

Transformational Vs Transactional: Best Leadership Style for College Instructors

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Abstract: - There are a few different leadership styles that can be effective for college instructors. Some leaders are task-oriented and focus on executing tasks, while others are relationship-oriented and work to develop relationships with their subordinates. Every type of leader is effective when used appropriately in the right situation. Each style has different strengths and weaknesses that make it appropriate to use in different situations. It's important to evaluate your situation and determine which style of leadership will be most effective. If you're a college instructor, it's important to choose the right leadership style for your class. According to Howard Gardner's theory of multiple intelligences, there are different types of learners who respond to different styles of leadership. Every instructor must develop his or her style of teaching. Every person has their own style in how they teach and while one instructor may work well with one particular student. It's important for instructors to understand their own style and to know what works best for their students. An instructor who is loud, engaging, and makes learning fun will generally appeal to students who want to be engaged and excited in class. However, this type of instructor may not be a good fit for students who are shy and introverted. An instructor who is patient and supportive may be more appealing to students who need more guidance. The type of teacher and style that works for a student will vary based on individual needs and learning preferences.

Key Words — *Instructor, Leader, Leadership Style, Organization, Transactional Leadership, Transformational Leadership.*

I. INTRODUCTION

Many people debate which leadership style is better: transformative or transactional. But which style is best for college instructors? A transformational leader fosters a culture where employees are empowered to make a difference and add value, while transactional leaders focus on managing the day-to-day tasks of the business and encourage a culture of compliance and conformity.

Both styles have their benefits and drawbacks, and it's important to determine which leadership strategy works best for each individual situation. Here we'll explore the differences between transformational and transactional leadership and discuss how they can be effectively applied in the classroom setting.

According to the Institute of Leadership and Management, "Transformative leaders are charismatic leaders who build teams and energize organizations by engaging people emotionally and inspiring them to exceed their own and others' expectations." These leaders are able to motivate their team members and inspire them to do their best work. They instill confidence in their staff members and encourage them to take creative risks rather than follow the status quo. The transformational leader encourages his team to work hard and think outside the box in order to come up with innovative

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solutions to problems. He may also reward the team for their achievements and create a positive workplace environment.

However, the transformational leader may sometimes have difficulty dealing with conflict in the workplace, and he can sometimes get so caught up in the excitement that he loses sight of the long-term vision of the business. Ultimately, the transformational leader is the best type of leader for organizations that want to encourage innovation and creative thought in their employees. On the other hand, transactional leaders are not concerned with the emotional well-being of their team members and they focus more on managing the day-to-day operations of the organization. This type of leader is a more practical manager who is more concerned with the bottom line than he is with employee satisfaction or motivation. He wants to get things done quickly and efficiently without wasting any time or resources. In order to maximize productivity, the transactional leader emphasizes efficiency and standardization within the organization. He enforces rules and encourages employees to follow the same procedure every time they complete a task. Although this approach may yield short-term results, it can also lead to job dissatisfaction and a decline in morale among the team. Overall, the transactional leadership style is best for organizations that are looking for a cost-effective way of managing their operations.

II. REVIEW OF RELATED LITERATURE

Transformational leadership has rapidly become the approach of choice for much of the research and application of leadership theory. In many ways, transformational leadership has captured the imagination of scholars, of noted practitioners, and of students of leadership. Research on transformational leadership and related charismatic approaches has grown exponentially. Why such interest in transformational leadership? Perhaps it is because transformational leadership, with its emphasis on intrinsic motivation and on the positive development of followers, represents a more appealing view of leadership compared to the seemingly “cold,” social exchange process of transactional leadership. Perhaps it is because transformational leadership provides a better fit for leading today’s complex work groups and organizations, where followers not only seek an inspirational leader to help guide them through an uncertain environment but where followers also want to be challenged and to feel empowered, if they are to be loyal, high performers. More than a quarter century has passed since the publication of James MacGregor Burns’s seminal *Leadership*, which

introduced the concept of transforming leadership. Inspired by this, and by Robert House’s 1976 theory of charismatic leadership, Bass and his colleagues developed the model of transformational leadership and the means to measure it. This evolved into looking at the full range of leadership, from passive, laissez-faire leadership to levels of transactional leadership and finally to transformational leadership. Passive leadership is least effective and satisfying. Leaders may use all of these approaches, but they may use more of one approach than others. Better leaders are transformational more frequently; less adequate leaders are passive or concentrate more on corrective actions.

Burns (1978) defined transformational leadership as a process where leaders and followers engage in a mutual process of empowering one another through values, self-awareness, charismatic actions, and motivation.

Transactional leadership focuses on results, conforms to the existing structure of an organization and measures success according to that organization’s system of rewards and penalties. Transactional leaders have formal authority and positions of responsibility in an organization. This type of leader is responsible for maintaining routine by managing individual performance and facilitating group performance.

