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TEACHERS' CLASSROOM MANAGEMENT PRACTICES AND ORGANIZATIONAL CITIZENSHIPBEHAVIOUR FOR SCHOOL IMPROVEMENT IN PUBLIC PRIMARY SCHOOLS IN ENUGU STATE

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ABSTRACT

This study examined teachers' classroom management practices and organizational citizenship behaviour for school improvement in public primary schools in Enugu State. Two research questions and two null hypotheses guided the study. The study adopted descriptive survey research design. The sample for the study comprised 2000 teachers in the public primary schools from the 6303 teachers in the 17 local government areas in Enugu state. This was drawn using the multi-stage sampling technique. The instruments for data collection were questionnaire on Classroom Management Practices (QCMP) and Questionnaire on Teachers' Organizational Citizenship Behaviour (QTOCB).The face validity of the instruments was determined by three experts from the Faculty of Education. The reliability of the instrument was ascertained with Cronbach Alpha statistics and it yielded coefficients of 0.84 and 0.77. Data collected were analyzed using descriptive statistics of mean, standard deviation for the research questions and t-test for the hypotheses. The findings of the study revealed that teachers agreed that teachers' classroom communication practices, teachers' classroom monitoring practices affect organizational citizenship behaviour for school improvement in public primary schools in Enugu state. The findings further revealed that there is no significant difference in the mean rating of male and female respondents on how classroom communication, classroom monitoring practices, affect organizational citizenship behaviour for school improvement in public primary schools in Enugu state.

Keywords: Teachers; Classroom; Management Practices; Organizational Citizenship; Behaviour; School Improvement

Introduction

Primary education is the foundation of the child's education which forms an integral part of the early education which may be formal or informal. This type of education is given in an educational institution to children aged 6 to 11. This educational level of the child, plans, directs, and implements the set out polices of education and other management practices in the classroom for the improvement of the primary school education geared\ towards all round development for the child, for example physical, motor, health, nutritional, intellectual, aesthetic, emotional and social development (Ezeagu, 2019). The researcher opine that primary education also called elementary education is the first stage of formal education after pre-school education and before secondary school education that teaches the pupils the basic lifetime skills like reading, writing, spelling, interpersonal communication and concentration. The development of children at this level is important because whatever is learnt at this stage is transferred to future learning. Primary education is seen by parents and society as a necessity because of the demands of the society. The position of primary education in the Nigeria education system is very critical considering the fact that it is the bedrock on which post basic and higher education is built. Since it is the bedrock of quality education, it means that the success of the public primary school education system depends to a large extent on the number of teachers, their quality, their devotion to duty and their effectiveness on the job (Ezeagu, 2019).

The public primary school teachers also called the classroom managers, constitute the pivot of public primary school system because of their vital roles in organizational citizenship behaviour in the public primary school system. According to Azara and Hiyasu (2019) teachers are people charged with the responsibility of grooming members of the society towards the acquisition of formal education, knowledge, value and skills. The researchers view the teacher as the classroom manager, who organizes pupils. It is important to note that the acquisition of primary school education is usually carried out in organized classroom, set up. The establishment of a school by an individual or government is not the ultimate but the gift of qualified and competent teachers. A well decorated classroom makes the class to be enjoyable, especially when the surroundings are also beautifully decorated.

The classroom determines what the child eventually becomes morally and academically. This goes to prove how indispensable the provision of adequate, conducive, suitable and child friendly classroom for school children to achieve their academic goals (Azubuike, 2012). Any classroom with conducive and suitable infrastructure, motivates pupils, who will benefit their society and the nation at large. For this to happen, requires adequate management practices of the classroom teacher.

Classroom management is a complex set of articulate behaviour which the teacher uses to establish and maintain conditions to enable pupils achieve academic objectives. Morse (2012) avers that classroom management involves curtailing learner's

disruptive behaviours such as fighting and noise making, close observation, arrangement of classroom learning materials, and response to pupils who suffer from poor sight (vision), poor reading, poor writing, poor spelling, shame, dullness hyperactivity and poor study habits. An important classroom management practice is classroom communication practices. In this wise, clear instruction on what should be done gives the pupils concrete direction to compliance. In this approach, teachers try to be consistent in enforcing instruction so that it produces the desired results. The way the teacher communicates during the teaching and learning situation affects how he or she and the learners will perform in the teaching and learning process. Teachers can achieve much if they encourage communication skill with the pupils and create a meaningful bond with them based on genuine social interactions

.Teachers can also systematically teach classroom routines; use more positive than negative teacher-pupil interactions; give pupils the opportunity to express their opinion and contribute ideas; involve pupils in creating rules, consequences and routines. Browne
(2016) emphasized that when these are done, teachers may prevent challenging behaviour from occurring and promote school improvement of the pupils.

