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LEADERSHIP ENERGIES FOR TEACHERS' COMMITMENT TO WORK IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

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ABSTRACT

This study examined the application of leadership energies for teachers' commitment to work in public secondary schools in Rivers State, Nigeria. The study adopted the descriptive survey research design. Two research questions and two hypotheses were formulated to guide the study. The study adopted a correlational survey research design. The population of the study comprised 247 public senior secondary schools in Rivers State which consist of 247 principals which were used for the study. A sample size of 242 principals representing 98% was drawn from the 247 public senior secondary schools in Rivers State, Nigeria using the stratified random sampling technique. A self-structured four-point scale questionnaire titled "Application of Leadership Energies for Teachers' Commitment to Work Questionnaire (ALETCWQ) was validated. The reliability of the instrument yielded the index of 0.89. The research questions were answered and hypotheses tested using mean and standard deviation. The z-test was used to test the hypotheses at 0.05 level of significance. The findings revealed that application of intellectual energies engenders teachers' commitment to work. It also revealed that application of physical energy fosters teachers' commitment to work. Therefore, it was recommended among others that principals should always apply intellectual and physical leadership energies in order to foster teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria.

Keywords: Leadership, leadership energies, teachers' commitment, public senior secondary schools.

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INTRODUCTION

Human and material resources are vital and useful to man for survival, acquisition of knowledge, skills, abilities and values which stand as a great equipment to advance in future. Any human and material resources that helps man to advance in knowledge and competence needs to be prioritized and furnished for greater objectives; both now and in the future. And any organization and institution that produces their human and material resources needs to be guarded, guided and furnished with good and responsible manpower who will be creative, innovative and productive. The survival of any organization or institution depends upon right thinking and value judgment of the workforce and other vital individual that makes work worthwhile. It is obvious that growth, development, retrogression and total failure of an institution depends on the human resources especially the leadership of the institution who fails to think beyond the existing norms, values, techniques of operation, strategies and styles of the organization and institution. Nevertheless, it is worthy of note that no institution wants to fail but to succeed in all facet of business life and opportunities. This success, which means growth, expansion and satisfying needs objectives depends upon transformational and strategic leadership.

Concept of Leadership

In every area of human endeavour that has collection of people, and other resources as well as defined objectives and goals, must have a well-known and furnished person(s) who will pilot the affairs, protect and defend the belief system and all-round environment of the organization. Leadership is important in the survival of every organization be it school, firm or sports institute. In order to achieve a specific organizational goal, leadership is needed to put both human and other vital resources together to achieve that goal.

According to the definition given by Nwankwo (2014), leadership is seen as the act of influencing, motivating and relating (communicating) with people towards specific group goal. Armstrong (2012) saw leadership as the act of inspiring people to do their best to achieve a desired result. Nwakudu and Okata (2015) opined that leadership is working as a team to create dynamic, exciting and inspiring programmes for organizational competitiveness. Stogdill in Okorie (2012) saw leadership as the process of influencing group activities towards goal setting and goal achievement. Also, Ukeje and Okorie in Okorie (2012) saw leadership as the process of influencing, directing and co-ordinating the activities of other people in an organization. In these definitions, it implies that leadership works with other people within and outside the organization to ensure group goals and objectives are achieved within defined time frame. And in doing this, the leadership must be able to encourage, manage and involve others in the picture of things that are great concern to the organization as well as its goals.

In corroboration with above assertion, Levis, Goodman and Fanti in Nwankwo (2014) put forward to say that leadership is a social influence process that involves determining a group's activities, motivating behaviour in aid of those objectives and influencing group maintenance and culture. Leadership in every organization plays a vital role to the survival and development of such an organization. A situation whereby leadership is not inspiring communicating with others and not having listening ability and co-coordinating with an unfair conditions and treatment will end up not actualizing the group goals. This reason inspired Peretomode (2014) to say that leadership plays a huge role in the management and administration of education.

