

## Relationship Between Principals' Idealised Influence and Teachers' Job Satisfaction in Public Secondary Schools in Anambra State

<sup>1</sup>Ikedimma, Ifeanyi Francis (PhD), <sup>2</sup>Friday Oko Orji (PhD), <sup>3</sup>Ezema, Getrude Chinonso, <sup>4</sup>Nwogbo, Mercy Obianuju & <sup>5</sup>Onwumbiko, Agatha Nkechi

<sup>1-5</sup> Department of Educational Management and Policy,  
Faculty of Education,  
Nnamdi Azikiwe University, Awka.  
[if.ikedimma@unizik.edu.ng](mailto:if.ikedimma@unizik.edu.ng)

DOI: 10.56201/jhsp.v9.no1.2023.pg42.48

---

### Abstract

*The study investigated relationship between principals' idealised influence and teachers' job satisfaction in public secondary schools in Anambra State. The study was guided by one research question and one null hypothesis 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 procedure was used to draw 531 teachers as sample for the study. Two instruments were used for data collection namely: Transformational leadership questionnaire (TLQ), and Teacher's job satisfaction Questionnaire (TJSQ). 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 0.96. Pearson Product Moment coefficient correlation was used to analyze data and test the hypotheses. The findings of this study showed a moderate positive relationship between principals' idealised influence and teachers' job satisfaction. There was significant relationship between principals' idealised influence and teachers' job satisfaction. It was concluded that principals' idealised influence positively influence teachers' job satisfaction. It was recommended that Anambra state ministry of education should encourage principals to adopt idealised influence style since it has been found to positively influence teachers' job satisfaction.*

---

**Keywords:** *Principal, Idealised Influence, Teachers' Job Satisfaction, and Secondary Schools*

---

### Introduction

All over the globe, education is appreciated and celebrated because every nation considers it as the road map to all round progress. There is no denying the truth that education illuminates every society's pathways to advancements. To say that education is the key to societal progress and development is to simply be in agreement with the fact, turned truth. This is because every society keeps leaning on education for direction in pursuit of goals of development. Underscoring the indispensability and fundamental role of education in moving

every society forward, United Nations (UN, 2023), through its 'Education For All' proposition, asserted that education is the basic building block of every society; the single best investment countries can make to build prosperous, healthy and equitable societies. UN added that education is a passport to human development, which opens doors and expands opportunities and freedoms. It is important to remember that education is encompassing, and include, formal, non-formal and or informal education.

Formal education which is of interest to this study is the aspect of education that is more organized with a well thought out curriculum, and programmes. It is structured into three levels, namely: primary, secondary and tertiary education. Again, the secondary level of education which is also of interest to the current study, is the intermediary between the primary and the tertiary levels of education. In the view of Azubuike (2023), secondary school education encompasses all the educational experiences that a primary school leaver is exposed to, so as to get him ready for survival in the society and or to be eligible for enrolment into tertiary education programmes. This level of education which is critical in every society can be owned and operated by the government as public secondary schools or by individuals or Missions as private secondary schools. The current study is interested in public secondary schools, where the government appoints a person who is believed to be knowledgeable, experienced and skilled to manage and coordination operations of each school (Orji, 2022). The job title of such an appointee is known as the principal.

The principal is considered as the Chief Executive Officer of a secondary school, who is saddled with the responsibility of ensuring smooth operations of the school of his primary assignment (Ikedimma, 2016). Similarly, Udoka (2018), posited that the principal in a public secondary school is the head of leadership charged with the responsibility of overseeing daily operations of the school, on behalf of the government. The principal, through relevant leadership approach is expected to motivate, monitor, coordinate, reward, mentor, supervises, control, and direct the daily operations of teaching and nonteaching of the school to ensure school objectives and goals are achieved. Throwing weight behind this, Williams cited in Obiekwe and Mbanefo (2019), buttressed that present day principals are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communication experts, budget analysts, facility managers, special programmes administrators, as well as guardians of various legal, contractual and policy mandates and initiatives. All these attributes are expected of a principal who adopts transformational leadership approach.

In today's school environment where teachers experience a lot of stress, the principal needs to become a transformational leader. To be termed a transformational leader as a principal demands that the principal motivates and inspires teaching and nonteaching staff to performing beyond expectations without resentment. In consonance with this, Bass cited in Abdullah, Ling and Sufi (2018) posited that this kind of leader motivates his subordinates (teaching and nonteaching staff) to perform more than what they are expected to do without the feeling of being exploited. The principal in this category of leadership employs some strategies which Jago, cited in Ikedimma and Okorji (2023), referred to as the four basic components of transformational leadership, and include: idealized influence; inspirational motivation; intellectual stimulation and individualized consideration. Even though all the aspects of the strategies of transformational leadership are important, idealized influence which is of special

interest to this study is unique, because a principal should be a role model and amiable charisma that will attract emulation.

