INCORPORATING TRANSACTIONAL LEADERSHIP STYLE IN MANAGING LEARNING INSTITUTION

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Effective leadership in school is about redefining and improving the system of educational programs to properly address the needs of learners for quality education. It is also acknowledged that to become an effective leader, one must possess the expertise, knowledge, commitment, patience, and ability to communicate and work with people to achieve institutional goals. Hence, good leaders are created rather than born. A continuous process of professional development through education and the acquisition of relevant experiences is required to develop excellent leadership. Moreover, strong personality traits and selfless commitment to an organization are considered the foundations of good leadership.

The principal's leadership and the manner in which the role is carried out have an impact on how a school function. Leadership is the ability to stimulate all subordinates to contribute willingly and effectively to organizational goals. It is the practice of affecting others and creating a learning environment in which they can achieve institutional objectives. Thus, effective leaders assist groups of people in defining and realizing their potential to support schools. Also, a change initiator is required for effective leadership.

Transactional leadership is a style of leadership that motivates and directs followers through the use of rewards and punishments. The primary goal of transactional leadership is to motivate employees to work in order to receive adequate compensation. Transactional leaders increase employee motivation by providing contingent rewards. There may be negative effects if the performance is not completed correctly. A transactional leader establishes goals and explains the connection between performance

and employee rewards. Employees understand what they must do in order to be rewarded. Subordinates are given feedback on their progress to become more inspired. If the subordinates' performance does not meet the predetermined standard, they are addressed accordingly. Direct instructions are given to subordinates in order to achieve the desired performance. When a leader delegated a task to subordinates, it was assumed that they were accountable for their work. If the result is good, it is rewarded and praised. Corrective measures are also available if performance falls short of expectations. Some transactional leaders pay attention to those who are not performing well. The function of the transactional leader is simply associated with managing the organization and its people. It also fosters support for major changes in the organization's goals and strategies.

Transactional leadership characteristics that aim to identify followers' skills and suggest rewards if a task is completed successfully have an impact on teachers' performance. It explains how positive and negative reinforcement support an organization. Leaders who use the transactional leadership style realize that the system of command works best for motivating employees and increasing productivity. They abide by strict guidelines and presume their subordinates will do the same when they use the transactional leadership style. Discipline is essential for transactional leadership.

The transactional leadership style is quite simple. Leaders clarify the objective and provide rewards if it is met. Transactional leaders collaborate with the members of the organization in order to obtain better outcomes. They trade rewards and promises for great efforts. They are also sensitive to workers' immediate needs and capabilities. Transactional leadership occurs when leaders approach subordinates with a set of goals in mind: to obtain compliance, productivity, and commitment in exchange for economic, political, or intellectual rewards. This means that leaders understand the basic needs and desires of their subordinates while prioritizing the completion of tasks.

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