

Transformational and Transactional Leadership of Principals in Colleges of Education

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Abstract:

Leadership of the principal and the ways through which the head carries out the role has an influence on the way a colleges function. Leadership is to induce or persuade all subordinates or followers to contribute with cheerful readiness to organizational goals. Effective leadership creates inspiring and stimulating climate so that the teacher educators can enjoy a high level of morale. Colleges of Education have power, structure, logic and values which combine to exert strong influence on the way in which individual perceive the world, interpret it and respond to it. So the researcher studied Organizational leadership of Colleges of Education of Maharashtra state. Data was collected from 711 teacher educators and 49 principals. Organizational leadership scale and organizational leadership interview schedule was prepared by the researcher. Further the benchmarks for effective leadership were developed.

Key words: organizational leadership, college of education

Leadership of the principal and the ways through which the head carries out the role has an influence on the way a colleges function. Leadership is to induce or persuade all subordinates or followers to contribute with cheerful readiness to organizational goals. Effective leadership creates inspiring and

stimulating climate so that the teacher educators can enjoy a high level of morale. Although any member can influence other members, individuals with titles such as “manager” (i.e. principals here) have the leadership roles and responsibility to lead and influence others (Johns & Saks, 2008” and Pierce, J. L., & Newstrom, J. W. (2008). They use power and persuasion to ensure that followers have the motivation and role clarity to achieve specified goals. Leaders also arrange the work environment-such as allocating resources and altering communication pattern-so that teacher educators can achieve objectives more easily.

Leadership is the process of influencing people and providing an environment for them to achieve team or organizational objectives. Effective leaders help groups of people define their goals and find ways to achieve them. (Selznick, 1957).

Leadership is defined as the process whereby one individual influences others toward the attainment of organizational goals. Leadership is the influence and support that particular individuals bring to bear on the goal achievement of others in an organizational context. (Greenberg and Baron, 2008)

Leadership has been contemplated since the days of Greek philosophers, and it is widely researched. The leadership has been studied from different perspectives. Some scholars have studied the traits of great leaders whereas others have looked at their behaviors. More recent studies have looked at leadership from a contingency approach.

Currently, the most popular leadership is that leaders transform organizations through their vision, communication, and ability to build commitment which is known as transformational leadership. Along with transformational leadership, for improving organizational efficiency, transactional leadership is also essential.

Transactional leadership: Transactional leadership involves managing-helping organizations achieve their current objectives efficiently, such as by linking job performance to valued rewards and ensuring that employees have the resources needed to get the job done. (Avolio, B.J. & Bass, B.M.1988)

Transactional leadership is based on with a system of rewards and punishments (Dubrin, 2004) & Bass, 1985) indicated that transactional leaders focus on engaging in exchanges with their team members, these exchanges are based on what the leaders expect. In exchange, leaders articulate the goal and offer rewards if the goal is achieved. Transactional leaders give rewards and punishments to motivate employees' performance, and to promote relationships with them (Bass, 1985). (Bryant, 2003) stated that transactional leaders have three primary characteristics. First, transactional leaders work with their team members and try to get a reward for their goal. Second, they will exchange the rewards and promises of the reward for work effort. Finally, transactional leaders are responsive to the immediate self-interests of workers.

Transactional leadership occurs when leaders approach followers with a transaction in mind: to get compliance in terms of effort, productivity and loyalty in exchange for rewards whether economic, political, or psychological. This means that leaders recognize the basic needs and wants of followers but given the priority on tasks; the roles are assigned according to the planned outcomes.

Transactional leadership is the behavior that involves:

- Contingent reward: To clarify the work required to obtain rewards and the use of incentives and contingent rewards to influence motivation.
- Passive management by exception: To use contingent punishments and corrective actions in response to obvious deviations from acceptable performance standards.

- Active management by exception: To monitor subordinates and take corrective action to ensure that work is done effectively.
- Laissez-faire: To show passive indifference about the task and subordinates.

