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PRINCIPALS' IDEALISED INFLUENCE AND INSPIRATIONAL MOTIVATION AS CORRELATES OF TEACHERS' COMMITMENT IN SECONDARY SCHOOLS IN ANAMBRA STATE.

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ABSTRACT

The study investigated principals' idealised influence and inspirational motivation 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 moderate positive correlation between principals' idealised influence and teachers' commitment. It showed a high positive relationship between principals' inspirational motivation behaviour and teachers' commitment. There were significant correlation between principals' idealised influence and inspirational motivation behaviour and teachers' job commitment. It was concluded that principals' idealised influence and inspirational motivation positively influence teachers' commitment. It was recommended that Anambra state ministry of education should encourage principals to adopt idealised influence and inspirational motivation style since it has been found to positively affect teachers' job commitment.

Keywords: Principal, idealised influence, inspirational motivation, job commitment.

Introduction

Leadership is critical to school's survival to the extent that it not only defines the mission and overall direction of the school, but also, influences the staff to work towards the achievement of institutional goals. Suffice it to say that principal's major leadership role in the school means setting direction in the teaching-learning process and influencing teachers to follow the direction towards the

achievement of educational goals. The manner or the behavioural pattern the principal uses while directing teachers to perform tasks is his leadership style.

The principal has arrays of leadership styles he may adopt during the course of leading teachers in the discharge of their responsibilities. These leadership styles of principals include: autocratic, democratic, laissez –faire and transformational leadership styles. Transformational leadership is a style of leadership in which the leader leads by example by carrying out an active role in change (Wahyuningdiyah, 2015). Principals' transformational leadership style describes a style of leadership where the principal influences teachers towards achievement of institutional goals by planning, organizing, directing and integrating the school demands and the needs of the teachers in a way that is productive and individually motivating to staff. For this reason, they require abilities such as being team-oriented, strong communicators, team players, problem solvers, change makers and transformational leaders. According to Balyer (2012), there are four components or elements transformational leadership namely; idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. For this study attention will be focused on idealized influence and inspirational motivation.

Idealized influence or charisma involves demonstrating behaviour such as serving as a role model, setting high standards of moral values, communicating the importance of a collective sense of vision and sacrificing for the benefit of the group. Idealized influence has been associated with a leader who is charismatic, ethical and exudes the ability to effectively communicate their organizational vision to subordinates (Ngaithe, 2016). This type of leaders show strong personal values that set them apart from the rest and establish positive images for their followers. This helps to build trust which in turn results in confidence from the teachers.

Inspirational motivation involves principals' ability to motivate followers so that they are able to perform beyond the expectation. This characteristic involves the principal's ability to communicate clearly the shared vision so that the workers get inspired to achieve important organizational strategic goals. Inspirational motivation is creation of team spirit by the principal to reach educational goals. Inspiration motivation arises where the principal inspires confidence, motivation and a sense of purpose in his staff. Here, the principal communicates an appealing vision and creates team spirit among the teachers in order to inspire them to greater commitment. Commitment reflects the strength of the bond which employees feel towards their organization. According to Mart (2013) commitment can be seen as the process through which people become willing to give their loyalty and energy to a particular organization. According to Obiekwe (2019), teachers' commitment is perceived as teachers' exhibition of loyalty to the school organization and a strong desire to put constant effort into work in order to achieve

the goals of the school. If principals wish to shape teachers commitment, they ought to generate a setting of fairness, trust and care which they manifest by being charismatic, ethical and creation of team spirit among teachers.

Observable situation from researchers' visit to some public schools in Anambra state shows that some of the principals are disrespectful to teachers, insincere and seem not to inspire teachers to perform effectively. Principals sometimes fail to communicate clearly the shared vision of the school adequately to teachers. These behaviours from principals perhaps may be the reason most teachers are poorly committed to the school, as could be observed in their poor attitude to work, absenteeism, lack of dedication to teaching and carrying out assigned tasks. It is based on the foregoing that the researchers sought answers to the question, what is the correlation between principals' idealized influence and inspirational motivation and commitment in public secondary schools in Anambra state?

Research questions

The following research questions guided the study:

1. What is the correlation between principals' idealized influence and teachers' job commitment in secondary schools in Anambra State?
2. What is the correlation between principals' inspirational motivation 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' idealized influence and teachers' job commitment in secondary schools in Anambra state.
2. There is no significant correlation between principals' inspirational motivation and teachers' job commitment in secondary schools in Anambra state.

Research Method

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. 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.

Presentation of Results

Table 1: Pearson r on Principals' Idealized Influence and Teachers' Job Commitment.

Source of Variation	N	Idealized Influence r	Teachers' Job commitment r	Remark
Idealized Influence	531	1.00	0.55	
				Moderate Positive Relationship
Teachers' Job commitment	531	0.55	1.00	

Table 1 shows that, there is a moderate positive relationship of 0.55 existing between principals' idealized influence and teachers' job commitment in secondary schools in Anambra State.

Research Question 2: What is the correlation between principals' inspirational motivation and teachers' job commitment in secondary schools in Anambra State?

