

PRINCIPALS TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP STYLES AND ITS CONNECTION WITH JOB SATISFACTION OF TEACHERS AT SELF FINANCE COLLEGES IN NORTH BANGALORE CITY

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Abstract

Leaders are those who, by their actions and methods, motivate and sway others. In recent years, educational leadership has become increasingly significant. The goal of educational institutions is to offer their students high-quality services. In this sense, universities are essential in shaping the student body as a whole. The institution's management and employees work very hard to enhance the services they offer. In this process, the principle serves as a leader and has a big impact on the students' growth through the instructors who provide high-quality services through their expertise and motivated actions. As a result, the contented educators can provide knowledge to the organization in which they work. This article uses statistical analysis to examine the Transformational and Transactional leadership styles used by self-finance college principals and how these styles relate to the job satisfaction of instructors who work with them. link research revealed that the transformational leadership style of the principal was positively correlated with teachers' job satisfaction, while the transactional leadership style showed no significant link with teachers' job satisfaction.

Keywords: Principal Leadership Styles, Transformational, Transactional Leadership, Job Satisfaction Of Teachers.

1. INTRODUCTION

The universal language of a country's growth and progress is education. For parents, giving their children a top-notch education is their top priority. Every nation strives to give its kids a top-notch education and then pursues development via the invention of new knowledge. A nation such as India has a rich history and illustrious records of educating students in a distinctive and innovative way. However, obtaining an education has emerged as each person's top priority in order to succeed. In order to provide the student body as a whole with an education of international standards, the government has made several bold initiatives in this area.

The education system is primarily separated into three levels: basic, secondary, and higher education. Each level is monitored by norms and guidelines, and students are encouraged to acquire the information at each level by their competence and skill and complete their educational levels.

The higher education system is the most important part of the learning process for students since it puts their acquired information into practice, allowing them to revitalize it. It is becoming increasingly crucial to teach the student body how to live a life that applies lessons learned from real-world experiences. Students must participate in this process by interacting with the teachers or facilitators who help them to reach their goals. The students are engaged in a real-time learning process, and facilitators help them along the way by offering the appropriate support and direction. Learning and accomplishing the objectives are done in groups.

In light of this, there are a great deal of public and private universities operating in India that provide candidates for postsecondary education with high-quality education. Providing instruction that meets internationally recognized standards and preparing students for the real world has grown increasingly demanding and competitive.

As a result, leadership becomes crucial, and leaders in higher education play extraordinary roles. Doers, leaders strive to provide something fresh and improved to the organization they work for.

While some people are born with the ability to lead, others learn it via education and experience. A leader of a higher education institution needs to be a strong visionary and possess the ability to collaborate with subordinates in order to achieve the institutional and personal goals.

Every member of the leadership, from top management to the principal level, has a certain role to do. However, the principal in charge of these establishments is the one who engages with staff members, maintains their motivation, and ensures that they provide high-quality service.

When working with principals of this type, educators or facilitators must possess a strong sense of motivation and be prepared to go above and beyond what is necessary for the growth of their students.

Because shaping young minds is not as simple as it seems, it is imperative that teachers at higher education institutions be both motivated and fulfilled in their work. The current study focuses on two primary leadership styles that has a greater implication and widely used leadership approach.

1.1. Objectives of the study:

- 1) To understand the concept of Transformational and Transactional leadership at higher Educational Institution
- 2) Evaluate the Leadership practices of Principals and its connection with teachers job satisfaction

1.2. Limitation of the study:

- 1) The study is undertaken only at Self finance colleges operating at North Bangalore city other types of colleges are not being considered.
- 2) Principals Transformational and Transactional Leadership styles and its connection with teachers job satisfaction is studies and other variables are considered to be constant

2. REVIEW OF LITERATURE

In many nations, as well as in other service fields, a great deal of study has been done on the relationship between leadership style and teachers' job satisfaction in elementary and secondary education.

Research on teacher effectiveness and leadership types There hasn't been much research on job satisfaction in higher education, thus this paper looks for a relationship at Bangalore-based higher education institutions.

From the various literature reviews it is evident that Transformational and Transactional leadership styles are extensively adopted in educational institution.

The over view of these two forms of leadership are as under:

2.1. Transformational Leadership style

The leader one who inspires , motivates and has a great vision and passion towards the organisation possess the quality of transformational leadership style. The transformational leaders communicate with their teams. They act and communicate with energy and enthusiasm. There is close relationship between the leaders and the employees. The transformational leaders depend upon the knowledge and talent of the employees in order to attain the objectives of the organization. The success of the organization of the transformational leader relies upon collaborative working and they believe it could only be achieved through collaboration, empowerment, and motivation to subordinates. their Behaviour makes the subordinators feel more involved in the activities of the organisation and they are incorporated in decision making process.