Class monitoring is another classroom management practice to be considered. According to Obot (2018), class monitoring involves moving around the classroom to observe pupils closely, engaging pupils in academic activities, asking questions and practicing both verbal and non/verbal teaching methods to ensure that pupils are paying undivided attention and taking more from the lesson than simple facts, due to varying abilities , personalities and language skills required of teachers, many of them sometimes exhibit a particular form of behaviour that is beyond their job scope within their organization. This behaviour is known as organizational citizenship behaviour.

Organizational citizenship behaviour (OCB) involves some elements of behaviour such as helping others, volunteering for extra duties, and advice to the rules and procedures in the workplace. According to (Nutov and Somech (2017), OCB is defined as employees' extra-role behavior that is voluntary, goes beyond routine requirements of the job and that is (explicitly or not) aimed at benefiting organizational functioning). This means that OCB is anything that employees choose to do, citizenship behaviour for school improvement in public primary schools in Enugu State. Citizenship behaviour for school improvement in public primary schools in Enugu State, which often lies outside of their specifiedcontractual obligations to enhance school improvement process.

Gender of teachers can be envisaged as another factor affecting the OCB of teachers. Gender is the characteristics of being male or female. There is compelling evidence that the teacher is the most decisive factor in school improvement to the extent that if one wants to improve schools, one must improve the teachers first (Orr, 2011; Olowoselu & Bello, 2015; Rahabav, 2016). In the light of this, OECD (2014) stated that the most

important issue that school leaders need to focus on, refine and apply is the school improvement process. The research carried out by Froyen and Iverson in Omomia and Omomia (2014) showed that a high incidence of classroom management disciplinary problems has a significant impact on the school improvement. This implies that teachers still face such issues, that some teachers still fail to plan and design appropriate instructional task, rarely prompt pupils to discuss or evaluate the materials they are learning, hardly monitors pupils' comprehension level on a regular basis. In view of this, this paper examined how teachers' classroom monitoring practices affect organizational citizenship behaviour for school improvement in public primary schools in Enugu State.

Research Questions

1. How does teachers' classroom communication practices affect organizational citizenship behaviour for school improvement in public primary schools in Enugu State?

2. How does teachers' classroom monitoring practices affect organizational citizenship behaviour for school improvement in public primary schools in Enugu State?

Hypotheses

1. Male and female teachers' classroom communication practices do not significantly affect their organizational citizenship behaviour for school improvement in public primary schools in Enugu State.
2. Male and female teachers' classroom monitoring practices do not significantly affect their organizational citizenship behaviour for school improvement in public primary schools in Enugu State.

Research Method

Descriptive survey research design was used for the study. According to Nwogu (2015), survey method is appropriate especially for seeking individuals' opinions, attitudes and perceptions in their natural setting. This study was carried out in 200 public primary schools. The sample for the study comprised 2000 teachers in the public primary schools from 6303 teachers in the 17 local government in Enugu state. This sample was drawn using the multi-stage sampling technique. The instrument for data collection is a questionnaire on classroom management practices (QCMP), divided into clusters, the instruments were validated by three experts, two from in the Department of Educational Management and Policy and one from Measurement and Evaluation unit of Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instruments was 0.84 and 0.77, established using Cronbach Alpha Reliability statistics. Data were collected and analyzed using mean, standard deviation for the research questions and t-test for the hypotheses. The value for agreement is when the mean value is 2.50 and above while disagreement when the mean value is 2.49 and below.

Research Question 1: How does teachers' classroom communication practices affect organizational citizenship behaviour for school improvement in public primary schools in Enugu State?

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Table 1: Mean and standard deviation on how teachers' classroom communication practices affect organizational citizenship behaviour for school improvement in public primary schools (*n=1987*).

