

Principals' Gender as a Factor in the Use of Transactional Leadership Styles in Public Secondary Schools in South East Nigeria

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ABSTRACT

The study assessed principals' gender as a factor in the use of transactional leadership styles of principals in the administration of public secondary schools in South East Nigeria. The study was guided by two research purposes, two research questions and two null hypotheses. The design of this study was descriptive survey research design. The population of this study was 28694 teachers from one thousand three hundred and ten (1310) public secondary schools scattered in twenty one (21) Education Zones in South East States of Nigeria. Taro Yamane sampling formula and multi-stage sampling technique was used to determine the sample size of 395 teachers (184 males and 211 females) from 262 public secondary schools in South East Nigeria. The instrument for data collection was structured questionnaire titled "*Transactional Leadership Style of Principals in the Administration of Secondary School Questionnaire*" (TLSPASSQ). The instrument was validated by three (3) lecturers from the Faculty of Education Ebonyi State University Abakaliki. The reliability estimate of internal consistency of the instrument was established using Cronbach Alpha statistics with the aid of SPSS which yielded an overall index of 0.69. Statistical mean and standard deviation were used to answer research questions while the null hypotheses were tested using t-test at 0.05 level of significance. The study revealed that principals do not apply the contingent reward and management by exception active approaches of transactional leadership styles in the administration of public secondary schools in South-East, Nigeria. The findings of the study further showed that gender has no significant effect in the principals' use of contingent reward, management by exception leadership in the administration of secondary schools in South East Nigeria. Recommendations and conclusions were made based on the findings of the study.

Keywords: Gender, Transactional Leadership Styles, Secondary School Administration

INTRODUCTION

The important of quality leadership in the growth and development of organizations, be it public or private cannot be underestimated [1]. In today's highly competitive world, organizations are growing globally and face many challenges in achieving their goals [2,3,4]. That way, a leader is expected to play an important role in achieving these goals and encouraging employee performance by satisfying their work (Torlak and Kuzey, 2019). The quality of an educator is known to be the main thing in achieving the success of an educational process [5]. This is because everything an educator does will affect student achievement academically and non-academically [6,7,8]. In addition, how educators communicate will also affect the character of students, or in other words, the quality

of educators can affect the quality and learning outcomes [9,10]. Therefore, getting the staff performance appropriately is very important in determining the quality of education in public secondary schools [11,12]. It is crucial to note that the maintenance of quality standards in education depends largely on the extent to which principals effectively carry out their leadership functions. Leadership is the act of directing, controlling, mobilizing and coordinating the activities of others in order to attain the goals and objectives of the organizations. According to [13], leadership is the ability to get things done with the support and cooperation of other people within the institution, organization or system. Therefore leadership is the kind of influence under

which followers accept willingly the direction and control of another person [14]. This control according to Alimi and Akinfolarin (2012) can be manifested in the area of instructional monitoring and supervision, discipline, instructional planning and implementation, school-community relationship, staff motivation and instructional evaluation among others [15]. In other words, leaders have the task of influencing followers so that they are willing to perform willingly beyond the confines dictated by the formal authority. According to [16], leadership is the process of influencing the activities of an individual within a group in its effort towards goal achievement in a given situation. This shows that leadership is a totality of activities and process directed towards motivating and influencing followers to accomplish a stipulated organizational goals and objectives. These goals and objective according to [17] is to ensure students' academic achievement and retention is sustained at all time. This is otherwise referred to as instructional leadership. In relation to the present study, school leadership refers to the principal's ability to influence teachers, students and other stakeholders so that they enthusiastically and willingly make every effort towards the achievement of goals and objectives of secondary education. According to [18], it is a known fact that aims and objectives of education can never be achieved until and unless educational policies are properly implemented which is the basic responsibility of institutional heads [19]. Due to the changing global environment, secondary schools in Nigeria are currently facing more challenges than ever before because of high priority to education enrolment trends [20]. Therefore, the school administration process requires leaders who can motivate staff and ensure the sector remains relevant in a competitive global context. Such leaders must have the requisite skills and knowledge of what leadership entails as well as an understanding of the various leadership styles required in tackling the evolving challenges. Leadership opportunities must therefore be

accessible and inclusive such that both men and women are fully represented. The way principals relate with the staff could depend on the leadership styles adopted by the principals in schools. According to [21] leadership style is the manner and approach of providing direction, implementing plans, and motivating people. These are the ways principals (managers) handled subordinates to achieve their goals or targets in the secondary schools. Quality leadership styles are crucial in modern school administration because of increased school enrolment, technology application in education, social conflict in school, availability and utilization of resources among others [22,23]. According to [24], the style of leadership is a strategy employed by the leader in governing his people to achieve organizational goal. All leaders whether in formal or informal organization employ a method in dealing with the people to achieve the aim and objective of such organization; hence, the application of good leadership styles can bring positive changes in secondary school administration. Leadership types range from autocratic, democratic, laissez-faire, transformational, transactional, pseudo-democratic leadership types among others. However this study is hinged on transactional leadership styles because it has been tried by other researchers in other countries education system [25,26] and found to be significant in enhancing effective administration.