This type of leader sets the criteria for their workers according to previously defined requirements. Performance reviews are the most common way to judge employee performance. Transactional, or managerial, leaders work best with employees who know their jobs and are motivated by the reward-penalty system. The status quo of an organization is maintained through transactional leadership.

A transactional leader is someone who values order and structure. They are likely to command military operations, manage large corporations, or lead international projects that require rules and regulations to complete objectives on time or move people and supplies in an organized way. Transactional leaders are not a good fit for places where creativity and innovative ideas are valued. Transactional leadership is most often compared to transformational leadership. Transactional leadership depends on self-motivated people who work well in a structured, directed environment. By contrast, transformational leadership seeks to motivate and inspire workers, choosing to influence rather than direct others.

Both leadership styles have their strength and weakness that later in need to be proved which of them bests fit for a College Instructor.

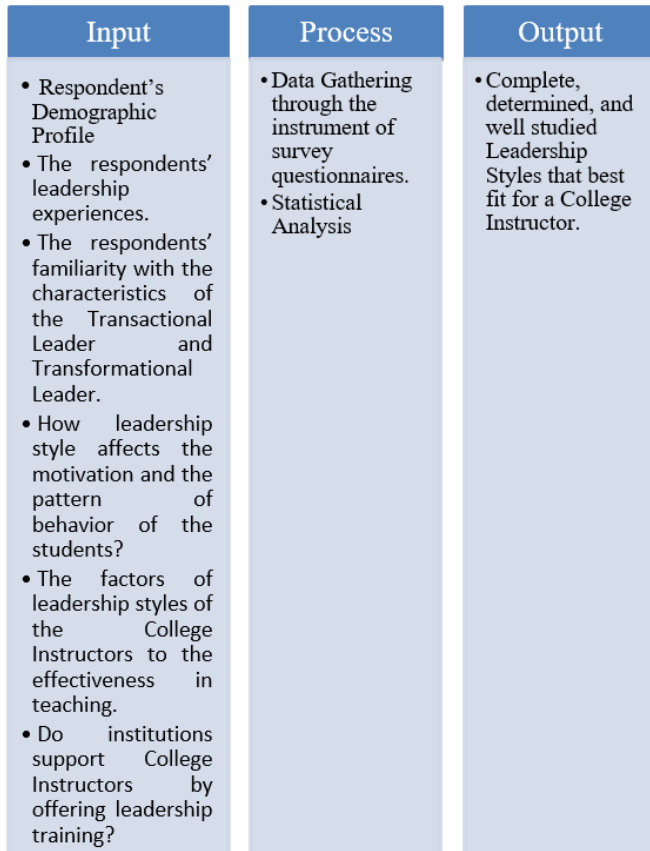


Fig.1. Conceptual Framework

III. RESEARCH PROBLEM

This study aims to determine which leadership style best fits for college instructors: Transactional or Transformational Leadership.

This study sought to answer the following questions:

- Demographic profile of the respondents in terms of:
 - Age
 - Type of Respondent: Student, Alumni, Instructor
 - Type of Institution: Public, Private
- The respondents' leadership experiences.
- The respondents' familiarity with the characteristics of the Transactional Leader and Transformational Leader.
- How leadership style affects the motivation and the pattern of behavior of the students?
- The factors of leadership styles of the College Instructors to the effectiveness in teaching.

- Do institutions support College Instructors by offering leadership training?

IV. SIGNIFICANCE OF THE STUDY

The study will benefit the students, the institutions, and even the instructors for them to provide proper training in terms of teaching and right management for the students in some aspects such as displaying ethical standards, providing an environment that is in with the emotional needs of the students, etc. Also, this will benefit future researchers to develop more comprehensive studies regarding transactional and transformational leadership styles of instruction in education.

V. SCOPE AND LIMITATION OF THE STUDY

The study will be conducted at different institutions focusing on their students, alumni, and instructors who have been part of that institution. Respondents is assumed to have experienced both undergraduate and graduate leadership and all of them have enough background of having a leader of both transactional and transformational. The study will be limited only to 100 respondents and the large population cannot be generalized.

Only two leadership styles are classified which are transactional and transformational leadership.

VI. RESEARCH DESIGN

The research design used in this study is the descriptive method. This type of research design best suits the study as it is often called as an observational research method as none of the variables in the study are influenced during the process of the research and all the data that will be gathered are primary data. According to Salaria (2012), descriptive research is concerned with acquiring knowledge about current facts or situations in order to describe and interpret them. This technique of study entails more than just tabulating data; it also entails correct analysis, interpretation, comparisons, and trend and relationship discovery.

VII. LOCALE OF THE STUDY

The study was conducted at institutions of both public and private for the students and instructors as participants and offices of both public and private where the alumni can be located. The kind of institution the study will be focused on is

in the engineering field wherein instructors need to bring their students to have good engineering management skills.