As a matter of fact, leadership in every organization determines the level of growth to be recorded and achieved by an organization. Leadership has the will power to make the organization bankable and worthwhile to be seen as one of the sustaining and productive ventures in the society. Leadership is a continuous and vital process of influencing, directing, inspiring, co-ordinating and relating with firm's members in a cordial manner with other relevant resources to achieve a set goal. To achieve organizational goal, leadership ought to apply the brain and strategies related to future plans and aspirations to the team members to put other contributions and lucid opinions on how to deliver for the best interest of the organization.

Any potent leadership must have the support of team member who will be engaged with the processes and practices to ensuring that organization's future plans are achieved. Future plans of every organization are very vital and cannot be undermined or overlooked at any point in time. Worthy of note is the fact that achieving organization's future plans is a necessary and compulsory condition for the leaders.

A leader ought to be transformational and strategic in all that concerns the organization that engaged him or her. He/she should be able to find out when organizational members should be rekindled for an increased productivity especially in the school system. A principal as the administrative head of the secondary schools should be able to detect or find out when his teachers are no more productive and when other strategies should be applied for goal attainment.

Anyaogu and Onye (2015) saw school leadership as the process of enlisting and guiding the talents and energies of teachers, pupils and parents towards achieving common educational goals. Hoy and Miskel in Obasi and Chi-Uzomah (2005) opined that educational leadership practices is a complex process which involves more than just mastering a set of leadership skills or matching the appropriate behaviour with a specific disposition but it also requires the acquisition of certain energies that lead to total commitment and cooperation to the achievement of school goal.

Leadership in every educational setting is very important and pertinent to the school for ensuring great commitment, dedication and goal attainment in school. A situation whereby things are not working as presumed, planned and desired there must be a change in strategic plans to achieving the set goals.

So many public senior secondary schools in enclaves and outside are very far from achieving the goals of education as well as the goals of secondary level of education. According to Federal Republic of Nigeria (2014), the goals of secondary education shall be to prepare the individual for:

- Useful living within the society; and
- Higher education and other objectives of achieving them.

But for a matter of fact so many schools are in the state of shamble dereliction, burying the goals into the ground and keeping the individuals in a very indecorous and recalcitrant manner. Enormous teaching staff are not showing and putting in their best to ensuring effective and efficient work done. Some are not being inspired by their leaders any more as well as the government.

Secondary level of education is an important part of the educational system of Nigeria which desires great attention from the government, principals, and teachers to achieve the above prescribed goals. Secondary level of education is an education acquired after primary and before the tertiary level of education. It requires to be given great priority and attention but all to no

avail. Teaching staff are not being re-engineered through good conditions of service and have resorted to demonstrate or display *laissez-faire* attitudes. In a situation like this, the school leadership (principal) ought to apply leadership energies such as intellectual and physical energies to achieve educational goals.

The application of leadership energies to the teachers can as well foster teachers' commitment to work. Energy in leadership is the process that develops a personality effective style of leadership that positively influences and changes not only yourself, but also those with whom you work and interact, as well as your organization as a whole (Centre for Coaching and Leadership Training, 2022). They further stated that greater leaders do not motivate people, but him/her provide energizing experiences that enable people to tap into their visionary capabilities. That was the reason why Radcliffe (2010) stated the experiences of Drucker when he was working as a leader, that your first and foremost job as a leader is to manage your own energy, and help manage the energy of those around you. So, the principal as a leader is in the position to manage the energies of the teachers around him or her for the best interest of the school and engender the best commitment to work.

Radcliffe (2010) also opined that a leader's job is to energize others. Tichy in Radcliffe (2010) put forward that there is no time off and that every interaction a leader has is either going to positively energize those around him. Noteworthy is the fact that these energies can be applied in the public secondary schools by the various principals as the leaders to achieve high level of commitment by the teachers.