Transactional leadership style is a type of leadership where the leaders transact all activities to the subordinates in order for them to contribute their own quota in school activities. Transactional leaders work in exchanges with followers to bring out good results in them in relation to task performance [27]. Transactional leadership style are seen when people agree to do a particular assignment they must agree to give up that part of agreement and authority to their leader who must take full control and power over the subordinates who must obey his/her orders without question [28]. In transactional leadership, a follower offers

obedience to the leader (e.g. productivity, and commitment to the organization) and receives in return important and useful rewards (financial benefits). According to transactional leadership theories, transactional leadership style consists of four leadership dimensions-Contingent Reward (CR), Management by Exception Active (MEA), Management by Exception Passive (MEP) and Laissez-faire Leadership (LL) [29]. Contingent reward describes leadership behaviour where leaders provide tangible and intangible support and resource in exchange for subordinates' effort and performance. In contingent reward transactional leadership, the leader informs the followers clearly about the expectations of the organization [30]. If followers satisfy these expectations, they will be rewarded. Secondly, Active Management by Exception leadership refers to the leaders' use of correction or punishment as a response to unacceptable performance or deviation from accepted standards. In this aspect of transactional leadership, the leaders observe his/her followers and their performance. In event of divergence from standards and rules, leaders intervenes in and remedies the mistake [31]. The third dimension of transactional leadership is management by exception (passive) where the leader takes a passive approach to leadership by intervening only when problems become serious. In passive management expectations, the leader does not intervene in the system until problems become serious and disruptive that attracts attentions of everyone [32]. Then, the leader takes an action and intervenes in the situation. Finally, the fourth dimension is the laissez-faire leadership behaviour which is regarded as non-leadership behaviour. The laissez-faire leader shows an indifferent attitude towards subordinate welfare and task. Therefore, laissez faire aspect of transactional leadership recognizes full freedom for employees. The leader does not take any action at all but become indecisive and reluctant on issues affecting the organization [33] In this direction, the principals may avoid

undertaking any responsibility, leaves the staff and the system alone, and is within the system and management when he is needed. In the context of this study, transactional leadership style therefore is the method of leadership where principals trust or share responsibilities and allow staff to take his/her own action to enable them participate actively in activities, which in return bring positive changes in overall administration of secondary schools [34]. This study however, focused on the first two aspects of transactional leadership styles. Nevertheless, the way or manner in which principals use transactional leadership styles could vary depending on their gender characteristics [35].

Gender is a socially and culturally ascribed roles assigned to individuals in the society based on the quality of being male or females. According to [36], gender denotes ascribed roles that are assigned to males and females based on their biological differences. These roles according to the Author are what males are allowed to perform and what females are forbidden from. These roles have cultural implications in a way they define the limitations in leadership functions for women. Because culture has been agreed to be dynamic, the degree of gender stereotyping within and across societies is on a continuum. [36] clearly added that gender roles are not biologically determined but assigned to individual according to different societies. According to [37], gender refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures.

The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). Gender is the ascribed roles to males or females in various societies [38]. According to [39], gender is a social and cultural concept which relates to either the male or female behavioural or cultural traits arising from the identified sexes. Sex according to [40] is the biological differences that exist between male and female, while gender is

the socially ascribed roles expected from each of the sexes. Therefore, the issue of gender focuses on the socially and culturally differences assumed roles of the male and female sexes that give rise to the male and female gender. The differences that exist between these sexes attract different opportunities and rewards, all of which culminate to differences in income, prestige and power. This means that the emphasis on gender has brought in the concept of inequality between males and females in which the males are more favoured. The concept of gender is vital in this study because would help to reveal how male or female apply its principles to leadership styles in the administration of secondary schools. Gender roles and expectations of men and women are learned and can change over time as they vary within and between cultures. Women leaders have often been described as more democratic, relationship oriented, transactional and transformational. These leadership styles have been attributed to stereotypical feminine traits such as being nurturing, caring, considerate, and co-operative. In contrast, male leaders have been described as autocratic, task-oriented, and transactional on the basis of stereotypical masculine traits that include assertiveness, instrumental competence, and dominance [41,42]. Leadership differences have been linked to gender role expectations of the organizations. Gender roles represent behavioral assumptions that are considered suitable for men and women [16]. Through internalizing their gender roles to some extent, women and men in similar leadership positions tend to differ in the way they perform their roles. Although, male and female principals should perform similar functions in accordance to standards of civil service in Nigeria, they may differ in perception, ability and orientations. Empirical evidence and observations on differences in leadership behaviours based on gender have shown wide differences and varying conclusions regarding leadership styles and effectiveness. Some studies have demonstrated that women adopt a more

