

Individualized Consideration and Idealized Influence Practices Adopted by Principals for Teachers' Job Performance in Secondary Schools in Awka Education Zone

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Abstract

The study determined the individualized consideration and idealized influence practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State. Two research questions guided the study and two null hypotheses were tested. The descriptive survey research design was employed for the study. The population of the study comprised 1,772 respondents (61 principals and 1,711 teachers) in the 61 state government owned public secondary schools in Awka Education Zone, Anambra State. Stratified proportionate sampling technique was used to draw 562 respondents (49 principals and 51 teachers) as the sample for the study. A researcher-developed questionnaire titled "Individualized Consideration and Idealized Influence Practices Questionnaire (ICIIPQ)" was used for data collection. The instrument was validated by three experts who were lecturers in the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was ascertained using Cronbach Alpha which yielded an overall reliability of 0.73 for the instrument with coefficients for the clusters being 0.72 and 0.74 respectively. The researchers together with four research assistants collected data for the study and a 96 percent return rate of the instrument administered was recorded. Mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed among others that idealized influence practices were adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State. It was also found out that the difference in the mean scores of principals and teachers on the individualized consideration practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State was not significant. Based on the findings, it was recommended among others that school principals should observe and interact with teachers to identify their unique personality that aid the application of individualized consideration practices in assigning tasks and responsibility to them.

Keywords: Individualized Consideration, Idealized Influence, Principals, Teachers, Job Performance

1. Introduction

Every organization is established to achieve certain objectives through people. The people that made up an organization have different ideologies, culture, value and role preferences and this makes leadership inevitable for controlling them to work together for attainment of common goals. Okoli, (2015) defined leadership as the ability to guide, persuade, influence people to willingly, painlessly and enthusiastically work towards the achievement of common goals. Okoli further asserted that all in all, leadership is about implementation of policies and decisions that direct the activities of an organization to its specific goals. Leadership is the process of leading, influencing and persuading people to mutually work together to attain set objectives. The leadership of secondary school system rests on the shoulders of the principal.

The principal is the chief executive officer of a secondary school. According to Olowo and Fasiku (2019), principal is the chief administrator of secondary school who is charged with the responsibility of mobilizing the available human and material resources for the purpose of fulfilling organizational goals. It is responsibility of the principal as the head of the secondary school system to ensure day-to-day running of the school affairs. The principal attains the objectives of a secondary school through others by employing several leadership practices. Kimeto, K'Aol and Njenga (2017) identified idealized influence and individualized consideration as some of the leadership practices to enhance commitment of staff for attainment of set objectives.

Individualized consideration entails showing concern about their personal needs and feelings of teachers for goal achievement and growth of the school. Similar to this, Alfonsina, Ridjal and Radja (2019) noted that the leaders who apply individual consideration pay attention to the needs and potentials of personal development of each of their followers in delegation of duties, coaching and giving constructive feedback. This kind of transformation leadership practice is displayed by principals who show genuine concern to each follower's needs and feelings. In the same vein, Ekpoh and Asuquo (2018) asserted that in individualized consideration, leaders care and offer support to followers, providing opportunities for the followers to grow personally, as well as professionally. Ogola, sikalieh and Linge (2017) noted that Individualized consideration leaders give personal attention to subordinates and treat each follower as an individual. Arokiasamy, Abdullah and Zohir (2016) pointed out that in their demonstration of individual consideration, the transformational leader is an effective listener, who recognizes and accepts employee's individual differences. The consideration or attention to the difference in needs of followers could help to bring out the best in them. In order to display individualized consideration, the principal treats teachers according to the skills and knowledge they possess. Chebon, Aruasa and Chirchir (2019) asserted that individualized consideration leaders which provide opportunity for identify and assigning tasks to followers based on their needs and capacities enhance their job performance.

Idealized influence leaders act as a role model and coach so as to develop followers' trust. According to Kimeto, K'Aol and Njenga (2017), idealized influence is concerned about the leader being a strong role model for followers. The leader builds trust by being genuine, passionate and supportive to teachers and setting example for teachers to follow. The idealized influence leader is being admired by followers for their high moral and ethical standard. Chu and Lai (2011) noted that followers trust and respect idealized influence leaders for their moral support and provision of resources. Sanner-Stiehr and Kueny (2017) pointed out that this is

partially accomplished through role-modeling integrity, trust, honesty, respect and purpose. Alfonsina, Ridjal and Radja (2019) asserted that idealized influence leaders have a clear vision and sense of purpose which enable them to win trust and respect of followers. Idealized influence is exhibited through the principals' ability to comply with a core set of values, convictions and ethical principles in their actions in school. The compliance to work ethics is desirable behaviour that teachers can emulate to enhance their job performance.

