UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.15 (4);
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
January-June, 2023
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

PRINCIPALS' INTELLECTUAL STIMULATION AND INDIVIDUALISED CONSIDERATION BEHAVIOURS AS CORRELATES OF TEACHERS' COMMITMENT IN SECONDARY SCHOOLS IN ANAMBRA STATE

Ifeanyi Francis Ikedimma & **Prof. Perpetua Ngozi Okorji**
if.ikedimma@unizik.edu.ng; Pn.okorji@unizik.edu.ng

Department of Educational Management and Policy,
Faculty of Education,
Nnamdi Azikiwe University, Awka.

ABSTRACT

The study investigated principals' intellectual stimulation and individualised consideration as correlates of teachers' commitment in secondary schools in Anambra state. The study was guided by two research questions and two null hypotheses tested at 0.05 level of significance. The research design for the study was a correlational research design. The population of the study consist of 4,946 teachers in public secondary schools in Anambra state. Multi-state sampling technique was used to draw 540 teachers as sample for the study. Two instruments were used for data collection namely: Transformational leadership questionnaire (TLQ), and Teacher's Commitment Questionnaire (TCQ). The instruments were validated by three experts. Reliability of the instruments was established using Cronbach Alpha method. Reliability coefficient obtained from TLQ yielded coefficient of 0.84 and TCQ yielded 0.95. Pearson Product Moment coefficient correlation was used to analyze data and test the hypotheses. The findings of this study showed a high positive correlation between principals' intellectual stimulation and teachers' commitment. It showed a moderate positive relationship between principals' individualised consideration behaviour and teachers' commitment. There were significant correlation between principals' intellectual stimulation and individualised consideration behaviour and teachers' job commitment. It was concluded that principals' intellectual stimulation and individualised consideration positively influence teachers' commitment. It was recommended that Anambra state ministry of education should encourage principals to adopt intellectual stimulation and individualised consideration style since it has been found to positively affect teachers' job commitment.

Keywords: Principal, intellectual stimulation, individualized consideration, job commitment.

Introduction

Leadership in school is a very important part of our education system. Educational practitioners regard leadership as the engine for the survival of the educational institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding

than ever before. The rapid growth of educational institutions and the ever-increasing enrollment would require improved leadership. Therefore, the educational institutions need a leadership that focuses on getting people to move in the right direction, gaining their commitment and motivating them to achieve their goals.

According to Ake (2007), leadership, particularly in the school system, is the ability to get things done with the assistance and co-operation of other people. Leadership is the process by which an effective leader not only makes his subordinates do what they have to do, but also recognizes that they are to be motivated to ensure that they continue to work hard until the goals and objectives of the organization are met.

Transformational leadership according to Geib and Swenson (2013) is a leadership style that seeks positive transformation in the followers and through the strategy and structure of the organization achieves the desired changes. An analysis of this contemporary leadership style indicates that it is associated with charisma, and participatory administration (Uzoechina, 2008). Thus it provides a window of opportunity for principals to positively influence staff to perform beyond expectations, and is crucial in moving staff towards a higher level of disciplined behaviour, raising the level of job commitment and satisfaction among teachers (Al-Sharif, 2014).

According to Jago (2007), there are four basic components of transformational leadership namely: idealized influence; inspirational motivation; intellectual stimulation and individualized consideration. Aydin (2012) called the above components the "four I's". Consequently, a transformational leader is expected to integrate these four basic components so as to ensure that leadership challenges are squarely faced and overcome. For this study, attention will be given to two of the four component namely: intellectual stimulation and idealized consideration. These two components are important because for a leader to inspire commitment among his staff, he must promote critical thinking among them as well as show concern for their personal needs.