S/N	As a class teacher, I:	Mean	SD	Remark
1	use simple language to explain concepts in classroom	2.79	.82	Agreed
2	display the major classroom rules and regulations in an appropriate section of the classroom	3.69	.88	Strongly agreed
3	use non-verbal signs such as gestures, movement, facial expressions to indicate approval.	3.72	.76	Strongly agreed
4	Give frequent and consistent feedback regarding pupils' behaviour.	1.49	.56	Strongly disagreed
5	Give frequent and consistent feedback regarding pupils' performance.	3.56	.55	Strongly agreed
6	Involve pupils in constant interaction during teaching-learning process.	3.66	.53	Strongly agreed
7	Use questions and answers to promote teaching and learning in the classroom.	2.63	.48	Agreed
8	provide clear directions for classroom activities so that the pupils know what to do at any given time.	3.72	.52	Strongly agreed
9	Use tones and voice that do not push away pupil during teaching and learning.	1.46	.49	Strongly disagreed
10	Make clear to pupils the consequences of their behavior in the classroom.	1.73	.51	Disagreed
11	Provide each pupil with multiple opportunities to respond and participate during school activities.	3.50	.61	Strongly agreed
12	present lessons with accuracy and clarity for better understanding.	3.40	.55	Strongly agreed
	Grand Mean	**2.94**		**Agreed**

Table 1 shows the mean and standard deviation on how teachers' classroom communication practices affect organizational citizenship behaviour for school improvement in public primary schools in Enugu state. The respondents rated strongly agreed to items 2, 5, 6, 8, 12 with mean score values of 2.79, 3.69, 3.72, 3.57, 3.66, 3,72 and 3.52 respectively. They rated agreed to items 1 and 7 with mean score values of 2.79 and 2.63 disagreed to item 10 with a mean score of 1.73, and strongly disagree to item 4 and 9 with mean score values of 1.49 and 1.46. On the whole, the grand mean score is 2.94, this means that teachers agreed that teachers' classroom communication practices affect organizational citizenship behaviour for school improvement in public primary schools in Enugu state. The standard deviation scores show homogeneity in the respondents rating (.48-.88).

Research Question 2: How does teachers' classroom monitoring practice affect organizational citizenship behaviour for school improvement in public primary schools in Enugu State?

Table 2: Mean and standard deviation on how teachers' classroom monitoring practice affect organizational citizenship behaviour for school improvement in public primary schools (*n=1987*).

S/N	As a class teacher, I	Mean	SD	Remark
13	go round the classroom to ensure that pupils are actively participating in class activities.	3.41	.66	Agreed
14	monitor pupils' academic progress through assignments, tests and examinations.	3.40	.61	Agreed
15	ensure that introvert pupils participate alongside extroverts ones in class activities.	1.66	.53	Disagreed
16	submit all pupils' records to the supervisors for cross-checking.	2.60	.48	Agreed
17	inspect pupils' notebooks before and after each lesson to ensure that they are well written.	3.60	.55	Strongly agreed
18	improve the link between my subject curriculum and the learning experienced by pupils.	1.43	.75	Strongly disagreed
19	exhibit extensive knowledge of teaching experiences and skills to enable me recognize what should be obtainable during class.	3.36	.70	Agreed
20	manage pupils' movement in and out of the class during practical period to avoid distraction.	2.57	.75	Agreed
	Grand mean	**2.75**		**Agreed**

Table 2 shows the mean and standard deviation on how teachers' classroom monitoring practices affect organizational citizenship behaviour for school improvement in public primary schools in Enugu state. The respondents rated strongly agreed to item 17 with mean score value of 3.60. They rated agreed to items 13, 14, 16, 19 and 20 with mean score values of 3.41, 3.40, 2.60, 3.36 and 2.57 respectively. Disagreed to item 15 with a mean score of 1.66 and strongly disagreed to item 18 with a mean of 1.43. On the whole, the grand mean score of 2.75 was reported, this means that teachers agreed that teachers' classroom monitoring practices affect organizational citizenship behaviour for school improvement in public primary schools in Enugu state. The standard deviation scores show little heterogeneity in the respondents rating (.48-.75).

Hypotheses

Ho: 1 Male and female teachers' classroom communication practices do not significantly affect their organizational citizenship behaviour for school improvement in public primary schools in Enugu State.

Table 3: t-test of male and female respondents on how classroom communication practices affect their organizational citizenship behaviour for school improvement in public primary schools.

Sources of Variation	N	Mean	SD	Df	Sig. value	p-value	Decision
Male	872	26.72	1.93				
				106	0.79	0.05	Not significant
Female	1115	26.85	2.24				

Results in Table 3 shows the t-test of male and female respondents on how classroom communication practices affect their organizational citizenship behaviour for school improvement in public primary schools in Enugu state. From the analysis, the significant t value is greater than the p-value (0.90>0.05), hence the null hypotheses is not rejected. This implies that, there is no significant difference in the mean rating of male and female respondents on how classroom communication practices affect their organizational citizenship behaviour for school improvement in public primary schools in Enugu state.

