

Effectiveness of Teachers' Transactional Leadership Style on Students' Academic Achievement

Abstract

The purpose of the present study was to found out the effectiveness of teachers' transactional leadership styles on students' academic achievement. The objectives of the study were: to evaluate public and private sector college teachers' transactional leadership style and to explore gender wise differences in public and private sector college teachers' views about their leadership styles. The population of the study was teachers teaching secondary classes and students of 12th grade from public and private colleges registered and affiliated with Federal Board of Intermediate and Secondary Education Islamabad. Total 6 null hypotheses were developed. Data was analyzed and the major findings which were inferred from the data analysis observed no significant difference of opinion of public and private sector college teachers about transactional leadership style and no gender difference was observed about teachers' transactional leadership style.

Keywords: *Academic achievement, Leadership, Teacher leadership style, Transactional leadership, Academic achievement.*

INTRODUCTION

There is a question that teacher is a leader? No doubt this word 'Leader/Leadership' is relevant with political or business environment but as we knew that our Holy Prophet Muhammad (p.b.u.h) was created as a teacher. He used to teach his followers not as a teacher but as a guide and as leaders to lead them and solve their problems in all spheres of their lives. Basically this was the starting of the concept of teacher leadership. Our literature supports this concept like describing the history and importance of teacher leadership, James Pounder (2006) said that this concept has developed over time in three different stages. In the words of Silva (2000), the first stage confined teacher leadership within the formal organizational hierarchy and merely placed the concept close to the teaching function. Therefore, in this wave, the department head was the archetypical teacher leader. This was a control model with

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teacher leaders managing teachers who were viewed as mere implementers of the formers' decisions (Frymier, 1987). Darling-Hammond (1998) and Shulman (1987) explained that the second stage of teacher leadership placed more emphasis on the instructional dimension of the teaching function but even then at that time it was vested teacher leadership in formally created organizational positions such as team leader and curriculum developer. The third stage of teacher leadership is the current view of teacher leadership which integrates the notions of teaching and leadership. According to the literature this stage is a process rather than a positional concept and recognizes that teachers, in the process of carrying out their duties, should be given the opportunity to express their leadership capabilities. Silve (2000) described that no doubt there are various attempts that have been made to articulate the elements of third stage of teacher leadership like the ability of the teacher leader to navigate the structures of schools, nurture relationships, model professional growth, encourage change, and challenge the status quo (p. 22). Because of such tasks and importance of teacher leadership, literature described a number of scholars who have noted the leadership theories are applicable to instruction (Baba & Ace, 1989; Cheng, 1994; Harvey, Royal, & Stout, 2003; Kuchinke; Pounder, 2003; Walumbwa, Wu, & Ojode, 2004). Both instruction and organizational leadership consist of complex interactions comprised of communication, control, and coordination of activities (Barnard, 1938; Kuchinke).

Kenneth Leithwood (1994 to 2009) held a chain of researches on different aspects of teacher leadership, dimensions and its effectiveness from 1994 to 2009 and found that teacher leader can play an important and effective role in students' progress, personality building, career selection and academic achievement. There is a question that teachers' leadership is an effective tool to achieve educational targets or not? Evidences from literature explain us that teaching is a tool to achieve specific educational goal and targets because quality of education depends upon the teachers and their teaching style. In answering this question that does leadership style effects on students' achievement? Maxwell (1998) gave answer in his book, *The 21 Irrefutable Laws of Leadership* describes leadership as having historical constancy regardless of cultural change, elaborated that, "Leadership is leadership, no matter where you go or what you do, times change. technology marches forward ,cultures vary from place to place ,But the true principles of leadership are constant – whether you're looking at the citizens of ancient Greece, the Hebrews in the Old Testament, the armies of the last two hundred years, the rulers of modern Europe, the pastors in local churches, or the business people of today's global economy. Leadership principles stand the test of time. They are irrefutable and have the impact on their followers" (p. xx). In a research Afe (2001) pointed out that teachers have been shown to have an important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately

responsible for translating policy into action and principles based on practice during interaction with the students. There are different teacher leadership styles but according to the requirement and need of instructional process the transactional style of leadership is best of them. It was first described by Max Weber in 1947 and then by Bernard Bass in 1981. Bass (1998:121) in defining this style explained that it is largely based on exchanges between a leader and group members, such as using rewards and punishment to control behavior. Bass (1998:121) again stated that each of them enters the transaction because of the expectation to fulfill self-interests and their leader is supposed to maintain the status quo by satisfying the needs of the subordinates. According to this leadership style the leader defines needs, assigns task, gives rewards to followers for good performance, or punishment for mistakes (Ubben et al. 2001:14-15).

