

## The Influence of Principals' Application of Esteem Need Principle on Teachers' Job Commitment in Secondary Schools in Awka-South Local Government Area of Anambra State

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### Abstract

*This study investigated the influence of the principals' application of esteem need principle on teachers' job commitment. One research question and one hypothesis guided the study. Descriptive survey design was adopted. The population of the study consisted of 516 teachers and 19 principals in the 19 secondary schools in Awka-South Local Government Area of Anambra State. Simple random sampling was used to sample 60 teachers and 6 principals for the study. The instrument for data collection was a questionnaire. The validation of the instrument was done by experts in Educational Management and Policy Department of Nnamdi Azikiwe University, Awka. Cronbach Alpha was used to determine the reliability of the instrument. This yielded reliability co-efficient of 0.97. Data obtained were analyzed through arithmetic mean and t-test statistic. The findings of the study showed among others that, application of esteem need principle influence job commitment of teachers, there is no significant difference between the mean responses of principals and teachers. Based on the findings, the study recommends that principals should be encouraged to adopt esteem need principle for enhancing teachers' job commitment.*

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**Keywords:** *Principal, Esteem Need Principle and Teachers' Job Commitment*

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### Introduction

Education has been an instrument for human development. It is an instrument for the overall growth and development of a nation (Ariguzo & Ike-Obioha, 2020). According to Ohuimuwun and Obi (2020) education stimulates and empowers people to participate in their own development. It is targeted at grooming productive individual. This study is anchored in secondary education, which is a strategic level of education. In the views of Okeke-James, Igbokwe, Anyanwu and Obineme (2020) secondary education is a vital educational institution where people are groomed to imbibe the acceptable values, skills and knowledge of the society for useful socio-economic development and self actualization. The broad goal of secondary

education according to Federal Republic of Nigeria (2013) is to prepare individuals for useful living within the society. A plan for attaining the national secondary education goal must address the issue of teachers' commitment because teachers play a critical role not only in curriculum implementation, but also in modeling of students. Teachers' commitment must receive a strident attention in the bid to achieve national education goal for this reason.

Job commitment of teachers refers to teachers' dedication and ability to accomplish their task for achievement of organizational goals and values (Okwueze, 2020). In the view of Tadesse (2019) job commitment of teachers is the extent to which employees identify with, involve in and support the achievement of organizational values and way to goals. This implies that the job commitment is the ability of being focus, sincere and dedicated while undertaking teaching responsibility in order to discharge their job performance efficiently and effectively. Teachers' commitment to their job goes along to determine how secondary education goals are achieved. By extension teachers' commitment can either make or mar the educational goal. This is why the principal who is the academic and administrative leader in secondary school should devise a means to enhance teachers' job commitment. From the views of the researchers, one of the ways of enhancing teachers' job commitment is to adopt esteem need principle.

Esteem needs means to prize teachers with high value, respect and recognition as a means of spurring their commitment to duty. As one of the classified hierarchies of need as developed by Abraham Maslow in 1954. Esteem need principle is concerned with motivation of teachers through recognition of their usefulness. Oyedeji (2017) made it clear that esteem need principle is concerned with recognizing achievements of staff and giving them their due respect. Ezeugbor and Anozie (2019) described that esteem needs include the need to feel competent, worthy and in control of one's life. Esteem need is about recognizing and respecting teachers' job commitment, which in turn drives their inner motivation. Although, every teacher wants their importance to be felt; but esteem need principle stresses the need to cherish, revere and regard teachers as a means of encouraging their contributions in the school.

In this principle, there is need for school principal to progressively identify teachers' need and work towards standardized fulfilling them. Esteem need principle is applied when the principal focused on rewarding quality teaching through staff development, periodically arranging for in-service teachers' training, specially commending teacher's good performance, recognizing outstanding teachers with respectful job title, ensuring that only competent teachers are given significant job activities, creates atmosphere of respect and support for teachers and ensure that mutual respect among staff are upheld maximally in the school

In secondary school, importance of teachers' commitment cannot be over emphasized. Many studies have revealed poor job performance and commitment among secondary school teachers in Anambra State (Ihueze, Unachukwu and Onyali 2018 & Okeke-James, Igbokwe, Anyanwu, and Obineme, (2020). All these findings are pointers to poor job performance by extension poor commitment. However, adopting esteem need principle seems a lasting solution to enhance teachers' satisfaction and commitment to their duties.

## Purpose of Study

The main purpose of this study is to determine the extent to which principals' application of esteem need principle influence teachers' job commitment in Secondary Schools in Awka-South Local Government Area of Anambra State.

## Research Question

The following research question guided the study

1. To what extent do principals' application of esteem need principle influence teachers' job commitment in secondary school in Awka-South Local Government of Anambra State?

