours that benefits the organisation. (for example, obeying and adhering to informal rules, volunteering for committees). Podsakoff *et al.* (2000) considered this organisational compliance as it includes an internalization of a company's rules and policies. Furthermore, Cooper (2010) explained that behaviours that benefit the organisation in general

include informally adhering to rules designed to maintain order and giving prior notice regarding an absence from work. Cazaes and Andrew (2016) argued that when employees performed OCB towards the organisation, such behaviours have important implications for organisational effectiveness because the conscientiousness, civic virtue, and sportsmanship of employees generally benefit the organisation as a whole

#### Dimensions of OCB

Cooper (2010) conceptualized organisational citizenship behaviour with five dimensions: Altruism, Civic Virtue, Conscientiousness, Courtesy, and Sportsmanship. Thus, Organ identified five dimensions of OCB. Burns and Carpenter (2008) defined Altruism as behaviours that are not obligatory in nature, which are targeted at helping individuals to achieve organisational objectives. Cooper (2010) stated that, as a worker in an organisation, the researcher developed his initial thoughts on organisational citizenship behaviour when a co-worker displayed altruism by assisting his colleague or co-worker with the operation of an unfamiliar machine equipment. This act of altruism inspired Organ to discover the concept of organisational citizenship later in his academic career and, consequently, Organ's efforts in ensuring the best in an organisation have served to encourage further research on the subject throughout the world, and in other disciplines, such as education.

Burns and Carpenter (2008) stated that, civic virtue can be defined as the degree of employee participation within the political elements of the organisation or a morality or a standard of righteous behaviour in relationship to a coworker in an organisation. Civic virtue is a standard of virtuous behaviour in relationship to a citizen's involvement in society. It is also regarded as morality. A person may display civic virtue by volunteering, organizing a book group, voting or attending a Parent Teacher Association (PTA) meeting. Meanwhile, political participation or



active involvement in the organisational politic is very much a part of organisational dynamics. Contributing to the dialogue of departmental meetings, volunteering to serve on a school improvement team and attending parent-teacher association meetings, are some of the many ways that teachers may exhibit civic virtue.

Burns and Carpenter (2008) described courtesy as a discretionary behaviour of teachers in a respectful and well-mannered way(s) of giving prior notice to taking personal leave or permission as a result of some circumstances beyond their limit and providing detailed lesson plans for replacement teachers. The fundamental principle behind courtesy is that the staff tries hard to evade creating problems for individuals and the organisation. Conscientiousness which is akin to patriotism is the act of doing more than required or put forward extra efforts in terms of executing or carrying out assigned tasks or duty. At times, it means going the extra mile preventing the occurrence of future problems. Lastly, sportsmanship can be defined as an act of preventing negative actions, such as complaining about the actual work doing, envy and or rumor-mongering. Again, none of the behaviours enumerated by Organ are directly or explicitly recognized by the formal reward system and as a whole they promote the effective functioning of the organisation (Organ, 1997). Though Organ's work forms the foundation of our understanding of the topic, there is very little consensus among scholars in terms of the dimensions of organisational citizenship behaviour. Organ, Smith, and Near (1983) suggested two dimensions of OCB and they are one, Benevolence and the second is Compliance. Cooper (2010) in their study identified helping individuals and the organisation as the two major dimensions of OCB. In the approach of Williams and Anderson, it reduces the complication associated with having many dimensions of OCB.

Though these studies are quite different significantly in terms of indicators used in measuring OCB, in reality they do share a common thread. Invariably, each of the spelt out studies

conceptualizes OCB within the context of business and human resource management in an organisation. To a large extent, the literature on organisational citizenship behaviour dealt principally with relationships in the corporate organisation. Write up or literature on OCB in the educational sector is relatively recent. Organisational citizenship behaviour when applied to schools is a one-dimensional construct which focuses on effectiveness of teachers in the performance of their duty as a teacher towards better students' academic performance. (Tschannen-Moran & Dapaola, 2011). Tschannen-Moran and Dapaola are of the opinion that definition and measurement of behavioural dimensions are explanatory enough to understand organisational citizenship behaviour in schools as learning organisations. Different dimensions of OCB have the potential to confound our understanding of the subject when applied to schools as learning organisation. Cooper (2010) stated that organisational citizenship has two dimensions in terms of recipient; it benefits individuals and the organisation, Tschannen-Moran and Dapaola (2011) argued that, we do not separate the constructs. Both scholars are of the opinion that organisational citizenship behaviour is a one-dimensional construct when applied to a learning environment such as elementary and secondary education. In other words, in a school where there is high level of TCB, a benefit to an individual in such a school organisation is a benefit to the school organisation and vice-versa.

#### Unhelpful Norms and Demonstration of Teachers' citizenship Behaviour

The behaviours exhibited in organisations are not simply a function of formal expectations and individual needs and motivation; the relationships among these elements are dynamic and mutually dependent with that of other actors within a social network (Burns & Carpenter 2008). The basic principle of the network viewpoint or social relation is that cases are not independent, that is, one network member's behaviour is dependent on the others' behaviour (Burns & Carpenter

2008). Based on the above, one can see the many manifestations of teachers' citizenship behaviour as well as the opposite negative or unhelpful norms that can be demonstrated by the actors involved in the social structure present in educational settings. Cooper (2010) also identified categories of behaviours in an organisation and how these behaviours helped organisations reach maximum efficiency towards achieving the organisational goals.

The first dimension, altruism/benevolence, is directed towards others and enhances the individual's performance, conscientiousness/patriotism is the second dimension of OCB and it contributes to the group and individual's effectiveness. The third dimension of OCB is Sportsmanship, this increases the time spent on constructive endeavours in the school organisation. Courtesy is the fourth dimension of OCB. This prevents antagonistic or aggressive behaviours and help to maximize the use of time by all involved in the organisation. The fifth subset of OCB as identified in this study is civic virtue and this serves the interests of the organisation. Organ stressed further that these subsets or dimensions encompass much positive behaviour that manifest themselves in the form of employee pride and the input of extra hours to help new and struggling teachers and students in a school organisation. Burns and Carpenter (2008) gave detail explanation on the above assertion that teachers display teachers' citizenship behaviours through mentoring teachers, sponsoring clubs, participating in school activities, serving on committees, passing on accurate information, attending every school meeting, providing others with advance notice and many other innumerable examples of behaviours that go beyond the contractual obligations set forth by schools as learning organisations.

These behaviours (benevolence/altruism, civic virtue, courtesy, sportsmanship and conscientiousness/patriotism) significantly increase when healthy organisations display a strong sense of culture and positive climate in the school organisation. in learning organisation that

demonstrates a strong culture of efficacy appears to promote high students' achievement through encouraging the acceptance and recognition of challenging goals, tough and strong organisational effort, and a determination that leads to better performance (Hoy & Miskel, 2005). In organisations that desist from exhibiting these challenging and progressive qualities, negative norms will definitely develop and filter through the organisation. Such depressing behaviours include gossip, self-serving behaviours, acting in isolation, nonparticipation in activities of the organisation, and lastly, lack of helping other colleagues in the organisation.

### **Teachers' Citizenship Behaviour (TCB) and Leadership Style**

Different researches on leadership in schools support the positive consequences of effective principals (Dretzke, & Wahlstrom, 2010). In actual fact, a 6-year study on leadership effects confidently declares that effective leadership is second only to classroom instruction in its positive effects on student learning (Leithwood, Louis, Anderson & Wahlstrom, 2010). Scholars have explained and given detailed analysis of school leadership in many ways, including the identification of specific leadership behaviours and styles such as shared leadership, transformational, instructional, transactional etc. Considering the nature and impact of Teachers' Citizenship Behaviour on effectiveness of school organisation, a further study into its connection with specific principal behaviours was a worthwhile endeavour. Similarly, a discussion about the transformational leadership style is highly relevant, as it incorporates several behaviours that have been shown to influence teachers' citizenship.

Burns and Carpenter (2008) argued that since citizenship behaviours can bring about organisations effectiveness, it is therefore essential that leaders better understand this variable and how to induce these behaviours towards preserving goals achievement. The behaviour also provides a successful means of managing the interdependencies sandwiched between members of

a unit which eventually increase collective outcomes (Burns & Carpenter 2008, Smith, Organ, and Near, 1983). Dipaola and Tschannen-Moran (20011) established a strong connection between secondary schools' leadership styles of educational leaders and teachers' citizenship behaviour. Tschannen-Moran (2013) discovered that though transformational leadership behaviours are assumed to result in greater teachers' citizenship behaviour, her investigation recommended that trust was a powerful explanatory variable. Also, other authors are in support of her conclusions regarding how transformational and supportive leadership styles interlink with trust to help produce the most effective and efficient workings environments (Hoy and Miskel, 2011).

Goleman (2010) opined that, there are typical leadership styles that can have an effect on the climate of an educational setting: coercive, authoritative, democratic, pacesetting, and coaching. Each one of these styles has the capability to impact positively or negatively on the outcomes of a variety of issues that arise and the TCB of the staff and school. The coercive style is regarded as unhelpful style in organisations. Money is no more a motivational factor to high performing workers; they are majorly striving to achieve satisfaction from a job well done (Goleman, 2010). The authoritative style has a tough and strong positive influence for the fact that, it is characterized by creative and visionary leadership that permitted the stakeholders to understand how their performance fits into the organisation as a whole; they are motivated due to clearness of purpose (Goleman, 2010). Through constructive and positive comments these leaders permitted the required risk taking and trusting to thrive in education (Goleman, 2010).

With high morale and sincere trust at the visible position of a functioning organisation, the democratic leader does not just take decision but seek peoples' ideas and buy-in, thus increasing commitment in an organisation. The pacesetting leaders in organisations do evoke negativity; morale is mostly lowered due to the extremely high demand for excellence performance and

awesome array of tasks that crop up in this situation. Though it is being used rarely, according to Goleman, the coaching approach assists individuals to identify and recognize their strengths and weaknesses. These individuals are more likely to reach goals and career aspirations, thus improving OCB through the implementation of achievable development plans. Educational organisations flourish as leaders understand how to lithely interchange between all the styles being discussed. There is need to know that, leaders who have better understanding mastered four or more especially the authoritative, democratic, and coaching styles can enjoy the best climate and professional performance in an organisation (Goleman, 2010). For the fact that progressive leaders must always change their leadership style to fit the needs of the organisation as the case may be, it is imperative to make sure that trust is deeply rooted in the organisation's style so as to increase TCB. Researchers discovered that trust played a hidden role in the transformational leadership process in an organisation (Tschannen-Moran, 2013).

#### Organisational virtuousness in Teachers' Citizenship Behaviour (TCB) in Secondary Schools

Virtue is an essential ingredient of good citizenship in ideal communities, with the thought that it can create ground for interactions, prosperity and social stability. For this, it is important to ensure the survival of the community which can be achieved through secondary education when right virtues are displayed in the school organisation (Cameron, Bright, Caza, 2014). Effective schools have teachers who readily and willingly discharge their duties, without extra remuneration, in addition to their administrative and other assigned roles in the school (Dipaola, Hoy, 2005).

Kooshki and Zeinabadi (2016) opined that in the literature or researchers discovery in the field of management and organisational behaviour at school, these efforts benefits are remembered as teachers' citizenship behaviours. Many researchers have established that virtue has a

fundamental role in creating love, responsiveness and empathy in an educational organisation (Rego *et al.*, 2011), in creating moral strength, determination, difficulties forbearance (Baumeiser, Exline, 2010), health, happiness, adaptability in the face of difficulty (Ryff, Singer, 2008). In a nutshell, ethics based on virtue is constantly looking for ideals, stimulus standards and finding best response to the question of what kind of organisation we need to be or create (Chun, 2005). Additionally, Coyle (2012) argued that individuals who perceive their organisations as virtuous or worthy are expected to develop relational psychological contracts with the organisation, thus reacting with behaviours that go beyond their in-role or routine duties in the organisation. Emmons (2013) also stated that feeling gratitude for working in a virtuous or prestigious organisation, the individuals feel compelled to reciprocate with acts that benefit the organisation and other people in the organisation.

#### Trust and Teachers' citizenship Behaviour (TCB)

Burns and Carpenter (2008) opined that educational organisations are dependent upon social structures and relationships; therefore, it is important to stress the interdependence of the actors involved and address the issues surrounding the construct of trust. Trust is a very essential factor in developing cooperation in an organisation (Tschannen-Moran, 2013). The interests of one party or group in an organisation cannot be fully realized without reliance upon another (Burt and Camerer, 2008). Five common features of trust regarding leadership were identified: benevolence, competence, honesty, openness and reliability; when the school as a learning organisation has a high level of trust towards the leader, the populace feel as though the leader exhibits these qualities (Hoy and Tschannen-Moran, 2013).

Transformational leaders need the trust of their people in order to be successful and achieve the set down goals; in actual fact, Yukl (2009) argued that the main reasons employees/workers

perform beyond the normal required contract guidelines is owing to the trust and respect that they held for their leaders as well as the interest they have for the work (Tschannen-Moran, 2013). Yusuf (2010) stated that trust is crucial for moral and ethical leadership to exist. Tschannen-Moran (2013) established in his studies conducted in relating to trust and teachers' citizenship and discovered that trust was a crucial factor than leadership style for increasing teacher citizenship behaviours. When trust is out of point in an organisation, there will be no increased organisational citizenship behaviours or the level of organisational citizenship behaviour will be low.

### **The Mediating Role of Teachers' Job Satisfaction**

Kooshki and Zeinabadi (2016) opined that the variable that has shown to have a high connection with TCB is job satisfaction. These authors explained further that, teachers who have high job satisfaction and organisational commitment often show passion in teachers' citizenship behaviour. Caprara, Barbaranelli, Borgogni & Steca (2006) disclosed that the physical atmosphere of the school and other environmental variables affect job satisfaction. Strengthens the assumption that organisational virtuousness in the secondary school organisation is indeed a major determinant of job satisfaction among teachers. Based on the findings of many studies (such as Somech, Drach-Zahavy, 2000; LePine *et al.*, 2002; Bajpai and Holani, 2011 and Zeinabadi, 2010) that supported the immediate effect of job satisfaction on teachers' citizenship behaviour, Consequently, job satisfaction and organisational virtuousness are assumed as mediators effect on teachers' citizenship behaviour.

### **Emotional Exhaustion of Teachers in School Organisation**

Gilbert, Laschinger & Leiter (2010) stated that Emotional exhaustion is an element of burnout which refers to individual strain resulting from diminished emotional and physical resources and feelings of being overstretched. Burnout is defined as a condition owing to



prolonged and extended job stress, and consists of a high degree of emotional exhaustion and skepticism, and a low sense of efficacy (Leiter & Laschinger 2006). Cynicism refers to a detached and negative response to one's job and has been directly related to exhaustion. Maslach & Leiter (2008) concluded that, inefficacy refers to a low sense of achievement and competence in the workplace and may be directly or indirectly related to exhaustion and skepticism. Leiter and Maslach (2004) described emotional exhaustion as the core element of burnout, which leads to cynicism and inefficacy.

Halbesleben and Bowler (2005) examined the relationships between burnout and employee reports of Teachers' Citizenship Behaviour directed towards School Organisation (TCBSO) and Teachers' Citizenship Behaviour directed towards Individual (TCBI). They found that, teacher who experiences emotional exhaustion is less likely to engage in TCBSO, which they term to be the feeling for exhausted employees to conserve resources such as OCBO in favour of task performance. On the other hand, exhausted employees were more likely to engage in TCBI. Halbesleben and Bowler (2005) reasoned that exhausted teachers want to maintain the social support of their co-workers/teachers within the organisation as a coping mechanism and, therefore, they continue to engage in helpful behaviours towards their co-workers/teachers. Terry and Callan (2010) argued that work support networks are more important to teachers than non-work support networks when coping with stress at work, because coworkers/teachers are closer to the source of stress and may provide better understanding to one another than non-work social supports. Therefore, even if teachers are exhausted, interpersonal workplace relationships remain important to them, providing them with a source of social support from peers in the workplace, which may help them cope with feelings of exhaustion. Halbesleben and Bowler (2005) also suggested that

co-worker relationships are important because they are a basis of social comparison and provide an opportunity to evaluate the appropriateness of one's response to a stressor.

### **Concept of Students' Academic Performance**

Orimoloye (2015) opined that it is apparent after a review of the literature that there are almost as many definitions of and perceptions on academic performance as there are writers in the field. Orimoloye continued that a common understanding that appears in these definitions and insights is that students' academic performance has been and would continue to be the ultimate focus of every educational institutions and the society. Hence, educators, parents and every member of the society have to take students' academic performance seriously Orimoloye concluded.

Oloyede (2008) remarked that some researchers have used the term academic performance interchangeably in relation to academic achievement. Academic performance could be used to refer to how good or bad students perform in their academics while academic achievement refers to the knowledge obtained and skills developed in the school, which is frequently described by test scores that is, the marks awarded by the teachers to each student. Accordingly, Arinde (2010) observed that students' academic performance is the result obtained creditably or otherwise by students at both internal and external examinations.

Bello (2006) perceived academic performance to mean all things a learner achieves or acquires during and after undergoing some academic activities. He went further to state that the things a learner gain can be in the form of marks obtained from a test or an examination, new skills, new techniques, behaviour acquired. Bello identified some factors that might affect the academic performance of learners, such as lack of learning and teaching materials, learners'

parents' attitude, level of poverty of the learners' parents, learners' experience, and conduciveness of the environment as well as teachers' poor attitude to work (p. 34). Ijaiya (2004) asserted that student academic performance refers to the standard which students should be able to know and be able to do. For Ogunsaju (2004), student academic performance has been a major determinant of schools' effectiveness. Mullins (2005) defined effectiveness as the extent to which managers achieve the output requirement of their position. Managerial effectiveness is defined in terms of output rather than input, by what a school manager achieves rather than what he/she does. Mullins postulated two basic dimensions of perceiving academic performance. The two perspectives were "low and high". Low academic performance implies poor grade or score in test and high academic performance means good grade or score in a test or examination.

Oloyede (2008) classified students' assessment into three areas (i) cognitive (ii) affective and (iii) psychomotor. The first type of assessment is typically academic. The second is adjustment while the third entails the development of motor skills. Furthermore, students' academic performance is the achievement of student learning, mastery of curriculum and acquisition of social skills that help students to become useful and relevant in their respective societies. Similarly, Foster and Young (2004) conceptualized student academic performance as the parameter for determining the worth and carrying capacities of the students. Abdul (2002) considered academic performance as the students' level of attainment in the grade point average of courses offered in their yearly examination. In other words, it is the outcome of students' assessment through comprehensive, systematic, diagnostic, progressive, formative, summative and cumulative evaluation of what they had gone through in a school setting. It is the main focus in the overall educational performance.

Additionally, as pointed out by Oloyede (2008), the level of academic skill necessary for successful entry into the present day job market, with or without a university education, has risen to the point that a focus on achieving academic success is necessary for all students throughout every year of schooling from nursery/primary to the university level. The diverse factors that operate against students' developing a positive, substantive, and internal sense of importance of accomplishment were emphasized. Such factors, according to Foster and Young (2014), included the relationship between the teacher and the students, students' readiness to learn, learning environment, the background of the students and the parents' attitude towards education of their children. Also the culture of "get-rich-quick" whereby students have to hawk around after school is highly obstructive to students' academic performance. It was revealed that parents who check the assignments given to their children every day and provide all the necessary writing materials encourage high success rate in children's academic performance. Conversely, nonchalant attitude of parents toward the education of their children encouraged poor academic performance.

Strikingly important too is the observation of Ibrahim (2010) that stress and cultural influence had implication on students' academic performance. Ibrahim established that cultural and psychological advantages prevent some obviously able children from full utilization of their potentials. To understand stress, the author described it as a pattern of internal response of the body to demand that require psychological adjustment. In other words, if certain problems and difficulties persist, students might be frustrated and not perform to expectations in the school. Moreover, in spite of the great demand on students' personal commitment to studies for achieving high academic standard, other inputs such as relevant and convenient facilities should be put in place to facilitate their learning.

While there is no agreement on the best measures of students' academic performance, Bello (2006) maintained that examination is the most viable instrument to measure students' in academic performance. It is the outcome of the examination results that determines who gets promoted to the next class or otherwise. According to Abdul (2002), academic performance is educational outcome and the yardstick used to measure how far a student has mastered a course of study within a given period of time. Among other measures, in Nigeria, examination results have been described as the major determinants of student academic performance and school effectiveness. The secondary schools students' academic performance, in Nigeria, is decided by examination bodies like West African Examinations Council (WAEC), the National Examinations Council (NECO), the National Business and Technical Education Board (NABTEB), and other relevant bodies.