The following four behavior dimensions (Four I's) of transformational leadership are proposed by Bass (1985), which exhibits the attributes of transformational leader:

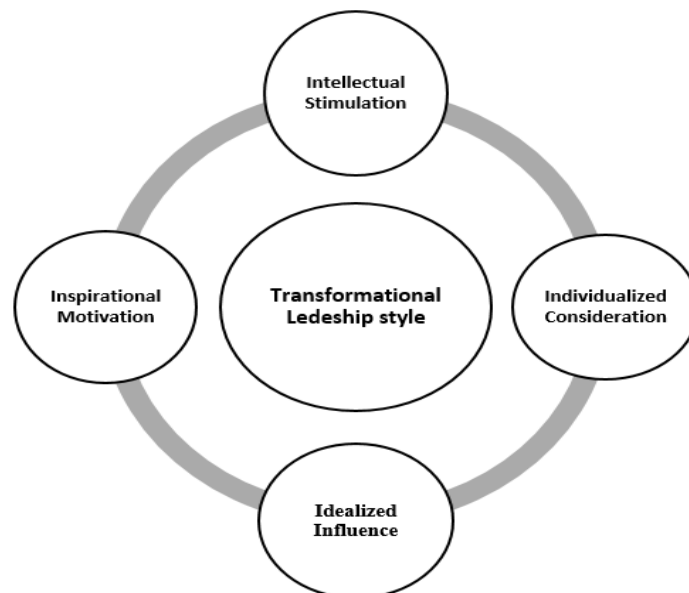


Figure: 2.1

(Source: Bass and Avolio : 1985)

- **Intellectual Stimulation:** The extent to which leaders develop independent thought and help followers better understand the problems they face.
- **Individualized Consideration:** How much a leader treats each follower as an individual and acknowledges their unique abilities in order to offer support. Based on each person's distinct strengths, the leader guides and advises the followers toward their advancement.
- **Idealized Influence:** The extent to which leaders serve as role models for their followers, maintaining the highest moral standards and fostering a strong sense of trust in them.
- **Inspirational Motivation:** The extent to which a leader encourages others to surpass expectations by showcasing their abilities

Principals being the transformational leaders, inspires the teachers with his action, motivates and encourage the teachers for better performance, gives assistance where ever required. The teachers are involved in decision making of the institutions teachers are empowered to work out their best since they fully understand the expectations needed. Principals makes the teachers feel more comfortable at their work, help them to achieve the institutional goals along with the over all personal development of the teachers as well. they motivate the teachers to develop in their personal career and give them opportunities for better development making them feel they have a clear sense of belonging. When such a relationship exists and people are moving as a team, it is easier to face the challenges as a team and stand apart with great success. A good leader recognizes he cannot do it all alone, but needs support and commitment from others.

2.2. Transactional Leadership style

This leadership style emphasizes the worker to complete the tasks assigned to them by the leaders. the employees are rewarded based on the performance the leaders are more authoritative, dominating and makes the followers to adhere to the decisions of the leaders. transactional leaders use rewards as the motivational element to keep the followers work and get rewarded for the same. Feedback is given to subordinates in terms of their progress towards or if they are away from the rewards. If the performance of the subordinates is not according to the pre-determined standard then punishment is also given to the subordinates. The subordinates are given clear instructions in order to get the desired results. The employees have little chance to affect decision making of the leader.

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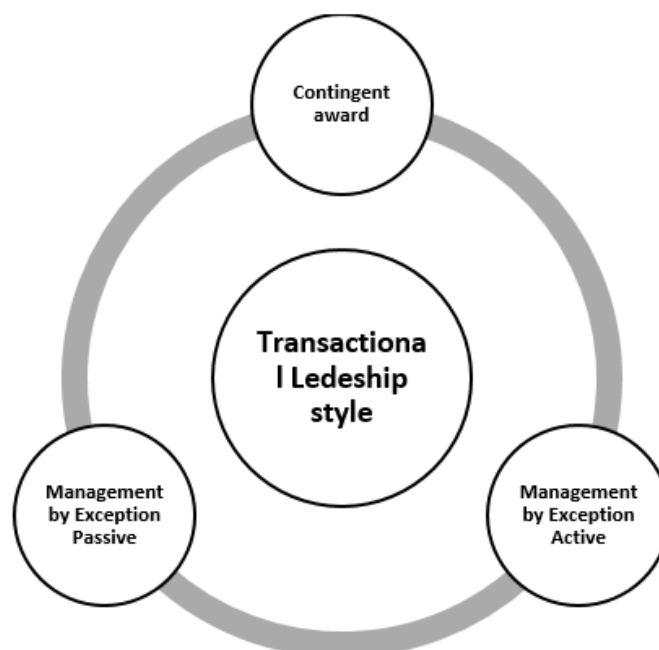


Figure: 2.2

(Source: Bass and Avolio : 1985)

- **Contingent Award:** The degree to which the leader offers rewards in return for the achievement of a goal or task
- **Management by Exception (Active):** How much the leader micromanages the group members, keeps a careful eye on their output, and records their errors.
- **Management by Exception (Passive):** The degree to which the leaders wait to take action until a significant issue arises before becoming aware of the issue until they are told by others.

