

Evaluation of the level of transactional leadership among school principals in Kirkuk city from their point of view

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Abstract

The study aimed to identify the level of transactional leadership among school principals in the city of Kirkuk, as well as to compare the level of transactional leadership between male and female principals. The research community included all (350) principals in the schools of the city of Kirkuk, Where the final research sample consisted of (70) individuals from the total research community, after excluding (20) for the stability sample and the pilot study. The researchers used the statistical package (spss) for data analysis and statistical treatments. one of the most important conclusions is that the principals of schools in the city of Kirkuk enjoy the use of transactional leadership at a good level. And it recommended paying more attention to transactional leadership by school principals in the city of Kirkuk and laying the foundations for its application and working with it in a way that achieves the benefit of schools and their workers. Paying attention to incentives and rewards by school administrations to encourage teaching staff to develop and be creative in their work and the duties assigned to them.

1 - Defining the research:

1-1 Introduction to the research and its importance:

Management, according to the modern point of view, is a science and an art, a science through scientific foundations, concepts and principles, and an art through translating scientific foundations and concepts into behavioral practices in the workplace.

The world is currently going through many changes and challenges from the information and technological revolution and knowledge developments, which prompt all organizations to pay attention and focus on their human wealth, which is considered one of the most important real resources through which challenges can be faced (Rafeeq, 2022, 622),

The administrative leadership has become an inevitable necessity in resolving organizations of any kind and nature, whether political, economic or sports. It is the therapist who works to treat the problems that occur in the institution, whether in the normal situation or when there are crises, and the basic and main means for the success of the institution's work at the internal level and the external level, with its success, the institution will succeed (Shane, 2017, 38).

With the development of civilizations and the explosion of knowledge, many topics related to leadership split, which prompted the need to pay attention and adapt to modern changes, which led to creativity and innovation in the educational process and the existence of new

methods of modern leadership such as transactional leadership based on the exchange of benefit between the leader and his subordinates to achieve the goals of the school.

transactional leadership is a style of leadership that strengthens trust between the principal and teachers to achieve the results expected of them, and encourages teachers to exert the required effort to achieve the best results, The transactional principal negotiates with teachers to exchange their efforts and achievement for incentives and rewards in the light of their achievements, and this plays a key role in raising teachers' achievement in the school in which the principal works as a successful educational leader.

Leadership in general is a transactional relationship between the leader and subordinates according to the common interest between them. One party chose the other to lead him, and the second party decided to follow him, within common interests and goals. (Cardona, 2002).

Therefore, the principal of the school, as an educational leader in his school and the basis for the success of the school and achieving the goals of the school, must practice a conscious educational behavior that helps create the appropriate educational climate that helps the concerted efforts of teachers and work to achieve the goals of the education process.

1-2 Research problem:

Teaching and educational institutions need conscious leaders who help them achieve goals and succeed through what they provide of motivation to subordinates to raise their level of performance, and achieving the goals of the educational institution requires providing incentives and rewards to its workers and in return also activating punishment to avoid negligence in work, and improving educational and administrative performance, which is what The transactional leadership focused on it. School principals, as leaders, must rely on a leadership style that demonstrates mutual benefit with teachers to develop the educational and administrative performance of teachers.

Through the researchers' review of many studies and researches, as well as the fact that one of the researchers is a teacher in the school, he noticed that some principals do not care about transactional leadership, nor do they know the work of the teacher of physical education, so the researchers indicate that there may be a need to increase administrative knowledge of the transactional leadership of school principals as Leaders who can achieve the performance and duties of teachers of physical education, hence the research problem through the following questions:

The first question: What is the level of transactional leadership among school principals in the city of Kirkuk?

The second question: Are there significant differences in the level of transactional leadership between male and female managers?

1-3 research objectives:

1- Identifying the level of transactional leadership among school principals in the city of Kirkuk from their point of view.

2- Comparing the level of transactional leadership between male and female principals in Kirkuk city schools.

2- Research procedures:

2-1 Research methodology:

The researchers used the descriptive approach, as it "interested in collecting accurate scientific descriptions of the studied phenomenon, describing the current situation and explaining it" (Al-Abadi, 2015, 67).

The researchers used the survey method due to its suitability and the nature of the current study, "as the survey method consists in collecting data and information on a few variables for a large number of individuals in a detailed and accurate manner" (Elayan and Ghoneim, 2010, 68).