The usefulness of students' academic performance cannot be overemphasized. It helps the school to determine those students to represent them in both internal and external examinations at a particular period of time. Academic performance influences the type(s) of occupation graduates would eventually get and the universities and programme to which they would be admitted. Also, the results of students' examinations influence school reputation and the number of new students that would apply for admission into the school. Consequently, students' academic performance has been established to be a full proof of determining the extent to which the resources committed to teaching and learning activities have been utilized and the level of the tone of a school (Oloyede, 2008)

### **Teachers' Citizenship Behaviour and Students' Academic Performance**

Teachers' citizenship behaviours that extend beyond routine contractual obligations have long been recognized as a crucial component of effective organisational performance in the schools (Dipaola, 2011). Really, to a large extent, the researches on the subject are in agreement with

Parish and Dipaola, (2006) position that OCB positively influences organisational effectiveness. In the field of education, school effectiveness is mostly evaluated in terms of student academic performance on achievement tests. Research by Dipaola and Hoy (2005) also revealed that, there is a strong correlation between teachers' citizenship behaviour and student achievement in secondary school organisations. Studies by Hoy and Dipaola also discovered the linkage between teachers' citizenship behaviours and student achievement in primary schools and junior secondary schools (Hoy & Dipaola, 2005).

The construct of teachers' citizenship behaviour has engendered more attention in the educational settings. The construct of teachers' citizenship behaviours arises out of the conclusions of many researchers that agreed that it can improve school effectiveness, specifically in terms of student achievement (Dipaola & Hoy, 2005). Burns and Carpenter (2008) asked the following questions; can teachers' citizenship behaviours be of assistance in terms of school change? In what way(s) can teachers' citizenship behaviour influence change? Burns and Carpenter eventually concluded that understanding teachers' citizenship behaviours within primary and secondary education settings has remarkable implications for bringing about significant change and sustaining it. Burns and carpenter (2008) explained further that leadership style is very essential to bringing about change in the school as a learning organisation. School leaders should be cognizant of their leadership style as they are the driving force towards change and the success and survival of any school organisation is usually dependent upon their ability to bring about change and manage it.

The authors stress further that school leaders certainly have their work assigned to them. Resistance to change is indeed a basic tenet of human behaviour because of fear, loss of power and the desire for expectedness. They are some of the many reasons why people resist change.

School leaders who are well acquainted with the significance of relationships are more likely to be successful in facilitating a society where change is accepted and completely embraced, because, bringing about change(s) begins with building positive relationships. Kouzes and Posner (2002), argued that trust and credibility are major instrument that can be used in building positive relationships. These authors argued that follower perceptions of change are secondary to follower perceptions of a leader's credibility in an organisation. Specifically, followers are more likely keep back their prearranged notions of change, if they have trust in their leader. Trust in the leader is often as a result of appropriate leadership style (Tschannen-Moran, 2013). Leaders who possess good qualities, such as being honest, forward-looking, competent, and inspiring are more likely to establish trusting relationships in an organisation (Kouzes & Posner, 2002). All the characteristics mentioned above are significant variables in transformational leadership. On the other hand, an organisation devoid of trust, follower/workers outputs are likely to be shrunk or diminished; in this case, teachers' citizenship behaviours are more likely to be reduced significantly.

Sincere trust in the leadership of a manager creates chance for the followers to cope with change, take risks, and go extra mile than minimal expectations. Empirical analysis of some researchers corroborate that transformational leadership without sincere trust is not a strong predictor of teachers' citizenship behaviour in a school organisation (Tschannen-Moran, 2013). For progressive school leaders, credibility and trust should be synonymous in a learning organisation. Tschannen-Moran (2013) defined trust "as the willingness to be vulnerable to another based on our confidence in the other person's benevolence, honesty, openness, reliability, and competence." The author argued further that trust improves the functionality, effectiveness and efficiency of the school as a learning organisation. Specifically, when followers have sincere trust in their leaders and when the leader as well trusts the followers, energy on close monitoring of

behaviour and speculating on motivations do not have to be depleted by the workers in the organisation (Tschannen-Moran, 2013).

Burns and Carpenter (2008) argued that school principals and teachers need to focus on working toward a common vision by altering the way things are done that will be tailored towards goal achievement. Changing as a result of the common idea of change is not what we are referring to here, but positive changes that move the school toward a clear vision. These authors buttressed their point further that more emphasis need to be placed on significant professional development activities, researching, aligning curriculum and instruction and integrating new instructional strategies in the classroom for better class management and improved instruction, and many other activities that can influence students' achievement in a positive manner. Leadership in any organisation including schools is all about getting followers/workers to accept change as to ensure success. Once followers discontinue focusing their energies on change avoidance or change resistance, efforts can be directed towards productive behaviour and organisational goals achievement.

#### Effects of Teachers' Citizenship Behaviours on Performance

Rose (2012) argued that as the Teachers' Citizenship Behaviour concept has become better understood, recent investigations have attempted to examine correlations between TCBs and organisational performance. For example, Podsakoff, Ahearne and MacKenzie (2007) postulated that TCBs enhance organisational productivity by:

1. reducing the need to devote resources to maintenance functions and freeing up these resources for more productive purposes in the school organization
2. enhancing co-worker or managerial/principal productivity



3. serving as a way to coordinate activities between team members and groups in the school organization
4. enhancing the school organisation's employee retention by making it a more attractive place to work.

Podsakoff and MacKenzie (2007) conducted a study regarding organisational citizenship behaviours and organisational performance. Their findings support the notion that organisational citizenship behaviours positively have effect on organisational performance. For instance, a study was conducted with employees in a limited-menu restaurant. The results from this study show a significant, positive relationship between helping behaviour and several objective measures of performance in an organisation. Podsakoff and MacKenzie (2007) also discovered that there are positive correlations between the unit-level effectiveness of sales teams and most forms of citizenship behaviours. Helping behaviour, in this context, was discovered to be negatively associated with unit-level performance.

Chahal and Mehta (2010) recapitulated the findings of other studies in seeing organisational citizenship behaviours as an essential consideration for the healthcare industry. They eventually come to the conclusion that the importance of organisational citizenship behaviours impact on reduced wastages, absenteeism, and employee satisfaction and loyalty. Noting the relationship between organisational citizenship behaviour and these performance factors, Chahal and Mehta (2010) explained further that organisational citizenship behaviour has been known as a key factor to organisational performance.. Messersmith, Patel, and Lepak (2011) also conducted a study examining the effects of high performance work systems on organisational performance. The sample was 1,755 subjects working in governmental offices in the United Kingdom. Included in this study were measures of organisational citizenship behaviour. Their findings indicated that

work systems improved citizenship-related behaviour that in turn work to enhance performance” (Messersmith, Patel, & Lepak, 2011).

The correlation coefficient for organisation citizenship behaviours and performance in this study was fairly weak ( $r=.318$ ), it still pointed out a positive relationship between organisation citizenship behaviours and organisational performance outcomes in an organisational setting. Ozer (2011) tested the relationship between organisation citizenship behaviours and performance by postulating that the quality of Team Members’ social Exchanges (called TMX) mediated the relationship between organisation citizenship behaviours and performance. Ozer further hypothesized that autonomy would moderate the relationships between organisation citizenship behaviours and team member exchange. His findings showed that team member exchanges mediated the relationship between organisation citizenship behaviours directed towards individuals and performance but not organisation citizenship behaviours directed towards organisation and performance (Ozer, 2011). This study provided evidence that organisation citizenship behaviours indeed impact organisational performance outcomes in an organisation.

Whitman, Van Rooy, and Viswesvara (2010) investigated the relationship between job satisfaction, organisation citizenship behaviours, and organisational performance. The analysis they made included 60 studies for a total of 5,849 work units that were surveyed. The authors discovered that organisation citizenship behaviours significantly predicted performance. However, contrary to other researches, slight evidence was found that organisation citizenship behaviours had a mediating effect on the relationship between job satisfaction and performance in an organisation. More so, it was confirmed that the positive relationship between organisation citizenship behaviours and organisational performance may be more than natural. In any service industry or formal organisation, performance can be measured by the levels of customers’

satisfaction. To test the relationship that exist between customer satisfaction and organisation citizenship behaviours, Schneider (2008) carried out a research and surveyed 4,208 employees in 95supermarket stores that exist within a big organisation. Although their study divided organisation citizenship behaviours into a bit different constructs as other studies (organisation citizenship behaviours (helping) and organisation citizenship behaviours (conscientiousness or patriotism)), they discovered a significant positive relationship ( $=.54$ ) between organisation citizenship helping behaviours and customer satisfaction.

The relationship between organisation citizenship behaviours conscientiousness/patriotism and customer satisfaction was not all that significant. This agreed with the notion that organisation citizenship behaviours may influence organisational effectiveness as measured by customer satisfaction levels. Several studies have nail down the scope of their research to specific work contexts. For instance, Podsakoff, Ahearne, and MacKenzie (2007) carried out a research and surveyed 218 employees in a paper mill industry as regards their helping behaviour, sportsmanship, and civic virtue. Then the quality and quantity of work groups' production output were compared. Their results found that there were positive and significant relationships between the organisation citizenship behaviours dimensions of sportsmanship and helping behaviour and the performance indicator of quantity of paper produced in the industry. The helping behaviour measurement or dimension was negatively and significantly correlated with the quantity of paper rejected because of defects.

The civic virtue which is one of measuring instrument or dimension was not significantly related to either quantity or quality of production in the industry. Finally, in a recent time, a research was carried out on the relationship between citizenship behaviours and individual as well as organisational performance outcomes. The research included in the analysis focused on

individual-level performance outcomes where 168 participants were sampled. Department outcomes received somewhat fewer attention with thirty eight samples included (Podsakoff, Whiting, Podsakoff, & Blume, 2009). These researchers further hypothesized that organisation citizenship behaviours were related to both individual performance indicators and organisational performance indicators. Generally, support was found for the notion that organisation citizenship behaviours are related to both individual and organisational outcomes in an organisation. In addition, the authors noted that it appears that one tangible way for managers to boost organisational performance is by encouraging employees to exhibit organisation citizenship behaviours (Podsakoff, Whiting, Podsakoff, & Blume, 2009).

### **Teachers' Citizenship Behaviour and Organisational Effectiveness in Secondary Schools**

Different studies by researchers have verified the effects of various dimensions of TCB on secondary school effectiveness. Podsakoff and MacKenzie (2007) studied Organisational Citizenship Behaviours and teachers job performance in schools. The researcher investigated the dimensions of civic virtue, sportsmanship, and helping behaviour in school organisations. The results of the findings indicated that almost one-fifth of the variance (17%) in overall unit performance was accounted for by Teachers' Citizenship Behaviours. Sportsmanship and civic virtue had a positive effect on division or unit performance; however, helping behaviour had a significant negative impact on unit performance. In this case, the scholars presented a variety of likely explanations for the negative effects of helping behaviour, eventually, the design of the study was such that it did not enable them to analyse further. In a study of machine crews at a paper mill, Podsakoff and colleagues (2007) found that sportsmanship and helping behaviour were positively related to the quantity of work crew performance, while helping behaviour was also related to the quality of performance.

Though, civic virtue did not have a relationship with either quantity or quality of work performance, Walz and Niehoff (1996) found a positive relationship between civic virtue, helping behaviours, and sportsmanship to a number of effectiveness criteria at limited menu restaurants. Although, OCB studies have not directly examined why organisational citizenship behaviours positively impact organisational effectiveness, there are several reasons that possibly explain this phenomenon: OCB may contribute to organisational success by (a) enhancing coworker and managerial productivity, (b) freeing up resources so they can be used for reproductive purposes, (c) reducing the need to devote scarce resources to purely maintenance functions, (d) helping to coordinate the activities both within and across work groups, (e) strengthening the organisation's ability to attract and retain the best employees, (f) increasing the stability of the organisation's performance, and (g) enabling the organisation to more effectively adapt to environmental changes (Podsakoff & MacKenzie, 2007).

The majority of research on OCB and its impact on effectiveness have been quantitative. Sometimes mixed findings about the relationship between some dimensions of Organisational Citizenship Behaviour and Organisational Performance suggest statistically significant relationships do exist. Mixed findings in some cases resulted from limitations in research method or design. As a result, a qualitative study on Teachers' Citizenship Behaviour is a distinct and gainful approach to a deeper examination of citizenship behaviour in secondary schools.

#### Benevolence (Altruism)

Altruism which is also known as benevolence as it is used in this study, is generally understood to be behaviour that benefits others at a personal cost to the behaving individual. Altruism is the principle or practice of selfless concern for or commitment to the welfare of others. It is a social behaviour carried out to achieve positive outcomes for another rather than for the self

(Batson, Ahmad & Lishner, 2009). Benevolence or altruistic behaviour can be motivated by personal self-centeredness, or it can be encouraged by wholesome empathic desire to benefit another person, not considering personal gain (Batson, Ahmad, & Lishner, 2009).

Oliner (2002) argued that behaviour is benevolence or altruistic if it meets four criteria: firstly, is directed toward helping another, secondly, it involves a high risk or sacrifice to the actor or the leader, number three is accompanied by no external reward, and number four is voluntary. In contrary to Oliner, Batson (1991) differentiates between benevolence and two related terms: helping and self-sacrifice. He defines benevolence as the ultimate goal of increasing the welfare of one or more individuals other than oneself in organisational settings. Batson explained further that helping behaviours, although often benevolence, cannot be assumed to be intrinsically benevolence because they are not always intended to enhance the welfare of others. Altruism has three psychological forms. The First one is Nepotistic benevolence, which it is based on family. In this, people usually self-sacrifice to care for the wellbeing of their child. It can be seen as selfish if someone helping an extension of himself (through a blood line), which is a little different than helping a stranger. However, from the altruism point of view, it is still a form of altruism and it is termed as Nepotistic Altruism.

The second form of altruism is Reciprocal Altruism, which is seen through a give and take relationship. For example, two friends were teaching the same subject but different classes but when one is not available the available teacher will teach the class and the period of his friend. If the other person got a chance he will return the favour the next time. In such kind of altruism, both the parties were benefited. However, it should be noted that reciprocal altruism only works if the favour of a friend is received and returned to another friend in some way. Benevolence/ altruism is as well one of the important characteristics of long-standing friendship as it allows each person

to depend on the other in a time of need and return when they are proficient enough. Third one is Group-based Altruism which involves self-sacrificing on account of supporting a group. For example, when a teacher enters the classroom to teach students in a subject relevant to the teacher's area of specialization when the teacher who is assigned to teach the particular students is not available to do his work; when a teacher assists students with relevant text-book to aid their studies, bringing teaching aid to school for the benefit of other teachers and students and so on for the needy people instead of dumping them.

### **Concept of Collective Efficacy**

Collective efficacy is an evolving school level variable exposing a School's collective belief in its ability to positively affect students' academic wise. It is a group's belief in its competencies to achieve a common goal in an organisation. Freeman (2008) noted that efficacy develops over time through an individual's sense of competence to complete a task or attain a goal. The expected result of the individual predicts his or her behaviour according to the interpretation of information received from four major sources which include: (i) mastery of experience, (ii) vicarious experiences, (iii) verbal persuasion, and (iv) physiological states. Mastery of experience, is a powerful source to influence behaviour, in a learning organisation, and it is grounded in previous results and accomplishments. With every additional success or failure, the individual either advances or lowers his/her observed level of competency in a learning organisation. Through vicarious experience, an individual determines his or her own competency based on observations of a colleague's success in a learning organisation. Verbal persuasion is being filtered by an individual and receives positive or negative feedback to determine his or her level of competence. Emotional stimulations experienced in specific situations, that is physiological states become

entrenched in the memory of the individual which he or she later on uses to determine perceived or observed competence.

Interacting with these identified sources of information, (i.e. mastery of experience, vicarious experiences, verbal persuasion/encouragement, and physiological state), will assist the individual to formulate his or her own personal beliefs and motivational systems which influence the amount of effort the individual is willing to put forward. Additionally, Freeman (2008) opined that efficacy levels predict and describe behaviour such as; self-organisation, self-regulation, self-reflection, pro-activeness, goal selection, anticipation of outcomes, regulation, resiliency, and stress management in a school system (Skaalvik & Skaalvik, 2007). Amor, Conroy-Oseguera, Cox, King, McDonell, Pascal, A., *et al.* (2006) held on the following two statements to ascertain the extent or level of effort the participant teachers of their study were willing to invest in the above mentioned activities: (a) “When it comes right down to it, a teacher cannot really do greatly for the reason that nearly all student’s motivation and performance depend on his or her home environment, (b) If I really make sincere effort or try hard, I can get through to even the most difficult and unmotivated students in the classroom. Apparently, the last of the two statements describes a highly efficacious teacher, while the earlier one portrays or represents the thought process of a teacher of low efficacy. As hitherto highlighted, these unique levels of efficacy assist one to know the reason why there exists such a variance in levels of achievement experienced by students in secondary schools.

### **Teacher Efficacy**

Tschannen-Moran, Woolfolk-Hoy, & Hoy (2008) saw teacher efficacy as the degree to which the teacher believes he or she has the capacity to affect student performance or as teachers’ belief or confidence that they can influence how well students learn, even those who may be



difficult or unmotivated. The construct of teachers' sense of efficacy refers to teachers' position on specific expectation that they can help students learn. Teachers with a strong sense of efficacy have the belief that they are capable of having a positive effect on student performance. They choose challenging activities and are motivated to try harder when obstacles brazen out on them. They become engaged in the teaching situation and they are not easily diverted, and feel on top of the world in their accomplishments when the work is done (Ibrahim 2010). Dellinger, Bobbett, Olivier & Ellett (2008) saw teacher efficacy, in the context of schools; teacher self-efficacy beliefs can be seen as a teacher's individual viewpoint in his/her capabilities to perform specific teaching tasks at a specified level of quality in a specified situation.

Teacher efficacy has been linked to many outcomes and professional behaviours including persistence to work with difficult students, exhibiting higher levels of organisation and classroom planning, being less critical of students, and demonstrating persistence and resilience when things do not go well (Tschannen-Moran & Woolfolk Hoy, 2011& Lashinsky, 2012). reported that findings that suggest, personal and general efficacy were the two strongest predictors of commitment to teaching. Perhaps, most importantly, is the positive correlation found between teacher efficacy and student motivation and achievement (Lashinsky, 2012).

Teacher efficacy is drawn from a more basic characteristic, personal self-efficacy. Bandura (Lashinsky, 2012) demonstrates that self-efficacy is a cognitive process, effectively developed through mastery of experiences. Under this belief system, the individuals remained committed in their personal efficacy. Comparatively, those who viewed ability as reflecting an inherent intellectual aptitude, their perceived efficacy crash down as they encountered problems. As adults, similar behaviours are observed. One's perception of self-efficacy is also deepened through social modelling, that is seeing others, like oneself, successfully perform similar tasks. Similarly, positive

appraisals, emotional state, and successful stress management correlate directly with perceived efficacy. With reference to teachers, Bandura (2007) pointed out that teachers' instructional efforts are governed more by what they believe they can accomplish than by their view of other teachers' abilities to triumph over environmental obstacles by effective teaching.

Lashinsky (2012) stated that the term, teacher efficacy is often confused with teacher effectiveness. Similarly, Bandura (2007) cautions not to confuse efficacy with esteem. Efficacy is entirely concerned with judgments of personal capability whereas esteem takes into account judgments of self-worth. There is no predetermined relationship about one's capabilities and whether one likes or dislikes oneself. Four sources of self-efficacy were identified by Bandura, (2007) and they are mastery experience, vicarious experience, verbal persuasion, and affective state. Each applies to individual self-efficacy as well as group attainment of collective efficacy and each source is apparent within secondary school culture among teachers. Goddard (2014) demonstrated that mastery experience plays a momentous role in schools, explaining that the opinion a performance has been successful tends to raise efficacy beliefs and this contribute to the belief that performance will be proficient in the future.

Vicarious experiences are modelled regularly in secondary schools, in which one teacher observes successful performance by another teacher, thereby enhancing one's own belief he/she can also be successful. Verbal persuasion/encouragement and affective states earlier mentioned deepen the emotional experience of the teacher whether he or she should exude confidence, conviction, anxiety, or excitement. In turn, these factors increase or decrease efficacy and expectation of success. Lashinsky (2012) opined that teachers' belief in their own capacity to affect the motivation and/or achievement of their students influences the instructional decisions they make and the way they interact with their colleagues in the secondary school organisation.