democratic or participatory style in comparison to men [18]. Consequently, [14] held that women tend to display characteristics of transformational leadership more frequently than men. With regard to task-versus relationship-oriented styles, [16] submitted that prior research has not established significant differences in real work settings but some differences were recorded in laboratory settings. Nevertheless, [19] have established that women do not lead differently from men. These researchers emphasized individual traits or role requirements over gender differences. For example, [16] maintained that there is no interaction of gender on leadership styles adopted by school leaders. However, female managers showed more task-oriented leadership than their male counterparts. While men displayed some passive styles, men and women were equally collaborative. [20] affirmed that male and female leaders exhibited no significant leadership differences, but female leaders were perceived as being more autocratic and negotiating than men. It could be argued from the above scholars that similarities between male and female leaders can be explained by the criteria in the selection process of male and female leaders and by the organizational socialization they are subjected to. Nevertheless, it is imperative to note that both men and women can embrace masculine/feminine styles in school leadership. According to [22], school leaders should adopt transactional leadership style irrespective of their gender ascribed roles or responsibilities. Research on differences in leadership styles is closely linked to whether women can be more effective, as leadership behaviour is considered to be an important determinant of leadership effectiveness. [11] maintained that the notion of inherent differences in leadership behaviours on the basis of leaders' gender tends to describe leadership effectiveness in terms of a female advantage. As successful organizations are said to adopt more transactional models and such styles are

increasingly correlated with effectiveness, women whose leadership styles are more aligned with such models could be more effective than male counterparts [10]. On the contrary, [14] held that the inherent gender based differences in leadership styles suggest that a gender advantage approach simply reinforces gender role stereotypes by offering a simplistic view of leadership that has not been proven empirically.

The research findings on gender interaction in leadership styles have not shown conclusive evidence of significant differences. [14] suggested that women were less effective in comparison to men when leadership roles were aligned with masculine traits and when there were more males as leaders and subordinates in the organization. [11] considered women to be modestly more effective in education, government, and social service settings, and in middle-level management positions that favour interpersonal skills. Research specific to school principals also offers contrasting views with regard to gender based differences in styles and effectiveness. In relation to school administration, female principals have been seen to be considerate and pay more

attention to relationships than their male counterparts. For instance, [17] added that women principals approached administrative tasks differently from men in several domains, including interpersonal relationship building, focus on curriculum and teaching, and participatory decision making. However, [19] added that male principals take more responsibility in school administration than female counterpart in terms of discipline and instructional supervision. Nevertheless, the researcher's interactions with principals and teachers in secondary schools in the study area show divergent opinions on the influence of gender on principals' leadership styles in secondary schools. In addition, there are still inconclusive reports on the influence of gender on principals' application of innovative leadership styles such as transactional leadership in secondary school administration. It is against this background that the present study to assessed principals' gender as a factor in the use of transactional leadership styles of principals in the administration of public secondary schools in South East Nigeria.

Statement of the Problem

With the increasing numbers and sizes of secondary schools in Nigeria, the problems of leadership by school principals could obviously become more complex. Some schools experience more conflicts than others in management of staff and financial resources and this might be attributed to the differences in principal's leadership style. For instance, many principals in secondary schools often conflict with the dean of study or others with viable positions because of poor accountability which could be directly linked to the leadership styles of principals. Among such cases are Community Secondary Schools Umuohara and Community Secondary School Umuogodoakpu Ngbo where principals and their Dean of study fought because of poor financial accountability. In addition, the researcher visited some schools and discovered that most teachers and students were often absent in schools

because of inactive or passive nature of some school principals. Many leadership styles have been tried in the management of secondary schools in Nigeria. These leadership styles include democratic leadership, autocratic leadership, transformational leadership pseudo-democratic leadership among others. Nevertheless, the researchers' interaction and observation showed that most principals do not follow specific rules in school administration and this often result in negative behaviours that affect performances of both the staff and students. The transactional leadership styles move people and resources in an organized fashion to ensure that specific results can be achieve along a typical timeframe. In addition, the education stakeholders in Nigeria observed that secondary school system is riddled with series of problems, which include poor education, poor performance of students,

cheating in examination, and poor attitude of teachers to teaching. For instance, the Governor of Ebonyi State in 2015 handed most secondary schools to missionary to raise the standard of administration of school system in the state. Unfortunately, leadership problems go on unabated in schools most of the time. The school principals are blamed for non-performance of their duties and their failure to exhibit appropriate leadership behaviours. The National Policy on Education noted that the task of the principal is to produce well educated boys and girls through making clearer vision of the school mission and objectives. Apparently, the above scenario of ineffectiveness in the secondary school system could be one of the reasons why some state governments opt for privatization of public secondary school in Nigeria. It is clear that the expected

conducive environment for teaching is absent such as a shared technical culture built on norms of collegiality, collaborative planning and continuous improvement, and there is no cohesion and a strong sense of community. The implication of this situation is that it infringes on students' outcome. This situation is central to continuous call for reform in 'secondary school system in Nigeria. A proactive leadership by the school principals towards teacher development motivation and discipline is needed as the principal remains the central source of leadership influence. The problem of this study therefore was to assess if principals' gender is a factor in the use of transactional leadership styles of principals in the administration of public secondary schools in South East Nigeria.