In educational set up, Principals being the leader possessing the quality of transactional leadership expect the teachers to concentrate more on the performance of the students, encourage and motivate them to give better performance and quality teaching. The teachers must strictly follow the decision of the Principals in terms of quality assurance, and the teachers are rewarded based on the performances. If the performance is not up to the mark teachers are punished with low rewards and performance is slowly affected.

2.3. Job Satisfaction

Teachers play a significant role in society and make a significant contribution to it. Teachers are essential to education at all levels, but they are especially important in higher education. It is their duty to prepare the next generation to face the outside world with greater bravery and zeal. Getting and keeping talented teachers is a major problem for educational establishments. Positivity is the most important trait for a teacher in the field of education. To be satisfied with their profession, teachers must possess the ability and the unwavering desire to carry out their responsibilities with the utmost dedication.

The sum of one's psychological and emotional experiences at work is their level of job satisfaction. The link between everyone's expectations and accomplishments is known as job satisfaction. Work of any kind cannot be completed satisfactorily. Currently, teachers place a greater emphasis on motivational factors—that is, someone who can mentor them and assist them in reaching personal and organizational goals—than on financial compensation when it comes to their expectations and degree of satisfaction. This helps them stay at the institution for longer. The principal's responsibility is to ensure that teachers are happy with their work, which calls for increased focus, competence, and the capacity to oversee and maintain teacher satisfaction. Therefore, principals' leadership philosophies will undoubtedly influence the job.

Some of the research paper which has been undertaken by the research scholars is listed below to support the present study:

Nazim and Mahmood (2016) Conducted a survey research to find out the relationship between leadership style practiced by Principals and its influence on Job satisfaction of teachers working at colleges in Pakistan with a sample 215 College teachers. The survey was conducted with Minnesota Satisfaction Questionnaire (MSQ) was adopted to know job satisfaction of teachers.

Pearson r and t-test were used to analyze the data. The findings of the study show that there is a significant relationship between leadership style and job satisfaction. Relationship among transformational leadership style, transactional leadership style and job satisfaction exist.

Mirsultan, N., & Marimuthu, T. (2021). review the perception of teachers as to how the leadership of their principal affects their job satisfaction at public secondary schools and in

turn, the effect it has on students' academic performance tried to explore the impact of transformational and transactional leadership practices of principals on teachers job satisfaction and in turn students performance is being measured with the conceptual framework. the researcher. from the studies it was evident that the leadership practice of Principals had a direct relationship with teachers job satisfaction but the students performance did not have any form of relationship with the leadership practice of their principals.

Maheshwari (2021) conducted an exploratory research on influence of transformational and transactional leadership practice by Principals and its influence on teachers job satisfaction in the public high schools of Vietnam. the data was gathered from 144 teachers working at these schools. the researcher used path analysis and factor analysis to find the influence of leadership on job satisfaction of teachers. the results revealed that there is positive relationship between transformational leadership style and job satisfaction but a negative relationship between transactional leadership and job satisfaction of teachers

3. RESEARCH METHODOLOGY

3.1. Statement of the Problem

The present study deals with Principals Transformational and Transactional leadership styles and its connection with Job Satisfaction of Teachers at Self Finance colleges in North Bangalore city. Self Finance colleges focus more on providing quality education to the students and usually they are run and managed with private finance and do not get any types of financial grants or support form the government. therefore, the Principals who are in fore front of administration and management of such institutions play a vital role and teachers who are appointed to provide quality service have a great deal. hence, it is apt to understand the connection between the leadership practices of Principals and job satisfaction of teachers working with them.

3.2. Sample selection

There are nearly 350 Self Colleges in the city limits; for the research purpose I have chosen 15 colleges from the entire population of Degree Colleges for sample, further a sample of 112 respondents have given the required information.

The questionnaire contains 30 questions that are broadly clubbed into 3 dimensions as given below

3.3. List of Parameters

Number	Parameters
1	Transformational leadership Style
2	Transactional leadership Style
3	Job satisfaction

Reliability Result: Cronbach's alpha

Reliability of Leadership Style and Job Satisfaction Questionnaire

Cronbach's alpha test for leadership style	No of items
0.845	20
Cronbach's alpha test for job satisfaction	No of items
0.852	10

As cronbach's alpha (0.845) and (0.852) is bigger than 0.70, with this we can statistically decide that there is an inter-reliability and density in assessing different items of leadership style and job satisfaction questionnaire.

