LEADERSHIP STYLES IN PHYSICAL EDUCATION:
A PRACTICAL APPLICATION

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Abstract

There are two major dimensions of leadership, transformational and transactional. The objective of this paper was to find out the relationship between leadership styles of physical education teachers. The transformational leadership style involves talking to a team of employees about needed actions and decisions and encouraging team members to get involved in this process (Kim, 2002; Choi, Kihwan, & Kang, 2017). Transformational leaders have the self-confidence and a personal sense of security to make them great leaders for future jobs. In a group setting, the transformational leadership style provides other members an opportunity to gain acknowledgment and a sense of self-worth (Kim, 2002). Transactional leadership style uses rewards and punishments to supervise and organize their employees and thus promoting compliance at the K-12 work site. Punishments are not always mentioned, but are well understood, and formal systems of discipline are usually in place (Pagewise, 2002). This paper will discuss two leadership styles: transformational and transactional leadership and the paper will suggest that physical education teachers should exhibit a transformational leadership style.
Introduction

This paper will investigate two different leadership styles for physical education teachers: transformational and transactional leadership. The two factors are fundamental for the success of a physical education program and job satisfaction of a physical education teacher. The aim of this paper was to find out the relationship between transformational and transactional leadership styles and job satisfaction of a physical education teacher. A literature review was conducted and will suggest that a transformational leadership style is best for physical education teachers to exhibit after looking at the Multifactor Leadership Questionnaire form and other research.

Transformational leadership

The following definitions and descriptions of transformational leadership attributes have followed the order in which they are outlined in the Multifactor Leadership Questionnaire MLQ 5X Leader and Rater Form. The first five leadership attributes for transformational leaders were Idealized influence (attributed), Idealized influence (behavior), Inspirational motivation, Intellectual stimulation, and Individual consideration.

Idealized Influence (attributed)

Friedman and Langbert (2000) defined transformational leadership as “leadership that motivates followers to ignore self-interests and work for the larger good of the organization to achieve significant accomplishments” (p. 1).

If leaders care their employees, they will work harder for the company and have a greater satisfaction in what they are doing. Idealized influence (attributed) is based on four items: instills pride in others for being associated with him/her, goes beyond self-interest for the good
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of the group, acts in ways that build associate respect for the leader, and displays a sense of power and confidence (Avolio & Bass, 2004).

_Idealized Influence (behaviors)_

The second factor, idealized influence (behaviors), is based on four items: talks about his/her most important beliefs, specifies the importance of having a strong sense of purpose, considers the moral and ethical consequences of decisions, and emphasizes the importance of having a collective sense of mission (Avolio & Bass, 2004; Choi, Kihwan, & Kang, 2017).

_Inspirational Motivation_

Inspired motivation is based on the following items: envisioning attractive future outcomes, which they can ultimately envision for themselves (Avolio & Bass, 2004). Avolio and Bass stated that an inspirational motivation leader would talk enthusiastically about what needs to be accomplished, articulate a compelling vision of the future, and express confidence that goals will be accomplished. McCaslin (2001) stated that a transformational leader is more visionary and inspirational in approach. They tend to communicate clear and acceptable vision and goals with which employees can identify, and tend to express intense emotion in their followers. When a transformational leader is successful, they are able to move followers from external to internal control. In other words, the desired behaviors or behavioral patterns become internalized rather than being driven through extrinsic exchange. A transformational leader facilitates this transition from external to internal control by (a) changing the mental models of employees; (b) linking desired outcomes to values held by employees; (c) creating employee ownership in outcomes so positive outcomes validate the self-concept of employees; and (d)
building strong employee identification with the group or organization (McCaslin, 2001). A transformational leader behaves in ways that motivate those around them by providing meaning and a challenge to their followers’ work. Individual and team spirit is encouraged and enthusiasm and optimism are displayed.

