

## Relationship of Transformational, Transactional and Passive/Avoidant Management Style with Achievement Motivation of Teaching Faculties of Selected Educational Institutions of Pakistan

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**Abstract**-The objective of the present research is to determine effectiveness of transformational, transactional and passive/avoidant management styles in Selected Higher Educational Institutions of Pakistan through examining its relationship with achievement motivation of teaching faculties. Results would help us to recommend implementation of particular style of management for educational institutions of higher learning in order to enhanced achievement motivation of teaching faculties. After literature review two hypotheses were framed: 1) There would be significant positive correlation of transformational and transactional management style in higher educational institutions with teacher's achievement motivation and 2) there would be significant negative correlation of passive/avoidant behavior management style in higher educational Institutions with teacher's achievement motivation. It is a two-sample study. Sample one comprises 60 Chairpersons/Heads, working in different departments of private and public sector universities of Pakistan. The second sample consists of 60 teaching faculties of Pakistan which includes senior and regular teachers working for minimum period of two years in the same department from where the first sample of heads is taken. After having consent of the Vice-Chancellor/Registrar/Dean of the particular university, the heads of the departments were requested to complete the sets of questionnaires related to the head of the department. They were asked to complete, Introduction to Participants, Informed Consent Form and Personal Information form. Then they completed Multi factor Leadership Questionnaire Short Form, 6 S (MLQ-6S, Bass & Avolio, 1992), which is related to their style of managing their department. Further they were requested to nominate two regular teachers of their department to be sample two, who completed the Introduction to Participants and Informed Consent Form followed by Personal Information Forms, Costello Achievement Motivation Scale (CAMS, adapted English version by Misra & Srivastava, 1990) which measures their achievement motivation. Correlations were applied for statistical analyses of the scores. Analyses of the results indicate that our both hypotheses are not confirmed as the correlation of transformational and transactional management styles are not positively and significantly related with achievement motivation of their teaching faculties while passive/avoidant management style is positively and significantly related with achievement motivation of their teaching faculties. Results indicate significance of passive/avoidant management style in higher educational institutions of Pakistan for enhancement of achievement motivation of teachers. After discussion conclusion, limitations of the study and recommendations have also been given.

**Keywords**-Educational Management; selected higher educational institutions; transformational, transactional and passive avoidant management styles; Pakistani teachers; achievement motivation.

### I. INTRODUCTION

Proper accomplishment of organizational goals is based on appropriate management, whether it is management of educational institutions at primary, secondary or university level, or a hospital, business of national or multinational company. Even political parties, small cottage industries and family require proper management, otherwise smooth functioning is severely effected. "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) [1]

Management of Higher educational Institutions is not a simple job. In educational institutions one of the significant factors in achievement of students is teacher's class taking attitude, class management style and quality performance. Similarly teacher's achievement motivation also depends on management style.

There are varieties of management styles but we will focus on only three management styles for our research purpose i.e. transformational, transactional and Passive/Avoidant behavior management style. Under transformational leadership subordinates becomes more confident; as their novel ideas are encouraged, through which they make achievements. Such leader persuades their associates to make every effort to utilize their higher levels of talent, keeping into consideration moral and ethical standards. Hence inspirational motivation, intellectual stimulation, individualized consideration and charisma influence are some of the characteristics of transformational leader, whereas transactional leadership involves conditional reinforcement. Supporters are motivated by praise, or promises by the leader for reward. They are corrected through punishment in form of disciplinary action or negative feedback. When expected performance is achieved then subordinates are given promotion. Third type of management style can be considered as Passive/Avoidant behavior. It includes management-by-exception leadership and laissez-faire styles. Management-by-exception is more passive and "reactive. It does not react to problematic situation analytically. Passive management avoids identify

resolutions or even clarifying goals to be achieved by the followers. As cited in Avolio and Bass (2004) “in this regard, it is similar to laissez-faire styles – or “no leadership. Both types of behavior have negative impacts on followers and associates”. [2]

In education, need for achievement can be seen in teaching faculty through their interest in taking class in time, taking extra effort to complete course, bring new and innovative ideas to class in order to motivate students towards studies. In higher education such a faculty or individual teachers involve themselves in original research which gives them sense of accomplishment when it is completed. If they are promoted to the position of the head of the department or the institute of higher education to manage their education department then they appreciate new ideas, trust their subordinates, set higher but attainable goals with efforts and also expect from their teaching faculty to be achievement-oriented. Hence we can say that management style particularly transformational management style of managing teaching department can make its faculty to be achievement -oriented (Munaf, 2008). [3]