Purpose of the Study

The main purpose of this study was to assess if principals' gender is a factor in the use of transactional leadership styles of principals in the administration of public secondary schools in South East Nigeria.. Specifically, the study sought to;

1. ascertain principals' use of contingent reward approach of transactional leadership style in

the administration of public secondary schools in South-East, Nigeria base on gender.

2. determine principals' use of management by exception active of transactional leadership style in the administration of public secondary schools in South-East, Nigeria base on gender.

RESEARCH QUESTIONS

The following research questions were developed to guide the study

1. How does principal's use of contingent reward approach of transactional leadership style in the administration of public secondary schools in South-East, Nigeria base on gender?

2. How does principal's use of management by exception active of transactional leadership style in the administration of public secondary schools in South-East, Nigeria base on gender?

Hypotheses

The following two null hypotheses were tested at 0.05 level of significance:

H_{01} : There is no significant difference in principals' use of contingent reward approach of transactional leadership style in the administration of public secondary schools in South-East, Nigeria based on gender.

H_{02} : There is no significant difference in principals' use of management by exception active of transactional leadership style in the administration of public secondary schools in South-East, Nigeria based on gender.

RESEARCH METHODOLOGY

The design of this study was descriptive survey design. Descriptive survey is a type of design concerned with describing events as they are, without any manipulation of any variable. According to [7], descriptive survey design aims to accurately and systematically describe a population, situations or phenomenon. This design was used to collect the opinions and facts from the teachers and principals on the gender interaction of principals with transactional leadership style in secondary schools' administration in South East Nigeria. The population for this study was twenty eight thousand sixty hundred and ninety four (28694) teachers and principals from one thousand three hundred and ten (1310) public secondary schools scattered in twenty one (21) Education Zones in South East States of Nigeria (Source: Federal Ministry of Education Archives and States' School Directory, 2020-2021). The population distribution based on States is: Ebonyi (2633 teachers); Abia (3970 teachers); Anambra (5737 teachers); Enugu (8680 teachers) and Imo (7674 teachers). The population distribution based on gender is: Ebonyi (1257 males and 1373 females); Abia (2288 males and 1689 females); Anambra (3071 males and 2666 females); Enugu (4793 males and 3887 females) and Imo (3928 males and 3746 females). The sample of this study was 395 teachers made up of 211 males and 184 females from two hundred and thirty two public secondary schools in South East Nigeria (20% of school population). Taro Yamane sampling formula was used to determine the sample size of 395 teachers from five (5) States from the population. First, purposive sampling technique was used

to select the 5 States in the South East Nigeria to ensure proper representation of all the states. Second, simple random sampling technique without replacement was used to draw 36 teachers (17 males and 19 females) from Ebonyi; 55 teachers (32 males and 23 females) from Abia; 79 teachers (42 males and 37 females) from Anambra; 119 teachers (66 males and 53 females) from Enugu and 106 teachers from Imo (54 males and 53 females) making it a total of 395 teachers. Finally, stratified random sampling technique was used to draw the sample size of 211 males and 184 females teachers based on the gender in the proportion of 50:48. The instrument for data collection was questionnaire titled, "Transactional Leadership Style of Principals in the Administration of Secondary School Questionnaire" (TLSPASSQ). The questionnaire was validated by three lecturers from faculty of education, Ebonyi State University, Abakaliki. The validated instrument was subjected to measure of internal consistency using Cronbach Alpha reliability method with the aid of SPSS package which yielded the index of 0.67. The researcher, with eight (8) research assistants (teachers) personally administered the instrument directly to the respondents in the sampled schools. The researcher and the assistants stayed and collected back the filled copies of questionnaire after completion. Mean and standard deviation was used to answer the research questions while t-test of independent sample was used to test the hypotheses developed for the study at 0.05 level of significance.

RESULTS

Research Question 1: How does principal use contingent reward approach of transactional leadership styles in the