Comparing two teachers who each begin a difficult teaching assignment with a group of new students, one teacher is successful based on her confidence, willingness to experiment with instructional approaches, persistence, collaboration, and communication; while the other has concerns about failing in her assignment that leads to frustration, lack of progress for her students and herself, and thoughts of changing her career (Leithwood and Beatty, 2008). Peoples' choices of activities are majorly being determined by efficacy expectations, to what extent the effort they will expend and how long they will sustain effort in dealing with stressful situations in the school organisation (Bandura, 2007). Teacher efficacy may also be context specific, in that it can change depending on the situation. For example, the same teacher may feel efficacious in one situation compared to another such as teaching different subjects or even among one group of students compared to another. In response, Tschannen-Moran, Poolfolk, & Hoy, (2011) created a more integrated model for teacher efficacy that includes an individual's personal assessment and perception as well the resources and context associated with the situation. This more complex concept of efficacy has influenced educational researchers, and others, in studies related to organisational learning, team potency, and collective efficacy.

#### Perceived self-efficacy

Perceived self-efficacy refers to beliefs in one's abilities to organize and execute the courses of action required to manage prospective situations. Bandura (2007) explained that a sense of self-efficacy cannot be adopted by imitating others' habits and behaviours, rather, one must consciously put in place measures to regulate actions. People continue in their quest for success and are resilient in finding solutions to obstacles. Bandura (2007) stated that perceived self-efficacy is not about the abilities one has but about the belief that a person has about what he can do with available resources. People with high self-efficacy beliefs are confident in their abilities

to overcome any obstacle that might be in the way of completing tasks successfully. Teachers with high efficacy beliefs expect to succeed in their teaching tasks and find ways to handle students well. They discover ways to influence and motivate those in the classroom in several ways as explained by OECD (2009). Close monitoring, adequate pacing and classroom management as well as clarity of presentation, well planned lessons and informative and encouraging feedback known as key aspects of direct instruction have generally been shown to have a positive impact on student achievement.

### Collective Efficacy

Darrington and Angelle (2013) defined Collective efficacy as an organisational construct that researchers identify as promoting or increasing school capacity. Regarding student achievement, Bandura (2007) posited that school beliefs in their collective instructional efficacy contribute considerably to their schools' level of academic achievement. Collective efficacy (CE) is defined as the sensitivity of teachers in a school that the efforts of the school as a whole will have affirmative effect on students (Goddard, Hoy, & Hoy, 2010). Donoho (2016) opined that when teachers hold the believe that together, they can impact on student achievement; they share a sense of collective efficacy. Goddard, Hoy, and Woolfolk (2014) defined collective efficacy as the judgments of teachers in a school that the school as a whole can organize and execute the courses of action required to have a positive effect on students.

Collective efficacy tends to be high when teachers are having the belief that the staff is capable of assisting students in relation to (a) master complex content, (b) fostering students' creativity, and (c) getting students to believe they can do well in school as per their academic pursuit. When efficacy is high, educators or teachers show greater doggedness and are likely to try latest approaches to teaching so as to ensure that the goal is achieved. Teachers with high efficacy

encourage student autonomy, show concern to the needs of students who are not progressing well, engage in critical thinking and try all effort to modify students' perceptions of their academic abilities (Ross & Bruce, 2007). Bandura (2007) demonstrated that the effect of perceived collective efficacy on student achievement was stronger than the link between socio-economic status and student achievement.

Eells (2011) established that collective teacher efficacy and student academic achievement were strongly related with an effect size of 1.57. On this note, efficacy beliefs are very powerful as they guide our actions and behaviour towards success. They also help teachers and others staff to determine what we focus on, how we respond to challenges, and how we expend our efforts as to achieve the stated goals. If teachers' or educators' realities are filtered through the belief that they can do more to influence student academic achievement, then it is more likely these beliefs will be manifested in their practice and hence guarantee success.

Klem and Connell (2014) stated that the most powerful predictor of student academic achievement was teachers' collective responsibility. The construct promotes students' commitment and effective learning. Collective efficacy is an attribute of a school team that is patriotic and takes responsibility for student learning. In an efficacious organisation, individual members believe in the ability of the members of the organisation to achieve set down goals even as they pursue accomplishment of their own goals, which are in ally or align with the organisation. The secondary school staff teams with high levels of perceived efficacy set challenging and precious or valuable goals in which they put forth relentless efforts to meet these goals. Secondary schools are characterized or are obviously known as learning communities when each individual member and the organisation as one entity: (i) sets goals, (ii) chooses varied learning activities, (iii) facilitates rather than dictates student learning, (iv) respects and embraces different member

roles, (v) respects differences, (vi) shares resources and learning processes, (vii) develops in-depth knowledge of ideas, and (viii) provides feedback (Ware & Kitsantas, 2007). The level of teacher retention is higher in these kinds of learning environments due to teachers' belief and experience that the feedback they can contribute is welcome and used to impact decisions made in their schools.

### High Efficacy Teachers against Low Efficacy Teachers

In a school organisation, the high and low efficacy effect of teacher predicts the individual's performance level, whether he or she will be fully determined or surrender all efforts (Barkley, 2006). There is one common thing with teachers with high level of efficacy, they confront educational challenges and enthusiastically experiment with newly developed teaching strategies while low efficacy teachers do view strategies, such as differentiation, as an unmanageable challenge in the school system. Generally, teachers of high efficacy spend more time and exert energy as per monitoring of their students overall and are able to maintain student engagement in smart ways while teachers with low efficacy tend to seek reliable students to answer, or even answer themselves, all to avoid the uncertain or incorrect answers.

This behaviour of low efficacious teachers further reduces the confidence, engagement, and risk taking efforts of students who may be unsure of themselves which cannot in anyway better the future of such students that are victims. After a while, these unconfident or unsure students concede all efforts to engage in learning and resort to disruptive behaviour in the school. Often, low efficacious teachers label these students as difficult and pursue outside assistance, such as Special Education, rather than believe that they are able to meet the child's needs inside the classroom; this is a belief common to high efficacy teachers. Eells (2011) conducted a study to examine whether the perception of low efficacy teachers in regard to the referral and placement of

students of low socioeconomic family status in a general education classroom was inappropriate. An obvious characteristic of teachers who were high in efficacy is that, they do not discriminate against students by socioeconomic family status; generally, the researcher retained the students in their classroom and make headway together.

### Behaviours Common to High Efficacy Teachers

According to Ross and Bruce (2007), the traits and behaviours common to highly efficacious teachers are noted as: (a) high goal selection, (b) high exertion of effort, (c) persistence, (d) high student achievement, (e) improved instructional practice, (f) willing implementation of innovative teaching ideas, (g) mutual classroom control with students, (h) stimulation of student autonomy, (i) close monitor of lower ability students, (j) improvement of student self-concept, (k) motivation triggered even by failure, (l) acceptance of personal responsibility for successes and failures, (m) resourceful, (n) self-reflective, and (o) victorious over external challenges. Highly efficacious teachers are ambitious and being driven by a ‘do whatever it takes mentality’ and are well-known for their enthusiasm and commitment to teaching. They are indeed optimistic and this trickles down to their students and establishes a direct link to student performance academically (Yost, 2002). The students of high efficacy teachers receive more than simply a positive outlook, they are well respected among their colleagues and they perceive that their teacher truly cares about them (Collier, 2005). Caring and compassionate teachers send value messages constantly through: (i) engaged listening, (ii) eye contact and (iii) recognition of ideas, activities, and experiences that make each student feel unique and special.

Such teachers form bonds of trust with their students which, in turn, guides instruction and discipline; this creates an honest and sincere community of care where students not only feel connected to their teacher, but to each other within the school organisation. One common thing

that does happen in a caring environment is that, students embrace and carry out their teachers' same attitudes and behaviours with their classmates. A positive self-concept is further enriched by the teacher's attempt to establish a Relational Dyad: (a) protection of child's life, (b) nurtured child growth, and (c) moral development (Collier, 2005). In a school system where there is high level of efficacious teachers, students do observe actions of sincere interest and concern from their teacher; they learn to care deeply for themselves and others. The outcome of this established learning community is increased efficacy to the teacher, which afterward solidifies teacher commitment and improves job performance.

#### Behaviours associated with Low Efficacious Teachers

Based on the explicit discourse on low efficacious teachers, they are fond of attributing failures and even successes to external factors, which they believe are greater than themselves (Ware & Kitsantas, 2007). Whenever teachers with low efficacy face challenges, they blame students for their shortfall and set low expectations for students who may not immediately arise to meet the academic standard. Ross and Bruce (2007) opined that, teachers with low efficacy give serious attention to their efforts on the upper ability group of students, giving less attention to lower ability students who the teachers view as possible sources of disturbance. Owing to their negative viewpoint, low efficacy teachers cope unproductively with the day-to-day classroom challenges which they perceive as threats (Bandura, 2007). Bandura stated further that, pressures from inside and outside the school such as: (i) student behaviour, (ii) problematic parent/teacher relationships, (iii) conflict with colleagues, and (iv) implementation of new programmes amplify the level of emotional turbulence these teachers experience, which later contributes to their burnout or suffer exhaustion.



When level of burnout is at its peak, the endpoint of a period of unsuccessful coping with these stressors or pressure, the teacher becomes alienated and weak, as well, he/she loses his or her firm grasp upon original or initial aspirations and goals identified at the beginning of the academic year or even their career in the secondary school organisation. Low efficacious teachers perceive that external factors, such as Socio-Economic Status of their students' parents, are not only beyond their control, but restrain any efforts they make in the classroom (Auwarter, 2008). On this note, their efforts to improve student achievement become still, and their outcome expectancies are to a great extent. Auwarter study presented teachers with scenarios of hypothetical students, who were of low socio-economic status.

The prediction of the teachers was limited and dreary or dull futures for the students portrayed as low socio-economic status in comparison to students depicted to be of high socio-economic status. On gender perspective, the teachers judged low socio-economic status females more favourably than high socio-economic status females and high socio-economic status males to outperform low socio-economic status males. With the perception that socio-economic status is a predictor of student achievement, low efficacious teachers feel even ineffective or less effective when they work with students of low socio-economic status (Auwarter, 2008). This leads to inactive less effort in the classroom on behalf of the teacher which, in line, increases the cycle of low student achievement. Warren (2012) stated that 75% of teachers in low income school organisations display signs of low teacher efficacy. The findings therefore indicate that students of low socio-economic status, particularly boys, are vulnerable to the negative effects interconnected to low teacher expectations.

## **Leadership versus Efficacy**

Dedicated teacher effort is affected by the type of leadership that administrators exhibit (Ware & Kitsantas, 2007). School principals who choose to make use of the transformational leadership style are able to create environments in which teachers feel satisfied with the leader and teacher relationship and are willing to invest more effort, time, and commitment to the accomplishment of the goals of the entire school and community (Leithwood, Jantzi, & Steinbach, 2009). In a school operating transformational leadership system, principals have the power to influence the beliefs of their staff in relation to student academic achievement. In such school organisations, teachers are committed to goals, mission, values, and community members are motivated by highly efficacious teacher, which results in increased students' achievement (Bass, 2000). Ross and Gray (2006) stated that, of the various styles of leadership available for school principals to adopt, the transformational leadership style has the most powerful effect on the teachers and other members of a learning community.

In transformational leadership style, individuals are often committed towards nurturing the growth of group members in the accomplishment of their goals, which eventually increases their personal investment to the learning organisation. Leithwood, Jantzi, and Steinbach (2009) assessed 20 different studies in which leadership was related to teacher outcomes. Generally, the assessor discovered that use of the transformational leadership style in an official learning organisation established an environment where the teachers were more willing to exercise greater effort and change classroom practices or attitudes towards achieving greater success.

In general, teachers who believe sincerely in their ability to bring about effective student learning, have higher expectations that will eventually lead to greater achievement. CTE is linked to the perceptions of the secondary school teachers to increase student achievement. This is also

similar to the relationship of individual teacher efficacy on student academic achievement; schools with higher CTE have higher student achievement. Ross and Gray (2006) perceived teacher efficacy to the principal's behaviour. School principals influence the interpretation and implication of student achievement by their understanding of what represents success in a learning environment. In a learning environment where the school leader adopts transformational leadership, such leaders look for opportunities to build teacher efficacy through inspirational messages in order to challenge the low expectations of staff and students. In proficient learning communities that emerge from the use of transformational leadership, it is predicted that there will be higher teacher efficacy with higher commitment to: (a) contribution of effort to the community, (b) school mission and (c) higher parental involvement (Ross & Gray, 2006).

Within learning environment, teachers are adequately confident about their abilities to invite colleagues to help them solve problem in some areas where they needed personal growth. During these cooperative efforts, they can develop new teaching strategies within themselves, which ultimately lead to teacher effectiveness and, thus, increase teacher efficacy. Chester and Beaudoin (2006) expressed that a direct relationship exists between teacher belief and teacher commitment, any boost up to teacher belief raises teacher commitment. With the exception of the school support systems that a transformational leader works to establish, the school principal must personally invest in the professional growth and development of each teacher (Ebmeier, 2013). The intermediaries or mediator, which really strengthen teacher efficacy, are identified as follows: (i) encouragement, (ii) timely and continual feedback, (iii) reinforcement, (iv) emotional support, (v) classroom visits and observations, (vi) availability of modelled experiences, (vii) assistance in goal selection, and (viii) rewards and recognition. If all these mediators are adopted by an active

and effective leader, the leader communicates genuine interest in the business and serve as a support to teachers.

Skaalvik and Skaalvik (2007) stated in their study that teacher competence is further equipped through entire staff development instead of the development of some who report to the organisation. Also, leaders should do away with the use of predesigned programmes that destroy or quench teacher creativity and, therefore, teacher efficacy. The give-and-take or reciprocal effects of well-built transformational leadership have been discovered to increase more confidence and respect for the leader in the school organisation (Ebmeier, 2013). Additionally, teachers experience: (a) increased teacher efficacy, (c) greater job satisfaction, (c) improved instruction, (d) increased commitment, and (e) supportive professional relationships, all of which all lead to teacher retention.

#### Building up Teacher Efficacy towards Achieving Effectiveness

Slick (2002) stated that when educational accountability in the form of standardized testing is politically determined, teachers have to be supported in their efforts to combat the everyday stressors that decrease self-efficacy. Discussion on the recruitment of good teachers should no longer be centralized exclusively, but it should be expanded toward the retention of good quality teachers. Under present initiatives, teachers are required to meet the needs of every student in the classroom. Consequently, teachers require opportunities to grow and develop professionally as they seek to rise to the various challenges with which they are confronted.

Ross (2007) stated That the provision of professional Development (PD) influences teacher efficacy in a school organisation, improves instruction, and student achievement. Through professional development, students are provided opportunities to: (a) contribute ideas as learners as well as be recognized for them, (b) become experts of research and reflection, and (c) practice

and put into operation or implement innovative techniques. Slick, (2002) stated that professional development is essential to school reform. Slick explained further that teachers will need more than 20 percent of their work time for purpose of learning and collaboration if they are to be successful in putting into action, the ambitious reform initiatives. In schools that are very effective, teachers and leaders or principals have formed an agreement in the establishment of these professional learning communities in which teachers have continuing opportunities to work within a network of support systems. Slick reported further that these communities have become crucial for teachers in secondary schools to not only grow and learn, but to be revitalized and valued as professionals.

Renewed expert teachers of a two year graduate programme described the support they received during participation in a learning community as the following: (a) time to learn and work independently and cooperatively, (b) an atmosphere that cultivated professional talk, (c) autonomy and the affirmation of personal and professional voices, (d) opportunities to grow professionally and successfully, (e) a sense of community with the exchange of ideas and collaboration, and (f) social and professional activities that uplifted and inspired individuals (Slick, 2002). In these situations, teacher efficacy is enhanced and strengthened. Strategic involvement in professional development aids in the lessening of teacher perception of difficulty related to instructional tasks and boost personal beliefs in the ability to teach new techniques (Ross & Bruce, 2007). This increase in TE was experienced by a group of teachers who were requested to implement a standard based mathematics programme as part of a study. They led to investigate the effects on teacher efficacy. At the commencement of the programme, as a result of deficiency of mastery experiences with the fresh programme and its techniques, participant teachers were short of confidence in the classroom. This was discovered during instructional delivery. However, with the suitable

arrangement in place, their confidence grew over time and lower ability student achievement was reported to be equivalent if not exceed previous results. Ross and Bruce (2007) provided teachers with opportunities to: (a) observe classroom examples, (b) participate in collaborative activities, (c) actively learn, (d) focus on content, (e) redefine success and (f) receive feedback.

With the development of mastery of experiences, the most powerful source of TE, teachers started to build up new philosophies of practice in their various classrooms (Ross & Bruce, 2007). These researchers found that teachers: (a) modelled learning goals, (b) engaged their students in loaded learning opportunities, (c) provided explorations that possibly exceeded their own expertise, and (d) shifted the responsibility of learning to students. Through the implementation of improved classroom management skills, Ross and Bruce (2007) demonstrated that professional development influence teacher efficacy, which as a result contributes to more effective instruction and improved student academic achievement.

### **Collective efficacy and students' academic performance**

Efficacious teachers are acquainted with the importance of establishing strong and reliable classroom management in the early academic year (Ware, 2012). In the course of this frame, the students begin to control and manage their own behaviour. Values and character education that are part of foundation principles for learning are imparted within students by teachers who promote: (a) personal values (b) respect for self and others, (c) kinship. With the above principles in action, students can function and operate confidently within the constructs of a safe and secure environment without any distress or fear of reprisal from colleagues or classmates or humiliation as a result of unfair policies.

In relation to academics and curriculum, teachers with sense of efficacy take an active and energetic approach to classroom instruction (Ware, 2012). Learning is indeed experiential and

linked or connected to the entire world. Following an embarrassing and depressing comments from her students about their community and school, Toliver, a New York City mathematics teacher, developed a lesson to assist her students achieve the best perspective (Lee, 2002). The students were later challenged to prepare graphic representation of a direction from the school through the community with the inclusion of various real life mathematical problems one might encounter along the way. To conclude their learning experience, the students published a book of their plights with illustrations and captivating photographs for better understanding. Toliver's victorious engagement with her students became obvious when one group of students made the following remark on one of the pages of the book they published, "the essence of this experience is to prove to the world that the classroom is not the only place to learn Math" (Ware, p. 43).

Ware explained further that Toliver's successful engagement with her students demonstrated another helpful and recommended instructional approach of efficacious teachers, cooperative and supportive teaching and learning. In a cooperative learning environment, students work mutually rather than compete against each other because they believe in group success. Through appropriate structures of a learning environment in position, students are presented and blessed with opportunities to feel successful which was buttressed further by Lashinkay (2012) that, it can lead to increased self-efficacy for students. Barkley (2006) noted that teachers can have a great influence on their students' education with kin interest in their different learning styles and abilities. Learning styles should not be seen as obstructions, except tools that offer a clear connection to the most excellent method to successfully equip students. Applying method of teaching that connect with students needs an understanding of disparity that may arise from approaches to learning, experiences, family, culture, and developed intelligences (Darling-Hammond, 1998).

The RISE model introduced by Hootstein (1998) explained the necessity of providing appropriate information in creative ways and underlining the significance of making the students key players in their own learning. The model underlines the constructivist view that students should be active participants in the learning process and teachers are facilitators in this process ensuring that students contribute significantly in the instructional process. This model can be used to design ways to motivate students to increase student achievement.

Table 2: The Rise Model

Components	Definitions	Major Teacher Questions
Relevance	Meeting students' personal needs; emphasizing the value of learning	How is instruction valuable?
Interest	Capturing and maintaining students' attention	How is instruction stimulating?
Satisfaction	Providing reinforcement for students' successes	How can I help students feel good about their accomplishments?
Expectations	Helping students believe that they will succeed	How can I help students expect success?

Adopted from Hootsein (1998)

Researches have shown this construct to be significantly and positively related to students' academic performance in schools (Bandura, 2007; Goddard, Hoy *et al.*, 2010; Goddard, LoGerfo *et al.*, 2004; Hoy *et al.*, 2002; Tschannen-Moran & Barr, 2004). The construct, collective efficacy is sturdily grounded in Bandura's (2007) social cognitive theory. This theory has to do with how individuals and collectives exercise control over their lives through either human or collective agency driving towards realization of a particular goal or goals. Collective Efficacy beliefs lie



within the minds of the staff and affect its functioning as a whole (Bandura, 2007). These beliefs also affect efficiency in the use of resources, collective's future goals, persistence and resiliency in the face of difficulties and level of effort exerted. Collective Efficacy principles are formed through cognitive processes and serve to motivate and regulate the coordinated actions of the group.