Concept of Intellectual Energy

Intellectual energy is the energy of your thinking, analysis, logic and rationality (Radcliffe, 2010). He put forward that is used in debate, drives animosity, creativity, planning and focus. Conger in Nwakudu and Okata (2015) emphasized that intellectual energy is also regarded as stimulation energy and it is known as the degree to which the leader challenges assumptions, takes risks and solicits staff and students' ideas. Intellectual energy or stimulation is the situation whereby the leader engages subordinates into strenuous but latent tasks that will bring about creativity to help build competitive advantage. Applying this energy in the secondary system of education will enable the teachers be organized. It will enable them to be creative, think across lines, plan and remain focused and committed to achieving set objectives. This energy gives the teachers the room or opportunities for critical thinking and sound judgment. Engaging teachers in a practical assignment in school stimulate and encourages them for creativity, stimulates their interest to work harder, arouse their morale, promote innovative ideas and encourages optimal commitment to school objectives.

Intellectual energy is the ability to utilize one's brain and make priority for brainstorming on how to use new ideas to achieve set goals. It involves creative thinking, analyzing facts and convincing others to accept it as a reality. In order to achieve set goals, new ideas and high commitment by teachers, principals of various schools should always apply this energy. Bass and Avolio in Anyemele and Ukaigwe (2018) opined that intellectual energy is a situation in which leaders stimulate followers.

Concept of Physical Energy

Physical energy is the energy of action, making things happen according to the set plans and objectives. This is the energy that enables individual to get things done. This is the energy of actualization and achievement. This energy is also a key part of our vitality and helps individual be alert and maintain concentration and commitment (Radcliffe, 2010). It also helps individual do work in order to achieve set objectives and goals. This energy helps in taking rightful actions on the job. It helps in taking action on effective teaching and learning. It also stimulates teachers in making rightful decisions in classroom. It is obvious that most teachers do not teach with practical demonstration due to the absent of physical energy. Physical energy defines teachers' commitment to work and gives teachers' job a meaning. It ensures things are done as planned in school. It also ensure things happen to the interest of the school. This energy always obliterates laziness and unseriousness among teachers. It strengthens commitment and helps in goal realization. It help teachers to be alert to meet up with all academic activities, help in maintaining concentration at work and encourages commitment to achieving school goals. Physical energy is result oriented, showcases performance, implementation and execution and actualization of vision.

Nwakudu and Okata (2015) opined that physical energy gives a higher degree to the leader to articulate a vision that is appealing and inspiring to the subordinates. The application of these two energies can encourage and stimulate the teachers' commitment to work. It can enable the teachers to teach effectively, attend to extra-curricular activities, teach with practical demonstration and finish scheme of work and do revision before examinations.

Statement of the Problem

In every given organization or institution, the leader is the person who pilots the affairs and takes all vital and positive decisions that will accelerate the well-being of the organization. Leadership determine the success and failure of every organization. He or she has the pre-requisite knowledge about the institution and can understand when it is retrogressing to re-strategize and ensure optimal growth and development.

In the secondary school setting, ranging from the study programme, guidance programme and activity programme are all in the state of shamble and dereliction, students are no more giving learning a great priority and other social activities in life have taken over their time. Teachers are no more given higher commitment to the art of teaching to ensure the realization of the goals of entire education and that of the secondary education in Nigeria. So many teachers are not also being inspired and stimulated by their leaders (principals) to put in lots of their times, efforts and commitment to work. In the light of the above overview, the researcher investigated the application of leadership energies for teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria.

Aim and objectives of the study

The aim of the study was to ascertain how the application of leadership energies can foster teacher's commitment to work in public senior secondary schools in Rivers State, Nigeria. Specifically, the study sought to:

- Ascertain the ways application of intellectual energy can foster teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria.
- Determine the ways application of physical energy can engender teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria.

Research Questions

The following research questions were formulated to guide the study:

- In what ways do application of intellectual energy foster teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria?
- In what ways do application of physical energy engender teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- There is no significant relationship between mean ratings of male and female principals' opinion on the ways the application of intellectual energy fosters teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria.
- There is no significant relationship between mean ratings of male and female principals' opinion on the ways the application of physical energy engenders teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria.

