



SIGNIFICANT RELATIONSHIP BETWEEN PRINCIPALS' INDIVIDUALIZED CONSIDERATION AND TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN ENUGU STATE

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Abstract

The study aimed to investigate the significant relationship between the individualized consideration of principals and the job performance of teachers in secondary schools in Enugu State. This study adopted correlational survey design. The area covered by this research is in Enugu State of Nigeria. There are (300) public secondary schools with ten thousand eight hundred and six (10,806) teachers in public secondary schools in Enugu State. The sampling technique adopted for this study was the stratified sampling technique. 540 teachers, representing 5% of all the secondary schools teachers in Enugu State. The instrument for data collection is a structured questionnaire. The face validity of the instrument was established by three experts. Reliability of the research instruments were determined through a trial-test based on single administration of the instrument. The data collected were analyzed using the Cronbach Alpha statistical method in order to determine the instruments coefficient of internal consistency. The research questions was analyzed using Pearson Products Moment Correlation Statistics. The null hypothesis was tested at 0.05 alpha levels using Linear Regression Tool. The results of the study showed a strong positive correlation between principals' individualized consideration and teachers' job performance. This highlights the importance of principals' individualized consideration in promoting teachers' job performance in secondary schools. The study concludes that principals should focus on developing a positive relationship with their teachers, providing support and care, and recognizing their individual needs to enhance their job performance. This finding has significant implications for school leadership and management, as it can inform the development of effective strategies to improve teachers' job performance in secondary schools.

Keywords: Principal, individualize, consideration, teacher and job performance

Introduction

Principals

Principal is a leader who plans, coordinates and supervise the affairs of the school so that they can run smoothly. Within the secondary school system, the principal stands out as the chief executive of the school, he is also the school administrator,

the instructional leader, the personnel manager for both students and staff personnel (Iheukwumere, 2016).

The principal is expected to maintain a good relationship with the immediate community and also ensure continuous contact with the ministry of education in the area in which



the school is situated. Williams (2012), proposed that the principal creates a safe, organized and student-centered environment; identifies and obtains the resources; organizes people, programs, and activities to meet school goals; develops and maintains both operational and instructional school-wide systems, processes, plans and procedures to support the school vision and objectives; anticipates obstacles and prepares appropriate contingency plans. The principal can ensure that facilities are maintained and instructional materials made available to teachers (Babayemi, 2016). The principal can arrange for professional workshops and inform teachers about opportunities for teacher learning and differentiated roles (Egwu, (2016).

Leadership responsibilities of principals include; staff development, ensuring regular planning time and being an instructional leader. The principal plays role in creating enabling working conditions. In fact, a great deal of research indicated that no one other than the school administrator can easily assume the role of visible head of a reform effort (Egwu, 2016). Time is very valuable to teachers and students. Principals need to incorporate time for teachers to plan and collaborate with their co-workers. Principals who designated more time in the schedules for increased academic learning, kept a positive relationship with leaders and maintained high expectations for behavior of the students. Charlotte Advocates for Education (2004), reported that team meetings are important working conditions for teachers. Principals should create time for teachers to meet and share ideas. Principals play a crucial role in student achievement by providing teachers with

classroom supplies and instructional resources (Cardno, 2003). Students and teachers focus better in school environment that is viewed as safe, clean and well planned (Charlotte Advocates for Education, 2004). Cole (2012), reported that facilities are very important to teacher working conditions in schools. Leech and Fulton (2002), observed that leaders would be successful with team building by sharing power which in turn creates a sense of covenant thereby cultivating followers' capacities to be successful. Principals provide support to teachers by conveying that they trust them and appreciate what they offer to the school (Cardno, 2003). Recognizing teachers is a strategy that has been noted by principals to enhance working conditions (Charlotte Advocates for Education, 2004).

The principal requires a number of skills to perform all these important roles. Supervisory skill is an important skill to be possessed by principals. According to Eya and Leonard (2012), supervision is the act of providing leadership through a process designed to help staff gain greater competence and overcome some barriers so as to improve job performance. It is the act of overseeing the activities of teachers and other workers in a school system to ensure that they conform with general acceptable principles of education in order to achieve educational goals (Egwu, 2011). School supervision is a practice that is aimed at improving teaching effectiveness. Supervision concerns itself with the rudiments of efficiency and effective management of human and material resources.