### **Relationship between Teachers' citizenship Behaviour and collective efficacy**

Ozdem (2012) stated that the main point of view of his research is that TCB is shaped by the teachers' collective efficacy. TCB means that the teachers make extra voluntary effort, while collective efficacy means that the worker gives his/her energy in relation with their professional expert and time besides making extra effort in order to achieve the objectives of the secondary school organisation. Therefore, collective efficacy is another factor affecting the teachers' citizenship behaviours of the workers in secondary schools. Teachers who developed collective efficacy are more likely to perform TCB compared to the ones that did not (Aydogan, as cited in Ozdem, 2012). Committed teachers in the school organisations as a result of set of belief and behaviours embraced, resulting from the understanding of the act of teachers' citizenship behaviours, will be ever ready to collaborate and work together with other teacher or even non-teaching staff towards achieving certain goal(s) that can lead to academic success of students. This is regarded as collective efficacy. The combination of the two constructs, that is teachers' citizenship behaviours and collective efficacy will indeed influence the performance of secondary school students academically. Teachers who are sincerely committed to their school organisation and work towards the goals of the organisation on the bases of the opportunities they offered and commitment and selfless service becomes teachers' citizenship behaviours which over time, contribute to the school organisation itself (Ozdem, 2012)

## Conceptual Framework

The conceptual framework in Figure 2 shows the relationship among teachers' citizenship behaviour, collective efficacy as independent variables and senior secondary school students' academic performance as dependent variable.

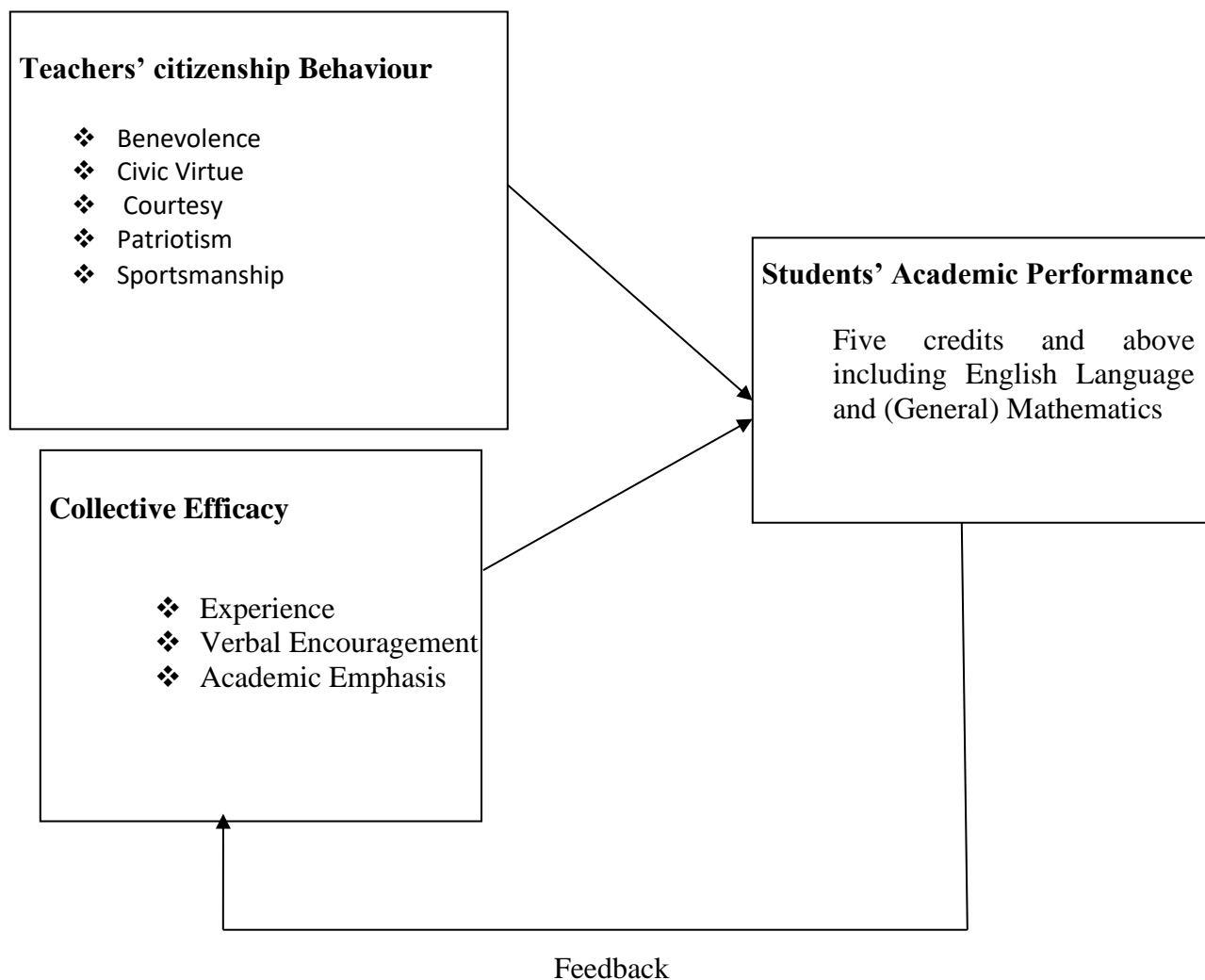


Figure2: Conceptual model of teachers' citizenship behaviour, collective efficacy and senior secondary school students' academic performance.

Source: researcher design, 2018

The conceptual framework examines the potential of the two variables in putting an end to the poor academic performance bedeviling the Nigeria education system especially at senior secondary school level and also examines the relationship of the variables to each other as shown in Figure two. The construct of TCB is defined as “voluntary and discretionary behaviour of teachers that exceeds the formal requirements of the job” (DiPaola *et al.*, 2007). Teachers in a school with a high degree of Teachers’ Citizenship Behaviour are always willing and ready to give extra effort beyond what is expected. Such teachers are committed to the best interest of the students, pay adequate attention to the issue that has to do with their academic and volunteer their time for the benefit of students, colleagues, and the organisation as a whole (Dipaola *et al.* 2007; Dipaola & Hoy, 2005b). Conversely, Collective Efficacy refers to those collective perceptions of teachers in a school that their efforts as a whole will positively affect students’ achievement in their school (Goddard, Hoy *et al.*, 2010). Collective Efficacy serves to link the variables in this study. Collective insights of teachers in a school nurture or foster the staff’s effort, persistence and resiliency. Most teachers who work in an extremely efficacious school organisation do support challenging or thought provoking goals, collaborate together, work under the concept of teamwork, and accept responsibility towards organisational success.

Based on Bandura’s (1986) theory of triadic reciprocal causation, which is known as socio-cognitive theory, perceptions of collective efficacy are developed through collaboration or an interaction of behaviour patterns, cognitive processes, and environmental influences in the organisation, which eventually influence each other in a bidirectional way or manner. Through collective agency, most teachers in a highly efficacious school actively produce events and shape or improve on their environment. Schools with an extreme sense of Collective Efficacy set goals at a high level and show a strong commitment toward achieving these goals. They are sturdily

motivated to succeed and are more ready to put forth greater amounts of effort, diligence, and persistence in the pursuit of established goals of the school organisation. Social structures within the school organisation are created by collective human activities geared towards success. Prominently, socio structural practices impose constrictions and provide enabling resources and opportunity structures for collective functioning.

Consequently, due to the social structures created through Collective Efficacy, the social norms of the school will significantly influence the sense of Organisational Citizenship Behaviour of teachers in the school. Meeting organisational norms of success often motivate teachers to give extra effort needed to meet these expectations. Therefore, the degree of Teacher Citizenship Behaviour in a school and its influence on secondary school students' academic performance may be influenced by the degree of Collective Efficacy in the school.

### **Appraisal of the reviewed literatures**

The construct of Teachers' Citizenship Behaviour (TCB) which is the first variable in this research is relatively new, is framed out or adapted from the construct of organisational citizenship behaviour which is also a new construct especially as it relates to schools. The variable is an organisational characteristic that relates to worker behaviours that are not formally prescribed in a job description or contract, but freely occur and benefit the organisation as a whole toward achieving the set down goals of the organisation. The fundamentals and basics of the construct can be traced to organisational effectiveness research in the early 20th century. However, the construct of organisational citizenship behaviour was formally introduced by Bateman and Organ (1983) in their research on job satisfaction and organisational functioning. The construct of organisational citizenship behaviour was first applied to schools by Dipaola and Tschannen-Moran (2011).

Currently, the construct is reframed or adapted as Teachers' Citizenship Behaviour (TCB). Researches have shown that the construct of teachers' citizenship behaviour is positively and significantly related to students' academic achievement. Benevolence (altruism), civic virtue, courtesy, patriotism and sportsmanship are developed through the variable. The second variable, collective efficacy which refers to the collective beliefs of staff members in a school that they as a group have the capabilities through their efforts to positively affect student achievement. The construct is based on social cognitive theory and its related concepts of human agency and triadic give-and-take connection. Collective Efficacy (CE) is developed through three sources: teachers' experience, verbal encouragement, and academic emphasis as sub-variables/subscale to measure CE. Researches have shown that collective efficacy is an important school level property.

Collective Efficacy has been shown to be positively and significantly related to student achievement at all school levels. Collective efficacy has also been positively and significantly related to professional commitment of teachers, individual teacher efficacy, parent and teacher relationships, teacher job satisfaction, teacher participation in instructionally relevant school decisions, teacher ownership in school processes, prior student achievement, and transformational leadership of the principal. Collective Efficacy beliefs inspire teachers through the collective norms or customs of the schools. Highly efficacious schools have teachers who give in their best, exert great effort and persist when difficulties arise. They also have a high sense of resiliency, set high expectations for their students, are more willing to assist colleagues and are willing to develop and work toward shared goals of the organisation. The combination of the two variables if followed to the letter will to a large extent solve the problem of decline in the academic performance of secondary school students in the North-central Nigeria.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

The study investigated the relationship among teachers' citizenship behaviour, collective efficacy and students' academic performance in the public senior secondary schools in North-central Nigeria. This chapter focuses attention on the procedures that were used in gathering and analyzing the data for the study. The chapter is presented under the following sub-headings:

Research Design

Population, Sample and Sampling Technique

Instrumentation

Procedure for Data Collection

Data Analysis Technique

#### **Research Design**

The study adopted descriptive research design of correlation type. This research design allowed the researcher to systematically seek for respondents' opinions on current issues about the research problem. Gronhaug (2008) described descriptive research design as an effective tool to get opinions, attitudes, description and cause and effect relationship. Thus, the design was considered suitable for this study in that it allowed the researcher to systematically gather respondents' opinions on the relationship among teachers' citizenship behaviour, collective efficacy and students' academic performance in public senior secondary schools in North-central Nigeria.

## Population, Sample and Sampling Technique

The population of this study consisted of 2,114 principals and 5,728 vice principals in the entire secondary schools in the North-central Nigeria. The target population comprised 977 principals and 2,454 vice principals in the sampled States as at December, 2018. The Multi-stage procedure was used for the study. The Random sampling technique was used to select three (Kwara, Kogi & Nassarawa) out of the entire six states in the geopolitical zone. Proportionate sample technique was used to select 112 out the 394 principals and 141 out of the 1,038 vice principals in Kwara State, 81 out of the 285 principals and 98 out of the 720 vice principals in Kogi State and 84 out of the 298 principals and 95 out of the 696 vice principals in Nassarawa State using research advisor (2006) table for determining sample size from population. (See Table III)

**Table III**

**Population and Sample of Principals and Vice Principals**

<b>States</b>	<b>Population Principals</b>	<b>Sample</b>	<b>Population of Vice Principals</b>	<b>Sample</b>	<b>Total</b>
Kwara State	394	112	1,038	141	253
Kogi State	285	81	720	98	179
Nassarawa State	298	84	696	95	179
<b>Total</b>	<b>977</b>	<b>277</b>	<b>2,454</b>	<b>334</b>	<b>611</b>

**Source:** State Ministries of Education, Research and Statistics Unit (2018).

## Instrumentation

In this study, “Teachers’ Citizenship Behaviour Questionnaire” (TCBQ) and “Collective Efficacy Questionnaire” (CEQ) were used to collect information on teachers’ citizenship behaviour and collective efficacy respectively. Each questionnaire consists of sections A and B. Section A was designed to obtain demographic data of the participants while section B consists of items on statements which were responded to by the principals and vice principals in the selected public senior secondary schools in North-central Nigeria. The third instrument was the Senior

School Certificate Examination Result Pro-forma (SSCERP) which was used to collect data on students' results in the selected states' public senior secondary school certificate examinations in five subjects including Mathematics and English Language for five consecutive years (2012-2016) in North-central Nigeria. Specifically, final SSCE results in English Language, Mathematics, and three other WASSCE subjects were used for the study.

Content and face validity of the instruments were ascertained by the project supervisor, Four lecturers in the Department of Educational Management, University of Ilorin and two experts in the field of Education Research, Measurement and Evaluation. The final draft of the instruments was produced after effecting all the corrections made by the experts. Meanwhile, to ascertain the reliability of the instrument, a pilot test was used to administer 40 copies of questionnaire to principals and vice principals who were not part of the sample of the study. The reliability coefficients of the whole items .778 and .842 for TCB and CE respectively via internal consistency (Cronbach's Alpha) and split half methods. These values further buttressed the reliability of the two measuring instruments in this study. The West African Senior School Certificate Examinations Council (WAEC) results for five years were obtained using the Students' Academic Performance Pro-forma. These were considered adequate to establish the reliability of the instrument.

### **Procedure for Data Collection**

The researcher collected a letter of introduction from the Department of Educational Management, Faculty of Education, University of Ilorin and thereafter visited the respective sampled public senior secondary schools and Ministries of Education in North-central Nigeria to administer the two sets of questionnaire and to collect WASSCE results for five years (2012-2016) on students' academic performance. Copies of the questionnaire were administered on the participants by the researcher and two research assistants. Out of the 611 copies of the



questionnaire distributed, the researcher was able to retrieve 598 (97.9%). All the retrieved responses were used for data analysis.

### **Ethical Considerations**

Considering the importance of ethics in research, the researcher sought the permission of the participants and assured them of confidentiality before the administration of copies of the questionnaire. Furthermore, no participant was compelled nor induced to act against his/her wish in responding to the questionnaire. Also, right to privacy of the respondents were put into consideration. Plagiarism was reduced to the barest minimum and every author cited was duly referenced. In addition, permission was obtained from the various authorities of the schools that were sampled in North-central Nigeria.

### **Data Analysis Technique**

The Statistical Package for the Social Sciences (SPSS), a computerized application was used to carry out all the analyses in the research work. Inferential and descriptive statistics were used to analyse the data for the study. Mean and standard deviation were used to answer the research questions, while the hypotheses were tested using multiple regression analysis for the main hypothesis and Pearson's Product-Moment Correlation (PPMC) statistic for the operational hypotheses. The hypotheses were attested at .05 level of significance.

## CHAPTER FOUR

### DATA ANALYSIS AND RESULTS

This chapter presents the results of the data analysis and discussion of the findings. The study focused primarily on teachers' citizenship behaviour, collective efficacy and students' academic performance in public senior secondary schools in North-central Nigeria. Therefore, the chapter presents the analysis of the demographic data of respondents' answers to the research questions asked and the results of the analysis of the data gathered to test the hypotheses generated.

#### Answering the Research Questions

**Research Question 1:** What is the level teachers' citizenship behaviour among teachers in public senior secondary schools in North-central Nigeria?

**Table 4:** Mean and Standard Deviation of the Extent of Teachers' Citizenship Behaviour among teachers in public senior secondary schools in North-central Nigeria

S/N	Teachers' Citizenship Behaviour	N	$\bar{X}$	SD	Decision
1	Benevolence	598	2.50	0.67	Moderate
2	Civic Virtues	598	3.29	0.53	High
3	Patriotism	598	3.36	0.52	High
4	Courtesy	598	3.23	0.57	High
5	Sportsmanship	598	3.39	0.61	High
	<b>Grand mean</b>		<b>15.77</b>	<b>0.37</b>	
	<b>Average grand mean</b>		<b>3.15</b>		

Source: Fieldwork, 2018

Key:

$\bar{X}$

1.00-2.00 Low

2.10-3.00 Moderate

3.10-4.0 High

Table 4 shows that the extent of teachers' citizenship behaviour such as civic virtues, patriotism, courtesy and sportsmanship is high with respective mean values of 3.29, 3.36, 3.23,

and 3.39 while the extent of teachers' act of benevolence is moderate with mean value of 2.50. Given the grand mean of 15.77 and average grand mean of 3.15, therefore, it shows that the extent of teachers' citizenship behaviour among teachers in public senior secondary schools in North-central Nigeria is high.

**Research Question 2:** What is the level of collective efficacy among teachers in public senior secondary schools in North-central Nigeria?

**Table 5:** Mean and Standard Deviation of the Extent of Teachers' Collective Efficacy among secondary school teachers in public senior secondary schools in North-central Nigeria

S/N	Collective Efficacy	N	$\bar{X}$	SD	Decision
1	Experience	598	2.81	0.55	Moderate
2	Academic Emphasis	598	3.43	0.56	High
3	Verbal Encouragement	598	3.21	0.56	High
	<b>Grand mean</b>		<b>9.45</b>	<b>0.31</b>	
	<b>Average Grand mean</b>		<b>3.15</b>		

Source: Fieldwork, 2018

Key:

$\bar{X}$

1.00-2.00 Low

2.10-3.0 Moderate

3.10- 4.0 High

Table 5 shows that the level of collective efficacy variables of academic emphasis, and verbal encouragement is high with respective mean values of 3.43, and 3.21 while teachers' experience aspect of collective efficacy is moderate with mean value of 2.81. Given the grand mean of 9.45 and average grand mean of 3.15, therefore, it shows that the level of collective efficacy among secondary school teachers in public senior secondary schools in North-central Nigeria is high.

**Research Question 3:** What is the level of students' academic performance in the public examination among public senior secondary schools in North-central Nigeria?

**Table 6:** Level of Students' Academic Performance in the Public Examination among Public Senior Secondary Schools in North-central Nigeria

Variable	N	$\bar{X}$	SD	Decision
Students' academic Performance	598	50.82	14.79	Average

Source: Fieldwork, 2018

Key:

$\bar{X}$

1.00-33.3 Low

33.4-66.6 Average

66.7-100.0 High

Table 6 shows the level of students' academic performance in the public examination among public senior secondary schools in North-central Nigeria. With a mean score of 50.82 shown on the Table, the level of students' academic performance is declared average.

## Testing Research Hypotheses

### Main Hypothesis

**Ho:** There is no significant relationship among teachers' citizenship behaviour, collective efficacy and students' academic performance in public senior secondary schools in North-central Nigeria.

**Table 7:** Multiple Regression of the composite relationship among the predictor variables and students' academic performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.142	.020	.015	14.68

R= .142

R Square = .020

Adjusted R Square = .015

Table 7 presents the multiple regression coefficient (r) indicating the relationship among the two predictor variables (teachers' citizenship behaviour and collective efficacy) and the

dependent variable (students' academic performance) to be .142 with R square equals .020 and the adjusted R square equals .015. It is shown in this result that the two predictor variables accounted for 2% variation in students' academic performance.

**Table 8:** Composite correlation among the predictor variables and students' academic performance

Model	SS	Df	MS	F-ratio	P-Value	Decision
Regression	1673.532	2	836.766			
Residual	81473.231	378	215.538	3.882	.021	Reject <b>H<sub>0</sub></b>
Total	83146.763	380				

**P < .05**

Since the P value is less than 0.05 significance level, the hypothesis is rejected. This means that there is a significant relationship among teachers' citizenship behaviour, collective efficacy and students' academic performance in public senior secondary schools in North-central Nigeria. The significance of the model that there is a significant relationship among teachers' citizenship behaviour, collective efficacy and students' academic performance is shown in Table 8 with regression ANOVA  $F_{2,378} = 3.88, p < 0.05$ .

**H<sub>01</sub>:** There is no significant relationship between teachers' act of benevolence and students' academic performance in public senior secondary schools in North-central Nigeria.

**Table 9:** Relationship between teachers' act of benevolence and students' academic performance

Variable	N	Mean	SD	df	Cal.r-value	p-value	Decision
Teacher's act of Benevolence	598	12.49	3.33				
Academic Performance	598	50.82	14.79	379	-.054	.294	<b>Do not reject H<sub>01</sub></b>

**P > 0.05, Do not Reject H<sub>01</sub>**

Result in Table 9 shows the calculated r- value of -.054 and the p-value of 0.294 which was found greater than the significance level of 0.05. Thus, the stated null hypothesis is sustained.