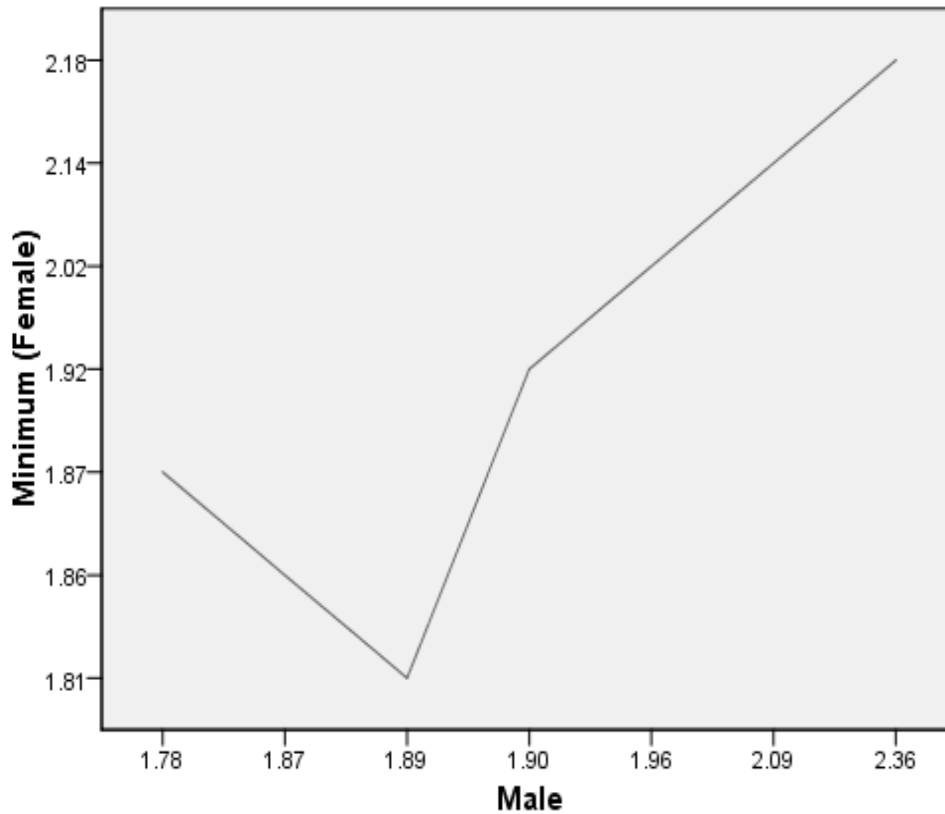
administration of public secondary schools in South-East, Nigeria base on gender?

Table 1: Mean Ratings of Respondents on Principal Use of contingent reward approach of Transactional Leadership Styles in the Administration of Public Secondary Schools in South-East, Nigeria base on Gender

S/N	Items Statements	Male	\bar{x}	S.D	Female	\bar{x}	S.D	Decision
1	Principal-clarify job description of school personnel	211	1.78	0.56	184	1.87	0.60	SD
2	Principal set goals for school personnel	211	1.87	0.63	184	1.86	0.62	SD
3	principal provide necessary resources to achieve set goals	211	1.89	0.61	184	1.81	0.53	SD
4	Principal rewards school personnel for successful performance.	211	1.89	0.62	184	1.89	0.59	SD
5	Principal encouraging the school personnel to utilize their potential skills in solving school problems.	211	1.96	0.46	184	2.02	0.55	SD
6	Principal motivate teachers by sharing innovative ideas and skills in school personnel	211	1.90	0.54	184	1.92	0.59	SD
7	Principal coaching staff as an intervention to improve staff performance in school administration	211	2.36	0.50	184	2.18	0.58	SD
8	Principal direct staff attention toward failure to meet standard	211	2.09	0.57	184	2.14	0.56	SD
	Overall		1.97	0.56		1.96	0.58	SD

Key: SD= Strongly Disagree; S.D =Mean Value
 Data in Table 1 showed that item 1-8 had mean scores ranging from 1.78-2.36 with the standard deviation scores ranging from 0.30-0.80 for male and female teachers respectively, which were below the criterion mean value of 2.50 indicating that the respondents disagree that principals do not apply contingent reward approach of transactional leadership styles in the administration of public secondary schools in South-East, Nigeria. The grand mean and standard

deviation scores for male and female teachers' responses were 1.97 ± 0.56 and 1.96 ± 0.58 respectively. Therefore, principals do not apply the contingent reward approach of transactional leadership style in the administration of public secondary schools in South-East, Nigeria. This analysis was further illustrated by the graphical representation of male and female mean responses below:



The above graphical representation of the mean scores of male and female teachers showed the positive movement of the curve which indicate that there is similar opinions on the use of contingent Research Question 2: How does principal use management by exception active of transactional leadership styles in the

reward approaches of transactional leadership styles in secondary school administration; hence, there is an agreement that principals do not use this approach.

administration of public secondary schools in South-East, Nigeria base on gender?

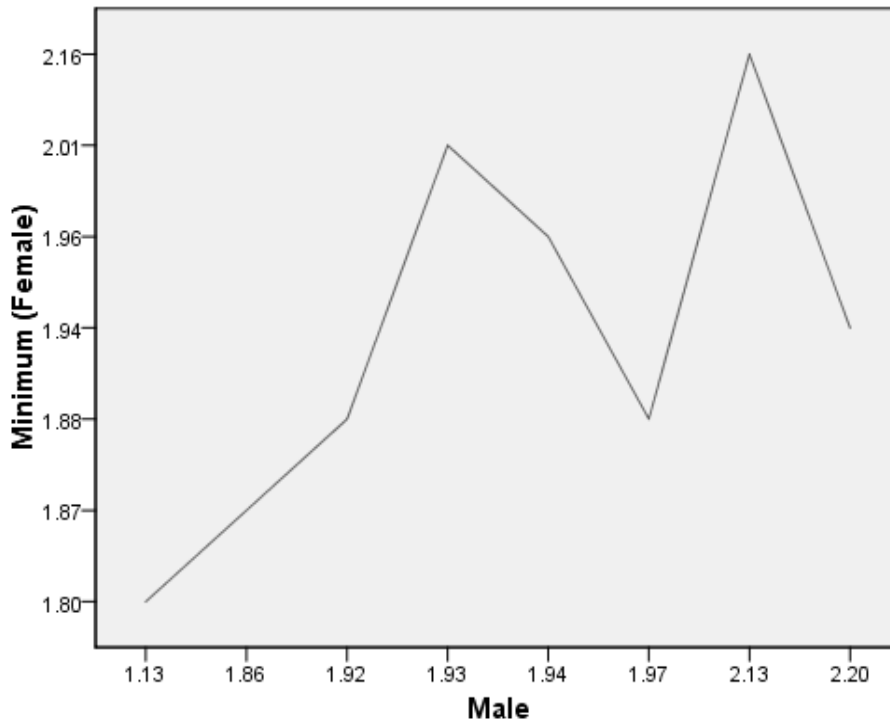
Table 2: Mean Ratings of Respondents on Principal Use of Management by Exception Active of Transactional Leadership Styles in the Administration of Public Secondary Schools in South-East, Nigeria base on Gender

