

TRANSACTIONAL LEADERSHIP AS A PREDICTOR OF COMMITMENT OF SECONDARY SCHOOL TEACHERS IN KATSINA STATE NIGERIA

**DR. SALISU ABBA YANGAIYA; SHAMSUDDEEN SALISU
& HASSAN ABDULKADIR BIRCHI**

**Department of Educational Administration and Planning
Federal University Dutsinma**

Abstract

The study focuses on assessing the influence of transactional leadership on commitment of secondary school teachers in Katsina state Nigeria. Transactional leadership questionnaire (TLQ) and teachers' commitment questionnaire (TCQ) were used to get the data utilized in this study. All the questionnaires were adopted and adapted. The data was analyzed using multiple regression analysis via SPSS version 20.0. The findings indicate that the sub-scales of transactional leadership (contingent reward and management by exception) predict the commitment of secondary school teachers in Katsina state ($R^2 .77$). In addition, among the subscales of transactional leadership, management by exception best influences teachers' commitment. Based on the findings, it was recommended that state ministry of education should encourage the school heads to make use of transactional leadership style in the administration of their respective schools, so as to enhance teachers' commitment among others.

Keywords: Transactional leadership, Teachers' commitment, Secondary schools,

Introduction

Secondary education is the type of education children receive after successful completion of primary education and before the tertiary stage (Federal Republic of Nigeria [FRN] 2014). In Nigeria secondary education is of six years duration, provided in two stages. The stages are junior secondary school stage and senior secondary school stage of three years duration each. However, it should be noted that the three years of junior secondary education is now merged with six years of primary education and is now known as basic education of nine years duration.

Among the objectives of secondary education in Nigeria as outlined in the National Policy are to prepare the recipients with meaningful leaving within the society and avail them with education of a higher quality, irrespective of sex, social, religious and ethnic background (FRN 2014). Despite these noble objectives, the education sector in Nigeria is still bedeviled with many challenges which are hampering its development. These challenges include; overcrowded classrooms, lack of enough and qualified teachers, examination failures, lack of enough facilities among others (Salisu & Magaji 2015). These challenges could be minimized if the school leadership strives to enhance the commitment of the teachers.

However, It should be stressed that before a school gets committed teachers, those at the helm of affairs otherwise known as leaders, must make the environment conducive, through the provision of needed facilities, provision of positive climate, enhancement of capacity building, involvement

of teachers in decision-making on issues related to teaching and learning and so on. In other words, the leaders must affect the necessary changes in the way things are being done in their respective

schools (Salisu 2013). The objective of this paper therefore is to find out if transactional leadership predicts commitment of secondary school teachers in Katsina state Nigeria.

Teachers Commitment

Organizational commitment entails that organizational members are ready to be important players in that organization, have a say in what is going on in it, feel that they have high status within it and are willing to put their effort beyond what is expected of them (Bogler & Somech, 2004). Graham (1996) views teacher commitment as psychological identification of the teacher with school and the subject matter or goals and the willingness of that teacher to maintain organizational membership and become involve in the job, well beyond personal interest. Additionally, commitment entails a feeling of sense of belonging on the part of employees which will spur them to put extra effort for the organization to function effectively and realize its objectives

Transactional Leadership and Teachers Commitment

Transactional leadership can be defined as exchange relationship between leader and his subordinates, in which the leader clearly spelt out what is expected of the followers (Bass 1999). It is a leadership style that encourages extrinsic motivation of employee to encourage him to perform his responsibility effectively. Transactional leadership indicates leader's preferences, clarifies expectations and provides feedback about meeting the expectations (Pieterse et.al. 2010). Transactional leadership has two main dimensions, namely; contingent reward and management by exception. Contingent reward entails specifying what the employees should do in order to be rewarded, while management by exception is monitoring employees performance and taking corrective action when problems arise.

Studies indicate that there is strong relationship between transactional leadership and employees' commitment. In his study in Jordan on transactional leadership and employees' commitment Mahfouz (2019) found that there is positive and significant relationship between transactional leadership and employee's commitment. Similarly, Ramli et.al. (2019) in their studies titled the role of transactional leadership towards organizational commitment in Indonesia found that transactional leadership has positive and significant relationship on employees' commitment. In addition Mehmood (2016) in his study on transactional leadership style and its effects on employees' organizational commitment discovered that all the sub-scales of transactional leadership positively and significantly influences employees' commitment. Additionally, Garba, Ringim & Karwai (2021) in their study on leadership styles and employees' commitment in Zamfara state Nigeria found that there is significant and positive relationship between transactional leadership and employees' commitment. However, Abasillim et.al. (2019) in their study on leadership styles and employees' commitment in Lagos Nigeria, found that there was insignificant but positive relationship between transactional leadership and employees' commitment. The above theoretical arguments led to the development of the following hypotheses:

H1. Transactional leadership positively and significantly predicts secondary school teachers' commitment in Katsina state.

H2. All the sub-scales of transactional leadership positively and significantly predicts secondary school teachers commitment in Katsina state

Methodology

Population and Sample

The population of this study consists of all senior and junior secondary school teachers in Katsina state. There were nine thousand eight hundred and fifteen secondary school teachers in Katsina state (MOE 2021). To get the sample required for this study Krejcie and Morgan(1970) table of sample selection was used as a guide. The questionnaires used in this study were given to four hundred secondary schools teachers in the sampled schools in order to get the needed data for the study. Three hundred and sixty four questionnaires equivalent to 91% were returned. After removing questionnaires with serious missing information three hundred and fifty were used in the study. Out of the three hundred and fifty, two hundred and eighty were male while seventy were female. With regard to the ages of the respondents, two hundred and fifty are between the ages of 20-40, while one hundred are above 40 years. In addition, two hundred and seventy and eighty respondents have 1-10 years and eleven and above years working experience respectively.

