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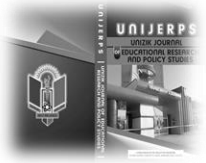
RELATIONSHIP BETWEEN PRINCIPALS' INITIATING STRUCTURE LEADERSHIP BEHAVIOUR AND TEACHERS' JOB INVOLVEMENT IN SECONDARY SCHOOLS IN ABIA STATE

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Abstract

The purpose of the study was to determine the relationship between principals' initiating structure leadership behaviours and teachers' job involvement in secondary schools in Abia State. Two research questions and hypotheses guided the study. This study was carried out in Abia State. The design for this study is correlation. The population of the study comprised 3297 teachers who were teaching in 253 public secondary schools in Abia State while the sample size of the study was 330 teachers from public secondary schools in Abia State. The cluster sampling technique was used. Two instruments which were duly validated and trial tested were used for data collection. The data collected were subjected to test of internal consistency using Cronbach Alpha they yielded reliability coefficient values of 0.93, and 0.74 respectively. The researchers visited the schools to administer and collect copies of the questionnaires, with the help of six research assistants who were secondary school teachers in Abia State. Pearson Product Moment Correlation Coefficient was used in analysing data relating to research questions and testing of the hypotheses. Findings indicated that the relationship between principals' initiating structure leadership behaviours and male teachers' job involvement is negligible. Increase in principals' initiating structure behaviours does not improve the male teachers' job involvement. It was among others recommended that secondary school principals in Abia State should imbibe transformational leadership behaviours in their administrative duties.

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Keywords: Relationship; Principals; Initiating Structure; Leadership Behaviours; Teachers' Job Involvement

Introduction

Leadership and job involvement have recently become a concern for educational institutions that work for productivity and quality. This is because effective leaders and climate have significant roles in attainment of educational objectives. The leader has the ability to influence others to act in a way that facilitates the achievement of organizational goals. In line with this, Nnabuife (2009) conceptualized leadership as a process of directing and influencing a group toward achieving individual, group and organizational goals. Omenyi (2007) further noted that leadership can be done through directing, encouragement, sensitization, consideration, motivation, supervision and support.

Teachers and principals are indispensable factors in educational development. It is not an overstatement to say that the attainment of the educational objectives of a nation depends on the quantity and quality of her teaching force. In all educational systems, the teachers' job involvement is one of the factors determining school effectiveness and learning outcome. Oluro and Olutope (2014) confirmed this as they asserted that the heart of Nigeria's educational system is the teacher. Whether at the pre-primary, primary, secondary or tertiary level; the teacher is and will continue to be both the major indicator as well as the major determinant of quality education. Uwaifo (2009) also remarked that it is the teacher that holds the key that unlocks the door of modernization and sustainable development. When teachers do not feel valued or motivated, it reflects in their job involvement. According to Narayanaswamy (2014), when the teacher is satisfied with the job, maximum effort will be put on the job which ultimately results in good performance. Lawrence (2009) on the other hand, clearly stated that the motivation of workers determines the workers' attitudes towards job involvement.

At the secondary school level, the principal is considered a leader. The principal is saddled with the responsibility of organizing, leading, controlling, coordinating and influencing staff in the school to achieve set goals. For high job involvement to be achieved

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among teachers, the principal as the school leader is expected to put into consideration the attitudes that could have negative effect on teachers' job involvement. This is due to the fact that teachers' job involvement increases and decreases depending on the extent to which the leader (principal) meets the expectations of the teachers. And this, to a large extent is related to the leadership behaviours which the principal as a leader exhibits. The principals' leadership behaviours play an important role in determining productivity among teachers in schools. The leadership behaviours of secondary school principals are important determining factors in encouraging teachers' job involvement. This is because the performance of schools like every formal organization depends on the leadership.

Researchers affirm that leadership behaviours exhibited by the leaders are significant factors that affect employees' job involvement especially between male and female workers. For instance, Rana (2016) highlighted that job involvement of teachers is highly affected by the leadership of the principal or head of the department. Akinbode and Fagbohunde (2012) noted that perceived leaders-behaviours would influence workers' behaviours toward their job negatively or positively depending on the gender. According to Akinbode and Fagbohunde (2012), these behaviours have the potential of discouraging female workers more than the male workers from readiness and capacity to make significant contributions to organizational success. While male teachers may be able to work under pressure and without minding the behaviours exhibited by principal, the female teachers may give their best under a principal who is friendly, recognizes their worth, appreciates their efforts in the school and shows concern for their individual needs and growth. The authors further pointed out that only few supervisors/leaders tend to gain little effort of the subordinates, because of the way and manner in which people are led and managed in the workplace.