S/N	Items Statements	Male	\bar{x}	S.D	Female	\bar{x}	S.D	Decision
9	Principal take corrective actions to prevent mistakes by subordinates	211	2.20	0.62	184	1.94	0.59	SD
10	Principal sanction staff that deviated from accepted standards of work environment	211	2.13	0.55	184	2.16	0.59	SD
11	Principal seek the opinion of staff when handling personnel administrative matters	211	1.86	0.59	184	1.85	0.61	SD
12	Principal emphasis on ideas of goodness in school personnel	211	1.92	0.63	184	1.87	0.62	SD
13	Principal meticulously monitor the work of their subordinates	211	1.97	0.59	184	1.82	0.54	SD
14	Principal watch for deviations from rules by subordinates	211	1.93	0.61	184	1.88	0.61	SD
15	Principal monitor work performance for errors to solve problem in school administration	211	1.94	0.42	184	2.01	0.56	SD
16	Principal always watching to evaluate the performance of teachers in a given task	211	2.03	0.52	184	1.96	0.59	SD
	Overall		1.99	0.56		1.94	0.59	SD

Key: SD= Strongly Disagree; S.D =Mean Value

Data in Table 2 showed that item 9-16 had mean scores ranging from 1.82-2.20 with the standard deviation scores ranging from 0.42-0.63 for male and female teachers respectively, which were below the criterion mean value of 2.50 indicating that the respondents disagree that both male and female principals do not apply Management by Exception Active of transactional leadership styles in the administration of public secondary schools in South-East, Nigeria. The grand

mean and standard deviation scores for male and female teachers' responses were 1.99 ± 0.56 and 1.94 ± 0.58 respectively. Therefore, principals do not apply the management by exception active of transactional leadership styles in the administration of public secondary schools in South-East, Nigeria. This analysis was further illustrated by the graphical representation of the mean scores of male and female teachers.



This graphical representation showed the same movement of a curve even though there is little variation in the mean scores. It indicates that there is positive

agreement that principals do not use management by exception active in the administration of secondary schools in South East Nigeria.

Hypotheses

H₀: There is no significant difference in principals' use of contingent reward approach of transactional leadership style

in the administration of public secondary schools in South-East, Nigeria base on gender

Table 3: t-test Summary of Male and Female Teachers on the Principals' Use of Contingent Reward Approach of Transactional Leadership Style in the Administration of Public Secondary Schools in South-East, Nigeria

S/N	Gender	N	\bar{X}	S.D	Df	T	P-Value	Decision
1	Male	211	1.78	0.56	393	-1.62	0.10	NS
	fFemale	184	1.87	0.60				
2	Male	211	1.87	0.63	393	0.22	0.82	NS
	fFemale	184	1.86	0.62				
3	Male	211	2.89	0.61	393	1.44	0.15	NS
	fFemale	184	1.80	0.54				
4	Male	211	1.89	0.62	393	0.05	0.92	NS
	fFemale	184	1.89	0.59				
5	Male	211	1.96	0.46	393	-	0.23	NS
	fFemale	184	2.02	0.56				
6	Male	211	1.90	0.54	393	-0.38	0.69	NS
	fFemale	184	1.92	0.59				
7	Male	211	2.36	0.50	393	3.32	0.00	S
	fFemale	184	2.18	0.58				
8	Male	211	2.09	0.57	393	-0.89	0.37	NS
	fFemale	184	2.14	0.56				
Overall		395	1.96	0.57		0.95	0.41	NS

Key: Significance (S), Not Significant (NS)
 Data in Table 3 showed that the mean values of male and female had a significant difference in only items 7 and not significant difference in items 1, 2, 3, 4, 5, 6 and 8. It also showed overall t-calculated value of 0.95 and P-value of 0.41 which is greater than the chosen level of significance, 0.05. Therefore, the null hypothesis which stated that there is no significant difference in principals' use of contingent reward

approach of transactional leadership style in the administration of public secondary schools in South-East, Nigeria base on gender was not rejected.

H₀: There is no significant difference in principals' use of management by exception active of transactional leadership style in the administration of public secondary schools in South-East, Nigeria base on gender.