Colleges of Education have to be organized according to rule and regulations of UGC and NCTE. It is required to follow guideline, structure and framework. Transactional leadership enables it effectively.

Transformational leadership: The report of UNESCO-NCTE Conference on professional status of teachers held at Bhopal in 1995 has given suggestions: All pre-service education programs should be more comprehensive, intensive, and rigorous so as to transform them into truly professional induction. Pre-service teacher education program should be thoroughly overhauled and restructured. NCTE (1998, p.23) also calls for bringing out a transformation in teacher preparation strategies. For making this transformations possible transformational leadership is must in Colleges of Education.

Transformational leadership is about leading-changing the organization's strategies and leadership so that they have a better fit with the surrounding environment. (Bennis, W. and Nanus, B. Leaders. 1985)

Northouse's (2004) definition of transformational leadership as a process that brings about changes in individuals, an influence that causes followers to accomplish more than what is expected of them. Leithwood et al (1999) defined transformational leadership as the process of bringing about changes in the purposes and resources of both leaders and followers. In the words of Rouche, Baker, & Rose (1989), transformational leadership was defined as the leader's ability to influence employees 'attitudes, values, beliefs, and behaviors, by working through them and with them in order to accomplish the organization's goals, mission and purpose. Summarizing

from the above definitions, transformational leadership could be viewed as an interaction between leaders and followers, with a view to fostering attitudes and behaviors that arouse interest of workers and strongly commit them into accomplishing the organization's visions, goals and mission.

Transformational leadership is the behavior that involves:

- Idealized influence: To arouse strong follower emotions and identification with the leader.
- Intellectual stimulation: To increase awareness of problems and influences followers to view problems from a new perspective.
- Individualized considerations: To be supportive and encourage followers.
- Inspirational motivation: To communicate a vision through symbols to focus subordinate effort and the modeling of appropriate behaviors.
- Transforming followers: a transformational leader seeks to influence the assumptions and beliefs about the world that followers hold so as to become shared. A transformational leader therefore is concerned with shaping the leadership of the group.

Organizations require both transactional and transformational leadership. Transactional leadership improves organizational efficiency, whereas transformational leadership steers organization onto a better course of action.

The research is intended to throw light on the organizational leadership. This will help the managers to adopt appropriate leadership styles. The Colleges of Education, in Maharashtra are run by different types of management. Some colleges are in urban areas and some colleges are in rural areas. The research findings reveal that the financial assistance and geographical areas are found to be the factors for discrepancies of the educational institutions. On the same line, Organizational leadership of the educational institutions may

also be dependent on the type of financial aid given to the institutions and the locale of the institutions. The researcher wanted to find out if there are any discrepancies in the Organizational leadership in the Colleges of Education managed by different types of management? Is there any difference in the Organizational leadership of different Colleges of Education existing in different locale?

Review of literature on Organizational leadership

The studies in this area largely deal with leadership style and its impact on institutional climate and such other variables. Verma, Y. & Rana, S (1992) made an attempt to study organizational effectiveness in a university and the influence of personal characteristics of the managers in its functioning. Taj, H. (1992) studied the social-psychological and situational correlates of the administrative behavior of secondary school heads. Deota, N.P. (1990) studied the characteristics of effective leadership behavior of secondary schools principals with reference to decision making, conflict resolution and communication abilities of school principals. Ravindra, M. (1989) investigated into secondary school teacher's disposition towards profession and change-proneness in relation to their perception of leader behavior. Veeraraghwan, V.A. (1986) has done a comparative study of Organizational climate, leadership adaptability and teacher effectiveness in high, average and low performance schools. Patel, R.M. (1983) used LBDQ developed by Halpin to study the leadership behavior of Principals of higher secondary schools of Gujarat state. Naik, D.G.(1982) inquired into the relationship between leadership behavior of secondary school headmasters and teacher morale. Sharma, Sudha (1982) attempted to assess the impact of the leadership behavior of headmasters on the school climate. Shukla, P.C. (1981) evaluated leadership in educational administration at district level. Rajeevalochana (1981) examined the