METHODS

This study adopted the descriptive survey research design. The population of the study comprised of two hundred and forty seven (247) public senior secondary schools in Rivers State, Nigeria. This consists of two hundred and forty seven (247) principals in the 247 public senior secondary schools in Rivers State, Nigeria. A sample size of 242 principals representing 98% was drawn from the 247 principals of the public senior secondary schools in Rivers State, Nigeria using the stratified random sampling technique. The principals were divided into male – 124 and female – 118. Instrument for data collection titled “Application of Leadership Energies for Teachers' Commitment to Work Questionnaire (ALETCWQ) was validated by two experts in the Department of Educational Psychology (Measurement and Evaluation).

The instrument was divided into two sections. Section A contains Bio-data. While section B contains questions that elicit information on leadership energies. The instrument was patterned according to Modified Likert scale pattern of Strongly Agreed (4), Agree (3), Disagree (2) and Strongly Disagree (1). The instruments were administered by the researcher and five trained research assistants. Four hundred and twenty four (424) copies of questionnaire were sent out and two hundred and sixteen (216) copies were completed and retrieved for data analysis. The research questions were answered using mean and standard deviation while z-test was used to test the hypotheses at 0.05 level of significant.

RESULTS

Research Question One: In what ways do application of intellectual energy foster teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria?

Table 1: Weighted mean and standard deviation responses on the ways intellectual energy fosters teachers' commitment to work in public senior secondary schools

S/N	Items	Male = 112			Female = 104		
		Mean	SD	Decision	Mean	SD	Decision
1	Gives teachers the opportunity for critical thinking	3.48	.60	Agreed	3.42	.58	Agreed
2	Encourages creativity	3.62	.64	Agreed	3.48	.61	Agreed
3	Creates room for sound judgment	3.22	.54	agreed	3.00	.52	Agreed
4	Stimulates teachers' interest to work harder	3.60	.63	Agreed	3.46	.57	Agreed
5	Arouses teachers' morale	3.25	.53	Agreed	3.22	.49	Agreed
6	Promotes innovative ideas	3.44	.58	Agreed	3.34	.52	Agreed
7	Encourages optimal commitment to school objectives	3.70	.69	Agreed	3.63	.63	Agreed
Grand mean		3.47	.60	Agreed	3.36	.56	Agreed

Data on table 1 revealed that all the items (1-7) had mean scores above the criterion mean of 2.5 and were adjudged as the ways intellectual energy fosters teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria. In summary, with a grand mean of 3.47 and 3.36, all the principals agreed that intellectual energy can give teachers the opportunities for critical thinking, encourages creativity, creates room for sound judgment, stimulates teachers' interest to work harder, arouses teachers' morale, promotes innovative ideas and encourages optimal commitment to school objectives.

Research Question Two: In what ways do application of physical energy engenders teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria?

Table 1: Weighted mean and standard deviation responses on the ways intellectual energy fosters teachers' commitment to work in public senior secondary schools

S/N	Items	Male = 112			Female = 104		
		Mean	SD	Decision	Mean	SD	Decision
8	Helps in taking action on effective teaching and learning	3.60	.64	Agreed	3.54	.61	Agreed
9	Stimulates teachers in making rightful decisions in classroom	3.48	.56	Agreed	3.41	.52	Agreed
10	Ensures things are done as planned in school	3.21	.47	agreed	3.20	.45	Agreed
11	Ensure things happen to the interest of the school	3.38	.50	Agreed	3.34	.47	Agreed
12	Help teachers to be alert to meet up with all academic activities	3.42	.53	Agreed	3.36	.49	Agreed
13	Helps in maintaining concentration at work	3.52	.61	Agreed	3.47	.54	Agreed
14	Encourages commitment to achieve school goals	3.63	.66	Agreed	3.56	.62	Agreed
Grand mean		3.46	.57	Agreed	3.41	.53	Agreed

