

Transactional Leadership and Transformational Leadership in the Secondary Schools

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Abstract: Leadership in education is the skill or ability of the head of the institution or teacher to lead, motivate and influence their staffs as well as students to achieve success in their academic and other endeavours. There are different leadership styles carried out differently by different Heads of the institution. In this study the researcher emphasized on the transactional and transformational leadership styles used by the Heads of institution in the secondary schools. Transactional leadership style refer to the leadership style which is based on the task-oriented however transformational leadership styles deals with the commitment of the Head of the Institution towards necessary changes for the improvement of their respective school. The objective of the study is to find out the practice of transactional and transformational leadership by school headmaster/principal. The study is a qualitative one and the tool used for collecting data is the semi-structure interview developed by Philip Smith (2011). From the findings it was understood that principals carried on both transactional and transformational style of leadership in different aspect in order to improve and expand education to a greater heights.

Keywords: *transactional leadership, transformational leadership*

Introduction

Every human being has their own goal to accomplish in this journey of life. In this long journey of life, a leader is needed in order to illuminate the pathway to accomplish the set destination. A leader should be a person who can really lead and responsible toward their followers. Gunduz (2017) pointed out that a leader is a person who can influence people towards certain goals, who evaluate and regulates group's capabilities and who can encourage or motivate people to behave in a desire way. Therefore, we might say that a leader is the one who is assigned with a great task of leading and guiding others in a right pathway.

Leadership is a process of leading others with a passion to attain the expected goals. It is the ability of a person to influence others and direct the organisation in an organised and effective way in order to accomplish an objective or common goal (Sharma & Jain, 2013). Leadership in education is the skill or ability of the Head of the institution or teacher to lead, motivate and influence their staffs as well as students to achieve success in their academic and other endeavours. It is the ability of the leader to have a clear vision and to predict the future of the institution (Jovanovica and Ciricb, 2016). Therefore, we may say that it is very important to enfold by the head in order to run the institution in a smooth and effective way. The two types of leadership styles which are going to deeply emphasis in this study are the transactional and transformational leadership styles.

Transactional leadership styles is the task oriented whereby the head of the institution emphasis in reaching success through existing rules or pattern already established by the institution or organisation. It is a model where the leaders work within the system and find solution to problems by following the patterns (Vanderheide, 2017). In order to achieve a set target, a reward is provided to the follower (Khan, 2017). A transactional leader sets the goals and makes clear instruction about the relationship between performance and rewards where employees have a little chance to affect the decision making of the leader (Nazim and Mahmood 2016). Hence, we may say that it is a type of leadership style where the leader with his/her expertise attempt to manage by any means to drive his/her follower to accomplish the task assigned to them. In the transformational leadership style, the head of the institutions inspire and motivate their staff and students to work further for necessary changes in order to keep improving the progression of their respective schools. Besides, inspiration, motivation, vision, passion, focussing and so on, the commitment of the leaders is the most important aspect to be engaged and gets into action in this process of leadership. Sirin, Aydin, and Bilir

(2018) described transformational leadership as the kind of leadership in which leaders influence and encourage the followers to realize the target of the organisation/institution to work beyond their performance with team spirit in order to change and develop the institution and keep adjacent to success all the time (Arabaci, 2010). It provides challenges, empowerment and autonomy (Donmez and Toker, 2017), creates positive and valuable change in the followers (Nazim and Mahmood 2016). Therefore, it might say that it is the type of leadership which help one's to build their self –confidence, develop innovation, to respect other and to focus on the ability to execute necessary changes inside the institution.

The present work will assist in identifying the importance of achieving transactional and transformational leadership styles, particularly in educational institutions in which we might declare that it is the platform where we can mould and shape the behavior, mindset, potential and the carrying into action of the students which in turn drive the community and the country as a whole. It will likewise assist the leaders to be acquainted with these leadership styles where they can influence their follower to the highest expectation. The objective of the study is to find out the practice of transactional and transformational leadership by Heads of institution in the secondary schools of Mawiong locality situated in Shillong.