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). [4] People with high need for achievements are more successful in their individual performance than people with low need for achievement (Parker and Chushmir, 1991). [5]

Appropriate management style may enhance achievement motivation of teaching faculty. If faculty has high achievement motivation and comes with novel ideas then the chairperson may accept it. “Sylvia and Hutchinson (1985) [6] documented that teacher’s motivation may be determined by autonomy to try novel ideas, basic work feature and accomplishment of proper responsibility level. Allowing people to participate in setting their work goals-as opposed to having the boss set goals for them-is often a great way to generate goals that people accept and pursue willingly” (cited in Bateman & Snell, 2002, p.413). [7]

In order to increase performance of the Pakistani teachers, to enhance achievement motivation and to increase their job satisfaction in public sector Universities for regular permanent teachers, there is increase in salary each year. In order to motivate them towards research their PhD allowance has been increased. From 2006 automatic up gradation of all teachers was made .Now appointed of lecturers is made from grade 18 instead of grade 17.Foreign service leave, sabbatical leave, research grant, doctoral and post doctoral fellowship for teachers have also been implemented. Travel grant to oral presentation of reviewed paper in international conferences is one example out of many imposed in all public/private sector Higher Educational Commission recognized universities of Pakistan [Munaf, 2008]. [3]

#### A. Objective

The objective of the present research is to fill the gap in our knowledge through determining the effectiveness of transformational, transactional and passive avoidant management in selected higher educational institutions of Pakistan through examining its relationship with achievement motivation of teaching faculties. Results would also suggest implementation of effective management style for enhancement of achievement motivation of teaching faculties of higher educational institutions of Pakistan.

#### B. Hypotheses

1) There would be significant positive correlation of transformational and transactional management style in higher educational institutions with teacher’s achievement motivation and 2) there would be significant negative correlation of passive/avoidant behavior management style in higher educational Institutions with teacher’s achievement motivation.

#### C. Independent/Dependent Variables

Transformational, transactional and passive avoidant educational management styles in this research were taken as independent variables, and relationship of these independent variables with achievement motivation of the University teaching faculties as dependent variables

## II. RESEARCH METHODOLOGY

#### A. Participants

The first sample consist of 60 Chairpersons/heads of different departments of 30 private and 30 public sector universities of province of Sindh and Punjab in Pakistan. It included 45 male and 15 female heads of the departments. Out of them 57 were married and 03 were unmarried. Their mean age was 52 years.

The second sample consisted of teaching faculties from same 60 departments from where the first sample of heads was taken. 34 faculties comprised of all male teachers, 12 comprised of all female teachers and 14 faculties included both male and female teachers. In 37 faculties all teachers were married, in 5 faculties all were unmarried and 18 faculties comprised of both married and unmarried teachers. Their mean age was 37.69 years.

#### B. Measures

##### *Introduction to Participants and Informed Consent Form for Heads*

Introduction to Participants and Informed Consent Form for the heads requests the Chairman/Director/Head of the department /institute of public/private sector university of

Pakistan to participate voluntarily in the study and if they are interested to participate, then they would be required to complete the followings:

- a) Personal Information Form.
- b) Questionnaire of their managing style with their teaching faculty.

*C. Introduction to Participants and Informed Consent Form for Teaching Faculties*

Introduction to Participants and Informed Consent Form for the teaching faculties requests the public/private sector university teachers of Pakistan to participate voluntarily in the study and if they are interested to participate, then they would be required to complete the following:

- a) Personal Information Form
- b) Achievement Motivation Scale

*D. Personal Information Form*

It gathered personal information of the participants.

*Multi -factor Leadership Questionnaire Short Form, 6 S (MLQ-6S, Bass & Avolio, 1992) [8]*

It consist of 21 items to be rated on 5 point rating scale, scored on seven factors and grouped on three styles i.e. Transformational Leadership, Transactional Leadership and Passive /Avoidant Behavior.

*Costello Achievement Motivation Scale (CAMS, adapted English version by Misra & Srivastava, 1990) [9]*

It is designed to assess achievement motivation of a person.