## Hypothesis

There is no significant difference between the mean scores of teachers' and principal on the influence of principals' application of esteem need principle on teachers' commitment in secondary school in Awka-South Local Government of Anambra State.

## Method

Descriptive survey design was adopted for the study. The population of the study consisted of 516 teachers and 19 principals in the 19 secondary schools in Awka-South Local Government Area of Anambra State. Simple random sampling was used to sample 60 teachers and 6 principals for the study. The instrument for data collection was a 10-item questionnaire validated by three experts in Educational Management and Policy Department of Nnamdi Azikiwe University, Awka. Cronbach Alpha was used to determine the reliability of the instrument which yielded a co-efficient of 0.97. The data obtained were analyzed through arithmetic mean and t-test statistic. Any item with a mean score of 2.50 and above is considered as agreed whereas any mean less than 2.50 is regarded as disagreed. 56 questionnaire were successful retrieved from the teachers and 6 questionnaire from principal and were used for the data analysis.

## Data Analysis and Result Presentation

**Research Question:** To what extent do principals' applications of esteem need principle influence teachers' job commitment in secondary school in Awka-South Local Government of Anambra State?

**Table 1: Mean score Responses on principals' application of esteem need principle influence teachers' job commitment in secondary school**

S/N	ITEMS	TEACHERS		PRINCIPALS'	
		$\bar{X}$	Std. Deviation	$\bar{X}$	Std. Deviation
1	The principal focused on quality teaching through staff development	3.02	.90	3.50	.55
2	The principal periodically arranges for in-service teachers' training	2.36	1.09	2.67	.82
3	The principal specially commend	2.96	.93	3.83	.41

4	teacher's good performance He recognizes outstanding teachers with respectful job title	2.59	.93	3.50	.55
5	Only competent teachers are given significant job activities	2.73	.98	2.67	.82
6	The principal creates school atmosphere of respect and support for teachers	2.71	.87	3.17	.75
7	Mutual respect among staff are maintain in the school	3.14	.72	3.50	.84
8	The principal increase the availability of teachers to work	2.86	.84	3.00	1.10
9	Outstanding teachers are periodically recognized	2.63	.93	3.17	.75
10	In and out of school achievements of teachers are duly respected	2.57	1.01	2.67	.82
<b>Grand X</b>		2.76	0.92	3.17	0.74

Table 1 indicates that each of the 10 items has a mean score that is greater than the criterion mean of 2.50 already established. This indicates that principals' application of esteem need principle influence teachers' job commitment in secondary school in Awka-South Local Government of Anambra State.

### Hypothesis

**HO 1:** There is no significant difference between the mean scores of teachers' and principal on the influence of principals' application of esteem need principle on teachers' commitment.

Variables	N	Mean	SD	df	$\alpha$	t-cal	t-crit	Decision
Principals	6	3.17	0.74	60	.05	0.79	2.000	Not Significant
Teachers	56	2.76	0.92					

The result on Table 2 reveal that the t-critical value of 2.000 is greater than t-calculated value of 0.79 at the 0.05 level of significance indicating there is no significant difference between the principle on teachers' commitment.

### Discussion of Findings

The findings from the analyses of data on table one show that application of esteem need principle influence teachers' job commitment with the grand mean score of 2.76 and 3.17 for teachers and principals respectively. This is because respondents agreed that when the principal

focused on: quality teaching through staff development, arranges for periodic in-service teachers' training, specially commends teacher's good performance, recognizes outstanding teachers with respectful job title, creates school atmosphere of respect and support for teacher and maintains mutual respect among staff in the school. The outcome is that it will enhance teachers' job commitment. This agrees with the stance of Osegbue, Ohamobi and Manafa (2018) that teachers need to be stimulated to inspire them towards achieving greater commitment. Similarly, Ezeugbor and Thompson (2018) maintain that principals with excellent leadership abilities focus on stimulating teachers towards goal attainment.

The finding of the study also indicates there is no significant difference between the mean scores of teachers' and principal on the influence of principals' application of esteem need principle on teachers' commitment. This is a confirmation that principals' application of esteem need principle would greatly enhance teachers' job commitment. No wonder Onyali and Nnebedum (2016) stressed that adopting motivational strategies are energizers to staff performance.

### **Conclusion**

The study was to determine the influence of principals' application of esteem need principle on teachers' job commitment. This study reveals that application of esteem need principle influences teachers' job commitment. Both the principals and teachers agreed that esteem need principle would make a great impact and influence in enhancing teachers' job commitment in secondary school in Awka-South Local Government of Anambra State.

### **Recommendation**

Based on the findings of the study, the researchers recommend as follows:

1. There is need for principals to carefully identify the esteem needs of the teachers in the school
2. Principals should enhance teachers' commitment by satisfying their esteem needs
3. Decision makers should encourage teachers by making appropriate policies on how to promote outstanding commitment with equitable rewards and positions.

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