This result therefore suggests that there is no significant relationship between teachers' act of benevolence and students' academic performance in public senior secondary schools in North-central Nigeria.

**H<sub>02</sub>:** There is no significant relationship between teachers' civic virtues and students' academic performance in public senior secondary schools in North-central Nigeria.

**Table 10:** Relationship between teachers' civic virtues and students' academic performance

Variable	N	Mean	SD	df	Cal.r-value	p-value	Decision
Civic Virtues	598	16.46	2.65				
Academic Performance	598	50.82	14.79	379	.096	.062	<b>Do not reject H<sub>02</sub></b>

$P > 0.05$ , **Do not Reject H<sub>02</sub>**

Result in Table 10 shows the calculated r- value of .096 and the p-value of 0.062 which is found greater than the significance level at 0.05. Thus, the stated null hypothesis is upheld. This result therefore suggests that there is no significant relationship between teachers' civic virtues and students' academic performance in public senior secondary schools in North-central Nigeria.

**H<sub>03</sub>:** There is no significant relationship between teachers' patriotism and students' academic performance in public senior secondary schools in North-central Nigeria.

**Table 11:** Relationship between teachers' patriotism and students' academic performance

Variable	N	Mean	SD	df	Cal.r-value	p-value	Decision
Teachers' Patriotism	598	16.78	2.61				
Academic Performance	598	50.82	14.79	379	.153	.003	<b>H<sub>03</sub> Rejected</b>

$P < 0.05$ , **Reject H<sub>03</sub>**

Result in Table 11 shows the calculated r- value of .153 and the p-value of 0.003 which is found less than the significance level at 0.05. Thus, the stated null hypothesis is rejected. This

result therefore suggests that there is a significant relationship between teachers' patriotism and students' academic performance in public senior secondary schools in North-central Nigeria.

**H<sub>04</sub>:** There is no significant relationship between teachers' courtesy behaviour and students' academic performance in public senior secondary schools in North-central Nigeria.

**Table 12:** Relationship between the level of teachers' courtesy behaviour and students' academic performance

Variable	N	Mean	SD	df	Cal.r-value	p-value	Decision
Teachers' Courtesy	598	16.13	2.86	379	.152	.003	<b>H<sub>04</sub></b> Rejected
Academic Performance	598	50.82	14.79				

$P < 0.05$ , **Reject H<sub>04</sub>**

Result in Table 12 shows the calculated r- value of .152 and the p-value of 0.003 which is found less than the significance level at 0.05. Thus, the stated null hypothesis is rejected. This result therefore suggests that there is a significant relationship between teachers' courtesy behaviour and students' academic performance in public senior secondary schools in North-central Nigeria.

**H<sub>05</sub>:** There is no significant relationship between teachers' sportsmanship and students' academic performance in public senior secondary schools in North-central Nigeria.

**Table 13:** Relationship between teachers' sportsmanship and students' academic performance

Variable	N	Mean	SD	df	Cal.r-value	p-value	Decision
Teachers' Sportsmanship	598	16.93	3.06	379	.153	.003	<b>H<sub>05</sub></b> Rejected
Academic Performance	598	50.82	14.79				

$P < 0.05$ , **Reject H<sub>05</sub>**

Result in Table 13 shows the calculated r- value of .153 and the p-value of 0.003 which is found less than the significance level at 0.05. Thus, the stated null hypothesis is rejected. This result therefore suggests that there is a significant relationship between teachers' sportsmanship and students' academic performance in public senior secondary schools in North-central Nigeria.

**H<sub>06</sub>:** There is no significant relationship between teachers' experience and students' academic performance in public senior secondary schools in North-central Nigeria.

**Table 14:** Relationship between teachers' experience and students' academic performance

Variable	N	Mean	SD	df	Cal.r-value	p-value	Decision
Teachers' Experience	598	14.05	2.74	379	.021	.688	<b>Do not Reject H<sub>06</sub></b>
Academic Performance	598	50.82	14.79				

$P > 0.05$ , **Do not Reject H<sub>06</sub>**

Result in Table 14 shows the calculated r- value of .021 and the p-value of 0.688 which is found greater than the significance level at 0.05. Thus, the stated null hypothesis is upheld. This result therefore suggests that there is no significant relationship between teachers' experience and students' academic performance in public senior secondary schools in North-central Nigeria.

**H<sub>07</sub>:** There is no significant relationship between teachers' verbal encouragement and students' academic performance in public senior secondary schools in North-central Nigeria.

**Table 15:** Relationship between teachers' verbal encouragement and students' academic performance

Variable	N	Mean	SD	df	Cal.r-value	p-value	Decision
Teachers' Verbal Encouragement	598	16.03	2.78	379	.141	.010	<b>H<sub>07</sub> Rejected</b>
Academic Performance	598	50.82	14.79				

$P < 0.05$ , **Reject H<sub>07</sub>**



Result in Table 15 shows the calculated r- value of .141 and the p-value of 0.010 which is found less than the significance level at 0.05. Thus, the stated null hypothesis is rejected. This result therefore suggests that there is a significant relationship between teachers' verbal encouragement and students' academic performance in public senior secondary schools in North-central Nigeria.

**H<sub>08</sub>:** There is no significant relationship between teachers' academic emphasis and students' academic performance in public senior secondary schools in North-central Nigeria.

**Table 16:** Relationship between teachers' academic emphasis and students' academic performance

Variable	N	Mean	SD	df	Cal.r-value	p-value	Decision
Teachers' Academic Emphasis	598	17.13	2.80	379	.138	.007	<b>H<sub>08</sub> Rejected</b>
Academic Performance	598	50.82	14.79				

**P < 0.05, Reject H<sub>08</sub>**

Result in Table 16 shows the calculated r- value of .138 and the p-value of 0.007 which is found less than the significance level at 0.05. Thus, the stated null hypothesis is rejected. This result therefore suggests that there is a significant relationship between teachers' academic emphasis and students' academic performance in public senior secondary schools in North-central Nigeria.

### Discussion of the findings

This section gives detailed explanations on the findings from the research questions answered and the hypotheses tested. The findings on the extent of teachers' citizenship behaviour among secondary school teachers in public senior secondary schools in North-central Nigeria

presented on Table 3 showed that teachers' citizenship behaviour among teachers in public senior secondary schools in North-central Nigeria was found high (Mean = 15.77, SD= 0.37). This implies that the construct of teachers' citizenship behaviour has influence on students' academic performance. This finding is buttressed the research finding out by Dipaola and Hoy (2005), the authors discovered that there is a correlation between teacher citizenship behaviour and student achievement in secondary school.

Collective efficacy among teachers in public senior secondary schools in North-central Nigeria was high (Mean = 9.45, SD= 0.31). This implies that, collective efficacy of teachers in senior secondary school has influence on the performance of students. This is premised on the fact that collective efficacy of secondary school could bring about better performance among secondary school students in North-central Nigeria. This finding is in agreement with the statement of Klem and Connell (2004) which stated that, the most powerful predictor of student academic achievement was teachers' collective responsibility which promotes students' commitment and learning. Collective efficacy is characteristic of a school team that takes responsibility for student learning. Individual members believe in the ability of the members of the organisation to accomplish set goals even as they pursue attainment of their own goals, which align with these of the organisation.

The level of Students' academic performance in the public examination among public senior secondary schools in North-central Nigeria was found to be fair in 2012, poor in 2013, good in 2014, excellent in 2015 and very good in 2016 with respectively 40.0%, 38%, 54%, 70%, and 66% pass with 5 Credits and above including English Language & Mathematics. This was not a feat to be jubilated upon because it indicated an average standard of students' academic performance on a general note. Additionally, it should also be noted that percentage pass at credit

level in five subjects including English Language & Mathematics is fluctuating as earlier mentioned. Reasons for this are not farfetched as this finding corroborates with Orimoloye (2015) that teacher's behaviour which is accompanied with feeling of hope, generosity, respect, and joy becomes effective in adapting and improving the conduct of aberrant students who have had previous bad records.

On the other hand, many teachers' negative conducts such as: referring the rude and undisciplined students to school principal, sending them out of class and neglecting the students' serious problems have an undesired effect on the students' performance and could be a source of their failure. With all the challenges confronting public secondary education in Nigeria as highlighted earlier in this study, if the level of teachers' citizenship behaviour is low or absent in schools, teachers would continue to be undedicated, students would continue to be unserious with their studies, parents would continue to run after money at the expense of their future (their children, students) and the societal value misplacement would continue to affect students' academic performance negatively. Also, Freeman (2008) stated in his study that education in the present time has become a high stakes game in which teachers and administrators alike are seriously scrutinized for student academic achievement. Feasibly, teachers feel the pressure of this scrutiny than non-teaching staff in the school organisation. In place of confidence and empowerment, many teachers feel ineffective and ill equipped as regard passing useful information (knowledge and skills) to their students. Freeman further explained that student achievement continues to fall as a result of lack of commitment, inability to deliver selfless services, lack of self-trust and inability to work with others towards achieving certain goals.

There was a significant relationship among teachers' citizenship behaviour, collective efficacy and students' academic performance in public senior secondary schools in North-central

Nigeria ( $R^2 = 0.020$ ;  $F = 3.88$ ,  $P < 0.05$ ). This implies that the constructs of teachers' citizenship behaviour and collective efficacy are predictors of students' academic performance in North-central Nigeria. The findings of this study corroborate with the findings of Somech and Drach-Zahavy (2000) who conducted a study on 251 Israeli teachers to examine the relationship between teachers' OCB, collective efficacy and students' achievement. Both constructs were found positively related to students' achievement. In the same vein, Cooper (2010) indicated from his study on collective efficacy, teachers' citizenship behaviour and school effectiveness, that CE and TCB were significantly related. In his explanation, a high level of Collective Efficacy is likely an antecedent for high levels of TCB the reason being that there is a significant and positive correlation between CE and TCB. It is likely that TCB contributes directly toward CE, which indirectly strengthens school effectiveness and influence the academic performance of students positively. Therefore, the contribution of TCB to students' academic performance is made indirectly through CE. As levels of CE rise in a school, social structures are formed which exert motivation and pressure on teachers to meet the organisational norms of success. As a result, teachers are likely to react to the established norms by engaging in behaviours such as TCB.

There was no significant relationship between teachers' act of benevolence and students' academic performance in public senior secondary schools in North-central Nigeria ( $r = -0.054$ ,  $p > 0.05$ ). Thus, the stated null hypothesis was upheld. The fact that the hypothesis was not rejected does not mean that act of benevolence is irrelevant to students' academic performance. The average performance of students in WASSCE results in North-central Nigeria also indicates that there is need for better way in assisting the students towards enhancing good performance. Contrary to this, the study of Khalid, Josoff and Othman (2010) found that benevolence was related significantly to students' need for achievement, which is generally consistent to a previous study

by Dipaola and Hoy (2005). Also, among the five OCB dimensions correlated with students' academic achievement, only teachers' benevolence and courtesy were significant predictors for students' academic achievement. Burn and Carpenter (2008) described benevolence as behaviours of a discretionary nature that are targeted at helping individuals achieve organisationally assigned tasks. As a factory worker, Organ developed his initial thoughts on organisational citizenship behaviour which was adapted as teachers' citizenship behaviour when a co-teacher exhibited act of benevolence by assisting colleagues with the operation of an unfamiliar piece of laboratory/instructional material.

This act of benevolence inspired Organ to explore the concept of OCB later in his academic career and, consequently, Organ's struggles have served to inspire further research on the subject throughout the world, and in other disciplines, such as education. Ordinarily, when a teacher displays an act of benevolence towards a colleague through teaching of a particular topic while the latter is not on ground, the students stand to benefit and it could lead to encouraging performance at both internal and external examinations. Indeed, there are instances where teachers could not meet up with their lesson hour which eventually turns out to affect the performance of students.

There was no significant relationship between teachers' civic virtues and students' academic performance in public senior secondary schools in North-central Nigeria ( $r = 0.096$ ,  $p > 0.05$ ). Thus, the stated null hypothesis was upheld. Thus, the sub-variable civic virtues, too, is not significantly related to students' academic performance. Logically, contribution of an individual in a school organisation is likely to be significantly related to school effectiveness and improve on students' academic performance. Civic virtues as a concept, is being described by Burn and Carpenter (2008) as the degree of teachers' participation within the school organisation. Active participation in a school improvement team, attending parent-teacher association meetings without

prior notice, and making an acute and genuine contribution to the dialogue of departmental meetings are some of the numerous ways that teachers may display civic virtues. Civic virtues means having a thorough knowledge of things happening in the school organisation with sincere mind to contribute to the progress and development of such an organisation like in developing certain interests in new developments, work methods and school policies and as well as making self-improvement efforts (Podsakoff *et al.*, 1993).

This passionate commitment to the school organisation, according to Bawuah, (2016), includes attending meetings or functions that are optional or voluntary in nature, seeking ways to improve the way the school operates, or monitoring the school's environment for opportunities or threats. A student may show civic virtue by supporting school-related functions or participating in and/or helping to organize co-curricular activities. Teachers identifying group problems and providing the needed solution to promote group interest are some of the civic virtues that can enhance students' academic achievement.

There was a significant relationship between teachers' patriotism and students' academic performance in public senior secondary schools in North-central Nigeria ( $r = 0.153$ ,  $p < 0.05$ ). This means the hypothesis was rejected and that there is a correlation between patriotism and students' academic performance in North-central Nigeria. This finding is in support of that of Podsakoff, MacKenzie, Paine, & Bachrach (2000) that in terms of personality characteristics, patriotism, in particular, has been found to have a strong relationship with the general compliance component of TCB (Organ *et al.*, 2006). It has also been stated that personality measures are weaker predictors of students' academic performance when compared to attitudinal predictors (Organ & Ryan, 1995). Task characteristics such as feedback and inherent satisfaction are found to be significantly related to benevolence, courtesy, patriotism, sportsmanship, and civic virtues. However, positive

relationships were found between both task feedback and inherent satisfaction and Teachers' Citizenship Behaviour.

Burn and Carpenter (2008) argued that patriotism contributes to the group and individual's effectiveness. These scholars explained further that teachers display the act citizenship behaviours through participating in school activities, mentoring teachers, serving on committees, sponsoring clubs, providing others with advance notice, passing on accurate information and the many other numerous examples of behaviours that outstrip the contractual obligations set forth by schools. These behaviours considerably increase in a functioning school when healthy organisations display a strong sense of culture and positive climate. The act of being patriotic to the school organisation can only make all the above explanation become realistic. Therefore, patriotism is a strong predictor of students' academic performance.

There was a significant relationship between teachers' courtesy behaviour and students' academic performance in public senior secondary schools in North-central Nigeria ( $r = 0.152$ ,  $p < 0.05$ ). Thus, the stated null hypothesis was rejected. This means that courtesy is significantly related to students' academic performance in North-central Nigeria. This finding is in agreement with that of Dipaola and Hoy (2005) that, among the five OCB dimensions correlated with students' academic achievement, only teachers' benevolence and courtesy were significant predictors of students' academic achievement. Burn and carpenter (2008) argued that courtesy helps prevent aggressive or destructive behaviours and maximizes the use of time by all involved in the organisation. Courtesy encompasses engaging in actions that help prevent work-related problems with others from occurring (Podsakoff and MacKenzie, 2007) and performing thoughtful or considerate gestures toward others before taking action that would affect their work (Organ, 2010).

Courteous acts include prior notices, reminders, and communicating appropriate information to members so that they would not be caught by surprise for any school events. Teachers may display courtesy by notifying students when they will not be able to attend a particular lesson, study session, or team meeting, or by informing team members before making drastic changes to portions of a team assignment for which they are responsible. Courtesy helps prevent problems and facilitates constructive use of time (Bawuah, 2016). In actual sense, engaging in an act that could prevent work related problem in the school organisation will bring about cooperation and as a result, there will be progress and development in such a school. When this happened, students benefit a lot and this reflects in their performance.

There was a significant relationship between teachers' sportsmanship and students' academic performance in public senior secondary schools in North-central Nigeria ( $r = 0.153$ ,  $p < 0.05$ ). Thus, the stated null hypothesis was rejected, while the alternative hypothesis was accepted. This finding corroborates that of Yilmaz and Tasdan (2009) that positive thinking by group members and their efforts improve their students' academic achievement. Bawuah (2016) described sportsmanship as an act of not complaining in case of problems. Sportsmanship involves the readiness to tolerate the inconveniences and impositions that arise from work without complaining. In the school, this is a common issue among teachers and likely happens in teachers' meetings.

A student may be booed when he/she tries to provide an answer to a question but land on a wrong node. But members with good sportsmanship behaviour maintain a positive mindset and abstain from exhibiting bad feelings when their suggestions are rejected or when they are made to endure minor inconveniences imposed by others. A student who engages in high levels of sportsmanship might refrain from complaining about fellow students who do not fully contribute



to team projects (Bawuah, 2016). Also, a teacher with a high degree of sportsmanship will not complain when his associates are not active enough in a group work assigned to them. The benefit of this is that, the subordinates will learn the act of sportsmanship from a teacher that displayed it and hence, equip them to be more active when a group assignment is allocated to them with another group.

Considering the construct as a whole, other researches that corroborated the study are as follows; Garg and Rastogi (2006) found a correlation between the TCB and student academic performance. These researchers found a significant relationship in extra-role behaviours (TCB) of teachers of both public and private schools. The authors concluded that TCBs do contribute to the overall effectiveness of the school and aid in promoting professionalism and academic excellence within schools. Similarly, Khalid, Josoff and Othman (2010), came out with this in their study, that the measure of student's academic achievement is significantly correlated with all the five dimensions of TCB. More importantly, the variable is significantly correlated with the five dimensions of TCB. The strength of the relationship ranges from .20 to .35. Student's academic achievement correlated significantly and positively with benevolence ( $r=.35, p<.01$ ), civic virtues ( $r=.20, p<.01$ ), patriotism ( $r=.21, p<.01$ ), sportsmanship ( $r=.21, p<.01$ ) and courtesy ( $r=.28, p<.01$ ). The positive relationship indicates that high TCB levels among teachers is more likely to result in high academic achievement among students.

Dipaola (2011) argued that teachers' citizenship behaviours that extend beyond usual contractual obligations have long been recognized as an indispensable component of effective organisational performance. Much of the research on the subject corroborates Organ's (2010) claim that organisational citizenship behaviour positively influences organisational effectiveness. In educational settings school effectiveness is typically evaluated in terms of student performance

on achievement tests. Is there a link between teachers' citizenship behaviour and student achievement? Research by Dipaola and Hoy (2005) found a strong correlation between teachers' citizenship behaviour and student achievement in high school settings. Further studies by Hoy and Dipaola support the linkage between organisational citizenship behaviours and student achievement in elementary and middle schools (Hoy & DiPaola, 2005).

There was no significant relationship between teachers' experience and students' academic performance in public senior secondary schools in North-central Nigeria ( $r = 0.021$ ,  $p > 0.05$ ). Thus, the stated null hypothesis was not rejected. This does not mean that a teacher's experience is not relevant. In fact, there is a common saying that "experience is the best teacher", through experiences, a lot of things are learnt. The school administrators and teachers become an expert as a result of accumulated experiences. Lashisky (2012) narrated his personal experience that 18 years in the classroom led him to firmly believe that teachers are paramount to any sustainable change effort. Lashisky's capstone project began as a search to identify important connections between the qualities of teachers who worked in a high school that was undergoing significant change, and the success of such change initiatives. At the beginning of this inquiry in 2005, the researcher was working in a Washington state high school that was being re-organized into small learning communities and started paying attention to the shift in teacher culture and relationships as the school went through the change process. When Lashisky became a new principal in Colorado that was beginning a similar conversion to small learning communities, the researcher began to ask about the relationship of teacher efficacy to the successful implementation of school reorganisation. What really earned him this opportunity were experiences gathered.

Cooper (2010) argued that experience is successful performance of a particular task using personal proficiency or skills and effort. For instance, a teacher's sense of efficacy in teaching

writing skills in a school is enhanced when writing assessment scores disclose his or her students scored at a high proficiency level. Highly efficacious teachers produce positive results and hence build the teacher's sense of efficacy in teaching writing skills to future students in a well-organized school. In every effort or regular action, practice makes perfect, successful experiences gathered for years serve to increase one's self efficacy beliefs and lead to expectations of success in future performances. Cooper buttressed his point further that, if one flops in performing a task, self-efficacy beliefs may be diminished, leading one to question the likelihood of success in future performances. Additionally, Cooper (2010) gives this illustration that when a first-year English teacher is able to observe an expert English teacher successfully teach a difficult concept to students, the observation will positively enhance the young teacher's future sense of efficacy in teaching the difficult concept. Thus, experiences provide observational learning opportunities that are constructive, purposeful, interactive, and motivational in order to be effective.