Table 6: t-test Summary of Male and Female Teachers on the Principals' Use of Management by Exception Active Approach of Transactional Leadership Style in the Administration of Public Secondary Schools in South-East, Nigeria

S/N	Gender	N	\bar{X}	S.D	Df	T	P-Value	Decision
9	Male	211	2.19	0.61	393	4.22	0.00	S
	fFemale	184	1.94	0.59				
10	Male	211	2.13	0.55	393	-0.67	0.50	NS
	fFemale	184	2.16	0.59				
11	Male	211	1.86	0.59	393	0.14	0.89	NS
	fFemale	184	1.85	0.60				
12	Male	211	1.92	0.63	398	0.82	0.41	NS
	fFemale	184	1.87	0.61				
13	Male	211	1.97	0.59	393	2.68	0.008	S
	fFemale	184	1.83	0.54				
14	Male	211	1.93	0.61	393	0.70	0.48	NS
	fFemale	184	1.88	0.60				
15	Male	211	1.94	0.59	393	-3.36	0.18	NS
	fFemale	184	2.01	0.56				
16	Male	211	2.03	0.52	393	1.25	0.21	NS
	fFemale	184	1.96	0.59				
Overall		395	1.97			4.74	0.33	NS

0.58 393

Key: Significance (S), Not Significant (NS)
 Data in Table 4 showed that the mean values of male and female had a significant difference in only items 9 and 13, and not significant difference in items 10, 11, 12, 14, 15 and 16 respectively. It also showed overall t-calculated value of 4.74 and P-value of 0.33 which is greater than the chosen level of significance,

DISCUSSION OF FINDINGS

The finding of this study revealed that principals do not use the contingent reward approach of transactional leadership style in the administration of public secondary schools in South-East,

0.05. Therefore, the null hypothesis which stated that there is no significant difference in principals' use of management by exception active approach of transactional leadership style in the administration of public secondary schools in South-East, Nigeria base on gender was not rejected.

Nigeria. This finding corroborates with [9] who found that leaders do not use contingent reward approach of transactional leadership style because it had a negative correlation with worker's

performance in an organization. Following this view, [11] added that transactional contingent reward led employees to perceive the culture as more goal, than innovation oriented. Hence, it makes the staff to perceive everything as reward-oriented which does not give room for exploration and innovative ideas among staff. However, [13] held that the use of contingent reward in school administration was the only significant predictor of teacher continuance commitment in schools. This could be attributed to the fact that effective application of contingent reward leadership help organization in sharing innovative ideas and utilizing their potential skills in solving varying problems. The finding of the study was also in tandem with the view [18] that transactional leadership had a positive influence on the contingent reward and lead to a good attention to quality but organization do not use it in motivating workers. This could be attributed to the fact that leaders might lack the skills in using this aspect of leadership for organizational effectiveness. Hence, for principals as leaders to effectively used contingent reward approach of transactional leadership in secondary school administration they need to have good knowledge of it in order to effectiveness. The finding of this study also disagree with the early finding of [11] that transactional leaders provide direction and motivate employees by instituting goals and by clarifying task requirements which consequently achieve the necessary standard of performance. Nevertheless, transactional principals can use transactional leadership to guides or motivate their teachers in the direction of established goals by clarifying roles and task requirement. It indicates that if principals use transactional leadership, performance is being monitored and future rewards and punishment are contingent in the level of performance. The idea of not using contingent reward leadership in secondary school administration in South East Nigeria was also confirmed by the result of null hypothesis I which revealed that there

was no significant difference in the male and female principals' use of contingent reward approach of transactional leadership style in the administration of public secondary schools in South-East, Nigeria. This finding indicates that both male and female principals do not effectively use contingent reward aspect of transactional leadership style in school administration. This idea was not in tandem with [8] whose finding submitted that gender influences the leadership styles used by school principals. These gender differences in leadership could be attributed to personal perception of leadership and the innate abilities and disposition of people in terms of male and female. Nevertheless, all principals because of training must be able to develop skills of using transactional leadership styles particularly in school administration irrespective of the interplay of gender differences. When teachers carry out their tasks, they need to be provided with rewards and recognition. So, transactional principals should endeavor to clarify to their staff what is expected and provide recognition when followers achieve the goals. Applying transactional contingent reward is result oriented and also requires much tactics and skills to apply reward in a useful way and not in a negative manner. It is clear from the findings that principals do not use this element of transactional leadership style in the administration of public secondary schools in South East Nigeria. It is obvious therefore that the findings from the study contributed to the knowledge base of organization and management as it explored, the identified independent variables and reported on the empirical evidences that explain the relationship between the leadership style' contingent reward and quality attention. In addition, the results of the study contribute significantly to the understanding of effective strategies for the improvement of quality attention, provide justification for improved training programmes for principals for kind of each quality system, which is

intended to be applied within school administration.