Intellectual stimulation involves the leader frequently demonstrating innovative problem solving orientations, stimulating subordinates to be innovative and creative as well as encouraging them to question tasks, reframe problems and approach them in new ways (Aydin, 2007). According to Bass and Riggio (2006); and Avolio and Bass (2002), intellectual stimulation is the ability of transformational leaders to stimulate the efforts of their followers to be innovative and creative, challenging assumptions, rethinking problems and approaching old situations in new ways. Intellectual stimulation explains how leaders inspire the creative and innovative ability of the follower. Creativity and innovation are encouraged. New ideas and creative solutions to problems are solicited from followers, who are included in the process of solving problems and finding

solutions. Followers are encouraged to try new approaches, and their ideas are not criticized because they differ from the ideas of leaders, and furthermore, followers have never publicly blamed and criticized for making mistakes and mistakes (Bass and Riggio, 2006). Principals operating with intellectual stimulation promote critical thinking and problem solving among the staff to make the school better (Liepman, 2004).

Individualized consideration refers to a leader treating followers as individuals and not just as members of a group (Bass, 2006). Individualized consideration is the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower, and listens to the follower's concerns. This behavior can include the following actions: Discussing and empathizing with the needs of individual employees, making interpersonal connections with employees, showing genuine compassion, encouraging ongoing professional development and personal growth of employees (Loon, Yet, Tech & Cai, 2012). A similar view was held by Karamat (2013) when he observed that principals who apply individualized consideration show a high level of concern for people and are supportive of them. In his view, such leaders seek and accept suggestions from subordinates, consult with employees in advance on important matters, and criticize the work rather than the people. Such actions by the leaders will demonstrate consensus. In such consensus individual differences between various followers in terms of needs and desires are taken into account. While some employees will be accorded extra motivation, others will receive extra autonomy while some others will require firmer standards. A principal who is transformational would, therefore, be expected to integrate the personal needs of his teachers with the organizational needs to improve their commitment.

Commitment can be seen as the process through which people can become willing to give their loyalty and energy to a particular organization (Obiekwe and Ezeugbor, 2019). Job commitment refers to an employee's emotional attachment to the job and the organization. It can also be seen as the level of allegiance an employee feels for his job. According to O'Relly (2010) job commitment is typically conceived of as an individual psychological bond to the organization, including a sense of job involvement, loyalty and a belief in the values of the organization.

Job commitment is an internal force that comes from within an individual. This is true because people differ in what motivates them and what they are seeking from work. However, unless people feel they are valued and treated fairly in an organization, they may not be intellectually and emotionally committed or motivated to willingly give their best. This implies, that, before teachers can be committed to their teaching profession, they must be willing to make intense efforts for goal achievement of their school organizations which they have strong desire to remain members of.

However, in Nigeria today, Anambra State inclusive, the general perception is that there is a general trend of low commitment of teachers to their job as evidenced from their minimal devotion and dedication to teaching which has resulted to poor academic performance among the students (Anakwe, 2015). Stories of teachers' incompetence such as absenteeism, low turnover in work place, lateness to class, inefficiency and ineffectiveness are raised in all the components of the society, and one of the reasons adduced for these educational disloyalty practices may be their perception of their principals' leadership behaviour. Since it is believed that teachers' perception of their principals' leadership behaviour may prevent them from getting involved in their job, thereby eroding educational objectives.

Statement of the Problem

Positive work behavior among teachers such as job commitment, high productivity and job satisfaction have been associated with school growth and success. However, in Nigeria and Anambra state inclusive, teachers' job commitment seems not to be high and is declining in spite of the high expectations the society places on the teachers as professionals. It therefore appears teachers devote minimal commitment to their legitimate duties which seem to undermine the achievement of qualitative education.

The researchers' interaction with some teachers in secondary school in Anambra State seems to give the impression that they are not taking their jobs seriously. Some of them complain that their principals do not stimulate their innovative and creative ability by failing to encourage them to approach problems in new ways in order to achieve better results. This kind of practice where teachers are not stimulated to find new ways of approaching issues as well as not caring for their personal needs and concerns can lead them to feel psychologically alienated and marginalized thereby distorting their output or reducing the level of their efforts. This is likely to have a negative impact on their commitment. This study therefore examines principals' intellectual stimulation and individualised consideration as correlates of teachers' commitment in secondary schools in Anambra State.