*Intellectual Stimulation*

According to Bass (1990), a transformational leader also recognizes “the need for potential followers, but he or she goes further, seeking to satisfy higher needs, to engage the full person of the follower” (p. 23). A transformational leader needs to raise awareness through communication and role modeling; through a transformational leader, levels of aspiration are raised (Bass, 1990). A transformational leader must be a person of strong convictions, determined, self-confident, and emotionally expressive, and his or her followers must want to identify with a leader as a person (Bass, 1990; Einstein & Humphreys, 2001; Wang et al., 2016).

Three major components of transformational leadership are intellectual stimulation, charismatic leadership and inspirational leadership (Bass, 1990). A transformational leader stimulates their followers’ effort to be innovative and creative. A transformational leader solicits new and creative solutions to problems from followers, who are included in the process of addressing problems and finding solutions (Avolio & Bass, 2004). Avolio and Bass (2004) suggested a transformational leader has new ways of looking at how to complete assignments, get others to look at problems from different angles, and seek differing perspectives when solving problems.

*Individual Consideration*
A transformational leader needs those behaviors that include leading by example, using encouragement and praise effectively, and respect capable individuals who can make positive contributions and challenge them in their ability (Armstrong, 2001). Individual consideration means teaching each person as an individual, trying to bring out the best in that person. Individual consideration and intellectual stimulation will increase the follower’s self-worth and self-efficacy because these approaches transmit the message that the leader believes in the follower’s ability (Kark & Boas, 2002; Morteza, Amiri, Imani, Rezarei & Pantea, 2017).

Bennis and Goldsmith (1997) identified three keys to being a great leader: a great leader must have trust, confidence, and effective communication, so employees know what is required of them at their jobs each day. Bennis and Goldsmith identified the five phrases a great leader should use frequently: you did a good job, what is your opinion? Please, thank you, and we.

Transformational leaders are leaders that bring subordinates to higher levels of motivation and morality. Transformational leadership is not viewed as necessarily a strict top to bottom hierarchy; the transformation occurs in both directions (Armstrong, 2001; Hawks, Biggs, & Hegerty, 2017). Transformational leadership is the one style of leadership that results in unparalleled performance as well as the edification of leaders (Armstrong, 2001).

**Transactional Leadership**

A transactional leader displays behaviors associated with constructive and corrective transactions (Avolio & Bass, 2004; Grube, 2017). The constructive style is labeled contingent reward and the corrective style is labeled management-by-exception (Avolio & Bass, 2004). Transactional leadership defines expectations and promotes performance to achieve these goals.
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(Avolio & Bass, 2004). The seven behaviors of transactional leadership style are: contingent reward, management-by-exception (active), passive/avoidant behavior, management-by-exception (passive), laissez-faire, extra effort, and effectiveness and satisfaction.

Contingent Reward

Transactional contingent reward leadership clarifies potential and offers acknowledgement when goals are achieved (Avolio & Bass, 2004; Grube, 2017). The clarification of goals and objectives and the providing of recognition once goals are achieved should result in individuals and groups achieving expected levels of performance (Avolio & Bass, 2004). Contingent reward provides others with assistance in exchange for their efforts, discusses in specific terms who is responsible for achieving the desired goals, makes clear what one can expect to receive when performance goals are achieved, and expresses satisfaction when others meet expectations (Avolio & Bass, 2004).

Management-by-exception (active)

In management-by-exception, the transactional leader specifies the standards for compliance as well as what constitutes ineffective performance, and may punish followers for being out of compliance with those standards (Avolio & Bass, 2004; Veysel, 2014). Management-by-exception leadership implies closely monitoring for deviances, mistakes, and errors, and then taking corrective action as quickly as possible when they occur (Avolio & Bass, 2004).

Passive/avoidant behavior
Another form of transactional management-by-exception leadership is more passive and reactive (Avolio & Bass, 2004; Veysel, 2014). Passive avoidant leadership does not respond to situations and problems systematically. Passive leaders avoid specifying agreements, clarifying expectations, and providing goals and standards to be achieved by followers.

*Management-by-exception (passive)*

A transactional leader views the leader-follower relationship as a process of exchange. A transactional leader tends to offer rewards for performance or threatening punishment for non-performance (McCaslin, 2001; Cote, 2017).