Instruments Used in the Study

Questionnaires were used to get the data required for this study. The questionnaires are: Transactional leadership questionnaire (TLQ) and teacher commitment questionnaire (TCQ). All the questionnaires used were adopted and adapted from Pieterse, et.al (2010) and Allen and Meyer (1990) respectively.

Transactional leadership questionnaire used in this study has two dimensions. They are: Contingent reward and management by exception with four items each. Some of the items are compensation offered by our institution meet the expectations of employees and I don't wait for things to go wrong before taking action, for contingent reward and management by exception respectively similarly, teacher commitment questionnaire has three dimensions namely; affective, continuance and normative commitment. Some of the items of the questionnaire are I am very happy being a member of this organization, I am dedicated to this organization because I fear what I have to lose in it and this organization has a mission that I believe in and am committed to, for affective, continuance and normative commitment respectively. Likert's seven point scale was used to rate the three questionnaires. The rating run thus; 1. Strongly disagree and 7. Strongly agree.

Data Analysis

Descriptive statistics and multiple regression analysis were used to analyze the data collected. The former was used to analyze the demographic data of the respondents while the later was used to examine how Transactional leadership (independent variables) relates with teachers commitment (dependent variable). SPSS version 20.0 was employed to analyze the data.

Results of the study

Table. 1 Descriptive Statistics and Correlations

Variable	Mean	Standard Deviation	2	3
COMMITMENT	5.7931	.4013	.766	.626
MGT EXP.	5.8474	.5711		.700
CONT REWARD	5.5112	.7983		

Variables 2 and 3 are independent variables
Correlations are statistically significant $p < .005$

Table 1. Shows the mean, standard deviation and correlations of the sub-scales of transactional leadership (independent variables) and teachers’ commitment (dependant variable). Among the sub-scales of transactional leadership, management by exception has the highest mean (5.847) closely followed by contingent reward (5.511). In addition the correlation matrix shows that the sub-scales of transactional leadership correlate positively and significantly with teachers’ commitment. The correlation ranges from .626- .766

Table.2 Regression Coefficients and F test value of teachers’ Commitment

Variable	B	SE	β	Sig.	F	R ²
Teachers Comm	2.076	.111		.000	669.68	.77
					(2.348)	
Management by Exp.	.299	.039	.994	.000		
Contingent Reward	.067	.038	.132	.017		

Table 2. Shows the result of multiple regression analysis. It revealed that all the two sub-scales of transactional leadership management by exception and contingent reward significantly and positively predict commitment of secondary school teachers in Katsina state. They explained 77% of the variance of teachers commitment ($F = 669.68$) = 2, 348 $P = .000$). This result support hypothesis one which says transactional leadership positively and significantly predicts secondary school teachers’ commitment in Katsina state

Additionally, among the two sub-scales of transactional leadership management by exception makes the strongest, unique and statistically significant contribution in predicting secondary school teachers’ commitment $\beta .99$ followed by contingent reward $\beta .13$. This result supports hypothesis two which says all the sub-scales of transactional leadership positively and significantly predicts secondary school teachers commitment in Katsina state

Discussion

The study examines how transactional leadership predicts secondary school teachers' commitment in Katsina state Nigeria. Two research hypotheses were postulated to guide the study. The hypotheses are;

H1. Transactional leadership positively and significantly predicts secondary school teachers' commitment in Katsina state.

H2. All the sub-scales of transactional leadership positively and significantly predicts secondary school teachers commitment in Katsina state

Results indicate that transactional leadership significantly and positively predicts secondary school teachers commitment in Katsina state ($R^2 .77$). In addition, all the two sub-scales of transactional leadership (contingent reward and management by exception) predict secondary school teachers' commitment in Katsina state. However, it should be stressed that though all the sub-scales of transactional leadership predict secondary school teachers' commitment, management by exception makes strongest, unique and statistically significant contribution in predicting secondary school teachers' commitment. This indicates that leaders in the sampled schools take action before things go wrong and follow various strategies to solve problems for the schools to achieve their objectives of effective teaching and learning.

This findings concur with similar findings by Mehmood (2016), Mahfouz, (2019). Ramli et.al. (2019) and Garba, et. al. (2021), who at different settings and locations found that transactional leadership positively and significantly predict employees' commitment. However, the results slightly differ with the findings of Abasillim et.al. (2019) who in their study found that transactional leadership positively but insignificantly predicts employees' commitment

The study has some practical as well as theoretical contributions. The study highlighted the need for stake holders e.g. ministry of education, zonal quality assurance offices and school leadership to provide enabling environment where transactional leadership could be practiced so as to enhance teachers commitment. This will go a long way in enhancing effective teaching and learning in our secondary schools. In addition, the study has contributed theoretically to the existing literature in leadership as before now few studies were conducted in Nigeria in general and Katsina state in particular.

Conclusion

The study examines how transactional leadership predicts secondary school teachers' commitment in Katsina state. It equally examines which transactional leadership sub-scale best predicts secondary school teachers commitment. The results revealed that transactional leadership positively and significantly predicts secondary school teachers' commitment. Similarly, the results showed that management by exception sub-scale of transactional leadership best predicts secondary school teachers' commitment.

Recommendations

Based on the findings the following recommendations were made:

1. State ministry of education should encourage the school heads to make use of transactional leadership style in administration of their respective schools, so as to enhance teachers' commitment.

2. Zonal quality assurance offices should be actively involved in encouraging the school heads in their respective zones to utilize transaction leadership styles in the administration of their schools
3. School based management committee (SBMC) should also assist in ensuring that school heads apply transactional leadership in running the affairs of their schools.

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