administrator behavior in secondary schools of Tamil Nadu. Data were collected using Administrator Behavior Description Scale. Kaushik, S.P. (1979) studied administrative leadership in relation to group acceptance and some other educational aspects in the colleges of Meerut University. Mahant, G.V. (1979) studied administrative behavior of high school principals in Central Gujarat. Fernandez M.S. (1990) found that sharing shielding of administrative-task responsibilities on the part of heads of school was a learnt one. It was related positively to the assumption of an intrinsic motivation for work among subordinates. Tabbodi, Meimanat L. (2009) studied effects of leadership behavior on the faculty commitment of humanities departments in the University of Mysore, India.

Phil Smith, Les Bell (2011) studied the approaches to leadership adopted by head teachers in one local authority in an area of extreme social deprivation in northern England. Marc Dussault, Daniel Payette, Mathieu Leroux (2011) tested the relationship of principals' transformational, transactional, and laissez-faire leadership with teachers' collective efficacy. Louis George, George, Tara Sabhapathy (2010) studied work motivation of teachers and its relationship with transformational and transactional leadership behavior of college principals. Moolenaar, Nienke M.; Daly, Alan J.; Slegers, Peter J. C.(2010) investigated the relationship between principals' positions in their schools' social networks in combination with transformational leadership and schools' innovative climate. Sagnak, Mesut (2010) investigated the relationship between transformational school leadership and ethical climate. Gilley, Ann; Gilley, Jerry W.; McMillan, H. S. (2009) indicated that numerous variables have an impact on a leader's effectiveness. Lazzaro, Kristen Elaine (2009) investigated if a correlation exists between principal transformational leadership practices and teacher retention. Reynolds, Catherine L. (2009) explored the relationship between transformational leadership and teacher motivation in

Southwestern Arizona high schools. Webb, Kerry S. (2009) investigated the leadership behaviors of presidents of Christian colleges and universities in North America. Ejimofor, Francis O (2007) investigated the relationship between teachers' perceptions of principals' transformational leadership skills and teachers' job satisfaction. Nguni, Samuel; Slegers, Peter; Denessen, Eddie (2006) examined the effects of transformational and transactional leadership on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in the context of schools in a specific developing country context, that of Tanzania.

Objectives:

1. To study the Organizational leadership of the Colleges of Education.
2. To find out the differences if any, in the Organizational leadership, in between the Colleges of Education managed by different types of management.
3. To find out the differences if any, in the Organizational leadership, in between the Colleges of Education situated in urban and rural areas.
4. On the basis of the study, to develop a bench mark for the effective Organizational leadership for the Colleges of Education in Maharashtra state.

Sample size:

Type of College of Education	Sub-stratum	No of colleges	No. of teacher educators	No. of principals
Management wise Colleges of Education	Government colleges	9	46	3
	Private aided colleges	27	127	6
	Private unaided colleges	98	538	40
	Minority colleges	23	161	10

	Non-minority colleges	111	550	39
Locale wise Colleges of Education	Urban colleges	79	447	30
	Rural colleges	55	264	19
Total		134	711	49

Tools

The following tools were prepared by the researcher:

- Organizational leadership Scale
- Organizational leadership Interview Schedule

Analysis and interpretation

After descriptive analysis, it is clear that the distribution is normal. So the researcher made use of parametric test i.e. ANOVA to find out whether there is any significant difference among Colleges of Education based on management.

Relevant Statistics of Scores of Variables of Organizational Leadership of Colleges of Education Managed by Different Types of Management.

Variables	Sources of variation	SS	Df	Mean square	F-ratio	Sig.
Organizational leadership	Between groups	549.174	4	137.294	1.294	0.270
	Within groups	150367.9	1417	106.117		
	groups	150917.1	1421			
	Total					

'F' value of 1.294 is not significant at 0.05 level. So the null hypothesis is accepted. So there is no significant difference in the Organizational Behavior with respect to organizational leadership in between the Colleges of Education managed by different types of management.