Research questions

The following research questions guided the study:

1. What is the correlation between principals' intellectual stimulation and teachers' job commitment in secondary schools in Anambra State?
2. What is the correlation between principals' individualised consideration and teachers' job commitment in secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant correlation between Principals' intellectual stimulation and teachers' job commitment in secondary schools in Anambra state.
2. There is no significant correlation between principals' individualised

consideration and teachers' job commitment in secondary schools in Anambra state.

Research Method

The study was guided by two research questions and two null hypotheses were tested at 0.05 level of significance. The research design for the study was a correlational research design. The population of the study consist of 4,946 teachers in public secondary schools in Anambra state. Multi-state sampling technique was used to draw 540 teachers as sample for the study. Two instruments were used for data collection namely: Transformational leadership questionnaire (TLQ), and Teacher's Commitment Questionnaire (TCQ). The instruments were validated by three experts. The internal consistency of the instruments was established using Cronbach Alpha method. Reliability coefficient obtained from TLQ yielded coefficient of 0.84 and TCQ yielded 0.95. Pearson Product Moment coefficient correlation was used answer the research questions and test the hypotheses. For the research questions the coefficient (r) and the size of the relationship was interpreted using the interpretation of a correlation coefficient (Nworgu, 2015). P-value was used to determine the significance of the relationship. Where the calculated p-value is less than or equal to the stipulated level of significance (0.05), the null hypothesis was rejected. Whereas the null hypothesis was not rejected where the calculated p-value is greater than the stipulated level of significance (0.05). The analysis was done with the application of a computer software programme: Statistical Package for Social Sciences (SPSS) version 23.

Presentations of Results

Research Question 1: What is the correlation between principals' intellectual stimulation and teachers' job commitment in secondary schools in Anambra State?

Table 1: Pearson r on Principals' Intellectual Stimulation and Teachers' Job Commitment.

Source of Variation	N	Intellectual Stimulation r	Teachers' Job commitment r	Remark
Intellectual Stimulation	531	1.00	0.73	
Teachers' Job commitment	531	0.73	1.00	High Positive Relationship

The analysis in Table 1 reveals that there is a high positive relationship of 0.73 between

principals' intellectual stimulation and teachers' job commitment in secondary schools in Anambra State.

Research Question 1: What is the correlation between principals' individualized consideration and teachers' job commitment in secondary schools in Anambra State?

Table 2: Pearson r on Principals' Individualized Consideration and Teachers' Job Commitment.

Source of Variation	N	Individualized Consideration r	Teachers' Job commitment r	Remark
Individualized Consideration	531	1.00	0.50	
				Moderate Positive Relationship
Teachers' Job Commitment	531	0.50	1.00	

Table 2 shows that there is a moderate positive relationship existing between principals' individualized consideration and teachers' job commitment in secondary schools in Anambra State. This is shown by the size of the Pearson's Correlation Coefficient r, which is 0.50

Hypotheses Testing

Hypothesis 1: There is no significant correlation between principals' intellectual stimulation and teachers' job commitment in secondary schools in Anambra State.

Table 3: Test of Significance of Pearson Correlation between Principals' Intellectual Stimulation and Teachers' Job Commitment.

Source of Variation	N	Intellectual Stimulation r	Teachers' Job commitment r	P-value	Remark
Intellectual Stimulation	531	1.00	0.73		
				.000	Significant
Teachers' Job commitment	531	0.73	1.00		

The analysis displayed in Table 3 shows that there is a significant correlation between principals' intellectual stimulation and teachers' job commitment in secondary

schools in Anambra State. The calculated r (0.73) had *P*.value <0.05. The 3rd null hypothesis was therefore rejected.