Methodology

In the present study, a qualitative approach is used to find out the objective and semi-structured interview developed by Smith (2011) was used. Data and information was collected from the Heads of Secondary School in Meghalaya. A Convenience sampling was used in the study and 5 heads of secondary educational institutions are willing to take part in the study. Interviews are conducted as per the consent of the heads of the institution and according to the time scheduled given by them. All information gathered are recorded and transcribed by the researcher.

Results

Subsequently after the data are gathered and transcription is done, analysis is then performed on the two aspects of leadership style, i.e. the transactional and transformational leadership styles in which the study is based and intended to carry on for investigation as referred. The results and findings of the study are based on the transcription of the interview conducted, which are discussed as follows:

Transactional Leadership Style

In relation to the transactional leadership style, the findings are drawn and presented in 5 aspects as below:

1. Changes

When asked about the changes that the principal have gone through in their educational career responses are gathered as below:

The First respondent highlighted on the curriculum transaction where students now-a-days are found quite difficult to learn through teaching aids such as charts etc. and with regards to this, the school has implemented smart board in order to help students to learn effectively.

When enquired about one thing that they would like to change about their school

The first respondent expressed that since the school is an English medium school, there is a need to help the students to speak as well as write in proper English.

The second and the fourth respondent stated that discipline is the first and the foremost thing that they want to maintain in the school.

The above responses indicate that the principals are concentrated and try their level best to elevate the standard of the school to another level in order to determine the behaviour and well- being of the students as a whole.

2. Vision

Regarding the vision, responses which appears to be in line with the transactional leadership style are given below:

The Third and fifth respondent revealed that they are planning to upgrade their school from secondary to the higher secondary school level in which they are working hard and constantly looking forward for this accomplishment.

With regard to the importance of staff development in achieving this vision:

The fourth respondent mentioned that they always have staff meeting and here as the principal will assign different work to the staff which they will have to follow accordingly and these are evaluated through their reports submitted to the principal quarterly.

With these replies we can state that the above respondents are more probable to be task oriented whereby the staffs have to informed and report their project to their head's about their progress as per advice.

3. Relationship

In dealing with the relationship developed by the principals towards the staffs and the students, the following responses are made:

In relationship, the Fifth respondent expressed about herself being a mother, a granny and a mam with the students all the time and always go to the student when something went differently and gave them counselling which is the most important thing she treated the most. Whereas with the staffs she always show them what they have to do and every time tell them and point out their weaknesses before she lose her temper.

This kind of relationship shows that the head is responsible towards their students and the staff where actions is taken whenever seems that there is a mismatched direction.

4. Handling circumstances that cause to deviate from the plans

When asked to describe how they handle circumstances that cause them to deviate from their plans

The first respondent replied that if that's the case she always approach the school secretary who is the always there to help.

The second respondent said that she always called the Managing Committee and placed the problem in front of them.

The Third and the fourth respondent say that they used to consult along with the staff.

The responses indicated that the four principal do not easily accept deviation and make hastily decision to any problems arises in the midway of their attempt to mount upward and invariably come on to the staff along with the higher authority to resolve complicated problems that they encountered in their pathway efficiently.

5. General outlook on life

When enquire about the personal general outlook on life, one response was gathered which treated as the essence of transactional leadership style which states as follows:

The second respondent conveyed that she wanted that all school in Mawiong area will be an asset to create good and responsible leaders who would bring great change in the society as a whole.

This response shows that the above respondent are responsible for the overall improvement of the society as a whole which may in line with the transactional leadership style.

The above discussion is grounded on the answers obtained from the principals which the researcher identified as transactional leadership skill undertaken by the principal in their career as the head of the school.

Transformational Leadership

Findings on the transformational leadership is also demonstrated into 5 aspects in the following lines:

1. Changes

When asked about the changes that the school have gone through:

The fourth respondent expressed that now-a-days teacher are not allowed to give any kind of punishment to the student in which other techniques have to be applied to bring back the students and in order to bring effective learning different activities apart from the textbook have to be updated from time to time.

When enquired about one thing that they would like to change about their school

The Third respondent said that she wanted to change the system of teaching as the present bookish system seem like ineffective and student are getting bored easily.