2-2 The research community and sample:

The research community included (350) school principals in the city of Kirkuk, for the academic year 2022/2023, Where the research sample consisted of (70) principals of schools in the city of Kirkuk in the same research community, who have Sports fields and physical education teachers in their schools, as the percentage of the sample reached (20%) of the total community.

2-3 research tool:

The two researchers adopted the method of measurement by building a questionnaire for the sample that deals with transactional leadership. On this basis, the scale prepared by one of the researchers in his master's thesis was adopted. The questionnaire has clear building steps through defining the axes, preparing phrases, identifying alternatives, checking the clarity of instructions, and analyzing. Statistical analysis of the phrases, and then finding the scientific characteristics of the questionnaire in terms of validity and reliability (Pashtivan, 60, 2023).

The questionnaire, in its final form, consists of (20) phrases, and it is a multi-dimensional scale for principals of schools in Kirkuk.

- Conditional reward axis (8) phrases.
- The axis of conditional punishment (5) phrases.
- The axis of management by exception (7) phrases.

These phrases are all positive and the answer alternatives are (always - often - sometimes - rarely - never). Grades are given (1, 2, 3, 4, 5), respectively, as the final value of the scale is between (20-100).

2-4 Statistical means:

Where the researchers adopted the statistical bag (spss) to calculate the statistical treatments (the arithmetic mean, percentage, Pearson's simple correlation, and Cronbach's alpha coefficient).

3- Presentation and discussion of results:

3-1 Presenting the results and discussing (identifying the level of transactional leadership among school principals)

In order to achieve this goal, the researchers found the level through the external criteria in comparison with the hypothetical mean and the criterion values that follow to reach the value

at which the level can stop, by dealing first with the transactional leadership and then its axes as follows:

Table (1)
Criterion results of transactional leadership using a one-sample t-test

arithmetic mean	Std.	The criterion of great value		t test	
		critierion Value Percentage	hypothetical mean & *critierion values	T value	Probability
88.64	3.15	% 60	60	76.110	0.000
		%87.5	87.5	3.037	0.003
		%88	88	1.707	0.092

* The criterion values are calculated by calculating the criterion percentage that follows the ratio (60%) representing the hypothetical mean of the maximum value of the questionnaire and then comparing it with the arithmetic mean of the sample, and when a significant difference appears in favor of the sample, we move to the next percentage and so on i.e. it is calculated (60). %, 61%, 62% ...) and until the last criterion value is reached, then the significant difference stops. In order to avoid repetition, the researcher preferred to keep the percentage (60%) that represents the hypothetical mean, and the last percentage that represents a significant value, as well as the last value at which the significant difference stops.

From Table (1), which represents the statistical description and test (T) of the level of transactional leadership compared to the hypothetical mean and graded percentages that represent the dictated values of the measure of transactional leadership, the arithmetic mean was (88.64) with a standard deviation of (3.15), and when calculating the value of (T) compared to the hypothetical mean as a criterion value, which represents (60%) of the maximum value of the questionnaire, It reached (76.110), at a probability ratio of (0.000), meaning that it is a significant value and in favor of the sample. When the percentage of the questionnaire maximum value was raised to (87.5%), i.e. at the average level, the reported value reached (87.5), and when compared to the sample level, the (T) value reached (3.37) at a probability ratio of (0.003), which is smaller than the approved probability ratio. (0.05), meaning that the difference is significant in favor of the sample, and the sample level stopped at this point, and that is when the percentage was raised to (88%), which is greater than the approved probability ratio (0.05), meaning that the difference is not significant.

The researchers attribute this result to the fact that school principals in the city of Kirkuk use this type of leadership in their educational institutions at an acceptable level to develop their departments and achieve their educational and administrative goals in line with the educational changes and developments of our time in terms of balance and common benefits between leaders and subordinates, as the transactional leadership is focused on The quality of leadership between the leader and the subordinate, which makes both parties develop this relationship in a way that benefits both of them and the organization (vama, srinivas & stroh, 2005).

Where the principal is responsible for the leadership of the staff, and who chooses the appropriate leadership style to achieve the goals of the school, Leadership is the main element

in improving the performance of institutions, and the effective leader is the one who is an important source in achieving the competitive advantage of the institution in which he works (Kim, 2007). It can be found in what has been mentioned that transactional leadership works to strengthen the trust between the leader and his followers to achieve the expected results from them, and it also works to encourage workers to exert the required effort to achieve the best results.