Hypothesis 2: There is no significant correlation between principals' individualized consideration and teachers' job commitment in secondary schools in Anambra State.

Table 4: Test of Significance of Pearson Correlation between Principals' Individualized Consideration and Teachers' Job Commitment.

Source of Variation	N	Individualized Consideration r	Teachers' Job commitment r	P-value	Remark
Individualized Consideration	531	1.00	0.50	.000	Significant
Teachers' Job Commitment	531	0.50	1.00		

As shown in the table 4 above, there is a significant correlation between principals' individualized consideration and teachers' job commitment in secondary schools in Anambra State. The calculated r (0.50) had *P*.value <0.05. The 4th null hypothesis was therefore rejected.

Discussion of Findings

The finding of this study in table 1 reveals that there is a high positive relationship of 0.73 between principals' intellectual stimulation and teachers' job commitment in secondary schools in Anambra State. The analysis of the hypothesis in table 3 shows that there is a significant correlation between principals' intellectual stimulation and teachers' job commitment in secondary schools in Anambra State. This means that the more principals display behaviours such as, providing opportunities for teachers to express their views, encouraging creativity in the delivery of assigned task, laying emphasis on expertise in the delivery of assigned work, ensuring that there is opportunity for the exchange of ideas among teachers by involving them in decision making, the more teachers are committed to their job.

The finding of this study corroborates with the findings of other scholars. For instance, Necati, Ferudun and Ali (2012) reveal in their study that intellectual stimulation dimension of transformational leadership styles was the only significant predictor of teachers' commitment. The findings of this study agrees with Sukuna (2022), which reveals that headmasters' intellectual stimulation component of transformational leadership style has a positive and significant impact on teachers' organizational commitment. Also in agreement with the findings of this study is study by *Osuji et al* (2020), which reveals the influence of intellectual stimulation as a component of principals' transformational leadership style on teachers' job commitment

in public senior secondary schools in Rivers State. This means that intellectual stimulation enables teachers to think creatively and solve difficult problems while performing their duty.

Table 2 reveals that there is a moderate positive relationship existing between principals' individualized consideration and teachers' job commitment in secondary schools in Anambra State. This is shown by the size of the Pearson's Correlation Coefficient r, which is 0.50. The hypothesis in table 4 reveals that there is a significant correlation between principals' individualized consideration and teaches' job commitment in secondary schools in Anambra State. This finding indicates that when teachers perceive their principals as one who is interested in meeting their individual needs like sending them on professional training based on teachers' individual need and ability, it would affect the rate of teachers' job commitment positively by increasing their confidence and willingness to work towards achieving the goals of the school.

This finding agrees with Damaris (2016) and Jamalullail *et al* (2014), that individualized considerations and teachers' job commitment were also positively and significantly related. Furthermore, the study by Noraazian and Khalip (2016) is in tandem with the current study because it revealed that principals' exhibition of individualized consideration behaviour has positive and significant relationship with teachers' commitment.

Conclusion

From the findings, it is understood that intellectual stimulation is essential for inspiring and improving personal characteristics of teachers and consequently their commitment and overall performance. Therefore, the implication is that principals should prioritize intellectual stimulation as a key leadership strategy for encouraging creativity, innovation, and problem-solving among teachers. By fostering a culture of intellectual stimulation, principals would provide professional development opportunities through workshops, conferences, and collaborative learning opportunities that enable teachers to learn new skills and techniques, and to engage with cutting-edge research and developments in their fields.

More so, the study findings showed that there is moderate positive and significant relationship between principals' individualized consideration and teachers' job commitment in secondary schools. This suggests that principals should be encouraged to foster individualized consideration, which involves being attentive to the needs and concerns of each teacher. This can be achieved by providing teachers with opportunities for professional development, recognizing and rewarding teachers' efforts, and creating an open and supportive school culture. By doing so, principals can enhance teachers' job commitment to the school.