Responses suggest that alterations are carried on along with the growing generation to satisfy the requirement of the society as well as to comfortably fulfilled the demands of the students excellently.

2. Vision

When asked about vision, different views from different respondent are collected which is highlighted below:

The first respondent told that she wanted that her school will be the best school in the locality and the student will not only gain educational knowledge but gain spiritual knowledge as well.

The Second respondent expressed that their mission is to educate student to be the good citizen of our country and to convert the society from illiterate to literate.

The fourth respondent said that being a principal she wanted to see an all-round development, not only to see the beautiful buildings but to fulfil the needs of the learners.

When asked about the involvement of the staff in creating the vision:

The first respondent replied that there are some staffs who are very dedicated.

The second respondent said that half of the staffs are involved, whereas the third, the fourth and the fifth revealed that staff are highly cooperative.

The four respondents when asked about how they are going to achieve their vision, they replied that cooperation is needed from all sides whereas the fifth respondent said that she can achieve her vision through self-independence.

When asked about to described the importance of staff development in achieving this vision and in what way it takes place:

The first respondent said that there are some staffs who are trying their level best in helping her.

The Second respondent said that staffs used to involve in different part and they participate with the students in order to build up and motivate, throwing ideas to the students especially in participating outside the school.

Whereas the fifth respondent replied that she always allowed and gave chances to teachers to participate in various training and workshop which then the reports and feedback should be submitted every time after coming from various programmes.

When asked about the level of communication they feel are needed to get their vision across

The first and the third respondent said that it is the secondary school students that needed the most.

The second respondent said that the level of communication should be with the staffs and the students

The Fourth respondent mentioned that PTA, the member of the Managing Committee and sometimes it is necessary to go to the level of the student because

through their hard works and sincerity comes many great achievements of the school.

The Fifth respondent said that government support is really needed to get the vision across.

Different vision is conveyed by the principals in their own way which may be in line with a transformational leadership style in which they practice differently in deliberative procedure to attain their vision effectively. Furthermore, they expressed that staff involvement and communication is important to get the vision across.

3. Relationship

Different respondent shows different perspective about relationship which they developed in relation to the students and the staff

The first respondent revealed that she's having a better or closer relationship with the student rather with the staff and regarding this, she used to talk to them, discuss and advise them what is good and what is bad.

The second respondent said that she is trying to be friendly and communicate freely with them.

The Third respondent said that with regard with students she gave them love and respect, whereas, with the staff they are in the same level.

The Fourth respondent said that in order to develop the relationship for both the students and the teacher's politeness is very important.

The relationship discussed above, give the impression to be flexible and inspiration in the sense that principals tried to attract and develop a close connection with the staffs along with the students.

4. Handling circumstances that cause to deviate from the plans

When asked to describe how they handle circumstances that cause them to deviate from their plans:

The Fifth respondent replied that she believes in herself and never go back and always solves the problem and goes ahead and then discusses with the staff and carried on to the managing committee.

This indicates that the principal obtain self confidence to resolve the problems successfully without depending on others to assist in carrying the burden.

5. General outlook on life

When asked to tell about their personal, general outlook on life, the following responses are gathered:

The first respondent stated "To helps others who are in need".

The Third respondent expressed that she wanted to give the best education as she can.

The fourth respondent stated that "Without patience and self-confidence we cannot do anything."

The fifth respondent said that to "Live life at its fullest"

The above responses revealed that principals are interest in transformational leadership style in order to run their institution smoothly.

The researcher identified the above responses as transformational leadership skills embrace by the principal in their respective school to carry out their responsibility as the principal of the school.

Discussion and Conclusion

Based on the findings, leadership style in educational organization has taken place differently with a different view of the principals which shows that they sustain the responsibility to maneuver and hook out the students as the future generation of the state and nation as a whole to another degree of ability. It was understood that principals carried on both transactional and transformational style of leadership in different aspect in order to improve and expand education to greater heights. It was also found that the principals practice transformational leadership style in many area of their supervision which look as if this style of leadership is more effective to carry on in an educational institution. Therefore, to conclude, it might be said that both leadership style is needed to adjust in order to convey the effectiveness in the orbit of education as a whole.

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