Communication skill is another veritable tool in the hand of the principal. Omenyi (2007), described communication as a means of imparting, exchanging activities, ideas and information through human abilities or technological media. Talking on principals' communication skills and administrative effectiveness, Okwori (2011), remarked that communication is the life wire of any organization. No organization can meet the need of its people without proper communication. Principals should therefore use communication skills judiciously to encourage good communication between the school and community, establish close relationship between parents by holding meeting with them at intervals, building parent-teacher link. Obi (2003), stated that the success of managerial actions depends largely to a great extent on the effective use of communication process. Luisggel (2015), also stated that keeping everyone informed is a positive way of ensuring effective leadership, co-operation, co-ordination, support and commitment.

Again, principal requires the organization skill. Organizing is an element of administration that is concerned with relating all the components of an organization into a coordinated whole so as to achieve a set goal (Obi, 2003). Okwori (2011), stated that organizing function involves division of work, departmentalizing and delegation of authority. The principals however, make effective use of the organizing skill to put the right person in the right place to do the right job at the right time which is geared towards effective and efficient actualization of the goals and objectives of the educational institution. The principal which is an important concept

within the context of this work is required to use those supervisory, communication and organization skills to ensure adequate procurement, utilization, safety and maintenance of school facilities in all institutions of learning. They have to ensure that; equipment is serviced, repaired and overhauled; they should ensure that school facilities are not misused and the component of school plant must not be illegally commercialized (Obi, 2003).

Principals individualised consideration and teachers' job performance

Yuan-Duen and Chen-Tsung (2019) conducted a study on the relationship between elementary school principals' transformational leadership and teachers' work motivation in New Taipei City. The study was guided with four research questions. Correlation research design was adopted for the study. The population of the study comprised 12203 principals and teachers in the public elementary schools. A sample of 550 questionnaires was distributed to teachers in public elementary schools in New Taipei City. 430 valid responses were recovered with an availability rate of 78.18%. Transformational leadership of elementary school principals and motivation of teachers revealed a significantly positive correlation; dimensions of transformational leadership of elementary school principals had predictive power for the individualized influence of teachers. This implies that the higher the individualized influence the better the work motivation of teachers and job performance. In relation, both previous study and present study focused on transformational leadership practices. Both studies are academic field work exercise and adopted the research

design but differ in the years of investigations, area of the study and also differ on population adopted.

Machado and Chia-Jung (2015) investigated the principal role in integrating technology (Wi-Fi Internet, a computer lab and document cameras) in North California four school districts using mixed research method. The population consisted of 200 schools and principals. The return rate of the emailed questionnaire was 21% after sending several times. The study employed both qualitative and quantitative techniques. The data were acquired with the aid of questionnaire and interview. The study employed simple random sampling to a select sample from the target population. The findings of the study revealed that principal leadership plays a major role to help teachers to introduce technology into their teaching. Principal's support of the teachers through coaching was positively related to the use of the ICT in schools. Principal's leadership was a determinant of the effectiveness of the ICT in class. The study also observed that some of the principals oppose the ICT in schools. They perceive being an added cost thus preferring the old teaching methods. They oppose everything that is new since they want to maintain the status quo. The study recommended that principals should be proactive in helping teachers to incorporate ICT in their teaching aids. However, the study emphasized on the principal leadership in general. The present study focused on the specific leadership style: transformational leadership.

Kariuki and Ateka (2018) investigated Principal's Transformational Leadership and Teachers' Performance among Public

County Secondary Schools in Nyandarua County, Kenya. The study employed both qualitative and quantitative research methods. The cross-sectional survey and the phenomenology design were used to acquire the data. Stratified, simple random sampling was employed to choose the schools while stratified and systematic random was used to choose the teachers and the students. Academic deans, the principals of chosen schools and Education County Director were automatically included. Data was acquired using questionnaires, document analysis guide and interview guide. Qualitative and quantitative data were concurrently collected and analyzed. Descriptive (frequencies, percentage, mean and standard deviation) and inferential statistics (independent t-test, ANOVA) methods were employed to analyze the quantitative data. The findings of the study revealed that principal scored lowest in individualized consideration. The study concluded that teachers' performance was important for the school performance and principals play key roles in the enhancement of teachers' performance especially through challenging teachers by their actions.