Ho: 2 Male and female teachers' classroom monitoring practices do not significantly affect their organizational citizenship behaviour for school improvement in public primary schools in Enugu State.

Table 4: t-test of male and female respondents on how classroom monitoring practices affect organizational citizenship behaviour for school improvement in public primary schools.

Sources of Variation	N	Mean	SD	Df	Sig. value	p-value	Decision
Male	872	26.76	2.25	106	0.89	0.05	Not significant
Female	1115	26.71	2.19				

Table 4 reveals the t-test of male and female respondents on how classroom monitoring practices affect their organizational citizenship behaviour for school improvement in public primary schools in Enugu state. Based on the analysis, the significant t value is greater than the p-value (0.89>0.05), hence the null hypotheses is not rejected. This implies that, there is no significant difference in the mean rating of male and female respondents on how classroom monitoring practices affect their organizational citizenship behaviour for school improvement in public primary schools in Enugu state.

Discussion of Findings

The findings revealed that the respondents agreed that teachers' classroom communication practices affect organizational citizenship behaviour for school improvement in public primary schools in Enugu state. This findings correlates the findings of Agbo (2016) that assertive communication styles promotes mastery motivational pattern while aggressive communication styles promotes performance and avoidance motivational patterns from the result. Passive communication style has the least encouragement in teaching and learning activities and therefore should be avoided as much as possible. The finding was in line with the finding of Chory and McCroskey (2019) that verbal instruction on what to be done positively gives students an idea of what is expected of them in the classroom and this helps them to behave well.

The corresponding hypothesis one revealed that there is no significant difference in the mean rating of male and female respondents on how classroom communication practices affect their organizational citizenship behaviour for school improvement in public primary schools in Enugu state.This finding conforms with the finding of Unachukwu and Osunka (2017) that there was no significant difference in the mean ratings of teachers in public and private schools in Anambra State in their use of effective communication skills to promote quality teaching. The difference in both findings could be as a result of different opinions of respondents.

This finding revealed that the respondents agreed that teachers' classroom monitoring practices affect organizational citizenship behaviour for school improvement in public primary schools in Enugu state. This finding opposed the finding of Usman (2015) that regular class monitoring using robust supervision strategies like checking of students' notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers' record keeping highly improves teachers' performance and academic achievement of students in secondary schools. More so, this finding did not completely agree with the finding of Ifedili and Ifedili (2013) that supervision was not effective; this was highly due to challenges of insecurity in the economy and time constraint. The difference in both findings could be the difference in the opinions of respondents based on geographical location. The corresponding hypothesis revealed that there is no significant difference in the mean rating of male and female respondents on how classroom monitoring practices affect their organizational citizenship behaviour for school improvement in public primary schools in Enugu state. This finding was in line with the finding of Usman (2015) that teachers' practice of regular class monitoring does not significantly differ in terms of their job performance.

Conclusion

A well -organized professional development is inadequate if teachers are not motivated to attend [Ajani, 2021], Based on this study findings, several educational policy implications could help improve professional development in public primary schools teachers in Enugu state, and improve the educational standard of the public primary schools in Nigeria and in another state with a similar context. The first conclusion from this study relates to the need to encourage public primary school teachers to participate in professional development by providing incentives like certificates for participants, salary increase and free round trip transportation.

Also findings from analysis of the research questions, the teachers in public primary schools in Enugu state agreed that teachers' classroom communication practices, teachers' classroom monitoring practices, affect organizational citizenship behavior for school improvement in public primary schools in Enugu state. Findings of the hypotheses of this study shows that respondents admitted that there were no significant difference in the male and female respondents of mean rating on how teachers' classroom communication practice,

teachers' classroom monitoring practices, affect their organizational citizenship behavior for school improvement in public primary schools in Enugu state.

Recommendations.

1. Enugu state government through the state ministry of Education should organize regular training programmes , workshops, seminars and conferences for the public primary school teachers on the needs to implement good classroom management practices,
2. Public primary school teachers should be effective time managers since effective time management practice has positive effect on school improvement.
3. The use of public address systems like mega phone and micro phone and speakers should be introduced for the teachers in the public primary school to enhance good classroom communication practices.
4. The government and the old boys and girls association of these public schools should contribute to the upgrading of these public primary schools standard by providing books, building more school classes, provision of computers, whiteboards.
5. More teachers should be employed in public primary school and more classes created to reduce the over population.

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