The finding of the study revealed that principals do not apply the management by exception active of transactional leadership styles in the administration of public secondary schools in South-East, Nigeria. This indicates that most principals do not use this aspect of transactional leadership in school administration. This finding corroborates with [11] whose findings showed that management by exception active approach of transactional leadership style had significant positive effect on performance of Small and Medium enterprises but leaders often do not apply it for organizational effectiveness. It is imperative to note that in applying transactional leadership style in school administration, principals must receive certain tasks to perform and provide rewards or punishments to teachers based on performance results. This idea conform with the view of [8] that leaders must actively monitor the work of their subordinates, watch for deviations from rules and standards and taking corrective action to prevent mistakes. All these require skills on the part of principals to be able to meet up to standard in school. As a result many principals might choose to use their already conversant leadership style in school. The principals and teachers need to set predetermined goals together while the teachers agree to follow the direction and leadership of the principals to accomplish those goals. From this discussion, it is obvious that there is enormous task in applying the management by exception active leadership style in organization. According to [17] the active transactional leadership style requires much tasks, and as such very difficult to apply by the organization. Transactional leadership is focused on the use of legal authority within the organization's bureaucratic system [6]. The reality is that when they consider an offer of jobs, team members promise to follow their boss in all legitimate cases. The subordinates' continuity of this obedience is dependent on a bond of shared confidence and the

leader's willingness to uphold agreements made. The principals must monitor good work in order to reward accordingly, and poor performance to intervene if things go bad. Hence, this leadership style attempts to increase employee productivity by using extrinsic motivation. The enormous tasks embedded on management by exception active leadership might make it difficult for principals to adopt it in secondary school administration. The results of the null hypothesis 1 equally showed that there is no significant difference in principals' use of contingent reward approach of transactional leadership style in the administration of public secondary schools in South-East, Nigeria base on gender. This finding was in tandem with [30] study which revealed that gender is not significant on the perception of transactional leadership styles of secondary school principals. This finding indicate that gender does not affect the effectiveness of principals in applying the transactional leadership styles in secondary schools but could be attributed to other factors like interest, disposition, experience and level of knowledge of leadership styles. However, this finding was not supported by [36] findings which revealed that there is predominant leadership styles and gender differences among leaders in various organizations in India. This shows that irrespective of training on leadership effectiveness, gender role differences might affect the ability of the leader to apply transactional leadership styles in school administration. Although, the social role theory revealed that there is role differences between male and female in any administrative set-up, leadership ability and skills can be learned in schools or through personal experiences from others. It is imperative to note that people behave in relation to environmental characteristics. Therefore, principals irrespective of their gender role differences can lean to become expert in leadership disposition. This idea was supported by [33] who submitted that the gender of head teachers does not play an important role in terms of influencing

how they assess leadership styles but the leadership ability is depended on the cultural or environmental context.

However, the more a principal displays active management by exception leadership behaviour, the more likely the intrinsic motivation for learning in students. A principal who is perceived to practice active management by exception leadership behaviour may actively concentrate on dealing with mistakes and complaints before they happen. Since, complaints are most likely to come from parents and may concern teaching practice, a principal may encourage teachers to focus on teaching and learning goals in the classroom in order to avoid these types of complaints. Therefore, the challenge then is for principals to devise practical result-oriented management by exception active approaches to revitalize their schools, set school performance goals in collaboration with their staff, monitor the

Uzoma and Ugwu achievement of the objectives and realign school objectives in line with broad national educational goals. If principals are to apply management by exception active to school management, they require training on its principles. This is because [40] found that some principals did not specialize in educational management and those that are educational management specialists are not likely to have reviewed in-depth training on modern Management theories and techniques such as management by exception active. This is the reason why most principals do not use this leadership approach. Without sound training in specialized management and leadership knowledge in areas such as MBEA, several principals would lack the MBEA competencies to build the collaborative learning organization that is so critical to successful improvement of school management.

RECOMMENDATIONS

The following recommendations were made based on the findings of the study:

1. As regards to the use of contingent reward approach of transactional leadership, the principals should clarify job description, set goals, provide necessary resources, encourage staff and rewards school personnel for successful performance. This would help staff to be active in dealing with issues of teaching and learning in secondary schools in Nigeria.

2. In case of management by exception active transactional leadership style, Principals should be trained should be trained by the Ministry of Education in the state to understand the ideas of goodness and take corrective actions to prevent mistakes by subordinates as well as monitor work performance for errors to solve problem in school administration.

CONCLUSION

Based on the findings of the study, it was discovered that transactional leadership style requires principals encouraging subordinates to participate actively in activities and giving them contingent reward for performance or punishment depending to commitment. The findings of showed that principals do not use contingent rewards, and management by exception active (MBEA) approaches of transactional leadership style. It is obvious that when principals do not use these innovative leadership approaches, it would negatively affect the performance of teachers and students in secondary

school administration. None use of quality leadership would not impact positively on the overall development of secondary education in Nigeria. It is essential for school administrators to explore various transactional leadership approaches for effective administrative process. This study concluded that wide range of transactional leadership approaches can be utilized to deal with issues of administrative problems in secondary schools. For principals to administer and manage affair of teachers and students, they must possess transactional leadership skills and

understand how to apply its elements in

school administration.

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