Teachers' job performance is the action or tasks executed by teaching staff to achieve educational goals. According to Maclean (2018), job performance is the actual accomplishment of assigned task or actual work done against the expected standard of achievement. It is a set of activities or behaviours of teaching staff to promote instructional delivery in the school system. Egboka and Olisah (2020) defined teacher job performance as activities carried out by a teacher at a particular period in the school system which is geared toward accomplishing or executing a given goal. The job performance of teachers can be measured in several ways. Nnebedum and Akinfolarin (2017) who pointed out that the indicators of teacher job performance is evaluated in his or her ability to make deliberate effort to enhance students academic performance, display in-depth knowledge of his or her subject matters, presenting of lesson in a well-organised manner, regularity and punctuality in the school, discipline, motivation and counseling of students and compliance to teachers professional code of conduct, among others. However, the job performance of some secondary school teachers in Anambra State is below expectation. Some secondary school teachers in Anambra State go to classroom without lesson notes, haphazardly prepare their lesson plan and also fail to cover their scheme of work due to lateness and absenteeism in the school. The non-challant attitude to work among secondary school teachers may be attributed to the poor nature of leadership of principals in Anambra State. Nwite and Eze (2016) observed that some secondary school principals in Anambra State exercise authoritarian types of leadership practices more often, they take decisions alone, disregard subordinate view points and sometimes scare staff away by their aloofness and superior airs. Some principals get angry when teachers air their honest opinions that are contrary to their initiatives in secondary schools in Anambra State. There are cases where some principals have no clear expectation from teachers and assign tasks to them without consideration of their skills and knowledge which ultimately frustrate and adversely affect their job performance. This poor state of affairs prompted the researchers to embark on this study.

1.1 Purpose of the Study

The main purpose of the study is to ascertain the individualized consideration and idealized influence practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State. Specifically, this study sought to find out the:

1. individualized consideration practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State.
2. idealized influence practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State.

1.2 Research Questions

The following research questions guided the study

1. What are the individualized consideration practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State?
2. What are the idealized influence practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State?

1.3 Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean scores of principals and teachers on the individualized consideration practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State.
2. There is no significant difference in the mean scores of principals and teachers on the idealized influence practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State.

2. Method

Descriptive survey design was employed for this study. The population of the study comprised 1,772 respondents made up of 61 principals and 1,711 teachers in the 61 public secondary schools in Awka Education zone. The sample for the study is 562 respondents made of 49 principals and 513 teachers drawn using stratified proportionate sampling technique

A-researcher developed instrument titled "Individualized Consideration and Idealized Influence Practices Questionnaire (ICIIPQ)" was used for data collection. ICIIPQ has two clusters namely: I and II. Cluster 1 has 7 items on individualized Consideration practices and cluster II has 7 items on Idealized Influence Practices. The instrument therefore contains a total of 14 items and all of which is structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively.

The face validation of the instrument was determined by three experts from Faculty of Education, Nnamdi Azikiwe Univeristy. The experts made several corrections that include editing the instrument against some minor errors and the use of the corresponding tenses. The suggestions and inputs of the experts were reflected on the final draft of the instrument. The reliability of the instrument was determined using Cronbach alpha. The co-efficient values obtained for cluster, I and II were 0.72 and 0.74 respectively and the overall coefficient was 0.73. Thus, the researcher considered the instrument reliable and fit for administration.

The researchers together with four research assistants utilized direct delivery method to distribute copies of the questionnaire to the respondents. The research assistants were briefed by the researcher on the purpose of the study and procedures for the administration of the questionnaire. A total of 541 were properly filled and successfully retrieved, out of 562 copies administered to the respondents, indicating 96 percent return rate. At the end of the exercise, copies of the questionnaire that were properly completed and retrieved were used for data analysis. The data were analyzed using mean and standard deviation for answering the research questions and t-test for testing the hypotheses. In answering the research questions, mean item rating that falls below 2.50 was taken as disagreement and any mean rating of 2.50 or above was taken to indicate agreement. In testing the null hypotheses, if t-calculated is equal to or greater

than t-critical at 0.05 level of significance and the appropriate degree of freedom, the null hypothesis was rejected, but if otherwise, it was not rejected.

3. Results

Research Question 1: What are the individualized consideration practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State?