The principal has to ensure that educational resources are judiciously utilized for achievement of educational objectives. In doing this, the principal is capable of exhibiting different forms of behaviours. Derue, Nahrgang, Wellman, and Humphrey (2011), grouped the leaders' behaviours into initiating

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structure which is task-oriented, consideration which is relational-oriented behaviours and transformational which is change-oriented behaviours. The study focused on initiating structure behaviours.

Initiating structure behaviours are behaviours in which the superior organizes and defines group activities and relationship to the group (Fleishman & Harries in Das, 2017). Thus, the superior defines the roles each member is expected to assume, assigns tasks, plans ahead, establishes the ways of getting things done and pushes for production. A successful leader has the ability to design work situation in such a way that people around him would know what is expected of them. This dimension seems to emphasize overt attempts to achieve organizational goals.

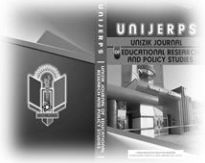
Statement of the Problem

Secondary school principals in Abia State seem not to be performing up to expectation and these result to low job involvement among teachers in Abia State. This is evident in the constant reports of misunderstanding between teachers and principals and constant sudden transfer of teachers from one school to another. There is also lack of motivation among teachers. It is observed that some teachers in Abia State engage in other businesses at the expense of their teaching job while others are so reluctant in discharging their duties in schools. All the initiatives by the Government notwithstanding, the level of teachers' job involvement seems not to improve. This results to poor performance of students and mass exodus of students to special examination centres for external examinations. It is based on these problems that the researcher seeks to ascertain the relationship between principals' initiating structure leadership behaviours and teachers' job involvement in secondary schools in Abia State.

Research Questions

This following research questions guided the study:

1. What is the relationship between principals' initiating structure leadership behaviours and male teachers' job involvement in secondary schools in Abia State?
2. What is the relationship between principals' initiating structure leadership behaviours and female teachers' job involvement in secondary schools in Abia State?



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Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between principals' initiating structure leadership behaviours and male teachers' job involvement in secondary schools.
2. There is no significant relationship between principals initiating structure leadership behaviours and female teachers' job involvement in secondary schools in Abia State.

Research Method

This study was carried out in Abia State. The design for this study is correlation. Correlation study design seeks to determine the extent, direction and magnitude of relationship of two or more variables (Nworgu, 2015). The population of the study comprised 3297 teachers who were teaching in 253 public secondary schools in Abia State. The sample size of the study was 330 teachers from public secondary schools in Abia State. The cluster sampling technique was used. Two instruments containing sixty items were used for data collection. Both were adapted from standardized instruments and modified by the researcher. One was titled "Principals' Leadership Behaviours Description Questionnaire (PLBDQ). The items in these questionnaires were organized in accordance with the research questions. The first questionnaire titled principals' leadership behaviours descriptive questionnaire was used collect data on principals' initiating structure leadership behaviour. The second questionnaire titled 'Teachers' Job Involvement Questionnaire (TJIQ) was used to measure the teachers' job involvement level. The instruments were subjected to face validation. The reliability of the instruments was duly established. The data collected were subjected to test of internal consistency using Cronbach Alpha they yielded reliability coefficient values of 0.93, and 0.74 respectively. The researchers visited the schools to administer and collect copies of the questionnaires, with the help of six research assistants who were secondary school teachers in Abia State.

Mean and standard deviation were used to determine the respondents' level of agreement on principals' leadership behaviours and job involvement while Pearson Product Moment Correlation

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Coefficient was used in analysing data relating to research questions and testing of the hypotheses.

Presentation Results

Research Question 1:

What is the relationship between principals' initiating structure leadership behaviours and male teachers' job involvement in secondary schools in Abia State?

Table 1: Pearson r on Principals' Initiating Structure Leadership Behaviour and Male Teachers' Job Involvement

Variables	N	Principals' Initiating Structure Leadership Behaviours r	Teachers' Job Involvement r	Remark
Principals' Initiating Structure Leadership Behaviours	112	1.00	-0.04	Negligible Relationship
Teachers' Job Involvement	112	-0.04	1.00	

Table 1 shows a Pearson's r of -0.04. This suggests that there is a negligible relationship between principals' initiating structure leadership behaviours and male teachers' job involvement.

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Research Question 2

What is the relationship between principals' initiating structure leadership behaviours and female teachers' job involvement in secondary schools in Abia State?

Table 2: Pearson r on Principals' Initiating Structure Leadership Behaviour and Female Teachers' Job Involvement

Variables	N	Principals' Initiating Structure Leadership Behaviours r	Teachers' Job Involvement r	Remark
Principals' Initiating Structure Leadership Behaviours	182	1.00	0.29	Low Positive Relationship
Teachers' Job Involvement	182	0.29	1.00	

As displayed in table 2 the Pearson's r is 0.29. This suggests that the relationship between principals' initiating structure leadership behaviours and female teachers' job involvement is a low positive relationship.