Data on table 2 reveals that all the items (8-14) had mean scores above the criterion mean of 2.50 and were adjudged as the ways physical energy engenders teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria. In summary, with the grand mean of 3.46 and 3.41 for male and female principals' response, it implies that all the principals agreed that physical energy helps in taking actions on effective teaching and learning, stimulates teachers' interest in making rightful decisions in classroom situations, ensures things are done as planned in school, ensures that things happen for the interest of the school, help teachers to be alert to meet up with all academic activities, helps in maintaining concentration at work and encourages commitment to achieve school goals.

Test of Hypothesis

Hypothesis 1: There is no significant difference between the mean ratings of male and female principals' response on the ways intellectual energy fosters teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria.

Table 3: z-test analysis on hypothesis one

Category	N	Df	Mean	SD	P-value	Z-cal	Z-crit	Decision
Male	112	214	3.47	.60	P<0.05	0.22	±1.96	HO ₁ Retained
Female	104		3.36	.56				

Data on table 3 revealed that with a degree of freedom of 214, the z-calculated value of 0.22 is less than the z-critical value of 1.96. By this it is implied that the null hypothesis is accepted. Therefore, there is no significant difference between the mean ratings of male and female principals' response on the ways intellectual energy fosters teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria.

Hypothesis 2: There is no significant difference between the mean ratings of male and female principals' response on the ways physical energy engenders teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria.

Table 4: z-test analysis on hypothesis one

Category	N	Df	Mean	SD	P-value	Z-cal	Z-crit	Decision
Male	112	214	3.46	.57	P<0.05	0.12	±1.96	HO ₁ Retained
Female	104		3.41	.53				

Data on table 4 revealed that with a degree of freedom of 214, the z-calculated value of 0.12 is less than the z-critical value of 1.96 and by implication, the null hypothesis is accepted. Therefore, there is no significant difference between the mean ratings of male and female principals' response on the ways physical energy engenders teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria.

DISCUSSION OF FINDINGS

The findings of this study revealed that there is no significant difference between the mean ratings of male and female principals' response on the ways intellectual energy fosters teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria. The finding also revealed that intellectual energy gives teachers the opportunities for critical thinking, encourages creativity, creates room for sound judgment, stimulates teachers' interest to work harder, arouses teachers' morale, promotes innovative ideas and encourages optimal commitment to school objectives. These findings are in conformity with the assertion of Conger in Nwakudu and Okata (2015) who saw intellectual energy as stimulation energy and also as the degree to which the leader challenges assumptions, takes risks and solicits staff and students' ideas.

The second findings of this study revealed that there is no significant difference between the mean ratings of male and female principals' response on the ways physical energy engenders teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria. The findings also revealed that physical energy helps in taking actions on effective teaching and learning, stimulates teachers' interest in making rightful decisions in classroom situations, ensures things are done as planned in school, ensures that things happen for the interest of the school, help teachers to be alert to meet up with all academic activities, helps in maintaining concentration at work and encourages commitment to achieve school goals. These findings are in agreement with the assertion of Nwakudu and Okata (2015) that physical energy gives a higher degree to the leader to articulate a vision that is appealing and inspiring to the subordinates.

CONCLUSION

Based on the findings of this study, it was concluded that leadership energies are very important and useful in any organizational setting. Being a lucid and bankable strategy that has been working favourably in firms and other organizations, it will be beneficial if applied to the school system to engender teachers' commitment to work. Intellectual and physical energies ensure effectiveness of teachers in public senior secondary schools in Rivers State, Nigeria.

Recommendations

The following recommendations are posed:

- Principals should always apply intellectual and physical leadership energies in order to foster teachers' commitment to work in public senior secondary schools in Rivers State, Nigeria.
- Teachers should always ensure that they utilize the application of these energies to achieve school goals and objectives.

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