And that the transactional leader negotiates with the members of the group to exchange their efforts for incentives and rewards when they accomplish the work, and in this way he helps the individuals to satisfy their needs and desires in the light of what they achieve of successful practices and good performance. (2009:101, Tomey)

3-1-1 The criterion results of the level of the axis of conditional reward and its discussion

Table (2)

Criterion results of conditional reward using a one-sample t-test

arithmetic mean	Std.	The criterion of great value		t test	
		critierion Value Percentage	hypothetical mean & *critierion values	T value	Probability
31.16	1.61	%60	24	37.15	0.000
		%76	30.7	2.373	0.02
		%77	30.8	1.854	0.082

From Table (2), which represents the level of conditional reward that the sample reaches, we find the following:

- There are significant differences between the arithmetic mean of the conditional reward and the hypothetical mean of (24), because the probability value of the (T) test for differences is less than (0.05), in favor of the arithmetic mean of the conditional reward.
- There are significant differences between the conditional reward arithmetic mean and the criterion value of (30.7) at a rate of (76%), because the probability value of the t-test for differences is less than (0.05), in favor of the conditional reward arithmetic mean.
- There are non-significant differences between the arithmetic mean of the conditional reward and the reported value of (30.8), which represents (77%), because the probability value of the (T) test for differences is greater than (0.05), meaning that the limits reached by school principals represent (76%) .

This result indicates that there is a value of conditional rewards by school principals in Kirkuk Governorate, and the researchers attribute that school principals encourage physical education teachers to apply new and modern methods in performing their administrative and educational duties, As well as the use of principals of multiple types of reward and the encouragement and involvement of teachers of physical education in the process of making and taking influential and future decisions in developing the competitive advantage in their educational institutions, As reward and incentives are among the basics of ensuring the achievement of the educational and educational institutions' goals, and lead to reaching the highest level of performance, and gaining the loyalty and belonging of its employees. That incentives are among the important elements towards pushing people to creativity and giving, and without them ambition dies (Al-Kharraz, 1987, 125), Since incentives and rewards are among the stimuli that drive human

behavior and help direct performance when obtaining incentives becomes important for the individual (Selma, 1992, 209), In addition, the incentives corresponding to outstanding performance focus on rewarding workers for their excellence in performance (Al-Ani, 2007, 15). Reward is considered one of the stimuli, followed by the stimulus process of the response movement, and motivation represents the relationship between the stimulus and the response, so that the final reaction comes, represented in the behavior and then the result (Abu Hamid, 2020, 5)

3-1-2 The criterion results of the level of conditional punishment and their discussion

Table (3)

Criterion results of conditional punishment using a one-sample t-test

arithmetic mean	Std.	The criterion of great value		t test	
		critierion Value Percentage	hypothetical mean & *critierion values	T value	Probability
21.98	1.35	%60	15	43.08	0.000
		%86	21.5	2.99	0.021
		%86.8	21.7	1.762	0.082

From table (3), which represents the level of conditional punishment to which the sample reaches, we find the following:

- There are significant differences between the arithmetic mean of the conditional punishment and the hypothetical mean of (15), because the probability value of the (T) test for differences is less than (0.05), in favor of the arithmetic mean of the conditional reward.
- There are significant differences between the arithmetic mean of the conditional punishment and the criterion value of (21.5) at a rate of (86%), because the probability value of the t-test for differences is less than (0.05), in favor of the arithmetic mean of the conditional punishment.
- There are non-significant differences between the arithmetic mean of the conditional punishment and the criterion value of (21.7), which represents (86.7%), because the probability value of the (T) test for differences is greater than (0.05), meaning that the limits reached by school principals represent (86%) .