After descriptive analysis, it is clear that the distribution is normal. So the researcher made use of parametric test i.e. 't' test to find out whether there is any

significant difference among Colleges of Education based on area.

Relevant Statistics of Scores of Variables of Organizational leadership of Colleges of Education Situated in Urban And Rural Areas

Variables	Groups	N	Mean	SD	df	Table value	I.o.s.	N.S.
Organizational leadership	Urban college	447	53.67	9.49	709	1.96	2.58	4.934
	Rural colleges	264	49.78	11.17				

The 't' value is 4.934 which exceeds 2.58 (table value). Therefore the 't' value of 4.934 is significant at 0.01 level. So the null hypothesis is rejected. There is significant difference in the Organizational Behavior with respect to organizational leadership, in between the Colleges of Education situated in urban and rural areas.

Principals of urban Colleges of Education follow transformational leadership (M=33.44) to more extent than that of principals of rural Colleges of Education (M=30.82). When the mean scores are analyzed in case of transactional leadership, urban Colleges of Education score (M=53.66) higher than that of rural Colleges of Education (M=49.78).

Higher transactional leadership in urban area shows that principals approach teacher educators to get compliance in terms of effort, productivity and loyalty in exchange for rewards whether economic, political, or psychological. Principals recognize the basic needs and wants of teachers but given the priority on tasks; the roles are assigned according to the planned outcomes. Principals of urban Colleges of Education show higher transformational leadership which means that they provide more intellectual stimulation to teachers. They can serve as a role model. They increase awareness of problems and influences teachers to view problems from a new perspective. They are supportive and encourage teachers. They

communicate to model appropriate behaviors. They are concerned with shaping the leadership of the group as compared to principals of Colleges of Education from rural area. But this result was not in line with the results in case of junior college by Sharma, Sudha (1982) i.e. The leadership behavior of the headmasters of the junior high school was not significant on the basis of area i.e. rural and urban . It is also not in line with the findings of Naik, D.G. (1982) in case of secondary schools.

Quantitative research

Most of the (N=45, 91.84 %) principals feel they mobilize a collective sense of mission. Many of them (N=35, 71.43 %) feel that they articulate a vision of future. Many of them (N=38, 77.55 %) focus attention on irregularities, mistakes, exceptions. Most of them (N=44, 89.80 %) are alert about the failures to meet standards. Some of the (N=28, 57.14 %) principals inform the teachers about special rewards for good work.

Almost all the principals' responses suggest that they do follow transformational as well as transactional leadership to much extent.

Quantitative data analysis reflects satisfactory level of transformational and transactional leadership. The researcher found difference in the perception of principals' leadership from the point of view of principals and teacher educators.

But Rajeev Alochana (1981) who examined the administrator behavior in secondary schools of Tamil Nadu found that there was no significant difference between the perceptions of the teachers about the administrative behavior of their principals and the perceptions of the principals about their own administrative behavior.

Benchmarks for Organizational leadership:

Transformational leadership

- Principal should serve as a role model for others.
- Principal should help teachers to overcome any obstacle.
- Principal should make teacher educators aware of strongly held values, ideals, and aspirations that they have in common.
- Principal should mobilize a collective sense of mission.
- Principal should articulate a vision of future opportunities.
- Principal should talk optimistically about the future.
- Principal should focus on strength, of himself and of others.

Transactional leadership

- Principal should focus attention on irregularities, mistakes, exceptions and deviations.
- Principal should point out what benefits teacher educators will receive if they do what is required.
- Principal should tell teacher educators what to do to get rewards for their efforts.
- Principal should be alert for failure to meet standards.
- Principal should work out agreements with teacher educators on what they will receive if they do what needs to be done.

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