

The Dual Nature of Transactional Leadership: Implications for School Climate

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Abstract

The education system consists of two different elements: leadership and school climate. School climate is the overall environment of the school, including physical, social, and psychological dimensions. Leadership styles can shape the school climate. The school principals play an essential role in adopting different leadership styles in this regard. The purpose of this study was to examine the influences of transactional leadership on different school climate dimensions. A hypothesis for the study was that transactional leadership has significant but mixed effects on school climate dimensions. The study used a cross-sectional survey design. The sample was selected through multistage sampling techniques. The Multifactor Leadership Questionnaire (MLQ Principal Rated) and the Delaware School Climate Survey (DSCS Student version) were used in this regard. Descriptive statistics and simple linear regression were applied to the data to examine the effects of transactional leadership style on school climate dimensions. The findings revealed that transactional leadership positively affected the clarity of expectations, fairness of rules, and school safety; but it weakened engagement, student-student and student-teacher relationships. Thus, the hypothesis was accepted. This study has implications for principals, administrators, and educational policymakers to refine the rules, policies and organizational structures associated with transactional leadership to enhance its effectiveness across different school climate dimensions.

Keywords: Mixed Effects; Organizational Structures; School Climate; Social Relationship
Transactional Leadership