The transactional leaders are found to be quite effective in guiding efficiency decisions which are aimed at cutting costs and improving productivity. The transactional leaders tend to be highly directive and action oriented and their relationship with the followers tends to be transitory and not based on emotional bonds. The theory assumes that subordinates can be motivated by simple rewards like students in our daily routine life. The only 'transaction' between the leader and the followers is the money which the followers receive for their compliance and effort or just good gesture for students from their teacher. In describing the effectiveness of transactional leadership Bass (1985a) suggested that transactional leadership has great effects on associates' satisfaction and other outcomes. In this style relationship in which individual's needs are met if their performance conforms to their leader. The transactional process, in which the leader clarifies what the associates need to do for a reward, is nevertheless viewed here as an essential component of the full range of effective leadership.

Conger (1999) elaborated the transactional leadership is as a traditional concept and as an instrumental approach to organizational leadership that is associated with task orientation. According to the previous literature the main characteristics of a transactional leader are, use reward and punishments to gain compliance with their followers, they are extrinsic motivators that bring minimal compliance with followers, they accept goals, structure, and the culture of the existing organization and tend to be directive and action-oriented. According to Hackman and Johnson (2004), transactional leaders rely heavily on rewards to motivate followers and prevent poor performance using negative feedback. In explaining the transactional leadership Burn (1978) says that a leader is given power to perform certain tasks and reward or punish for the team's performance. Transactional leadership occurs when there is an exchange between people which can be economic, political or psychological in nature. The relationship between the leader and the follower is

purely based on bargaining and it does not go beyond this. In his research Ubben (2001) gave the findings that this kind of exchange inhibits subordinates' commitment because it is a matter of performing duties as directed and whatever the job are given the employee has to fulfill these duties. Balunywa (2000) explained the activities related to leadership of an educational institution such as morale building, remuneration, coercion pursue effective performance and productivity of that institution he further says that teachers' effective leadership not only boosts up the morale of individual students to get their study targets but can also takes the overall productivity of an educational institution to its peak. In defining the dimensions of transactional leadership style, Bass (1990a) defined transactional Leadership as: (a) contingent reward: contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments, (b) management-by-exception (active): watches and searches for deviations from rules and standards, takes corrective action (c) management-by-exception (passive): intervenes only if standards are not met.

Burns (1978), in describing political transactional leaders said that they motivated associates by exchanging rewards for services rendered like to exchanging one thing for another: jobs for votes, or subsidies for campaign contributions. Such transactions comprise the bulk of the relationships. For occurring the transactional leadership Jung and Avolio (2000) described that it occurs, when the leader and his or her followers agree to what the followers need to do to get rewards, with little effort to change follower personal values or to develop a sense of follower trust and commitment to the leader. Transactional leadership involves motivating and directing followers primarily through appealing to their own self-interest. The power of transactional leaders comes from their formal authority and responsibility in the organization. The main goal of the follower is to obey the instructions of the leader. About the concept of transactional leadership style there are some assumptions like, employees are motivated by reward and punishment, subordinates have to obey the orders of the superior and subordinates are not self-motivated but they have to be closely monitored and controlled to get the work done from them.

The leader believes in motivating through a system of rewards and punishment. If a subordinate does what is desired, a reward will follow, and if he does not go as per the wishes of the leader, a punishment will follow. Here, the exchange between leader and follower takes place to achieve routine performance goals. According to the Burns' model it has four dimensions; According to contingent reward, a transactional leader clarifies expectations and offers recognition when the targeted or required goals are achieved. And clarifying objectives, achieving targets and providing recognition once when goals achieved, this results in individuals and groups achieving expected levels of performance, basically it,

- Provides others with assistance in exchange for their efforts.
- Discusses in specific terms that is responsible for achieving performance targets.
- Makes clear what one can expect to receive when performance goals are achieved
- Expresses satisfaction when others meet expectations.

According to this dimension a leader specifies the standards for compliance, when the performance is not according to that standard he may take some action like, to punish or fine etc. This style of leadership implies closely monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur. Transactional leaders actively monitor the work of their subordinates, watch for deviations from rules and standards and taking corrective action to prevent mistakes. Sometimes it becomes passive and reactive, in which a leader does not take any action or any respond to situations and problems systematically. They avoid specifying agreements, clarifying expectations, and providing goals and standards to be achieved by followers. **Passive Management by Exception:** Transactional leaders intervene only when standards are not met or when the performance is not as per the expectations. They may even use punishment as a response to unacceptable performance.