There was a significant relationship between teachers' verbal encouragement and students' academic performance in public senior secondary schools in North-central Nigeria ( $r = 0.131$ ,  $p < 0.05$ ). Thus, the stated null hypothesis was rejected. Verbal encouragement has a significant influence on the academic performance of students in senior secondary schools. Rationally, encouragement boosts performance and eventually leads to success. Thousands of people are product of verbal encouragement including the researcher of this study. Tenaw (2013) argued that Verbal encouragement tries to persuade individuals, who may doubt their level of competencies or capabilities, that they possess the skills needed for success in a given task. Tenaw explained further that, in education, verbal encouragement delivered by teachers often takes the form of verbal feedback and evaluation. Encouragement must be realistic, sincere, and from a credible source; otherwise it can negatively affect a student.

There was a significant relationship between teachers' academic emphasis and students' academic performance in public senior secondary schools in North-central Nigeria ( $r = 0.138$ ,  $p < 0.05$ ). Thus, the stated null hypothesis was rejected. This finding is supported by the findings of researchers like Coleman in Olivo (2010), in identifying schools in lower class urban neighborhoods that were successful in educating children in poverty. Based on Coleman's study, it was concluded that achievement gaps are attributed to the quality of education provided by schools, not really the socio-economic characteristics of the parent. According to the researchers, differences in achievement gaps were accredited to five different characteristics of schools. These characteristics are: (i) principal leadership, (ii) teachers' dedication to education, (iii) orderly and structured classrooms, (iv) a high level of student expectation, and (v) monitoring student progress. Through the recognition of successful schools in environs, data supported that the quality of education contributes greatly to the achievement gap. Academic emphasis refers to the degree to which emphasis is placed on academics of the students. Such emphasis is measured by five different characteristics. they are: (1) setting challenging goals, (2) believing in academic abilities, (3) setting learning environments that are structured and conducive to learning, (4) working hard towards academic excellence, and (5) respecting and acknowledging achievement.

Other studies from different researchers that corroborated the construct of collective efficacy as a whole include; Eells (2011). The researcher stated that collective efficacy and student achievement are strongly related with an effect size of 1.57 (more than double the effect size of feedback). Teachers in schools with higher collective efficacy attribute failure to insufficient effort, knowledge, or skill. Research has shown that teachers in schools with higher collective efficacy tend to engage in more reflective dialogue that could bring progress for both the students and the school in general (Lim & Eo, 2014). In comparison, schools with lower collective efficacy

tend to shy away from difficult tasks. Organisations with lower efficacy may have modest ambitions and weak commitment to the goals they set. When faced with an impediment, these groups focus on their shortcomings and give up quickly. Because schools with low efficacy may attribute poor performance as a deficit in student aptitude, they are unlikely to be as resilient and could quickly lose faith in their capability (Bandura, 2007; Salloum, 2011). Possibly the major significant reason researchers pursue collective efficacy is the powerful relationship with student achievement (Bandura, 2007; Goddard, Hoy, & Woolfolk Hoy, 2000). In Bandura's (2007) seminal study, collective efficacy was positively and significantly related to both students and school-level achievement in both mathematics and reading.

Goddard, Hoy, and Woolfolk Hoy (2000) supported and expanded upon Bandura's initial scholarship by establishing a relationship between collective efficacy and individual student achievement in mathematics and reading in urban elementary schools after controlling for race and socioeconomic status. A number of quantitative studies have linked collective efficacy to student performance in schools (e.g., Goddard, 2001; Goddard, Hoy, & Woolfolk Hoy, 2000). Other researchers have explored this link qualitatively in low socioeconomic (e.g., Parker, Hannah, & Topping, 2006) and international contexts (e.g., Klassen, Chong, Huan, Wong, Kates, & Hannok, 2008). While these studies illustrate the consistent association between collective efficacy and student achievement, few researchers have empirically examined whether or not this is strictly a direct association or whether collective efficacy may influence student learning through some other mechanism. This was hypothesized that one potential way that collective efficacy could ultimately affect student achievement is by the use or cooperation of teachers.

Efficacy beliefs are very powerful as they guide human actions and behaviour. Efficacy beliefs help to determine what people focus on, how they respond to challenges, and how they

expend their efforts. If educators' realities are filtered through the belief that they can do more to influence student achievement, then it is very likely these beliefs will be manifested in their practice. It's promising to know that beliefs about teachers' capabilities to impact student outcomes can be shaped and adjusted.

The secondary school staff squads with significant levels of professed efficacy set challenging and valuable goals in which they exert persistent efforts to meet the stated goals. Secondary schools or schools generally (primary up to higher institution) are characterized as learning communities when each individual member and the organisation as a whole: (a) sets goals, (b) chooses varied learning activities, (c) respects and embraces different member roles, (d) facilitates rather than dictates student learning, (e) shares resources and learning processes, (f) respects differences, (g) develops in-depth knowledge of ideas, and (f) provides feedback (Ware & Kitsantas, 2007). There is probability of considerable level of teacher retention in these learning environments due to teachers' belief that the feedback they can contribute is welcome and used to impact decisions made in their schools.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary of the study, conclusions and recommendations based on the findings of the research.

#### **Summary**

The study investigated the relationship among teachers' citizenship behaviour, collective efficacy and secondary school students' academic performance in public senior secondary schools in North-central Nigeria. The study was a descriptive survey design of correlation research type in which teachers' citizenship behaviour and collective efficacy served as predictors determining students' academic performance in public senior secondary schools in North-central Nigeria. The study is considered relevant in the present time because of the fluctuating performance of students in the senior secondary school examination which is being conducted by West African Examinations Council (WAEC). Also, the rate at which students are graduating without skills necessary for college, for work and for life is a major challenge. Therefore, the study reviewed related literatures with intention to position the present study in context.

Based on the researcher's observation that was established in this study and the information gathered in the review of the literature, three research questions were raised and eight research hypotheses were generated to guide the study. The study identified strategies and procedures for data collection as well as the development of the instruments used in obtaining data from the respondents. The population of the study covered all public senior secondary schools in North-central Nigeria.

The Summary of the Findings are:

1. Teachers' citizenship behaviour among teachers in public senior secondary schools in North-central Nigeria was found to be high (Mean = 15.77, SD= 0.37).
2. The level of collective efficacy variables of academic emphasis, and verbal encouragement is high with respective mean values of 3.43 and 3.21 while teachers' experience aspect of collective efficacy is moderate with a mean value of 2.81. Given the grand mean of 9.45 and average grand mean of 3.15, therefore, the level of collective efficacy among teachers in public senior secondary schools in North-central Nigeria is high.
3. There was a significant relationship among teachers' citizenship behaviour, collective efficacy and students' academic performance in public senior secondary schools in North-central Nigeria ( $R^2 = 0.020$ ;  $F = 3.88$ ,  $P < 0.05$ ). This means that the constructs of teachers' citizenship behaviour and collective efficacy were predictors of students' academic performance in North-central Nigeria.
4. There was no significant relationship between teachers' act of benevolence and students' academic performance in public senior secondary schools in North-central Nigeria ( $r = -0.054$ ,  $p > 0.05$ ). This means that teachers' act of benevolence was not a predictor of the students' academic performance in public senior secondary schools in North-central Nigeria.
5. There was no significant relationship between teachers' civic virtues and students' academic performance in public senior secondary schools in North-central Nigeria ( $r = 0.096$ ,  $p > 0.05$ ). This means that teachers' civic-virtue was not a predictor of the students' academic performance in public senior secondary schools in North-central Nigeria.



6. There was a significant relationship between teachers' patriotism and students' academic performance in public senior secondary schools in North-central Nigeria ( $r = 0.153$ ,  $p < 0.05$ ). This indicated that there was correlation between patriotism and students' academic performance in North-central Nigeria. Teachers' patriotism was a predictor of students' academic performance in public senior secondary schools in North-central Nigeria.
7. There was a significant relationship between teachers' courtesy behaviour and students' academic performance in public senior secondary schools in North-central Nigeria ( $r = 0.152$ ,  $p < 0.05$ ). This means that teachers' courtesy behaviour is significantly related to students' academic performance in North-central Nigeria.
8. There was a significant relationship between teachers' sportsmanship and students' academic performance in public senior secondary schools in North-central Nigeria ( $r = 0.153$ ,  $p < 0.05$ ). The meaning of this is that, the level of teachers' sportsmanship improved the students' academic performance in North-central Nigeria.
9. There was no significant relationship between teachers' experience and students' academic performance in public senior secondary schools in North-central Nigeria. ( $r = 0.021$ ,  $p > 0.05$ ). This means that teachers' experience was not a predictor of students' academic performance in public senior secondary schools in North-central Nigeria.
10. There was a significant relationship between teachers' verbal encouragement and students' academic performance in public senior secondary schools in North-central Nigeria ( $r = 0.131$ ,  $p < 0.05$ ) This implies that teachers' verbal encouragement was a predictor of students' academic performance in North-central Nigeria.
11. There was a significant relationship between teachers' academic emphasis and students' academic performance in public senior secondary schools in North-central Nigeria ( $r =$

0.138,  $p < 0.05$ ). This means that improvement in teachers' academic emphasis improved students' academic performance in North-central Nigeria.

## **Conclusions**

It can be concluded that the two independent variables (that is, teachers' citizenship behaviour and collective efficacy) were predictors of students' academic performance in public senior secondary schools in North-central Nigeria. Although, two out five sub-variables used in measuring teachers' citizenship behaviour (teachers' act of benevolence and teachers' civic virtue) and one out of the three sub-variables used to measure collective efficacy (teachers' experiences) were not predictors of students' academic performance in North-central Nigeria, other measures like patriotism, courtesy, sportsmanship, verbal encouragement and teachers' academic emphasis were predictors of students' academic performance in public senior secondary schools in North-central Nigeria. Findings clearly indicated that both teachers' citizenship behaviour and collective efficacy are significantly related to the measures of students' academic performance. Therefore, focusing on teachers' citizenship behaviour and collective efficacy will improve on the academic performance of students in senior secondary school in North-central Nigeria and in Nigeria generally, since, the contributions of the individual teacher in terms of helping individuals and helping the school organisation will bring effectiveness in the school.

## **Implications**

The school leader seeking to improve on students' academic performance in his/her school should consider possibilities for increasing and maintaining the levels of Teachers' Citizenship Behaviour and Collective Efficacy in their schools. School leaders should become more cognisance of the importance of TCB and CE toward improving students' performance. School

principals who understand the importance of these two constructs should expose other school principals within their locale and school(s) to their importance. Training should be provided for all school principals, including supervisors and teachers. Team work brings about success. Therefore, school principals should work in cooperation with other staff to develop strategies in building and maintaining high levels of Teachers' Citizenship Behaviour and Collective Efficacy. School officials should jointly be responsible for personnel decisions and should be trained to recognize the potential of candidates to positively contribute toward high levels of TCB and CE.

School principals should as well be willing to develop these skills in new employees and encourage the teachers who lack these skills to acquire them. In order to improve CE levels, principals should consider accumulated experiences and verbal encouragement of teachers so as to achieve success for their staff. Also, there is need to understand that success breeds future success. Staff members that experience success are likely to learn from these positive experiences, and the likelihood of future successes is strengthened. School principals should also foster growth of CE by providing staff with experiences where they observe others who are successful. This can be addressed at both individual and collective levels. Principals can do this by grouping struggling teachers with experienced teachers where they might vicariously learn strategies to enhance their future success. Schools staff in general may also be given opportunities to study the practices of other successful schools in order to strengthen their school improvement efforts towards encouraging better academic performance. The outcome of ensuring the best for both the students and the schools as a whole brings progress and development to an individual and it is even the major road to more success. On this note, a school with high level of both teacher citizenship behaviour and collective efficacy is likely to achieve more success in bringing about positive changes that enhance the quality of educational programmes and student achievement.

There is need for the school administrators (supervisors, principals and head of departments) to be aware of the significance of Teacher Citizenship Behaviour and Collective Efficacy to the students' academic performance. They need to understand the importance of these two school variables and expose their staff (teachers and other non-teaching staff) to its importance towards achieving the stated goals of secondary school education. Since teachers' citizenship behaviour and collective efficacy were found to be significantly related to students' academic performance in North-central Nigeria, in order to maintain continuity, school principals and top management officers of the school should also be willing to develop these skills in new employees and to encourage teachers who lack these skills.

### **Recommendations**

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

1. Government at Federal, State and Local levels should organize trainings, workshops, seminars and conferences for the supervisors, principals and teachers of public senior secondary schools on teachers' citizenship behaviour and collective efficacy issues. This is to equip them to develop high degree of both teachers' citizenship behaviour and collective efficacy while at work in order to enhance students' academic performance in North-central Nigeria, in particular and in Nigeria in general.
2. Principals can as well team struggling teachers with master teachers where they might learn strategies to enhance their future success as regard teaching profession. The entire school staff may also be afforded opportunities to study the practices of other successful schools that have high levels of TCB and CE in order to strengthen their school improvement

efforts towards improving academic performance of students in North-central Nigeria. This might be done by arranging site visits to effective schools or bringing in successful groups from other schools to provide training. Teachers or staff should be allowed to observe and given the opportunity to imitate and borrow ideas/methods from others that are successful.

3. Both Federal and State Ministries of Education should formulate and implement a policy in secondary schools that will allow parents/guardians assess the level of TCB and CE of both the principals and the teachers, and give feedback to the above stakeholders on the reality of their observation for necessary actions. This will keep the track on since the variables are significantly related to the students' academic performance in North-central Nigeria.
4. Effective schools in terms of performance in external examinations, the supervisors, the principals and teachers should be regularly motivated for the purpose of improved teachers' citizenship behaviour and collective efficacy as to encourage others.
5. The construct of teachers' citizenship behaviour and collective efficacy should be included in teacher education curriculum, so as to instill the behaviour in upcoming teachers towards encouraging better performance in senior secondary schools in Nigeria.
6. Government and stakeholders in the field of education in Nigeria should create an enabling environment in terms of policy actions that will promote the act of teachers' citizenship behaviour and collective efficacy in schools.

## **Suggestions for Further Studies**

Further studies could be carried out in the following areas:

1. In order to extend this study, these two constructs (teachers' citizenship Behaviour and Collective Efficacy) can be studied at higher institution level (universities, polytechnics, colleges of education etc.)
2. A comparative study should be conducted on teachers' citizenship behaviour and collective Efficacy in private secondary schools in Nigeria and students' academic performance and how their counterparts do the same in public secondary schools that makes the recurrent poor performance in WASSCE to be a hermit of public secondary schools in Nigeria.
3. The study could be replicated in any other geo-political zones in Nigeria.
4. Future researchers could extend this study by conducting a study on how students in public secondary schools in Nigeria could develop the act TCB and CE within themselves to aid their academic performance in WASSCE.

## **Contribution to knowledge**

The study examined teachers' citizenship behaviour through which collective efficacy of teachers in secondary schools could enhance and consequently results to public senior secondary school students' academic performance. These include teachers' act of benevolence, civic virtues, patriotism, courtesy, sportsmanship, experiences, vernal encouragement and academic emphasis.

The study has contributed to knowledge in the sense that it has established the relationship among teachers' citizenship behaviour, collective efficacy and public senior secondary school students' academic performance in North-central Nigeria. Additionally, it revealed the level of teachers' citizenship behaviour, collective efficacy and public senior secondary school students'

academic performance in North-central Nigeria. The conceptual framework examines the potential of the two variables in putting an end to the poor academic performance bedeviling the Nigeria education system especially at senior secondary school level and also examines the relationship of the variables to each other. Also, the construct of Teachers' Citizenship Behaviour (TCB) which is the first variable in this research is relatively new, is framed out or adapted from the construct of organisational citizenship behaviour which is also a new construct especially as it relates to schools.

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**APPENDIX 1**  
**UNIVERSITY OF ILORIN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL MANAGEMENT**  
**P. M. B. 1515, ILORIN, KWARA STATE,**

**TEACHERS' CITIZENSHIP BEHAVIOUR QUESTIONNAIRE (TCBQ)**

**[To be filled by the Principals, Vice Principals, HODs and the Students]**

Dear Sir/Madam,

This questionnaire is designed to elicit information on Teachers' citizenship behaviour, collective efficacy and Students' Academic Performance in public senior secondary schools in North-central Nigeria. The information to be provided shall be treated in absolute confidence and shall be used for research purpose only. Your prompt and honest response to the questionnaire shall be highly appreciated.

Thanking you for your kind assistance and cooperation.

Yours faithfully,

**YUSUF, Laro Ibrahim**

## SECTION A

### PARTICIPANTS' PERSONAL INFORMATION

Please fill/tick ( ) in the appropriate space/box against each item as it applies to you.

#### SECTION A

- Location of School: (a) Rural [ ] (b) Urban [ ]
- Sex: Male [ ] Female [ ]
- Status: Principal [ ] Vice Principals [ ] HODs [ ]
- Qualification: NCE [ ], B.Ed [ ], B. Sc.Ed [ ], M.Sc/M.Ed [ ], Ph.D [ ]
- Years of teaching experience (non-administrative):  
 (a) below 5 years [ ] (b) 6-10 years [ ] (c) 11-15 years [ ]  
 (d) 16-20 years [ ] (e) Above 20 years [ ] (f) None [ ]

## SECTION B

**Instruction:** This section seeks your self – assessment on teachers' citizenship behaviour. Please put a tick ( ) in the appropriate response column based on your opinion to indicate your degree of agreement or otherwise against each stated item.

NOTED PLEASE:

Always	- A= 4
Sometimes	- S= 3
Rarely	-R = 2
Never	-N = 1



<b>Teachers' Citizenship Behaviour (TCB)</b>		<b>A</b>	<b>S</b>	<b>R</b>	<b>N</b>
<b>Benevolence</b>					
1	Teachers help students on their own time				
2	Teachers waste a lot of class time				
3	Teachers help others who have been absent				
4	Teachers help others who have heavy work load				
5	Teachers assist principal with his/her work (when not asked )				
<b>Civic virtues</b>					
6	Teachers volunteer to serve on new committees				
7	Teachers volunteer to sponsor extra-curricular activities				
8	Teachers begin class promptly and use class time effectively				
9	Teachers make innovative suggestions to improve the overall quality of our school				
10	Teachers conserve and protect school property				
<b>Patriotism</b>					
11	Teachers arrive to work and meetings on time				
12	Teachers give colleagues advanced notice of changes in schedule or routine.				
13	Teacher committees in this school work productively.				
14	Teachers adhere to informal rules devised to maintain orders				
15	Teachers pass along information to co-worker				
<b>Courtesy</b>					
16	Teachers take time to listen to co-workers problems and worries				
17	Teachers take time to listen to students' problems and worries				
18	Teachers take personal interest in other staff of the school issues				
19	Teachers considered as being lively				
20	Teachers enjoy aiding others (parent/guardian/visitors) who are in need of assistance				
<b>Sportsmanship</b>					
21	Teachers consider colleagues in the school as friends				
22	Teachers maintain good relationship with both colleagues and students				
23	Teachers encourage colleagues on good performance.				
24	Teachers care to establish friendship with colleagues and students.				
25	Teachers accept criticism and guidance from the principal with an open mind.				

**APPENDIX II**  
**UNIVERSITY OF ILORIN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL MANAGEMENT**  
**P. M. B. 1515, ILORIN, KWARA STATE,**

COLLECTIVE TEACHER EFFICACY QUESTIONNAIRE (CTEQ)

**[To be filled by the Principals, Vice Principals, HODs and the Students]**

Dear Sir/Madam,

This questionnaire is designed to elicit information on Teachers' citizenship behaviour, collective efficacy and Students' Academic Performance in public secondary schools in North-central Nigeria. The information to be provided shall be treated in absolute confidence and shall be used for research purpose only. Your prompt and honest response to the questionnaire shall be highly appreciated.

Thanking you for your kind assistance and cooperation.

Yours faithfully,

**YUSUF, Laro Ibrahim**

## SECTION A

### PARTICIPANTS' PERSONAL INFORMATION

Please fill/tick ( ) in the appropriate space/box against each item as it applies to you.