4. DATA ANALYSIS AND INTERPRETATION

It addresses the data processing, interpretation, and discussion of the findings. The statistical software, SPSS 23 version, was used to analyze the data that was gathered. The deliberate sampling strategy was adjusted to select the number of colleges from among higher education facilities. Descriptive correlation analysis is used in the current investigation. Results for consecutive proportions are shown in Mean, SD (Min-Max), whereas findings for categorical distributions are shown in Number (PERCENTAGE). Importance is evaluated at the five percent implication threshold.

Table 4.1: Demographic Details of the Respondents

	Frequency	Percent
Department		
Arts	32	28.57
Commerce	45	40.17
Management	26	23.12
Science	9	8.14
Total	112	100
Gender		
Male	48	42.85
Female	64	57.15
Total	112	100.0
Marital Status		
Married	78	69.64
Unmarried	30	26.78
Widow/Widower	4	3.58
Total	112	100.0
Qualification		
PG only	32	28.58
PG with NET/SLET	16	14.28
PG with M.Phil.	12	10.71
PG with Ph.D.	25	22.32
P.G with other degree	27	24.11
Total	112	100.0
Current Position		
Assistant Professor	80	71.42
Associate Professor	18	16.07
Professor	14	12.6
Total	112	100.0
Overall Work Experience		
Up to 5 Years	19	16.96
5 - 10 Years	40	35.72
10 - 15 Years	26	23.22

15 - 20 Years	17	15.17
> 20 Years	10	8.93
Total	112	100.0
Designation		
HOD	29	25.89
Coordinator	48	42.85
None	35	31.26
Total	112	100.0
Task Performance		
Only Academic	43	38.39
Both Academic & Administrative	69	61.61
Total	112	100.0

Table 4.2: Prospects of Leadership style Practices and Job Satisfaction of Teachers at Self- Finance Colleges in North Bangalore

Leadership Style Practices	Number of items	Max score	Mean score	SD
Transformational technique	10	40	38	1.41
Transactional technique	10	40	33	4.94
Job Satisfaction	10	40	36	2.82

Table 4.3: Connection of Leadership style with Job Satisfaction

Leadership Style	Correlation Coefficient	Significance level (P value)
Transformational leadership Style	0.415	0.001**
Transactional leadership Style	0.164	0.483

(** correlation is significant at 0.001 level)

From the above table it is very much evident that leadership style of Principals at colleges has a relationship on the teacher's job satisfaction. Although there is a moderate correlation between transformational leadership style with teachers' job satisfaction, the relationship between leadership technique and P value is less than the standard recommended (0.05), thus it can be statistically demonstrated that Transformational leadership technique affects teachers' job satisfaction in college settings. On the other hand, transactional leadership style shows a weak association and a P value greater than 0.05, indicating that there is insufficient data to support the claim that it affects teachers' job satisfaction and that the relationship is statistically insignificant. To ensure unbiased data, respondents from Self-Finance colleges were selected with appropriate gender weighting.

5. FINDINGS

Based on the demographic profile we could find the following information as under:

- 1) Self-finance colleges had a higher proportion of commerce teachers than art and science teachers.
- 2) The leadership style under study consists of two major types of leadership styles that were chosen after careful consideration of existing leadership styles that are widely used in the educational field.
- 3) Besides Academic activities Teachers at Self Finance colleges are provided with other administrative and other extra activities, which clearly shows that teachers are involved in the developmental activities of the institution.

- 4) majority of respondents at these colleges are in charge of one or other activities as it is evident from co ordinator role, which shows that teachers are motivated to develop and learn new things at the colleges.
- 5) At Self Finance colleges we could observe that the principals practice different leadership style in decision making and majority of their style exhibited transformational leadership form.
- 6) Pearson's correlation was utilized to analyze the correlation between the Principal leadership style and teachers job satisfaction at the Self Finance colleges and it was found that in Transformational Leadership style had a moderate correlation was evidenced but with a significant P value (0.001)

6. CONCLUSION

Leadership is essential to the success of any educational institution, as demonstrated by the examination of how the principal's style of leadership affected the degree colleges in North Bangalore city where teachers felt content in their positions. Thanks to the descriptive statistical analysis, we have been able to make some inferences about how people perceive different leadership styles. Teachers' job satisfaction and general development would surely be impacted by the leaders' outstanding performance and efficacy in their leadership roles.

Certainly, conducting a leadership research project and serving as a principal of a university or degree program are educational experiences. Around the world, several studies and analytical initiatives on leadership—particularly educational leadership (principals)—have been conducted, with documented outcomes. However, it is evident from this research that I was able to understand and use these leadership concepts in the unique context of North Bangalore City Self Finance Colleges.

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