According to transactional leadership always works how to achieve or attain the designated outcomes of an organization, country or students' achievement in a proper and positive way. Performance beyond expectations concept gave two meanings, get others to do more than they expected to do, heighten others' desire to succeed, increase others' willingness to try harder, it means requirement for extra efforts and the second concept is that leader is effective in meeting others' job-related needs, effective in representing their group to higher authority, effective in meeting organizational requirements, effective in leading his followers and leader found such ways by them they satisfy his employees and achieve targets in a peaceful and satisfactory ways. According to Ajao (2001), over time pupils' academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching. For example the principle of an educational institution observes what the teachers want from work and tries to provide them with what they want depending on their performance. He/she exchanges rewards and promises of rewards for their efforts and responds to their immediate self-interest. Otherwise, he/she uses threats or punishment for their mistakes. This style is most often used by the managers. It focuses on the basic management process of controlling, organizing, and short-term planning. The famous examples of leaders who have used transactional technique include McCarthy and de Gaulle. According to the literature teachers' transactional leadership increase the level of maturity of students. In which students can be elevated from concern for personal security to concerns for

recognition, achievement, and self-actualization. A shift from self-preservation to preservation of the group or even its promotion or good results or academic achievements may enhance the potential of group/school, college or university and individual with respect to performance and development. Walumbwa (2004), determined that the teacher who employ transformational leadership in their classrooms are perceived as effective teachers and students are willing to exert extra effort for such teachers and are satisfied, students should report increases in traditional learning outcomes when they perceive from their instructors as transformational.

Walumbwa (2004) studied the full range leadership framework (the effect of transformational and transactional leadership on followers' outcomes) and its effect on three instructional outcomes in a university setting. In describing the effectiveness of transactional leadership Bass (1985a) suggested that transactional leadership has great effects on associates' Satisfaction and other's/student's outcomes. In this style relationship in which individuals' needs are met if their performance measures up to their contracts with their leader. Transactional teacher leaders also consider that what his/her students' need and desire, and then clarifying how those needs and desires will be satisfied if the associate expends the effort required by the task. Such motivation to perform will provide a sense of direction and help to energize others. The transactional process, in which the teacher clarifies what the students' need to do for a reward, is nevertheless viewed here as an essential component of the full range of effective leadership.

Objectives of the study

The current research study was designed to achieve following objectives:

- To evaluate public and private sector college teachers' transactional leadership style,
- To explore gender wise differences in public and private sector college teachers' views about their transactional leadership styles. For achieving these objectives three null hypotheses were developed:

Hypothesis

H :01. There is no significant difference in opinions of public and private sector college teachers about transactional leadership style:

H :02. There is no significant difference of opinions of public and private sector college teachers about the dimensions of transactional leadership style the contingent reward, heightened to attain designated outcomes, performance beyond expectations and about contingent reward:

H :03. There is no significant difference of opinions of public and private sector

college teachers about the dimensions of transactional leadership style about the management by exception ,about heightened to attain designated outcomes and about performance beyond expectations:

METHODOLOGY

The participants of the study were students and teachers teaching 12th grade from public and private colleges registered and affiliated with Federal Board of Intermediate and Secondary Education Islamabad. In order to draw valid conclusions from research, reliable and valid tools must be used for measuring the variables, so in this study the standardized test was used, as the main aim of the study was to compare the effects of teachers' transformational leadership styles on academic achievement of students. For this the instrument Multifactor Leadership Questionnaires (MLQ 5x-short) 3rd edition developed by Bruce J. Avolio and Bernard M. Bass (1994) was used. The test material and the basic philosophy underline this instrument is attention that has been given to charisma and inspirational leadership in prior literature (Antonakis, Avolio & Sivasubramaniam, 2003; Bass & Avolio, 1994). The purpose of this is, to review the validity of a broader and fuller range of leadership styles using the most commonly employed measure of transformational leadership. The questionnaire consists of two parts: the Self Rating Form, where leader/teacher rate themselves as leaders, and the Rater Form, where follower/student rates their leaders/teachers. Both parts of the above mentioned instrument were in English and not translated in Urdu because of easy and understandable language for students and teachers alike (used after taking permission from experts). Total 22 male and 20 female colleges, affiliated with Federal Board of Intermediate and Secondary Education Islamabad, were selected through cluster sampling technique. Then total 600 teachers teaching grade 12 students and 605 students studying in grade 12 were selected at the same ratio of male and female respondents from public and private sectors.

RESULT & ANALYSIS

Table 1: Mean Difference of Teachers' Views about Transactional Leadership Style of Public and Private Sector

Sector	N	Mean	SD	t-value	df	p-value
Public	249	48.28	7.588	- 1.832	597	0.067
Private	350	49.31	6.095			

*Significant

t-value at 0.05

Table 1 shows mean difference on the scores of transactional leadership style between public and private sector. The mean of public sector was 48.28 and private

was 49.31. This mean difference i.e. 1.03 is statistically not significant as P is greater than 0.05. So our null hypothesis that there is no significant difference of opinions of public and private college teachers about transactional leadership is accepted.