VIII. SAMPLE AND SAMPLING PROCEDURE

The data for this research study will be created using a suitable question from related research on leadership styles and an additional question based on the aim of this study. The questionnaire was used to determine which is the best leadership style for college instructors.

The number of respondents will be calculated using a random sampling technique specifically simple random sampling which uses

Sample	Size	Calculator
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 (<https://www.calculator.net/sample-size-calculator>) to estimate the sampling size, but for a small amount of time it was limited to 100 samples. This study used a confidence level of 95%, giving a margin of error of five percent (5%).

IX. RESPONDENTS OF THE STUDY

The respondents of this study are the students, instructors, and alumni that came to pass in the school with enough instructional experience. The ages of the participant range from 18 to 50 years old.

X. RESEARCH INSTRUMENT

The survey questionnaire provided to each respondent is an instrument used in the study. The questionnaire is composed of both open-ended and close-ended questions that gathered relevant information from the respondents. The first part contains questions that depicted the respondents' demographic profile based on their age, the type of the respondent whether they are a student, alumni or as an instructor and the last is the type of institutions they are in. The second part is composed of close-ended questions that deal with respondents' leadership experiences. In the third part, their familiarity to the leadership styles and the respondents rated them depending on a Likert scale (1-4), where 1 being the lowest and 4 being the highest. For the fourth part, respondents should tell from the list how leadership style affects the motivation and pattern of behaviors of the students. The fifth part focuses on how the leadership style of the instructors affects their teaching. Moreover, the last part, it focuses on how the institutions support their instructors to have proper training.

The scale used in this study is the Likert Scale. If they consider other factors that were not included on the list, they are allowed to state them. Different factors regarding leadership styles transactional and transformational are listed and the respondents will choose between (1-4) according to how they perceive them, and the median rating of the Likert scale was removed to avoid respondents' biases in choosing between. Thus, an open-ended question is provided wherein respondents shared their suggestions or comments on how they classify more traits of such instructional leadership.

XI. DATA GATHERING PROCEDURE

After collecting all the questionnaires and meeting the said numbers of respondents, then tallied all the data collected. The data were analyzed through a series of statistical tools. The result will be the basis to identify which leadership style best fit for college instructors. One hundred (100) respondents were selected according to the following qualifications: must be eighteen (18) years old up to fifty years old (50), and a must be member of an institution, present or former.

XII. DATA ANALYSIS TECHNIQUE

The statistical tool I will be using to interpret and analyze the result is Pearson R and the Two-tailed T test using Microsoft Excel since I will be testing the association between the variables I asked for in the survey questionnaire. For this study, both quantitative and qualitative approaches to gathering information will be utilized. It draws conclusions about leadership styles for college instructors specifically the transactional vs the transformational. The percentage and weighted mean will be needed as a result to be interpreted. For non-numerical data, it is analyzed by interpretation and presented in narrative form.

XIII. ETHICAL CONSIDERATION

This Act shall be known as the "Data Privacy Act of 2012" It is the policy of the State to protect the fundamental human right of privacy, of communication while ensuring free flow of information to promote innovation and growth. The State recognizes the vital role of information and communications technology in nation-building and its inherent obligation to ensure that personal information in information and communications systems in the government and in the private sector are secured and protected.

XIV. RESULTS AND DISCUSSIONS

This study was limited only to one hundred participants (100) whose leadership style mostly favored Transformational Leadership (78%) and only small favored Transactional Leadership (12%). The result was a product of 5 main questions with the use of a Likert scale (1-4). The participant mostly students are classified by their ages; 18 – 28 years old (65%), 29 – 39 years old (25 %), and 40-50 years old (10%). Based on the kind of institutions, 26% came from private and 74% came from public. With only a small sample, the result tells that most of the surveyed participants prefer a leadership style that is strict but not much, caring, disciplined, charismatic, highly empowered and motivational, and most importantly values teacher-to-student relationships. On the last question of whether the college instructor undergoes training or not, surprisingly 37% said they didn't know, 43% said yes and 20% said no. Comments mostly of 54% suggest that college instructors must undergo management and leadership training.

XV. FINDINGS AND CONCLUSIONS

Most participants believe that by having a transformational leadership style for college instructors, students will properly develop their analytical thinking skills, they will be highly motivated, and will follow the instructions well. But the study also suggests that nearly most of the selected leadership traits were transactional which tells that this leadership style is still necessary in college instructors, especially in worst-case scenarios where authoritarian rule must apply. It is also advantageous, especially in the engineering field that every instructor must have gone to training.

RECOMMENDATIONS:

Future researchers are encouraged to make further discussion with the following:

- The sample of the study must be in accordance with the sample size calculator having an estimated population of 350,000 existing engineering students and instructors and 130,000 engineering alumni.
- The survey form must include a Multi-Level Factor Leadership Questionnaire (MLQ) for each of the participants to know exactly their leadership traits.

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