Hypotheses Testing

Hypothesis 1

There is no significant relationship between principals' initiating structure leadership behaviours and male teachers' job involvement in secondary schools.

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Table 3: Significance of Pearson's r on Principals' Initiating Structure Leadership Behaviours and Male Teachers' Job Involvement Using Probability Value

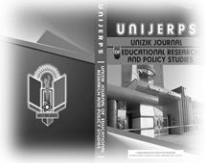
Source of Variation	N	Principals' Initiating Structure Leadership Behaviours r	Teachers' Job Involvement r	Df	*p*-value	Remark
Principals' Initiating Structure Leadership Behaviours	112	1.00	-0.04	110	0.64	Not Significant
Teachers' Job Involvement	112	-0.04	1.00			

Table 3 shows that at 0.05 level of significance and 110df, the Pearson's r (-0.04) *hasp*-value of 0.64 which is greater than the critical *p*-value 0.05. Therefore the null hypothesis was not rejected. The relationship between principals initiating structure leadership behaviours and male teachers' job involvement was not significant.

Hypothesis 2

There is no significant relationship between principals initiating structure leadership behaviours and female teachers' job involvement in secondary schools in Abia State.

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Table 4: Significance of Pearson's r on Principals' Initiating Structure Leadership Behaviours and Female Teachers' Job Involvement Using Probability Value

Source of Variation	N	Principals' Initiating Structure Leadership Behaviours r	Teachers' Job Involvement r	Df	*p*-value	Remark
Principals' Initiating Structure Leadership Behaviours	182	1.00	0.29	180	0.00	Significant
Teachers' Job Involvement	182	0.29	1.00			

Table 4 shows that at 0.05 level of significance and 180df, the Pearson's r (0.29) *hasp*-value of 0.00 which is less than the critical *p*-value 0.05. Therefore the null hypothesis was rejected. The relationship between principals initiating structure leadership behaviours and female teachers' job involvement was significant.

Summary of the Findings

Based on the results of the study, the following findings were made;

1. The relationship between principals' initiating structure leadership behaviours and male teachers' job involvement is negligible. Increase in principals' initiating structure behaviours does not improve the male teachers' job involvement.
2. There a low positive relationship between principals' initiating structure leadership behaviours and female teachers' job involvement. Increase in principals' initiating structure behaviours leads to a slight improvement in female teachers' job involvement.

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3. The relationship between principals' consideration behaviours and male teachers' job involvement is positively low. Increase in principals' consideration leadership behaviours leads to a slight improvement in male teachers' job involvement.
4. There is a low positive relationship between principals' consideration behaviours and female teachers' job involvement is negligible. Increase in principals' consideration leadership behaviours do not improve female teachers' job involvement.

Discussion of Findings

Data analyses for the research questions showed that the relationship between principals' initiating structure leadership behaviours and male teachers' job involvement is negligible while the relationship with female teachers' job involvement is positively low. The tested hypotheses for relationship between principals' initiating structure leadership behaviours and male teachers' job involvement is not significant while the relationship between initiating structure leadership behaviours and teachers' job involvement is significant in secondary schools in Abia State. The findings of this study have revealed why female teachers are more involved in the job in schools where principals emphasize meeting of deadlines, talk about how much should be done and insist on following standard ways of doing things in every detail. This does not mean that female workers are only effective when ruled with iron hands or that principals should be partial in their leadership behaviours. The inference to be drawn from this finding is that principals should exhibit behaviours that would motivate both male and female teachers alike for them to be involved in their job. The above findings do not agree with Sancar (2009) who found that 'initiation of structure' has moderate significant relation to teachers' job satisfaction. The difference in findings could be attributed to time or areas where the studies were carried out. The former was on teachers' job satisfaction and was carried out in North Cyprus but the current is in relation to teachers' job involvement in Abia State. Besides, Sancar did not examine the difference in gender in his study. The findings are in agreement with Marcic (2010) who found that leadership behaviours are situational. The leader should diagnose the situation

and determine the best approach to adopt.

Conclusion

Based on the findings of this study, the researchers conclude that high level of principals' initiating structure behaviours make little or no improvement on teachers' job involvement in Abia State. Therefore, initiating structure behaviours have no significant relationship with teachers' job involvement.

Recommendations

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

1. Secondary school principals in Abia State should imbibe transformational leadership behaviours in their administrative duties.
2. Education policy makers should formulate policies that will inculcate the appropriate behaviours in secondary school principals towards their teachers. One of such policies is that principals shall offer and support teachers' individual learning opportunities for professional growth.
3. The Ministry of Education should organize training seminars and workshops for secondary school principals on leadership behaviours that enhance teachers' job involvement and respect for leaders so as to ensure a better organisational behaviours in schools. This will help create a better school climate for teaching and learning.
4. Teachers should maintain high level of job involvement in schools so as to encourage principals to exhibit better leadership behaviours.

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