#### SECTION A

- Location of School: (a) Rural [ ] (b) Urban [ ]
- Sex: Male [ ] Female [ ]
- Status: Principal [ ] Vice Principals [ ] HODs [ ]
- Qualification: NCE [ ], B.Ed [ ], B. Sc.Ed [ ], M.Sc/M.Ed [ ], Ph.D [ ]
- Years of teaching experience (non-administrative):  
 (a) below 5 years [ ] (b) 6-10 years [ ] (c) 11-15 years [ ]  
 (d) 16-20 years [ ] (e) Above 20 years [ ] (f) None [ ]

## SECTION B

**Instruction:** This section seeks your self – assessment on organisational citizenship behaviour.

Please put a tick ( ) in the appropriate response column based on your opinion to indicate your degree of agreement or otherwise against each stated item.

NOTE PLEASE:

Always	- A = 4
Sometimes	- S = 3
Rarely	- R = 2
Never	- N = 1

<b>Collective Efficacy (CE)</b>		<b>A</b>	<b>S</b>	<b>R</b>	<b>N</b>
<b>Experience</b>					
1	Teachers in this school are able to get through to the most difficult students				
2	Teachers here are confident they will be able to motivate their students.				
3	If a child doesn't want to learn, teachers here give up				
4	Teachers here don't have the skills needed to produce meaningful learning.				
5	Teachers here in this school are able to get through to difficult students				
<b>Academic Emphasis</b>					
6	Teachers support students to pursue standards of excellence academically				
7	Teachers in this school believe that every child can learn.				
8	Our school is built upon interdisciplinary teaching and learning teams				
9	Home life provides so many advantages that students here are bound to learn.				
10	Our school provides rigorous, relevant curriculum and instruction				
<b>Verbal Encouragement</b>					
11	Teachers assume shared responsibility for the success of our students				
12	Teachers in this school have the skills to deal with student disciplinary problems.				
13	The opportunities in this community help ensure that these students will learn.				
14	Learning becomes easy at this school because students feel safe in the presence of their teachers.				
15	Teachers' words of advice strengthen students and make learning easy for them.				

**APPENDIX III****UNIVERSITY OF ILORIN, ILORIN****FACULTY OF EDUCATION****DEPARTMENT OF EDUCATIONAL MANAGEMENT****SENIOR SECONDARY SCHOOL CERTIFICATE EXAMINATION****RESULTINFORMATION AND PRO-FORMA (SSSCERIP)****[To be filled by Ministry of Education Statistics Officers]**

Dear Sir/Madam,

The pro-forma will be designed to collect data on students' Senior School Certificate Examination results for five years (2012-2016). The data that will be collected shall be treated in absolute confidence and shall be used for research purpose only. Your prompt and honest response to this request shall be highly appreciated.

Thanking you for your kind assistance and cooperation.

Yours faithfully,

**YUSUF, Laro Ibrahim**

Pro-forma designed to collect information on the academic performance of students in WASSCE results for 5 years (2012-2016) from the states That Will Be Sampled

Year	No. Reg.	5 Credits & above (including English & Mathematics)	% Pass
2012			
2013			
2014			
2015			
2016			

#### **APPENDIX IV**

### Sample Size Determination Using Krejcie and Morgan Table

The ever increasing need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size. To address the current gap, Research Advisor (2006) came up with a table for determining sample size for a given population for easy reference.

Table for Determining Sample Size for a Finite

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Population

The Table is constructed using the following formula for determining sample

*Formula for determining sample size*

$$s = \frac{X^2 NP(1 - P) + d^2(N - 1) + X^2 P(1 - P)}{d^2}$$

$s$  = required sample size.

$X^2$  = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

$N$  = the population size.

$P$  = the population proportion (assumed to be .50 since this would provide the maximum sample size).

$d$  = the degree of accuracy expressed as a proportion (.05).

*Source: Krejcie & Morgan, 1970*

size:

NOTE:

There is no need of using the formula since the table of determining sample size has all the provisions you require to arrive at your sample size.



## APPENDIX V

### VALIDATION REPORT

In order to determine the validity and reliability of the instruments, the instruments were administered on 40 respondents. Items on the two instruments were scored such that Always was allotted 4, Sometimes 3, Rarely, 2, and Never 1. However, item 2 of TCB and items 3, 4, 12, 14, and 15 of CTEQ that were negatively worded were reversed in scoring. In determining the validity of the instruments, convergent validity which is a sub-type of construct validity was determined using two criteria (Factor loading & Average variance extracted). For convergent validity, the factor loadings should be greater than 0.05 (Hair, Money, Samouel, & Page, 2007) and the Average variance extracted (AVE) for each construct should be above 0.05 (Fornell & Larker, 1981). As shown in Table 1 and 2, all items except item 24 under sportsmanship sub-scale of TCB has factor loading less than .05. Also, AVE values for each sub-scale show that civic virtues, and sportsmanship sub-scales of TCB have values less than 0.05 cut-off while experience and academic optimism sub-scales of CTEQ also have value less than 0.05.

In determining the reliability of the instruments, two approaches were adopted. Reliability coefficients for each sub-scale were first determined via internal consistency approach based on Cronbach's Alpha. Then the reliability of the whole items on each instrument was also determined via internal consistency (Cronbach's Alpha) and split half methods. Results are presented in Tables 1, 2 and 3. As recommended by DeVellis (2003), the Cronbach alpha coefficient of a scale should be above 0.7. However, Pallant (2011) observed that Cronbach alpha values are sensitive to the number of items in the scale in which low Cronbach alpha values can be found in scale with few items (fewer than 10 items). In such a situation, it is recommended that the mean inter-item correlation for the items should be reported. Briggs and Cheek (1986) therefore recommend an

optimal range for the inter-item correlation of 0.2 to 0.4. It is shown that the reliability coefficients for each sub-constructs have less than 0.70 value with exception of courtesy sub-scale of TCB that was found very high (0.800). However, in examining the other criteria (mean inter-item correlation), it is shown that all the sub-scales of the two instruments still had the acceptable value for inter-item correlation. Also, as shown in Table 3, the whole items in each scale yielded high reliability coefficients ranging from .778 to .842. These values further buttressed the reliability of the two measuring instruments in this study.

**Table 1: Validity and Reliability statistics of Teachers' Citizenship Behaviour Questionnaire (TCBQ)**

Variables (Independent)	Variable Items	Validity Indices		Reliability Indices	
		Factor Loading	AVE	Cronbach ( $\alpha$ )	Mean Inter-Item Correlation
<b>Benevolence</b>	Teachers help students on their own time	0.899			
	Teachers waste a lot of class time	0.798	.536	.642	.266
	Teachers help others who have been absent	0.741			
	Teachers help others who have heavy work load	0.628			
	Teachers assist principal with his/her work (when not asked )	0.539			
	Teachers volunteer to serve on new committees	0.500			
<b>Civic virtues</b>	Teachers volunteer to sponsor extra-curricular activities	0.772	.482	.588	.226

<b>Patriotism</b>	Teachers begin class promptly and use class time effectively	0.862			
	Teachers make innovative suggestions to improve the overall quality of our school	0.579			
	Teachers conserve and protect school property	0.696			
	Teachers arrive to work and meetings on time	0.881			
	Teachers give colleagues advanced notice of changes in schedule or routine.	0.569	.581	.568	.204
	Teacher committees in this school work productively.	0.747			
	Teachers adhere to informal rules devised to maintain orders	0.712			
	Teachers pass along information to co-worker	0.860			
	Teachers take time to listen to co-workers problems and worries	0.738			
	Teachers take time to listen to students' problems and worries	0.763			
<b>Courtesy</b>	Teachers take personal interest in other staff of the school issues	0.772			
			.560	.800	.449

<b>Sportsmanship</b>	Teachers considered as being lively	0.710			
	Teachers enjoy aiding others (parent/guardian/visitors) who are in need of assistance	0.756			
	Teachers consider colleagues in the school as friends	0.549			
	Teachers maintain good relationship with both colleagues and students	0.617	.340	.633	.259
	Teachers encourage colleagues on good performance.	0.742			
	Teachers care to establish friendship with colleagues and students.	0.409			
	Teachers accept criticism and guidance from the principal with an open mind.	0.547			

**Table 2: Validity and Reliability statistics of Collective Teacher Efficacy Questionnaire (CTEQ)**

Variables (Independent)	Variable Items	Validity Indices		Reliability Indices	
		Factor Loading	AVE	Cronbach ( $\alpha$ )	Mean Inter-Item Correlation
<b>Experience</b>	Teachers in this school are able to get through to the most difficult students	0.768			
	Teachers here are confident they will be able to motivate their students.	0.589	.494	.611	.251
	If a child doesn't want to learn, teachers here give up	0.637			
	Teachers here don't have the skills needed to produce meaningful learning.	0.631			
	Teachers here in this school are able to get through to difficult students	0.855			
<b>Academic Optimism</b>	Teachers support students to pursue standards of excellence academically	0.616			
	Teachers in this school believe that every child can learn.	0.617	.437	.616	.252

<b>Verbal Encouragement</b>	Our school is built upon interdisciplinary teaching and learning teams	0.649			
	Home life provides so many advantages that students here are bound to learn.	0.745			
	Our school provides rigorous, relevant curriculum and instruction	0.673			
	Teachers assume shared responsibility for the success of our students	0.778			
	Teachers in this school do not have the skills to deal with student disciplinary problems.	0.798	.604	.553	.200
	The opportunities in this community help ensure that these students will learn.	0.795			
	Learning is more difficult at this school because students are worried about their safety.	0.712			
	Drug and alcohol abuse in the community make learning difficult for students here.	0.799			

**Table 3: Reliability of Total Items on the two measuring Instruments**  
**SECTIONS**

Reliability Statistics		Variable (Independent)		Variable (Dependent)	
		TCBQ	N of Items	CTEQ	N of Items
Cronbach's Alpha		<b>.842</b>	<b>25</b>	<b>.778</b>	<b>15</b>
	1 <sup>st</sup> half	.672	13	.684	8
Split-half	2 <sup>nd</sup> half	.824	12	.593	7

### APPENDIX VI

States	No. of Schools	No. of Principals	No. of Vice Principals	No. Students
Kwara	394	394	394	23640
Kogi	285	285	285	17100
Niger	339	339	339	20340
Benue	334	334	334	20040
Nasarawa	298	298	298	17880
Pleatue	320	320	320	19200
FCT	144	144	144	8640
Total	2114	2114	2114	126840



# APPENDIX VII

## LIST OF SAMPLED PUBLIC SENIOR SECONDARY SCHOOLS IN north-central ,

### NIGERIA

#### KWARA STATE

S/NO	NAME OF SCHOOLS
1	UNITED COMMUNITY SECONDARY SCHOOL, ILORIN
2	GOVERNMENT DAY SECONDARY SCHOOL, KARUMA, ILORIN
3	SHEIKH ABDULSALAM SECONDARY SCHOOL, ILORIN
4	ST. JAMES C. A. C. SENIOR SECONDARY SCHOOL, ILORIN
5	IMAN SENIOR SECONDARY SCHOOL, ILORIN
6	MANDATE SENIOR SECONDARY SCHOOL, ADETA, ILORIN
7	GOVERNMENT DAY SECONDARY SCHOOL, ADETA, ILORIN
8	GOVERNMENT HIGH SCHOOL, ADETA, ILORIN
9	GOVERNMENT DAY SECONDARY SCHOOL, OKE-ALUKO, ILORIN
10	KWARA POLYTECHNIC SECONDARY SCHOOL, ILORIN
11	GOVERNMENT DAY SECONDARY SCHOOL, AGBELE, IREPODUN
12	GOVERNMENT DAY SECONDARY SCHOOL, OKEKERE, ILORIN
13	ANSARUDEEN SENIOR SECONDARY SCHOOL, ILORIN
14	BARAKA COMMUNITY SECONDARY SCHOOL, ILORIN
15	SHEIKH ABDULKADIR COLLEGE, ILORIN
16	GOVERNMENT DAY SECONDARY SCHOOL,, ODOKUN
17	MUHYIDEEN ARABIC SECONDARY SCHOOL, ILORIN
18	ILORIN GRAMMAR SCHOOL, ILORIN

19	<b>BOBOKO COMMUNITY SECONDARY SCHOOL, ILORIN</b>
20	<b>GOVERNMENT SECONDARY SCHOOL, OMODE</b>
21	<b>ALLA GRAMMAR SCHOOL ALLA</b>
22	<b>GOVERNMENT DAY SECONDARY SCHOOL, ILORIN SOUTH</b>
23	<b>GOVERNMENT DAY SECONDARY SCHOOL, TANKE, ILORIN</b>
24	<b>OKE-ABA SECONDARY SCHOOL, OKE-ABA</b>
25	<b>GOVERNMENTGIRLS DAY SECONDARY SCHOOL, AMILEGBE, ILORIN</b>
26	<b>GOVERNMENT DAY SECONDARY SCHOOL, TEGBESUN, ILORIN SOUTH</b>
27	<b>FEDERAL GOVERNMENT COLLEGE, OGIGI, ILORIN</b>
28	<b>GOVERNMENT SECONDARY SCHOOL, OFFA</b>
29	<b>GOVERNMENT DAY SECONDARY SCHOOL, KULENDE</b>
30	<b>GOVERNMENT GIRLS DAY SECONDARY SCHOOL, PAKATA</b>
31	<b>GOVERNMENT DAY SECONDARY SCHOOL, GAA-AKANBI</b>
32	<b>GOVERNMENT DAY SECONDARY SCHOOL, ALORE</b>
33	<b>GOVERNMENT GIRLS DAY SECONDARY SCHOOL, OKO-ERIN</b>
34	<b>GOVERNMENT GIRLS DAY SECONDARY SCHOOL, ADETA</b>
35	<b>ANSARU-ISLAM SECONDARY SCHOOL, ILORIN</b>
36	<b>AIYEGUN GOVERNMENT SECONDARY SCHOOL, AIYEGUN, EYENKORIN II</b>
37	<b>GOVERNMENT SECONDARY SCHOOL, LAFIAJI</b>
38	<b>GOVERNMENT SECONDARY SCHOOL, BACITA</b>
29	<b>GOVERNMENT SECONDARY SCHOOL, AGBAMU</b>
40	<b>GOVERNMENT SECONDARY SCHOOL, JEBBA</b>

<b>41</b>	<b>GOVERNMENT SECONDARY SCHOOL, GWANARA</b>
<b>32</b>	<b>GOVERNMENT SECONDARY SCHOOL, ZAMBUFU</b>
<b>43</b>	<b>ERIN-ILE SECONDARY SCHOOL, ERIN-ILE</b>
<b>44</b>	<b>GOVERNMENT DAY SECONDARY SCHOOL, OJA-GBORO</b>
<b>45</b>	<b>GOVERNMENT SECONDARY SCHOOL, OBOAIYEGUNLE</b>
<b>46</b>	<b>GOVERNMENT SECONDARY SCHOOL, AMULE</b>
<b>47</b>	<b>GOVERNMENT DAY SECONDARY SCHOOL, OKEKERE</b>
<b>48</b>	<b>GOVERNMENT SECONDARY SCHOOL, SHONGA</b>
<b>49</b>	<b>ORO MUSLIM HIGH SCHOOL, ORO</b>
<b>50</b>	<b>GOVERNMENT TECHNICAL COLLEGE, PATIGI</b>
<b>51</b>	<b>GOVERNMENT SECONDARY SCHOOL, OTTE</b>
<b>52</b>	<b>GOVERNMENT SENIOR SECONDARY SCHOOL, ABOKI</b>
<b>53</b>	<b>GOVERNMENT DAY SECONDARY SCHOOL, KAIAMA</b>
<b>54</b>	<b>ECWA SECONDARY SCHOOL GANMO</b>
<b>55</b>	<b>QUEEN ELIZABETH SECONDARY SCHOOL, ILORIN</b>
<b>56</b>	<b>OYUN BAPTIST HIGH SCHOOL, IJAGBO</b>
<b>57</b>	<b>SANGO SENIOR SECONDARY SCHOOL, KULENDE</b>
<b>58</b>	<b>ASA LOCAL GOVERNMENT SECONDARY SCHOOL, ABAYAWO</b>
<b>59</b>	<b>COMMUNITY SECONDSARY SCHOOL, IJAGBO</b>
<b>60</b>	<b>OKE-OYI COMMUNITY SECONDARY SCHOOL, OKE-OYI</b>
<b>61</b>	<b>GOVERNMENT SECONDARY SCHOOL, KPAKI</b>
<b>62</b>	<b>MOUNT CARMEL COLLEGE, ILORIN</b>
<b>63</b>	<b>ILORIN COMPREHENSIVE HIGH SCHOOL, ILORIN</b>

<b>64</b>	<b>CENTRAL SECONDARY SCHOOL IJI-ISIN</b>
<b>65</b>	<b>OSI CENTRAL SECONDARY SCHOOL, OSI</b>
<b>66</b>	<b>GOVERNMENT UNITY SECONDARY SCHOOL, KIAMA</b>
<b>67</b>	<b>BISHOP SMITH MEMORIAL COLLEGE, ILORIN</b>
<b>68</b>	<b>GOVERNMENT SECONDARY SCHOOL, ALAPA</b>
<b>69</b>	<b>OKE-OSE SECONDARY SCHOOL, APATA YAKUBA</b>
<b>70</b>	<b>BANNI COMMUNITY SECONDARY SCHOOL, ILORIN</b>
<b>71</b>	<b>BAPTIST SENIOR SECONDARY SCHOOL, SURULERE, ILORIN</b>
<b>72</b>	<b>FEDERAL GOVERNMENT COLLEGE OMU-ARAN</b>
<b>73</b>	<b>ST. ANTHONY'S SECONDARY SCHOOL, ILORIN</b>
<b>74</b>	<b>ST. CLAIRE'S GIRLS' SCHOOL, OFFA</b>
<b>75</b>	<b>QUEEN SECONDARY SCHOOL OMU-ARAN</b>
<b>76</b>	<b>ANGLICAN COLLEGE OF COMMERCE, OFFA</b>
<b>77</b>	<b>ANSAR ISLAM COLLEGE, OMU-ARAN</b>
<b>78</b>	<b>ANGLICAN GRAMMAR SCHOOL, ILORIN</b>
<b>79</b>	<b>ANGLICAN GIRLS GRAMMAR SCHOOL, ILUDUN-ORO</b>
<b>80</b>	<b>ANSAR ISLAM SECONDARY SCHOOL, IJOMU-ORO</b>
<b>81</b>	<b>ARANDUN GRAMMAR SCHOOL, ARANDUN</b>
<b>82</b>	<b>ARANORIN COMMERCIAL COLLEGE, ARANORIN</b>
<b>83</b>	<b>ARMY DAY SECONDARY SCHOOL, SOBI, ILORIN</b>
<b>84</b>	<b>CHAPEL SECONDARY SCHOOL, TANKE, ILORIN</b>
<b>85</b>	<b>CHERUBIM AND SERAPHIM COLLEGE, ILORIN</b>
<b>86</b>	<b>COMMUNITY SECONDARY SCHOOL, OKE-OYAN</b>

<b>87</b>	<b>ECWA GIRLS SECONDARY SCHOOL, OMU-ARAN</b>
<b>88</b>	<b>ECWA SECONDARY SCHOOL, IGBAJA</b>
<b>89</b>	<b>ERUKU SECONDARY COMMERCIAL COLLEGE, ERUKU</b>
<b>90</b>	<b>ESIE-ILUDUN GRAMMAR SCHOOL, ESIE-ILUDUN</b>
<b>91</b>	<b>GOVERNMENT DAY SECONDARY SCHOOL, AGBABIAKA, ILORIN</b>
<b>92</b>	<b>GOVERNMENT DAY SECONDARY SCHOOL, AJASSE-IPO</b>
<b>93</b>	<b>GOVERNMENT DAY SECONDARY SCHOOL, KARUMA, ILORIN</b>
<b>94</b>	<b>GOVERNMENT DAY SECONDARY SCHOOL, SHAO</b>
<b>95</b>	<b>GOVERNMENT GIRLS DAY SECONDARY SCHOOL, OKESUNA, ILORIN</b>
<b>96</b>	<b>GOVERNMENT SECONDARY SCHOOL, BODE-SAADU</b>
<b>97</b>	<b>GOVERNMENT SECONDARY SCHOOL, OBBO-AIYEGUNLE</b>
<b>98</b>	<b>GOVERNMENT SECONDARY SCHOOL, SHARE</b>
<b>99</b>	<b>GOVERNMENT UNITY SECONDARY SCHOOL, AFON</b>
<b>100</b>	<b>GOVERNMENT UNITY SECONDARY SCHOOL, OKE-ODE</b>
<b>101</b>	<b>ILOFA GRAMMAR SCHOOL, ILOFA</b>
<b>102</b>	<b>BUKOLA ANSARUL ISLAM SECONDARY SCHOOL, BUDO-ARE</b>
<b>103</b>	<b>GOVERNMENT DAY SECONDARY SCHOOL, LAJIKI</b>
<b>104</b>	<b>FATIMOH COMMUNITY SECONDARY COLLEGE, ERINMOPE</b>
<b>104</b>	<b>COMMUNITY SECONDARY SCHOOL, IPETU IGBOMINA</b>
<b>106</b>	<b>COMMUNITY SECONDARY SCHOOL, ELEYIN, ISANLU-ISIN</b>
<b>107</b>	<b>OKE-ONIGBIN SECONDARY SCHOOL, OKE-ONIGBIN</b>
<b>108</b>	<b>GOVERNMENT CHRISTIAN COLLEGE, OMU-ARAN</b>
<b>109</b>	<b>OMU-ARAN HIGH SCHOOL, OMU-ARAN</b>