***Table 1:** Mean Ratings and Standard Deviation Scores of Principals and Teachers on Individualized Consideration Practices adopted by Principals for Teachers' Job Performance*

S/ N	ITEMS	Principals (n = 48)			Teachers (n =493)		
		Mean	SD	Decision	Mean	SD	Decision
1	Delegate duties to teachers based on their skills and knowledge for improve their competencies	2.76	1.07	Agree	2.64	1.13	Agree
2	Being empathizes with the individual needs of staff to motivate them for outstanding performance	2.54	1.21	Agree	2.56	1.10	Agree
3	Offer professional supports to staff based on their needs in order to up-date their knowledge	2.43	1.11	Disagree	2.46	1.14	Disagree
4	Set goals for the teachers based on their competence to facilitate their commitment in achieving set goals in school	2.58	1.20	Agree	2.55	1.16	Agree
5	Provide opportunities to grow professionally based on their individual needs	2.45	1.13	Disagree	2.42	1.03	Disagree
6	Align school programmes to suit staff and school needs to stimulate them toward exhibiting desirable behaviour	2.52	1.06	Agree	2.43	1.04	Disagree
7	Set target for members of staff based their skills to enhance their dedication to performing their duties	2.61	1.17	Agree	2.51	1.07	Agree
Cluster Means		2.56	1.14	Agree	2.51	1.10	Agree

The result of data analysis presented on Table 1 indicate that the mean scores of principals and teachers for items 1, 2, 4 and 7 are above 2.50 indicating that principals adopt these items as their individualized consideration practices. The mean ratings of principals and teachers for items 3 and 5 are below the cut off mean score of 2.50 indicating disagreement with the items as individualized consideration practices adopted by principals. The mean score (2.52) of principals for item 6 which is above 2.50 shows agreement with the item as one of their individualized

consideration practices, while that of teachers (2.43) which is below the cut off mean score of 2.50 indicates disagreement with the item as one of individualized consideration practices adopted by principals.

The cluster standard deviation scores of 1.14 and 1.10 for principals and teachers respectively show that their responses are concentrated around and this indicate homogeneity in their responses. Cluster means of 2.56 and 2.51 for principals and teachers respectively are above the cut off mean of 2.50 indicating that the individualized consideration practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State include; delegate duties to teachers based on their skills and knowledge, being empathizes with the individual needs of staff, set goals for the teachers based on their competence and set target for members of staff based their skills.

Research Question 2: What are the idealized influence practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State?

Table 2: Mean Ratings and Standard Deviation Scores of Principals and Teachers on Idealized Influence Practices adopted by Principals for Teachers' Job Performance

S/ N	ITEMS	Principals (n =48)			Teachers (n = 493)		
		Mean	SD	Decision	Mean	SD	Decision
8	Exhibit honesty in handling the school affairs to promote fairness in school	2.56	1.15	Agree	2.54	1.20	Agree
9	Operate transparent and open door policies in school to give teachers opportunity to contribute toward attainment of set goals	2.51	1.08	Agree	2.45	1.01	Disagree
10	Exhibit high level of trust to staff to give them sense of belonging in sense	2.41	0.98	Disagree	2.57	1.06	Agree
11	Serve as a role model to teachers in order to positively influence them toward attainment of set objectives	2.68	1.22	Agree	2.62	1.01	Agree
12	Coach staff when the need arises to improve their knowledge in instructional delivery	2.62	1.11	Agree	2.57	1.04	Agree
13	Admit mistake to nurture favourable work environment for teachers to make inputs toward achievement of the school's goals	2.50	1.00	Agree	2.46	1.11	Disagree
14	Provide opportunity for teachers to express ideas without fear of humiliation	2.63	1.13	Agree	2.48	1.06	Agree
Cluster Means		2.56	1.10	Agree	2.53	1.07	Agree

Result of data presented on Table 2 show that principals and teachers mean scores which are above 2.50 for items 8, 11, 12 and 14 reveal that the principals adopt these items as their idealized influence practices. Further analysis show the mean scores (2.51 and 2.50) of principals for items 9 and 13 which are above 2.50, shows that there is agreement with the items as parts of their idealized influence practices, while that of teachers (2.45 and 2.46 respectively) which are

below the cut off mean score of 2.50 indicates disagreement with the items as parts of idealized influence practices adopted by principals. On the other hand, the mean score (2.41) of principals for item 10 is below the cut off mean of 2.50 and this shows disagreement with the item as parts of their idealized influence practices, while that of teachers (2.57) which is above the cut off mean score of 2.50 indicates agreement with the item as part of idealized influence practices.