Recommendations

1. The state government and agencies in charge of education such as the Ministry

of Education and Post primary School Service Commission (PPSSC) should constantly organize regular training and development programmes in form of seminars and workshops for principals' intellectual stimulation and individualised consideration behaviour in order to make teachers committed to their job.

2. Intellectual stimulation and individualised consideration behaviour should be included as one of criteria for appointment of principals in secondary schools in Anambra State since it has proven to have a correlation with teachers' commitment.

References

Ake, C. C. (2007). *School administration in perspective.* Oxford: Oxford University Press.

Avolio, B. J. & Bass, B. M. (2002). *Multifactor leadership questionnaire: Manual and sampler set (3rd Ed.).* Redwood City, CA: Mind Garden.

Bass, B. M. & Riggio, R. E. (2006). *Transformational leadership* (2nd Ed.). New Jersey: Lawrence Erlbaum Associates, Publishers.

Damaris, N. P. (2016). *Influence of principals' transformative corporate leadership style on teachers' job commitment in public secondary schools in Athi river sub county,* Machakos County, Kenya. A Master Degree thesis (University of Nairobi).

Geib, E., & Sweason J. (2013). Transformational leadership for policy and product innovation. *Advanced in management*. 6(5) pp 3-10.

Jago, C. A. (2007). *Transformational leadership and teachers' job satisfaction: A comparative study of private and public tertiary institution in Ghana*. Unpublished Masters' Thesis. Department of Educational Administration, University of Twente.

Jamalullail, A. W., Che Fuzlina, M. F., Hazita, I. & Samsidah, M. (2014). Headmasters' Transformational Leadership and Their Relationship with Teachers' Job Satisfaction and Teachers' Commitments. International Education Studies, 7(13) 40-48.

Karamat, C. C. (2013). Organizational leadership behaviour. New York: Allen

Leipman, C.N. (2004). *Educational administration: Concepts and practices*. Belmont, CA: Wadsworth/Cengage Learning.

Leipman, C.N. (2004). *Educational administration: Concepts and practices*. Belmont, CA: Wadsworth/Cengage Learning.

Loon, M., Yet, M.L., Tech, H.L., & Cai, L. T. (2012). Transformational leadership and job related learning, Management Research Review, 35(4), 192-205.

Necati C., Ferudun S., and Ali Ç. K. (2012). Examining the Relationships Between school Principals' Transformational and Transactional

Leadership Styles and Teachers' Organizational Commitment. *The Online Journal of New Horizons in Education*, 2(2), 52-64.

Noraazian and Khalip (2016). The impact of transformational leadership and teacher commitment in Malaysian public schools. *International Journal of Academic Research in Business and Social Sciences*, 6(11) 388-397.

Nworgu, B. G. (2015). *Educational research: Basic issues and methodology*. Owerri: Wisdom Publisher.

O'Relly, G. (2010). *Measuring employees' commitment through job satisfaction: Perception of public primary school teachers. Unpublished doctoral thesis* University of South Africa. South Africa.

Obiekwe, K.K, & Ezeugbor, C.O., (2019). Correlate of principals' ethical leadership dimensions and teachers' job commitment in public secondary schools in Anambra state, Nigeria. *European Journal of Educational Studies, 6*(5), 61-71.

Osuji, C. U., Nwadike, P. C. and Wey-Amaewhule, B. (2020). Perceived Influence of Principals' Transformational Leadership Style on Teachers Job Commitment in Public Senior Secondary Schools in Rivers State. *International Journal of Innovative Education Research*, 8(4):142-151**.**

Sukuna, V. V. V. (2022). The impact of the headmasters' transformational leadership style on teachers' organizational commitment at Tamil national primary schools in Kedah, Malaysia. EPRA *International Journal of Multidisciplinary Research (*IJMR*), 8(9) 262-270.*

Uzoechina, G.O. (2008). Relationship between principals' leadership styles and teacher indiscipline in secondary schools in Anambra State. *Journal of Educational Management and Policy*, *1*(1), 113-122.