TRANSFORMATIONAL, TRANSACTIONAL AND LAISSEZ-FAIRE STYLES OF TEACHING BY FACULTY AS PREDICTORS OF SATISFACTION - EVIDENCE FROM HIGHER EDUCATION INSTITUTIONS OF W.B

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ABSTRACT

Success of faculty members depends on their proactiveness and their willingness to empathise and provide extra efforts so that their students’ do succeed in their studies. The study below is intended to determine the best fit of the leadership style of faculty member in terms of transformational, transactional, laissez-faire, and whether their style contributes empathy with the students and urge them to contribute some extra efforts towards study tasks.

The data were collected from faculty members working in both, public and private higher education institutions at the assistant professor, associate professor and professor level with the respondents are highly qualified and mature. Multifactor Leadership Questionnaire (MLQ) has been used to collect and analyze the data. SPSS 17.0 is used to find out the relationships and association.

Keywords: Transformational Leadership, Transactional Leadership, Laissez-Faire, Empathetic Learning.

INTRODUCTION

Management of Higher educational Institutions is an arduous and sophisticated task. In educational institutions one of the significant factors in achievement of students is teacher’s attitude while planning, organizing, coordinating, controlling the class, class management style and quality performance. Similarly faculty achievement motivation also depends on his/her management style.

The topic of leadership has been in focus since a long time and eventually became a topic of great interest as leaders focusing the effectiveness to foster a positive transformation and accomplishment of individual as well as organizational tasks (Burns, 2004). The leadership studies started with the traits approach and included behavior of leaders and situational factors later on to
determine leadership effectiveness (Robbins & Coulter, 2005). This theory of leadership practices is called “cutting-edge leadership theory” by Professor Robbins (2005). The transformational style include four major ingredients to motivate employee and get them involved into the work activities including idealized influence, inspirational motivation, individualized consideration and intellectual stimulation. The other category, transactional leaders, identifies specific tasks and provide with possible rewards in case the tasks are achieved. The third category included in the model is the style of avoidance and being passive while looking at the situations called passive/avoidant style of leadership. These three distinct categories of styles are identified through their various dimensions that are nine in total hence called the nine-factor full range leadership model.

To nurture and shape future leaders in focus, the following study tries to find out the leadership style of the current educational professionals directly interacting with the students in our higher education institutions.

LITERATURE

“The achievement of organizational objectives through leadership is management. Thus every one is a manager in at least certain activities” (Hersey & Blanchard, 1988, p.5). Among the many of models for leadership the ample models of that explains the leader styles is the full range leadership model having 9 factors in all and that includes leadership styles, in terms of transformational style of leadership, transactional style of leadership, and passive/avoidant style. “Transformational leadership can be either directive or participative and is not an either-or proposition” (Bass and Riggio, 2005). A leader has a trait to make subordinates work in a certain direction to make them effective or at least the less and less wasting (Karlof & Lovigsson, 2005). The recent trend of research has found that transformational leadership is very much important in every organization and for all the organizational setting (Bass and Riggio, 2005). The Full-Range Model of Leadership, as suggested by Bernard Bass (1985), has now availed scholarly recognition in the research community and considered now the mainstream in leadership research” (Stordeur, D’hoore, & Vandenberghe, 2001).

The transformational aspect of leadership included four first order factors. These factors include idealized influence that is further classified into two subcategories, the idealized attributes and idealized behavior. The first related to perception of followers regarding leaders personality as being a powerful person having influential traits while the second is regarding the behavior of leaders that is influential and idealized by the followers. The third factor intellectual stimulation helps the followers in providing with a logic and analysis of situation to prepare for it and overcome it for best possible solutions. While the fourth aspect individualized consideration is the behavior of leaders to deal with followers by advising them, providing them with support, and considering the individual needs to develop their self-esteem and self-actualization.(Antonakis, Avolio & Sivasubramaniam, 2003)

Transactional style of leaders leadership is theorized to comprise two first-order factors: Contingent reward that may be called as a constructive transactions that identify the leader behaviors focused on identifying the clear tasks along with the expected rewards to be received on accomplishment fulfilling the spirit of exchange between the parties, and management-by-exception (active) that is an active and corrective transactional roles defines an active vigilance performed by leaders to ensure the right and timely accomplishment of planned objectives. (Antonakis, Avolio & Sivasubramaniam, 2003). The Passive/Avoidant style of leaders refer to two first order factors including: management-by-exception (passive) that is a passive and corrective transactional role defines leaders who tend to interfere only if noncompliance with standards is identified or if the mistakes have already happened. The other ingredient Laissez-faire is called the absence of
leadership neither transactional nor transactional instead they avoid involvement into making decisions and, abdicates responsibility, and avoids using their authority. This is considered the most passive component and the least effective form of leader behavior (Antonakis, Avolio, & Sivasubramaniam, 2003). Transformational leaders develop their followers by empowering them and paying special attention to their needs as individuals and in this way they indirectly facilitate their own leadership (DeVries, Roe, Taillieu, 1999). Moreover they found a positive relationship between the followers’ needs and charismatic style of leaders. Transactional leadership emphasizes the transaction or exchange, transformational leadership is in some ways expansion of transactional leadership that include some more inspirational factors raising the leadership to the next level. Early social sciences perspective on leadership focused on the dichotomy of directive (task-oriented) versus participative (people-oriented) leadership (Kan & Parry, 2004). Transformational leaders do more with colleagues and followers than set up simple exchange or agreement (Bass and Riggio, 2005).