Table 2: Pearson r on Principals' Inspirational Motivation and Teachers' Job Commitment.

Source of Variation	N	Inspirational Motivation r	Teachers' Job commitment r	Remark
Inspirational Motivation	531	1.00	0.67	
				High Positive Relationship
Teachers' Job commitment	531	0.67	1.00	

Table 2 shows that there is a high positive relationship existing between principals' inspirational motivation and teachers' job commitment in secondary schools in Anambra State. This is evident by the size of the Pearson's Correlation Coefficient r, which is 0.67.

Hypothesis 1: There is no significant correlation between Principals' idealized influence and teachers' job commitment in secondary schools in Anambra state.

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

Source of Variation	N	Idealized Influence r	Teachers' Job commitment r	P-value	Remark
Idealized Influence	531	1.00	0.55	.000	Significant
Teachers' Job commitment	531	0.55	1.00		

Analysis in Table 3 shows that there is a significant correlation between Principals' idealized influence and teachers' job commitment in secondary schools in Anambra State. The calculated r (0.55) had *P*.value <0.05. The 1st null hypothesis was therefore rejected.

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

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

Source of Variation	N	Inspirational Motivation r	Teachers' Job commitment r	P-Value	Remark
Inspirational Motivation	531	1.00	0.67	.000	Significant
Teachers' Job commitment	531	0.67	1.00		

Table 4 shows that there is a significant correlation between principals' inspirational motivation and teachers' job commitment in secondary schools in Anambra State. The calculated r (0.67) had *P*.value <0.05. The 2nd null hypothesis was therefore rejected.

Discussion of Findings

The finding as presented in table 1 showed that there is a moderate positive relationship of 0.55 existing between principals' idealized influence and teachers' job commitment in secondary schools in Anambra State. The inference derived from the hypothesis in table 3 indicates that the relationship between principals' idealized influence and teachers' job commitment in secondary schools in Anambra State is significant. This finding is natural because when teachers perceive their principal as exhibiting idealized influence behaviour which includes, encouraging team work among the teachers, emphasize on accountability in the performance of teachers' duty, setting of specific goals for the teachers to achieve, teachers are encouraged to work. When teachers are encouraged to work as a team, it affords the less experienced ones among the group the opportunity to grab knowledge from the experienced teachers in the group. When this happens, it increases the number of

competent teachers; this enhances teachers' commitment.

The finding of this study is consistent with the results obtained from previous conducted studies. For instance, the findings from studies by Damaris (2016) and Malela (2016) revealed that there was a significant and positive relationship between idealised influence and teachers' job commitment. This shows a remarkable influence of principals' idealised influence on teachers' commitment. Principals should be encouraged to adopt idealised influence style since this has been found to positively affect organizational commitment of teachers.

The study shows in table 2 that there is a high positive relationship existing between principals' inspirational motivation and teachers' job commitment in secondary schools in Anambra State. This is evident by the size of the Pearson's Correlation Coefficient r, which is 0.67. The study further inferred from the hypothesis in table 4 that there is a significant correlation between principals' inspirational motivation and teachers' job commitment in secondary schools in Anambra State. Inspirational motivation practices is concerned with providing opportunity for in-service training for teachers, recommending deserving teachers for promotion, publicly praising teachers that are dedicated to their duties. The high positive correlation is an indication that when principals exhibit inspirational motivation behaviour which is a component of transformational leadership behaviours, teachers will be obliged to sustain membership of the school.

This finding is consistent with the findings of Noraazian and Khalip (2016), which reveals that inspiration motivation has positive and significant relationship with organization commitment. Also supporting the findings of this study is the study by Nurharani *et al* (2012), which showed that there were strong and significantly positive relationship between principals' inspirational motivation behaviour and organizational commitment. The study by Raman et al. (2015) also showed a significant relationship between principals' transformational leadership and teachers' commitment where principals' inspiring motivation dimension is the domain of transformational leadership style. It was evident that there was influence of inspirational motivation as a component of principals' transformational leadership style on teachers' job commitment. In the study carried out by Osuji, et al (2020), it was discovered among others that inspirational motivation creates team spirit in teachers to reach school objectives and increase teachers' commitment.

Conclusion

Based on the findings of the study, it was concluded that principals' idealised influence and inspirational motivation behaviour has a positive relationship with teachers' commitment in secondary schools in Anambra state. Thus, when principals' exhibit idealized influence; they become

role models for their teachers, who tend to emulate their leadership style. This can lead to increased teacher job commitment, as teachers become more motivated and engaged in their work. Furthermore, periodically giving room for in-service training for teachers; rewarding teachers' good performance with recommendation for elevation; publicly praising teachers that are dedicated to their duties; giving award to deserving teachers who distinguish themselves in course of their duties; and celebrating teachers' efforts are required for teachers to be motivated to commit to their duties

Recommendations

Based on the findings of the study the following recommendations are made:

1. Anambra state ministry of education should encourage principals to constantly adopt idealised influence and inspirational motivation style since this has been found to positively affect teachers' commitment.
2. 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 on idealised influence and inspirational motivation in order to make teachers committed to their job.

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