The pooled standard scores of principals and teachers which are 1.10 and 1.07 indicate similarity in their mean ratings. The cluster of means of 2.56 and 2.53 for principals and teachers respectively are above 2.50 indicating agreement that the idealized influence practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State include; exhibit honesty in handling the school affairs, serve as a role model to teachers, coach staff when the need arises and provide opportunity for teachers to express ideas without fear of humiliation.

Hypothesis 3

There is no significant difference in the mean scores of principals and teachers on the individualized consideration practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State.

Table 3: t-test analysis of mean ratings of principals and teachers' on the individual consideration practices adopted by principals for teachers' job performance

Variables	N	\bar{X}	SD	t-cal.	t-crit.	df	α	Decision
Principals	48	2.56	1.14	0.29	1.96	539	0.05	Not Significant
Teachers	493	2.51	1.10					

The result on Table 3 shows that the calculated t-value of 0.29 is less than the critical value of 1.96 at 0.05 level of significance and 539 degree of freedom. Thus, the null hypothesis of no significant difference between the groups was not significant and thus, not rejected. This is an indication that difference in the mean scores of principals and teachers on the individualized consideration practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State was not significant.

Hypothesis 4

There is no significant difference in the mean scores of principals and teachers on the idealized influence practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State.

Table 4: t-test analysis of mean ratings of principals and teachers' on the idealized influence practices adopted by principals for teachers' job performance

Variables	N	\bar{X}	SD	t-cal.	t-crit.	df	α	Decision
Principals	48	2.56	1.10	0.18	1.96	539	0.05	Not Significant
Teachers	493	2.53	1.07					

The result on Table 4 shows that the calculated t-value of 0.18 is less than the critical value of 1.96 at 0.05 level of significance and 539 degree of freedom. Thus, the null hypothesis of no significant difference between the groups was not significant and thus, not rejected. This is an indication that difference in the mean scores of principals and teachers on the idealized influence practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State was not significant.

4. Discussion

It was found out that the individualized consideration practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State include; delegate duties to teachers based on their skills and knowledge, empathize with the individual needs of staff, set goals for the teachers based on their competence and set target for members of staff based their skills. This corroborated the finding of Uzoechina and Oguegbu (2015) who reported that teachers perceived their principals idealized influence practices to a great extent. The agreement in findings is not a surprise since the two studies were conducted in the same geographical location. Secondary school principals in Awka Education Zone take into account unique talent of staff and support them accordingly as evident in their individualized consideration practices. The principals attend to each teacher's need and also listen to their individual problems so as to help them grow professionally. The result of the study also showed that the difference in the mean scores of principals and teachers on the individualized consideration practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State was not significant. This finding is supported by Irannadi (2012) who reported that there was no significant difference in the mean ratings of principals and teachers with regards to the extent principals apply individualized consideration practices.

It was reported that the idealized influence practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State include; exhibit honesty in handling the school affairs, serve as a role model to teachers, coach staff when the need arises and provide opportunity for teachers to express ideas without fear of humiliation. This is contradicted the finding of Sii and Mohammed (2013) who reported that there was low level of the principals' application of idealized influences practices in terms of being model and coach to teachers. The contradiction in the two findings may be connected to time span between the two studies (5 years difference) and also difference in geographical location. This shows that after few years, secondary school principals in Awka Education zone still apply idealized influence practices. This is an indication that secondary school principals in Awka Education Zone engage in high standards of ethical behaviour which make them excellent role models and coaches leading teachers emulate many of their attitude. Teachers trust and highly respect them for their professional conduct. It was also found out that there is no significant difference in the

mean scores of principals and teachers on the idealized influence practices adopted by principals for teachers' job performance in secondary schools in Awka Education Zone, Anambra State. This finding is supported by Irannadi (2012) who reported that there was no significant difference in the mean ratings of principals and teachers with regards to the extent principals have idealized influences on staff and students. The agreement in the two findings might be as result of the fact that the two studies were conducted in south east, Nigeria.

5. Conclusions

Based on the findings of this study, it was concluded that principals adopted individualized consideration and idealized influence practices to enhance teachers' job performance. The secondary school principals in Anambra State pay distinct attention to individual teachers needs in discharging their responsibility of mentoring and coaching them. The secondary school teachers tend to reciprocate the support of principal by performing their expectation.

6. Recommendations

Based on the findings of the study, it was recommended among others that;

1. School principals should observe and interact with teachers to identify their unique personality that aid the application of individualized consideration practices in assigning tasks and responsibility to them.
2. The Ministry for Education should ensure regular visits and inspection of principals' idealized influence practices which will serve as means for assessing and helping them to improve in their application of transformational leadership practices.

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