Research evidence from around the world suggests that transformational leadership typically provides a positive augmentation in leaders performance beyond the effects of transactional leadership (Bass & Riggio, 2005). Focus of Kan and Ken (2004) are four important aspects of leadership process. Bodla and Nawaz (2010) found a significant and positive correlation among the transformational leadership style and follower satisfaction. In a study by Rosser, Heck, Johnsrud (2003) on the effectiveness of dean and directors, they argued that role of higher education is to provide with reasonable workforce as future leaders. They should be assessed and held responsible for making the students a healthy contribution to the work environment. Tejeda, Scandura, & Pillai, (2001) are with the view that emerging theories of the day include the theory of transformational, charismatic or visionary leader which dominate much of the latest literature and provide sound scientific approach to look at the situation for academicians and practitioners. They are with the view that these leaders create a long lasting impact on their followers, organizations, and at last on the societies as a whole. Tejeda et al (2003) also quoted the transactional and passive/avoidant leadership as mundane leadership”. Gilstrap (2009) provides a historico-graphical analysis of the factors that contributed in leaders effectiveness found that academia polished the skills of students as leaders and provide them a vision and purpose of life. De Vries, Roe, & Taillieu (1999) that followers are found more dependants on the leaders instead of less dependency in case they are following a charismatic or transformational leader. Mumford, Antes, Caughron and Friedrich (2008) concluded that charisma is an important dimension in determining leader’s role as a motivator and facilitator for task achievement and follower satisfaction. Howell, and Higgins (1990) concluded that transformational leadership behavior can be a major contributing factor to build up champions in organizations. McClelland believed that “the need for achievement is a distinct human motive that can be distinguished from other needs.” Further he writes that “achievement motive can be isolated and can be assessed in any group.” (Accel Team 2007). People with high need for achievement are more successful in their performance than people with low need for achievement (Parker and Chushmir, 1991). Thus appropriate management style may enhance achievement motivation of teaching faculty.

**RESEARCH METHODOLOGY**

The teachers selected as population were having designations of professor, associate professor, assistant professors. The instrument used for the data collection is called the multifactor leadership questionnaire (MLQ) form 5x-short which has previously been tested for its validity. There are 45 items in this instrument using a 5 point Likert scale. There are 45 Institutes of higher learning located in the state of West Bengal. These institutions have more than 2500 faculty members both in public and private sectors. A total of 400 questionnaires were distributed and 290
questionnaires received back with 265 usable responses. The respondents include full time teachers including 151 male and 114 female participants whereas 157 are in public sector and 108 are serving with the private sector. SPSS 16.0 was applied for further in detail analysis and tests. The Pearson’s correlation coefficient applied to find out the relation between transformational, transactional, passive/avoidant leadership and the leadership outcomes extra effort, satisfaction. The significance of relationship is measured at confidence levels 95% and 99%.

The following hypothesis has been developed and tested by applying correlation analysis

H1: There is a positive correlation between Transformational leadership style and follower satisfaction
H2: There is a positive correlation between Transactional leadership style and follower satisfaction are positively correlated
H3: There is a positive correlation between Liassez-Faire style and follower satisfaction
H4: There is a positive correlation between Transformational leadership style and followers’ extra effort
H5: There is a positive correlation between Transactional leadership style and followers’ extra effort
H6: There is a positive correlation between Liassez-Faire style and followers’ extra effort

ANALYSIS AND INTERPRETATION

The demographic characteristics of the respondents are Assistant Professor or Associate Professor in various higher Education Institutions. The transformational leadership style has a significant and positive relationship with the outcomes extra effort, and satisfaction confirming the hypothesis H1 and H4. The transactional leadership style has a significant positive relationship with the outcome satisfaction confirming the hypothesis H2, while no significant relationship with the outcome extra effort rejecting the hypothesis H5. The passive/avoidant leadership style has no significant relationship with the outcomes extra effort, and satisfaction yet a negative relationship with these outcomes and confirmed the hypothesis H3 and H6.

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<tr>
<th>Table 1: Demographics of respondents</th>
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TABLE 2: Correlation Analysis

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<th>Extra Effort</th>
<th>Satisfaction</th>
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</table>
| TRANSFORMATIONAL     | Pearson Correlation | .316(**), .289(**)
| Sig. (2-tailed)      | .000, .000    |
| TRANSACTIONAL        | Pearson Correlation | .119, .178(**)
| Sig. (2-tailed)      | .055, .004    |
| PASSIVE/AVOIDANT     | Pearson Correlation | -.026, -.082
| Sig. (2-tailed)      | .676, .186    |

* Correlation is significant at the 0.05 level (2-tailed). ** Correlation is significant at the 0.01 level (2-tailed).

CONCLUSION

The findings of the study suggest that the educational professional should be more transformational or transactional in order to satisfy the followers and avoid the liassez-Faire style as it is not significantly related with follower satisfaction and extra effort rather it has a negative relationship.

Limitations

Participants in the study were voluntary and do not represent the entire management and faculties of higher education.

Recommendations

Higher Educational Commission of West Bengal may set committees to develop strategies and policies for enhancement of achievement motivation in their teaching faculties, because it is clear that teacher’s achievement motivation is not enhanced through formal transformational and transactional management styles.

REFERENCES