In relation, both previous study and present study focused on transformational leadership practices. Both studies are academic field work exercise but differ in the years of investigations, area of the study and also differ on instrument for data analysis, as previous study used Cross-sectional survey while the present study will use correlation design.

Shengnan, Philip and Daming (2016) carried out a study on the nature of learning-centered leadership and teachers trust in the mainland China schools. Three research questions guided the study. The study



employed a cross-sectional survey design and acquired the data in both primary and secondary schools. A sample of 1259 teachers in 41 primary and secondary schools constituted the target population. The study was validated by three experts in the field and Department of Measurement and Evaluation. The reliability index was 0.821 coefficient while descriptive (frequencies, percentage, mean and standard deviation) and inferential statistics were used as an instrument for data analysis. The findings of the study found that principal leadership has a significant influence on the professional growth of the teachers, which makes the teacher be more competent on the pedagogical skills. The professional growth helps teachers' mastery of content and subject matter. Principal leadership style determines the how teachers consider the supervision. Principal motivates the teachers to plan the lesson, make use of the time allocated well and be able to be innovative on the choices and use of teaching aids and media. The study did not distinguish between the primary and the secondary school principals that had more influence. The present study will only use the secondary schools of the same level. Both previous study and present study focused on leadership practices. Both studies are academic field work exercise but differ in the years of investigations, area of the study and also differ on instrument for data analysis, as previous study used Cross-sectional survey while the present study will use correlation design.

Tai, Omar, Mohamad and Khuan (2017) investigated principal change leadership competencies and teacher attitudes toward change in Malaysia. The study employed 47 high performing schools and 936 teachers.

Data were acquired with the aid of questionnaires.

The findings of the study revealed that there is a strong positive relationship between the principal's competencies and teachers' belief. The study observed that the principal assistance motivates teachers to have confidence in themselves. Principals' assistance to teachers helps them to build confidence to take risk of performing hard tasks. The study found that when teachers believe in their skills and ability they are willing to implement the required changes. However, the study focused only on the high performing schools. The present study will focus on both high performing and low performing schools.

In relation, both previous study and present study focused on transformational leadership practices. Both studies are academic field work exercise, the same design was adopted for the studies but differ in the years of investigations, area of the study and also differ on population adopted.

Uthman and Kassim (2016) examined the impact of principal leadership style on teachers in Kaduna State Nigeria. Four research questions guided the study. The study adopted descriptive survey research design while the population of the study comprised 1,809 teachers and principals in secondary schools in Kaduna State. Stratified random sampling was employed to select the 400 teachers and the principals. Structured questionnaire was used for data collection which was validated by three experts with the reliability coefficient 0.788. Statistical mean and standard deviation were used as an instrument for data analysis. The findings of the study showed that principal leadership styles have a significant influence on the school's environment. Principal



leadership styles determine the type of the relationship between the teachers and the administration and this, in turn, determines the effectiveness of the teachers. The study also revealed that schools with transformational leadership have a good environment and teachers become more effective.

Both previous study and present study focused on transformational leadership practices. Both studies are academic field work exercise but differ in the years of investigations, area of the study and also differ on instrument for data analysis, as previous study used descriptive survey research design while the present study will use correlation design.

Research Question

What is the coefficient relationship between Principals Individualized Consideration and teachers' job performance in Enugu State?

HO: There is no significant relationship between principals' individualized consideration and teachers' job performance in Enugu State.

Method

Research design

This study adopted correlational survey design. The area covered by this research is in Enugu State of Nigeria. There are two hundred and eighty one (300) public secondary schools with four thousand six hundred and eighty two (10,806) teachers in

public secondary schools in Enugu State. The sampling technique adopted for this study was the stratified sampling technique. The sample for this study was 30 selected schools and 540 teachers, representing 5% of all the secondary schools and teachers respectively in Enugu State. The instrument for data collection is a structured questionnaire. It is designed and constructed by the researcher.

The face validity of the instrument was established by three experts. Reliability of the research instruments were determined through a trial-test based on single administration of the instrument on 30 teachers in Ebonyi State and 28 questionnaires were returned. This area was not part of the study area but the States share common features in terms of the public secondary schools structure. The data collected were analyzed using the Cronbach Alpha statistical method in order to determine the instruments coefficient of internal consistency.