Idealized influence is that aspect of a principal's behaviour that his colleagues and subordinates always desire to emulate. In the same vein, Gitoho, Muchara and Ngugi (2016) stated that idealized influence involves demonstration of behaviour that makes a leader become a role model, and point of reference for high standards of moral values, in terms of respect, admiration and trust earned from followers. A principal who effectively deploys the mechanisms of idealized influence is able to command huge support and cooperation from teachers without the teachers nursing any feeling of compulsion to participate in executing school programmes and activities. This is why idealized influence is a critical weapon of transformational leadership. It transfers the spirit of willingness, support and cooperation into the teachers, who would become good followers of the principal's directives. The target of a transformational principal should be attraction of good teachers' followership on the platform of peace, unity, cooperation, fairness and respect. This kind of scenario might trigger off teachers' job satisfaction.

Teacher's job satisfaction is considered as a situation whereby teachers feel happy, motivated and continue to demonstrate commitment in pursuit set school objectives and goals. A satisfied teacher would be devoid of absenteeism, truancy, 'eye-service', and other unproductive scenarios. A satisfied teacher will remain faithful and dedicated to the discharging his duties effectively. This is supported by Ariffin and Hashim (2015), who stressed that teacher's job satisfaction is indeed most crucial, not only in determining the faithfulness of the teacher to school but more importantly it is the main indicator of a teacher's level of commitment and performance in his teaching profession. In fact, teachers' job satisfaction should be the 'icing on any school's cake', if all things be equal. The need for teachers' job satisfaction in public secondary schools cannot be overemphasized. The principal's idealized influence could be the trigger.

Sadly, it seems doubtful if principals in public secondary schools in Anambra State apply idealised influence in order to make teachers happy and satisfied with their job. The manner of nonchalant attitude to work, often demonstrated through regular absenteeism to work, truancy, 'eye-service' and undue excuses by teachers is worrisome. The researchers on several visits to different schools, coupled with interactions some students and teacher observed that some teachers often feign issues such as burials, travels, illness, need to see a supervisor, bank related problems, etc., just to be absent from school. This might be a pointer that some principals of public secondary schools in the State might not have been effectively putting idealized influence to use, and as such, some teachers might not decipher the need to show faith and commitment to the job he has been employed to do. It is on the basic of this unsatisfactory state of teachers' job satisfaction that the researchers decided to embark on investigating the relationship between principals' idealised influence and teachers' job satisfaction in public secondary schools in Anambra State.

### **Research Question**

The following research question guided the study:

1. What is the relationship between Principals' Idealised Influence and Teachers' Job Satisfaction in Public Secondary Schools in Anambra State?

## Hypothesis

The following null hypothesis was tested at 0.05 level of significance:

1. There is no significant relationship between Principals' Idealised Influence and Teachers' Job Satisfaction in Public Secondary Schools in Anambra State.

## Research Methods

The study was guided by one research question and one null hypothesis 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 531 teachers as sample for the study. Two instruments were used for data collection namely: Transformational leadership questionnaire (TLQ), and Teacher's Job Satisfaction Questionnaire (TJSQ). 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 TJSQ yielded 0.96. Pearson Product Moment coefficient correlation was used answer the research question and test the null hypothesis. For the research question 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

**Research Question 1:** What is the relationship between principals' idealized influence and teachers' job satisfaction in public secondary schools in Anambra State?

**Table 1: Pearson  $r$  on Principals' Idealized Influence and Teachers' Job Satisfaction.**

Source of Variation N		Idealized Influence $r$	Teachers' Job Satisfaction $r$	Remark
Idealized Influence	531	1.00	0.58	Moderate Positive Relationship
Teachers' Job Satisfaction	531	0.58	1.00	

The outcome of the analysis in table 1 reveals that there is a moderate positive relationship of 0.58 between principals' idealized influence and teachers' job satisfaction in secondary schools in Anambra State.

**Hypothesis 1:** There is no significant relationship between Principals’ Idealised Influence and Teachers’ Job Satisfaction in Public Secondary Schools in Anambra State.

**Table 2: Test of Significance of Pearson relationship between Principals’ Idealized Influence and Teachers’ Job Satisfaction.**

Source of Variation N		Idealized Influence r	Teachers’ Job Satisfaction r	P-value	Remark
Idealized Influence	531	1.00	0.58		
Teachers’ Job Satisfaction	531	0.58	1.00	.00	Sig

The analysis in table 2 shows that there is a significant relationship between principals’ idealized influence and teachers’ job satisfaction in secondary schools in Anambra State. The calculated r (0.58) had *P*.value <0.05. The 7<sup>th</sup> null hypothesis was therefore rejected.