The researchers attribute this result to the fact that school principals in Kirkuk governorate apply the punishment when physical education teachers do not comply with the orders and directives issued by the school, and do not implement the tasks and duties entrusted to them, or if they violate the conditions for carrying out tasks, or perhaps a weakness in their performance, the use of conditional punishment and some corrective actions to confront any deviations from performance according to the specified standards, focusing on searching for errors and imposing appropriate rules and procedures to prevent the emergence of those errors again (Al-Mikhlafi, 2007), and when unsatisfactory results appear and they do not conform to the standards, then the necessary procedures are applied against the violator, such as warning, transfer, or other punishment (Al-Mutairi, 2011, 35). The administrative leaders in sports institutions must adopt the application of organizational justice in a scientific way to put

an end to conflicts and encourage workers to perform their duties and responsibilities in a self-positive manner and thus achieve its desired goals (Rafeeq, 2021, 745).

3-1-3 The criterion results of the axis level of management with exception and their discussion

Table (4)

Criterion results for management by exception using a one-sample t-test

arithmetic mean	Std.	The criterion of great value		t test	
		criteria Value Percentage	hypothetical mean & *criteria values	T value	probability
31.07	1.516	%60	21	55.57	0.000
		%87.7	30.7	2.049	0.04
		%88	30.8	1.498	0.167

From Table (4), which represents the level of administration by exception, to which the sample reaches, we find the following:

- There are significant differences between the arithmetic mean of management by exception and the hypothetical mean of (21), because the probability value of the t-test for differences is less than (0.05), in favor of the arithmetic mean of management by exception.
- There are significant differences between the arithmetic mean of management by exception and the criterion value of (30.7) at a rate of (87.7%), because the probability value of the t-test for differences is less than (0.05), in favor of the arithmetic mean of management by exception.
- There are non-significant differences between the arithmetic mean of the conditional punishment and the criterion value of (30.8), which represents (88%), because the probability value of the (T) test for differences is greater than (0.05), meaning that the limits reached by school principals represent (87.7%).

The researchers attribute this positive result and the extent of the participation of school principals in Kirkuk Governorate in solving problems and obstacles that may hinder the educational and administrative process of physical education teachers, as well as allocating their time in directing teachers while giving them sufficient authority according to their powers to take responsibility in performing the tasks entrusted to them to achieve the goals of the educational institution, in order for management to be successful by exception, it must be represented by delegating authority, empowering subordinates, developing self-control, and the leader's confidence in his subordinates at all administrative levels, providing experience and knowledge among leaders so that they can choose what they can delegate to their subordinates, and work within a high pace to address exceptional cases to control the problems that appear. (2008:37, Watkins).

The transactional leader practices management by exception by focusing his attention on deviations and violations that depart from the conditional standards, as he follows the method of monitoring errors closely, tracking their source in addition to following the rules to avoid errors before they affect performance. (Smother's:22, 2000)

3-2 Comparing the level of transactional leadership between male and female principals in Kirkuk city schools

The results in Table (5) indicate that there are no statistically significant differences at the level of (0.05) in transactional leadership between male and female managers based on the calculated (T) value (0.502), and with a level of significance (0.620), this indicates that the use of transactional leadership between male and female principals among school principals in the city of Kirkuk is similar and approachable according to their point of view.

The researchers attribute this result to the fact that the process of leadership is not related to some variables of the person himself, but rather to the characteristics of the person, including the ability of the individual, his personal characteristics, his behavior, and his actions, since leadership is the ability of the individual to influence others and direct their behavior voluntarily to cooperate in achieving a common goal, circumstances and situation (Fahmy and Othman, 2003, 501). A leader is a person who directs, guides, or guides others (Hassan, 2004, 18).

4 - Conclusions and recommendations

4-1 Conclusions

- School principals in the city of Kirkuk use the transactional leadership at a good level.
- The transactional leadership axes (conditional reward, conditional punishment, management by exception) achieved a good level among school principals in the city of Kirkuk.
- There is no relationship between male and female principals of Kirkuk city schools administration in the use of transactional leadership.

Table (5)

It shows the arithmetic means, standard deviations, and the test (T) between male and female principals in Kirkuk city schools

Variable	gender	Arithmetic mean	Std.	T test	probability ratio	significance
transactional leadership	female	85.450	0.94443	0.502	0.620	Not sig.
	Male	87.763	1.06350			

4-2 Recommendations

- Paying more attention to transactional leadership by school principals in the city of Kirkuk and laying the foundations for its application and working with it in a way that achieves the benefit of schools and their employees.
- Paying attention to incentives and rewards by school administrations to encourage teaching talents to develop and be creative in their work and the duties assigned to them.
- Conducting similar studies on heads of other educational institutions.

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