<b>110</b>	<b>IDOFIAN GRAMMAR SCHOOL, IDOFIAN</b>
<b>111</b>	<b>IGBO-OWU COMMUNITY SECONDARY SCHOOL, IGBO-OWU</b>
<b>112</b>	<b>OMUPO MUSLIM COLLEGE, OMUPO</b>
<b>KOGI STATE</b>	
<b>1</b>	<b>ABDUL AZEEZ ATTA MEMORIAL COLLEGE, OKENE</b>
<b>2</b>	<b>BISHOP DELISLE COLLEGE, LOKOJA</b>
<b>3</b>	<b>EBIRA COMMUNITY SECONDARY SCHOOL, OGAMINANA</b>
<b>4</b>	<b>OTUEBUBE HIGH SCHOOL,</b>
<b>5</b>	<b>OKORO GBEDE HIGH SCHOOL.</b>
<b>6</b>	<b>LOCAL GOVERNMENT COMPREHENSIVE COLLEGE, KABBA</b>
<b>7</b>	<b>AL-ANSAR SECONDARY SCHOOL, LOKOJA</b>
<b>8</b>	<b>ST. BARNABAS SECONDARY SCHOOL, KABBA</b>
<b>9</b>	<b>ST. AUGUSTINE SECONDARY SCHOOL, KABBA</b>
<b>10</b>	<b>ST. MONICA SECONDARY SCHOOL, KABBA</b>
<b>11</b>	<b>GOVERNMENT DAY SECONDARY SCHOOL, OHUETA, IHIMA</b>
<b>12</b>	<b>GOVERNMENT SECONDARY SCHOOL, ADANKOLO</b>
<b>13</b>	<b>ST. PETER'S COLLEGE, EGBE</b>
<b>14</b>	<b>MUSLIM COMMUNITY SECONDARY SCHOOL, LOKOJA</b>
<b>15</b>	<b>OGIDI COMMUNITY SECONDARY SCHOOL, OGIDI</b>
<b>16</b>	<b>GOVERNMENT SCIENCE SECONDARY SCHOOL, OGAMINANA</b>
<b>17</b>	<b>COMMUNITY SECONDARY SCHOOL, ADAVI-EBA</b>
<b>18</b>	<b>COMMUNITY SECONDARY SCHOOL, EGGE</b>
<b>19</b>	<b>COMMUNITY SECONDARY SCHOOL, KUROKO</b>

<b>20</b>	<b>GOVERNMENT DAY SECONDARY SCHOOL, OKUNCHI</b>
<b>21</b>	<b>GOVERNMENT DAY SECONDARY SCHOOL, INOZIOMI</b>
<b>22</b>	<b>GOVERNMENT SECONDARY SCHOOL, KUROKO</b>
<b>23</b>	<b>OSARA COMMUNITY SECONDARY SCHOOL, OSARA</b>
<b>24</b>	<b>RUHUL-ISLAM COLLEGE OF ARABIC &amp; ISLAMIC STUDIES, ADAVI-EBA</b>
<b>25</b>	<b>GOVERNMENT SCIENCE SECONDARY SCHOOL, ADOGO</b>
<b>26</b>	<b>ST. JOSEPH SECONDARY SCHOOL, KABBA</b>
<b>27</b>	<b>LOCAL GOVERNMENT SCIENCE SCHOOL, AJAOKUTA</b>
<b>28</b>	<b>COMMUNITY COMPREHENSIVE HIGH SCHOOL, EGANYI</b>
<b>29</b>	<b>COMMUNITY SECONDARY SCHOOL, GEREKU</b>
<b>30</b>	<b>GOVERNMENT SECONDARY SCHOOL, EBIYA</b>
<b>31</b>	<b>GOVERNMENT SECONDARY SCHOOL STEEL CITY, AJAOKUTA</b>
<b>32</b>	<b>GOVERNMENT SCIENCE SECONDARY SCHOOL, OGORI-MAGONGO</b>
<b>33</b>	<b>COMMUNITY COMPREHENSIVE HIGH SCHOOL, OGORI</b>
<b>34</b>	<b>MAGONGO COMMUNITY SECONDARY SCHOOL, MAGONGO</b>
<b>35</b>	<b>GOVERNMENT TECHNICAL COLLEGE, OBOROKE</b>
<b>36</b>	<b>IHIMA COMMUNITY SCIENCE SCHOOL, IHIMA</b>
<b>37</b>	<b>COMMUNITY SCIENCE SECONDARY SCHOOL, EIKA-OHIWENYI</b>
<b>38</b>	<b>EBIRA MUSLIM COLLEGE, IKUEHI-IHIMA</b>
<b>39</b>	<b>GOVERNMENT DAY SECONDARY SCHOOL, EBAKO, IHIMA</b>
<b>40</b>	<b>GOVERNMENT DAY SECONDARY SCHOOL, OHUETA, IHIMA</b>

<b>41</b>	<b>GOVERNMENT GIRLS UNITY SECONDARY SCHOOL, OBOROKE, IHIMA</b>
<b>42</b>	<b>OKEHI COMMUNITY SECONDARY SCHOOL, OBOROKE, IHIMA</b>
<b>43</b>	<b>OKEHI COMMUNITY SECONDARY SCHOOL, UBORO</b>
<b>44</b>	<b>OKEHI COMMUNITY SECONDARY SCHOOL, IKUEHI-IHIMA</b>
<b>45</b>	<b>EBIRA MUSLIM COMMUNITY COLLEGE, OKENGWE</b>
<b>46</b>	<b>GOVERNMENT GIRLS SCIENCE SECONDARY SCHOOL, OTUTU-OKENE</b>
<b>47</b>	<b>COLLEGE OF ARABIC AND ISLAMIC STUDIES, OKENE</b>
<b>48</b>	<b>ETAHI COMMUNITY SECONDARY SCHOOL, OKENE</b>
<b>49</b>	<b>GOVERNMENT DAY SECONDARY SCHOOL, AHACHE</b>
<b>59</b>	<b>GOVERNMENT DAY SECONDARY SCHOOL, IRUVUCHEBA</b>
<b>51</b>	<b>LOCAL GOVERNMENT SECONDARY SCHOOL, AGASSA – OKENE</b>
<b>52</b>	<b>LOCAL GOVERNMENT SECONDARY SCHOOL, OHIANA – OKENE</b>
<b>53</b>	<b>LOCAL GOVERNMENT SECONDARY SCHOOL, UKPOGORO</b>
<b>54</b>	<b>GOVERNMENT SECONDARY SCHOOL, OKENE</b>
<b>55</b>	<b>OKENE CENTRAL COMMUNITY SECONDARY SCHOOL, ANYAVA</b>
<b>56</b>	<b>OKENE SECONDARY SCHOOL, OKENE</b>
<b>57</b>	<b>OKENGWE COMMUNITY SECONDARY SCHOOL, ARIGO</b>
<b>58</b>	<b>QUEEN OF APOSTLES COLLEGE, OKENE</b>
<b>59</b>	<b>OKEHI COMMUNITY SECONDARY SCHOOL, IKUEHI</b>
<b>60</b>	<b>IFE COMMUNITY SECONDARY SCHOOL, ABEJUKOLO</b>



<b>61</b>	<b>JAMA ATU NASRIL ISLAM COMPREHENSIVE HIGH SCHOOL, IFE- OLUKOTUN</b>
<b>62</b>	<b>IYAJI COMMERCIAL SECONDARY SCHOOL, ABEJUKOLO</b>
<b>63</b>	<b>GOVERNMENT DAY SECONDARY SCHOOL, ABEJUKOLO</b>
<b>64</b>	<b>GOVERNMENT SECONDARY SCHOOL, ABEJUKOLO</b>
<b>65</b>	<b>SAINT CHARLES' COLLEGE, ANKPA</b>
<b>66</b>	<b>ST KIZITO SEMINARY, IDAH</b>
<b>67</b>	<b>ST. PETERS COLLEGE, IDAH</b>
<b>68</b>	<b>COMMUNITY SECONDARY SCHOOL AJAKA, IGALAMELA</b>
<b>69</b>	<b>MADONNA SENIOR SECONDARY SCHOOL AJAKA, IGALAMELA</b>
<b>70</b>	<b>COMMUNITY SECONDARY SCHOOL OFULOKO, IGALAMELA</b>
<b>71</b>	<b>GOVERNMENT SECONDARY SCHOOL OKENYA, IGALAMELA</b>
<b>72</b>	<b>LOCAL GOVERNMENT COMPREHENSIVE SECONDARY SCHOOL, KABBA</b>
<b>73</b>	<b>LOCAL GOVERNMENT SECONDARY SCHOOL, AIYEGUNLE GBEDE</b>
<b>74</b>	<b>LOCAL GOVERNMENT SECONDARY SCHOOL, OTU-EGUNBE, KABBA.</b>
<b>75</b>	<b>IMANE COMMUNITY GRAMMAR SCHOOL (ICGS), IMANE</b>
<b>76</b>	<b>GOVERNMENT SECONDARY SCHOOL, DEKINA</b>
<b>77</b>	<b>GOVERNMENT GIRLS SEC SCHOOL, OKABA</b>
<b>78</b>	<b>ARMY DAY SECONDARY SCHOOL, LOKOJA</b>
<b>79</b>	<b>BOYS SECONDARY SCHOOL, OCHAJA</b>
<b>80</b>	<b>ECWA SECONDARY SCHOOL MOPA (ESSMO)</b>
<b>81</b>	<b>FED. GOVERNMENT COLLEGE, UGWOLAWO</b>
<b>NASARAWA STATE</b>	

<b>1</b>	<b>GOVERNMENT SECONDARY SCHOOL, LAFIA</b>
<b>2</b>	<b>GOVERNMENT COLLEGE, LAFIA</b>
<b>3</b>	<b>GOVERNMENT SECONDARY SCHOOL, AYARAGA, LAFIA</b>
<b>4</b>	<b>GOVERNMENT SECONDARY SCHOOL, DADDERE SOUTH</b>
<b>5</b>	<b>GOVERNMENT SECONDARY SCHOOL, AKURBA, LAFIA</b>
<b>6</b>	<b>GOVERNMENT SECONDARY SCHOOL, AGWADE,</b>
<b>7</b>	<b>GOVERNMENT SECONDARY SCHOOL, TUDUNDABU</b>
<b>8</b>	<b>GOVERNMENT SECONDARY SCHOOL, AGUDO</b>
<b>9</b>	<b>GOVERNMENT SECONDARY SCHOOL, MARABA, AKUNZA</b>
<b>10</b>	<b>GOVERNMENT SECONDARY SCHOOL, AGUNZA MIGILI</b>
<b>11</b>	<b>GOVERNMENT SECONDARY SCHOOL, DUNAMA, LAFIA</b>
<b>12</b>	<b>GOVERNMENT SECONDARY SCHOOL, KANZAKIU</b>
<b>13</b>	<b>GOVERNMENT SECONDARY SCHOOL, DUDUGURU</b>
<b>14</b>	<b>GOVERNMENT SECONDARY SCHOOL, AGYAPAGU</b>
<b>15</b>	<b>GOVERNMENT SECONDARY SCHOOL, KADUNA KORO</b>
<b>16</b>	<b>GOVERNMENT SECONDARY SCHOOL, AGBA, LAFIA</b>
<b>17</b>	<b>GOVERNMENT SECONDARY SCHOOL, AWONGE, LAFIA</b>
<b>18</b>	<b>GOVERNMENT SECONDARY SCHOOL, KAYARDA, LAFIA</b>
<b>19</b>	<b>GOVERNMENT SECONDARY SCHOOL, LAFIA SOUTH</b>
<b>20</b>	<b>GOVERNMENT SECONDARY SCHOOL, LAFIA WEST</b>
<b>21</b>	<b>GOVERNMENT SECONDARY SCHOOL, BAKIN RIJYA, LAFIA</b>
<b>22</b>	<b>GOVERNMENT SECONDARY SCHOOL, MADAGBA WATTA, LAFIA</b>
<b>23</b>	<b>GOVERNMENT SECONDARY SCHOOL, KORON KUJE/ARIDI, LAFIA</b>

24	<b>GOVERNMENT SECONDARY SCHOOL, MAINA, LAFIA</b>
25	<b>GOVERNMENT SECONDARY SCHOOL, RUWAYO, LAFIA</b>
26	<b>GOVERNMENT SECONDARY SCHOOL, TUDUNAMBA, LAFIA</b>
27	<b>GOVERNMENT SECONDARY SCHOOL, SHABU, LAFIA</b>
28	<b>GOVERNMENT SECONDARY SCHOOL, MARARABA AKUNZA, LAFIA</b>
29	<b>GOVERNMENT SECONDARY SCHOOL, AGBA, LAFIA</b>
30	<b>GOVERNMENT SECONDARY SCHOOL, KEFFI WAMBAL, LAFIA</b>
31	<b>GOVERNMENT SECONDARY SCHOOL, AGBA, LAFIA</b>
32	<b>GOVERNMENT SECONDARY SCHOOL, NINGHA'AN, AKWANGA</b>
33	<b>GOVERNMENT SECONDARY SCHOOL, GUDI, AKWANGA</b>
34	<b>GOVERNMENT SECONDARY SCHOOL, AGWAN ZARIA, AKWANGA</b>
35	<b>GOVERNMENT SECONDARY SCHOOL, AKWANGANORTH</b>
36	<b>GOVERNMENT SECONDARY SCHOOL, NINGA, AKWANGA</b>
37	<b>GOVERNMENT SECONDARY SCHOOL, ANJIDA, AKWANGA</b>
38	<b>GOVERNMENT SECONDARY SCHOOL, ANGWAN YARA, AKWANGA</b>
39	<b>GOVERNMENT SECONDARY SCHOOL, ANDAHA NORTH, AKWANGA</b>
40	<b>GOVERNMENT SECONDARY SCHOOL, ANGWAN PATH, AKWANGA</b>
41	<b>GOVERNMENT SECONDARY SCHOOL, AKWANGA SOUTH</b>
42	<b>GOVERNMENT SECONDARY SCHOOL, AGYAGA, AKWANGA</b>
43	<b>GOVERNMENT SECONDARY SCHOOL, YELWA, KEFFI</b>
44	<b>GOVERNMENT SECONDARY SCHOOL, KEFFI SOUTH</b>
45	<b>GOVERNMENT SECONDARY SCHOOL, ARMY BARRACKS, KEFFI</b>
46	<b>GOVERNMENT SECONDARY SCHOOL, SABONGARI, KEFFI</b>

<b>47</b>	<b>GOVERNMENT SECONDARY SCHOOL, KOFAR HAUSA, KEFFI</b>
<b>48</b>	<b>GOVERNMENT COLLEGE, KEFFI</b>
<b>49</b>	<b>GOVERNMENT COLLEGE, NASARAWA</b>
<b>50</b>	<b>GOVERNMENT SECONDARY SCHOOL, GUDIGE SABO, NASARAWA</b>
<b>51</b>	<b>GOVERNMENT SECONDARY SCHOOL, LAMINGA, NASARAWA</b>
<b>52</b>	<b>GOVERNMENT SECONDARY SCHOOL, ARA, NASARAWA</b>
<b>53</b>	<b>GOVERNMENT SECONDARY SCHOOL, KURUDU, NASARAWA</b>
<b>54</b>	<b>GOVERNMENT SECONDARY SCHOOL, MARMARA, NASARAWA</b>
<b>55</b>	<b>GOVERNMENT SECONDARY SCHOOL, TAMMAH, NASARAWA</b>
<b>56</b>	<b>GOVERNMENT SECONDARY SCHOOL, KANJE, AWE</b>
<b>57</b>	<b>GOVERNMENT SECONDARY SCHOOL, AWE</b>
<b>58</b>	<b>GOVERNMENT SECONDARY SCHOOL, AKIRI, AWE</b>
<b>59</b>	<b>GOVERNMENT DAY SECONDARY SCHOOL, AWE</b>
<b>60</b>	<b>GOVERNMENT SECONDARY SCHOOL, JANGARU, AWE</b>
<b>61</b>	<b>GOVERNMENT SECONDARY SCHOOL, JANGWA, AWE</b>
<b>62</b>	<b>GOVERNMENT SECONDARY SCHOOL, KEKURA, AWE</b>
<b>63</b>	<b>GOVERNMENT SECONDARY SCHOOL, TUNGA, AWE</b>
<b>64</b>	<b>GOVERNMENT SECONDARY SCHOOL, WUSE, AWE</b>
<b>65</b>	<b>GOVERNMENT SECONDARY SCHOOL, RIJIYAN GIWA, AWE</b>
<b>66</b>	<b>GOVERNMENT SECONDARY SCHOOL, ADOGI, ASSAKIO</b>
<b>67</b>	<b>GOVERNMENT SECONDARY SCHOOL, UGAH, ASSAKIO</b>
<b>68</b>	<b>GOVERNMENT SECONDARY SCHOOL, GWAYAKA, ASSAKIO</b>
<b>69</b>	<b>GOVERNMENT SECONDARY SCHOOL, ASSAKIO</b>

<b>70</b>	<b>GOVERNMENT SECONDARY SCHOOL, ALAWAGANA, ASSAKIO</b>
<b>71</b>	<b>GOVERNMENT SECONDARY SCHOOL, JIBIYAL, ASSAKIO</b>
<b>72</b>	<b>GOVERNMENT SECONDARY SCHOOL, GIDA MAI AKUYA, ASSAKIO</b>
<b>73</b>	<b>GOVERNMENT SECONDARY SCHOOL, FEFERUWA, ASSAKIO</b>
<b>74</b>	<b>GOVERNMENT SECONDARY SCHOOL, AGBULAGU WAYO, ASSAKIO</b>
<b>75</b>	<b>GOVERNMENT SECONDARY SCHOOL, ASHIGE, ASSAKIO</b>
<b>76</b>	<b>GOVERNMENT COLLEGE, DOMA</b>
<b>77</b>	<b>GOVERNMENT GIRL SENIOR SECONDARY SCHOOL, DOMA</b>
<b>78</b>	<b>GOVERNMENT SECONDARY SCHOOL, ALAGYE, DOMA</b>
<b>79</b>	<b>GOVERNMENT SECONDARY SCHOOL, APKANAJA, DOMA</b>
<b>80</b>	<b>GOVERNMENT SECONDARY SCHOOL, ARUMANGYE, DOMA</b>
<b>81</b>	<b>GOVERNMENT SECONDARY SCHOOL, ONUGAH, DOMA</b>
<b>82</b>	<b>GOVERNMENT SECONDARY SCHOOL, DOMA NORTH</b>
<b>83</b>	<b>GOVERNMENT SECONDARY SCHOOL, AGBASHI, DOMA</b>
<b>84</b>	<b>GOVERNMENT SECONDARY SCHOOL, ODENI MAGAJI, DOMA</b>

## APPENDIX VIII

Years of Examination	Percentage of Pass with 5 Credits & above (including English & Mathematics)	Frequency (f)	Percentage (%)	Decision
2012	0-49	167	60.0	Fair
	50-100	110	40.0	
	<b>Total</b>	<b>277</b>	<b>100.0</b>	
2013	0-49	172	62.0	Poor
	50-100	105	38.0	
	<b>Total</b>	<b>277</b>	<b>100.0</b>	
2014	0-49	128	46.0	Good
	50-100	149	54.0	
	<b>Total</b>	<b>277</b>	<b>100.0</b>	
2015	0-49	84	30.0	Excellent
	50-100	193	70.0	
	<b>Total</b>	<b>277</b>	<b>100.0</b>	
2016	0-49	95	34.0	Very Good
	50-100	182	66.0	
	<b>Total</b>	<b>277</b>	<b>100.0</b>	

Source: Fieldwork, 2018

Key:

<40% Poor

40-49% Fair

50-59% Good

60-69% Very Good

70% and Above Excellent