Table 2: *Mean Difference of Teachers' Views about Contingent Rewards*

Sector	N	Mean	SD	t-value	df	p-value
Public	409	6.32	1.868	- 0.713	598	0.476
Private	191	6.43	1.445			
*Significant				t-value at 0.05		

Table 2 shows mean difference on the scores of Contingent Rewards between public and private sector. The mean of public sector was 6.32 and private sector was 6.43. This mean difference i.e. 0.11 is statistically not significant as P is greater than 0.05. So our null hypothesis that there is no significant difference of opinions of public and private college teachers about Contingent Rewards is accepted.

Table 3: *Mean Difference of Teachers' Opinion about Teachers' Management by Exceptions*

Sector	N	Mean	SD	t-value	df	p-value
Public	409	28.71	4.330	- 0.237	598	0.813
Private	191	28.80	3.851			
*Significant				t-value at 0.05		

Table 3 shows mean difference on the scores of Management by Exception between public and private sector teachers. The mean of public sector was 28.71 and private sector was 28.80. This mean difference i.e. 0.09 is statistically not significant as P is greater than 0.05. So our null hypothesis that there is no significant difference of opinions of public and private college teachers about Management by Exception is accepted.

Table 4: *Mean Difference of Teachers' Opinion about Heightened to Attain Designated Outcomes*

Sector	N	Mean	SD	t-value	df	p-value
Public	409	4.42	1.223	- 1.384	598	0.167
Private	191	4.57	1.207			
*Significant				t-value at 0.05		

Table 4 shows mean difference on the scores of heightened to attain designated outcomes between public and private sector teachers. The mean of public sector was 4.42 and private sector was 4.57. This mean difference i.e. 0.15 is statistically not significant as P is greater than 0.05. So our null hypothesis that there is no significant difference of opinions of public and private college teachers about heightened to attain designated outcomes is accepted.

Table 5: *Mean Difference of Teachers' Views about Performance beyond Expectations*

Sector	N	Mean	SD	t-value	df	p-value
Public	409	9.30	2.591	- 0.419	598	0.676
Private	191	9.39	2.277			
*Significant					t-value at 0.05	

Table 5 shows mean difference on the scores of performance beyond expectations between public and private sector. The mean of public sector was 9.30 and private sector was 9.39. This mean difference i.e. 0.09 is statistically not significant as P is greater than 0.05. So our null hypothesis that there is no significant difference of opinions of public and private college teachers about performance beyond expectations is accepted.

It was concluded that teachers from public and private sector gave same value to the teachers' transactional leadership style. This is the clear picture of our education system that teachers, whether they are from public sector or from private sector don't have any awareness and training about transactional leadership styles. Without any knowledge about leadership style they habitually or traditionally used to follow some of its dimension like contingent reward. Teachers in all levels give response to their students in the form of gestures, any word, or any valuable thing like a gift etc and only following this they enhance their students' academic achievement. The outcomes pertaining to current research are according to the findings of Jiao, Richards & Zhang (2010) the results based upon similar findings regarding these researches. These results are also in the lines as Riaz & Haider (2010) pointed out in a research concerning transactional leadership was found significantly related to job success and found highly related with career satisfaction. It was concluded that teachers from public and private sector were equal in their opinion about transformational and transactional leadership style with some exceptions like transformational leadership style, idealized influence the dimension of transformational leadership style and management by exception the dimension of transactional leadership style. These findings of the present research study are same as were in the research studies of Eagly & Johnson (1990) and Adewunmi (2000), but

in contrast with the findings of Markhan (1982). The findings of the present study are same as in the studies conducted by Lockheed & Harris (1984); Sadker, Sadker & Bauchner, (1984); Massey & Christensen (1990); Rodriguez (2002); Einarsson & Granström (2002) that described that female teachers have more transformational leadership qualities than the male teachers. The results are also same levels as the results of Rodriguez (2002). Based on the study, the author would like to suggest following recommendations.

1. College teachers can be made aware about the concept and importance of leadership through professional development training.
2. College teachers of both public and private sector need training in leadership skills.
3. There is a need to aware about idealized influence of teachers through training how to promote students' interest in learning.
4. College teachers may be provided training in how to inspire students through the attraction of their personality and through this inspiration motivate students for learning.
5. It is suggested that college teachers need training about the importance of team work in achieving individual and organizational goals

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