The questionnaires after filling by the respondents was returned and used for data analysis.

The research questions was analyzed using Pearson Products Moment Correlation Statistics. The null hypotheses was tested at 0.05 alpha levels using Linear Regression Tool. This was used to determine the degree of relationship between the variables under study.

Results

Research Question

What is the coefficient relationship between Principals Individualized Consideration and teachers' job performance in Enugu State?

Table 1: Relationship between Principals Individualized Consideration and Teachers' Job Performance

Principals Individualized Consideration	Teachers Job Performance	
Principals Individualized Consideration	1.0000 (421)	.715 (421)
Teachers Job Performance	.715 (421)	1.0000 (421)
	r=0.715	r²=0.512

The results in table 1 show correlation coefficient of 0.715. This signifies that there is positive relationship between principals individualized consideration and teachers' job performance in Enugu State. However, the coefficient of determination (r^2) is 51%, which explains the variation on principals individualized consideration as indicated by teachers mostly attributed to their job performance.

HO: There is no significant relationship between principals' individualized consideration and teachers' job performance in Enugu State.

Table 2: Significant relationship between principals' individualized consideration and teachers' job performance

Computed r (r)	r-Squared	Adjusted r-Square	Standard error	Beta	t-cal	P-Value	Dec.
.715	.512	.511	3.93989	.715	10.772	.0000	Sig.

From Table 2, r represents the coefficient of correlation which is established on relationship between the two variables. The coefficient of determination (r^2) for computed r value is 0.715 which is 51%. This value explains teachers opinion on adoption of principals individualized consideration determines teachers job performance in secondary schools. On the test of significance of the hypothesis as indicated in table 2, the calculated 't' value is 10.772 while the p-value is 0.0000. This indicates a significant result between the p-value (0.000) is less than the level of significance (0.05). Therefore the hypothesis that there is no significant relationship between principals' individualized consideration and teachers' job performance in Enugu State was rejected.

Discussions and Summary Relationship between Principals' Individualized Consideration and Teachers' Job Performance

The finding of the study shows that there was a high positive relationship between Principals Individualized Consideration and teachers' job performance based on the computed r, in line with the co-efficient of

determination (r^2) which ratings implying that, Principals Individualized Consideration attributed secondary schools teachers job performance. Also hypothesis on table 2 concluded that there was a significant relationship between principals' individualized consideration and teachers' job performance in Enugu State, since the t. test of significance of r, at an alpha level of 0.05 was greater than the significance of t (probability value). It indicated that there was significant relationship between principals' individualized consideration and teachers' job performance.

The above finding in line with Gray, (2011) who observed that principals individualised influence is the degree to which the leader listens to each follower's needs, as a mentor or coach to the follower's concern and the needs. The leader acknowledges and celebrates the achievement of the individual. When the principal acknowledges individual teacher contribution, make the teacher feel that what she or he is doing is good. These raise the self-esteem of the teacher thus encouraging him or her to perform much better. For example, attending to teacher individual need, show empathy and support to the teacher, acknowledge and promote individual contribution and engaging in decision-making. The leader shows empathy and support to keep communication open and places challenges before the follower. The leader acknowledges and celebrates the achievement of the individual. When the principal acknowledges individual teacher contribution, make the teacher feel that what she or he is doing is good. In support of the findings Marjan, Frederik, Karel and Hans (2015), observed that individual considerations also help the principal to know the teachers's strength and weakness

thus helping in teachers' training and development. The principal is able to support the teacher on the strong parts, develop, and improve on the weak part. The individualized influence entails giving personal attention, treating each employee individually, coaching and advice. In addition to Marjan, Frederik, Karel and Hans (2015), individual influence scale is based on emotional support and explicit appreciation for the teachers' own initiative. In other words, individual influence is based on the premise that a transformative leader acknowledges the individual aspirations, actions, beliefs and values rather than favouring the individual.

Recommendations

1. The study recommends that Principals should learn to accommodate everyone especially in difficult times
2. School Management Board should always trained principals with the skills of considering teachers in the areas of difficulties in their teaching professions.

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