### Discussion of Findings

The study as displayed in table one found out that there is a moderate positive relationship of 0.58 between principals’ idealized influence and teachers’ job satisfaction in secondary schools in Anambra State. The hypothesis as displayed in table two shows that there is a significant relationship between principals’ idealized influence and teachers’ job satisfaction in secondary schools in Anambra State. This finding is not surprising to the researcher because, when principals are perceived by teachers as their role models who is living a lifestyle that is worthy of emulation, teachers are satisfied with their job. A transformational leader that is given to idealized influence is willing to take risks towards the attainment of organizational goals or personal objectives. Leaders in the organizations influence employees via the effective communication of the organizational vision. Principals who exhibit transformational leadership qualities, such as idealized influence, can positively impact teacher job satisfaction, which in turn can improve student outcomes. The implication of the findings is that emphasizing on accountability in performance of teachers’ duty; delegating duties to teachers; encouraging teamwork; and encouraging great level of trust among teachers are essential elements that influence teachers’ job satisfaction. The more the importance of effective leadership, professional development, teacher retention, student outcomes, and collaborative culture are highlighted, the more the teachers feel a sense of belonging and the more they are satisfied and prompted to commit themselves to achieving the objectives of the school. They will see the school as their own in the sense that they will feel personally responsible for its performance.

This finding agrees with the finding of Wan-Omar and Hussin (2013) which reveals a positive relationship existing between idealised influence and teachers’ job satisfaction. On the hypothesis, Sana *et al* (2022) revealed a significant relationship between Heads' idealised influence and teachers' job satisfaction. This means that when principals are perceived by teachers as their role models by living a lifestyle that is worthy of emulation, teachers are satisfied with their job.

## Conclusion

Transformational leadership is a critical style of school management that is strongly thought to have a bearing with how pleased teachers feel about the job they do. Principals who derive joy in maintaining a conducive and productive school culture exhibit transformational leadership behaviour through different approaches, including idealised influence. This study empirically investigated principals' exhibition of idealised influence and its relationship with teachers' job satisfaction. The outcome was a significant, moderate and positive correlation between idealised influence and teachers' job satisfaction in secondary schools in Anambra State, Nigeria. This is a testament that idealised influence has a positive influence on teachers' job satisfaction.

## Recommendations

1. Anambra state ministry of education should encourage principals to adopt idealised influence since this has been found to positively affect teachers' job satisfaction.
2. Prospective training for principals should be on idealised influence since there is positive relationship between idealised influence and teachers' job satisfaction.

## References

- Abdullah, A. G. K., Ling, Y. & Sufi, S. B. (2018). Principal transformational leadership and teachers' motivation. *Asian Education Studies*, 3(1), 36-42. doi:10.20849/aes.v3i1.316.
- Ariffin, A. H. & Hashim, H. (2013). *Identifying teachers' job satisfaction*. Retrieved from <https://www.researchgate.net/publication/282062708>
- Azubuikwe, K. A. (2023). Financing the various levels of education in Nigeria: Major sources and constraints. Accepted for publication at *National Journal of Educational Leadership (NJOEL)*.
- Gitoho, S. W., Muchara, M. & Ngugi, J. K. (2016). Influence of transformational leadership style on employee job satisfaction: Case study of firms listed at the NSE. *International Journal of Novel Research in Marketing Management and Economics*, 3(2), 177-190.
- Ikedimma, I. F. (2016). *Perceived competency needs of principals in the management of private secondary schools in Anambra state*. Unpublished Master Thesis, Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka.
- Ikedimma, I. F. & Okorji, P. N. (2023). Principals' intellectual stimulation and individualised consideration behaviours as correlates of teachers' commitment in secondary schools in Anambra State. *Unizik Journal of Educational Research and Policy Studies (UNIJERPS)*, 15(4), 17-26.
- Ikedimma, I. F. & Okorji, P. N. (2023). Principals' Idealised Influence and Inspirational Motivation as Correlates of Teachers' Commitment in Secondary Schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 9(1), 13-20.

- Nworgu, B. G. (2015). *Educational research: Basic issues and methodology*. Owerri: Wisdom Publisher.
- Obiekwe, K. K. & Mbanefo, N. J. (2019). Teachers' perception of principals' human resource management practices as correlate of their job performance in Anambra state. *Global Scientific Journal (GSJ)*, 7(8), 570-585. Retrieved from [www.globalscientificjournal.com](http://www.globalscientificjournal.com), on 3 March, 2021.
- Orji, F. O. (2022). *Human resource management practices of principals as correlates of teachers' job productivity in public secondary schools in Anambra state, Nigeria*. Unpublished Ph.D Dissertation, Faculty of Education, Nnamdi Azikiwe University, Awka.
- Sana R., Sadaf, N., Khurram, E., & Muhammad, A. K. (2022). Heads Transformational Leadership Style and Its Relationship with Job Satisfaction of University Teachers. *Journal of Positive School Psychology*, 6(12), 1077-1087.
- Udoka, T. (2018). Strategic appraisal management in Nigerian schools. *Educational Journal on Effective Teaching in Schools*, 2(1), 14-25.
- United Nations (2023). *Academic impact: Education for all*. Retrieved from <https://un.org/en/academic-impact/education-all>.
- Wan-Omar, W. A. and Hussin, F. (2013) Transformational Leadership Style and Job Satisfaction Relationship: A Study of Structural Equation Modeling (SEM). *International Journal of Academic Research in Business and Social Sciences*, 2 (3), 346-365.