*Laissez-faire*

A transactional leader discourages subordinates from participating in decision making (Avolio & Bass, 2004). A transactional leader works through creating clear structures and clear expectations on what is required of their subordinates, and the rewards the subordinates get for following orders (McCaslin, 2001). Punishments are not always mentioned, but are well understood, and formal systems of discipline are usually in place (Pagewise, 2002).

*Extra effort, effectiveness, and satisfaction with leadership*

In the transactional leadership style of extra effort, the leaders get others to do more than the subordinates are expected to do. According to Avolio and Bass (2004; Smith, 2015), transactional effectiveness leaders heighten others’ desire to succeed and increase others’ willingness to try harder. Transactional effectiveness leadership style is effective in meeting others’ job-related needs, representing their group to higher authority, meeting organizational requirements, and leading the group (Avolio & Bass, 2004). Under the satisfaction category, the
transactional leadership style uses methods of leadership that are satisfying, and they work with others in a satisfactory way (Avolio & Bass, 2004).

Much criticism has been directed toward the transactional effectiveness leadership style since the mid-1970s. Several studies suggest organizations with many transactional leaders have higher turnover and absenteeism than other organizations (McCaslin, 2001).

The main goal of transactional leadership is to make the employees work in order to get good compensation. Transactional leaders enhance the motivation of the workers by giving contingent rewards. If the work is not done properly, there can be negative consequences too. A transactional leader sets the goals and makes clear the relationship between performance and rewards to employees. (Mahmood, 2016, p. 1)

There is a significant relationship between transformational leadership and job satisfaction more than transactional leadership and job satisfaction. According to Mahmood (2016) a transformational leadership style has positive and strong correlation with job satisfaction; therefore, it is recommended that physical education teachers implement transformational leadership style into their teaching methodology. The results show that transformational leadership style has positive and strong correlation with job satisfaction,

**Conclusion**

This paper presented the differences between transformational and transactional leadership. There is a need for transformational leadership in the 21st century (Dundon & Pattakos, 2001). Transformational leadership behaviors have been correlated positively to leader effectiveness ratings, follower satisfaction and effort, and overall organizational performance.
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(Einstein & Humphreys, 2001; Wang et al., 2016). Other findings suggested that transformational leader behavior is associated with employee commitment; trust in the leader, and positive organizational citizenship (Einstein & Humphreys, 2001). Effective leaders should focus consciously on the analysis of power relationships. Transformational leaders analyze these relationships by diagnosing leader-follower relations, understanding the job demands, and then matching the maturity level (readiness) of followers to the situation (Bass, 1990). Effective transformational leadership creates a sense of teamwork and shared goals (Kim, 2002). There are, however, particular patterns of traits that are of consequence to leadership, such as, determination, persistence, self-confidence, and ego strength in transformational leadership (Bass, 1990). Kark and Boas (2002) stated a transformational leadership style was more effective than a transactional leadership style. The results from Inspirational Motivation and Intellectual Stimulation demonstrated factors such as Individualized Consideration and Inspirational Motivation worked to create an environment that is effective for physical education teachers in training and mentoring their students. Individual Consideration and Intellectual Stimulation increased the followers self-worth and self-efficacy because these approaches transmitted the message that the leader believed in the follower’s ability.

In this paper, transformational and transactional styles of leadership were examined. Transformational leader’s behaviors have been correlated to leader effectiveness ratings, follower satisfaction and effort, and overall organizational performance (Einstein & Humphreys, 2001). Research findings also suggested that transformational leader behavior is associated with employee commitment, trust in leadership, and positive organizational citizenship (Einstein &
Humphreys, 2001). A transformational leader appeared to be more willing to share power with their followers (Wren, 1994). “This distant vision will succeed, however, only if the leader can transform the high-powered vision of the future into localized implementation in the present” (Wren, 1994, p. 387). This paper discussed two leadership styles: transformational and transactional leadership and suggested that physical education teachers should exhibit a transformational leadership style.
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References


Oklahoma AHPERD Vol 56, Issue 1 2019


Oklahoma AHPERD Vol 56, Issue 1 2019