*E. Procedure*

After taking consent for data collection from the Vice-chancellor/Registrar/Dean of the selected universities, the heads of the departments were approached individually .The entire purpose of the research was explained to them together with the ethical concern that individual data would be kept confidential and it would be utilized for research purpose only. They were then requested to cooperate in data collection by completing the set of questionnaires. First, they were asked to complete, Introduction to participants and Informed Consent Form followed by Personal Information Form, Multi factor Leadership Questionnaire Short Form, 6 S. Slight change in instruction of MLQ 6S was made with the request to the heads of the departments to mark the description of their styles of managing the teaching faculty working under their supervision. They were required to judge how frequently each statement fits them. Heads were further requested to nominate two regular teachers of their department to be sample two. Teachers were also explained the purpose of the research and were asked to complete the set of questionnaires related to the teachers. Similarly, they were also asked to complete, Introduction to Participants and Informed Consent Form, which was followed by Personal Information Form and Costello Achievement Motivation Scale (adapted version). In order to keep confidentiality of their answers both the samples were asked to place the filled Proforma in an envelope given to them and seal it properly. Scoring of MLQ-6S of the heads of the departments was completed. For CAMS scoring of 120 sets (two teachers from one department) was made according to the standard procedure mentioned in the manuals. The total score of two teachers on achievement motivation were added up and divided by 2 to give composite average score of achievement motivation of a teaching faculty.

*F. Statistical Analyses*

Inferential Statistics in present work includes correlations which measures the relationship between two variables.

III. RESULTS

TABLE I. CORRELATIONS OF DIFFERENT PAKISTANI STYLES OF UNIVERSITY EDUCATIONAL MANAGEMENT WITH ACHIEVEMENT MOTIVATION OF THEIR TEACHING FACULTIES

Management Styles	Statistics	Achievement Motivation
<i>Transformational style</i>	<i>Pearson Correlation</i>	.201
	<i>Sig.</i>	.124
	<i>N</i>	60
<i>Transactional style</i>	<i>Pearson Correlation</i>	.171
	<i>Sig.</i>	.191
	<i>N</i>	60
<i>Passive avoidant style</i>	<i>Pearson Correlation</i>	.264(*)
	<i>Sig.</i>	.042
	<i>N</i>	60

\*Correlation is significant at the 0.05 level

### Interpretation

A. The correlation of transformational style of management in educational institutions of Pakistan is not significantly related with the achievement motivation of its faculties ( $r = .201, p > .05$ ). Similarly, correlation of transactional style of management in educational institutions of Pakistan is not significantly related with the achievement motivation of its faculties ( $r = .171, p > .05$ ).

B. The correlation of passive avoidant style of management in educational institutions of Pakistan is significantly related with the achievement motivation of its faculties ( $r = .264, p < .05$ ).

## IV. DISCUSSION

The correlations of transformational style of management and transactional style of management are insignificantly related to their achievement motivation. This indicates that the relation of teaching faculty's achievement motivation, with these two styles of management, is arbitrary. It does not seem to be an important factor in educational management of Pakistani higher educational institutes, when achievement motivation of teaching faculty is concerned. Hence our first hypothesis that "there would be significant positive correlation of transformational and transactional management style in higher educational institutions with teacher's achievement motivation" was not proved; however passive avoidant management style seems to relate significantly to the achievement motivation of teaching faculties. Therefore our second hypothesis that "there would be significant negative correlation of passive/avoidant behavior management style in higher educational Institutions with teacher's achievement motivation", was also not proved. Our results favoring passive avoidant management style contradicts documentation of Avolio and Bass (2004), indicating that passive avoidant types of management behavior have depressing impacts on its supporters and associates. [2]

We can also say that it goes along with the belief of McClelland, mentioned earlier, as cited in Accel team (2007) [4], "the need for achievement is a distinct human motive that can be distinguished from other needs".

Does it denote that achievement motivation is distinct human motive and can be observed in teaching faculties of Pakistan when the management style is passive avoidant? Although present results do give answer to this question to some extent, however future intensive research may give exact answer to this issue.

## V. CONCLUSION

Passive avoidant management style seems to enhance achievement motivation of Pakistani teaching faculties, while transformational and transactional management styles do not seem to play important role.

### A. Limitation of Study

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

### Recommendations

Higher Educational Commission of Pakistan 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.

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