EFFECT OF TRANSACTIONAL LEADERSHIP STYLE ON QUALITY ASSURANCE IN INSTITUTIONS OF HIGHER LEARNING IN KENYA

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Abstract: The main objective of this study was to examine the effect of transactional leadership style on quality assurance in institutions of higher learning in Kenya. This study focused on 19 public chartered universities and 18 private chartered universities. Using stratified sampling, 249 leaders were selected to represent the total population. The study used a mixed research approach of exploratory and descriptive designs. The questionnaire was used to gather relevant information from the respondents. Data collected was analyzed using both descriptive and inferential statistics. Linear regression curves were developed and these revealed positive correlations between transactional leadership style and quality assurance in institutions of higher learning in Kenya. The study recommended that leaders who prefer transactional leadership style need to acknowledge that an institution of higher learning cannot be equated with business sector as this may water quality assurance. Use of strategies, governance and language borrowed from the for-profit world may cause faculty and other key players to reject change. Institutional leaders need to realize that market-driven forces and the drive for revenue and profits may obstruct goals such as quality and equity. At the same time the approach of transactional leadership style may lead to change in the face of academic organization to a business set up leading to dysfunctional sector.

Keywords: Transactional Leadership Style, Quality Assurance, Higher Learning Institutions.

1. INTRODUCTION

A research carried by Basham (2012) in USA found that, for an institution of higher education to be successful, its president must have the individual quality of commitment demonstrated with passion, intensity, and persistence which will supply the energy to momentum, and motivate and stimulate the stakeholders to strive toward a group effort. She or he's competency in knowledge, leadership skills, and technical expertise is necessary to ensure the successful completion of transformational effort. A related study by Thrash (2012) in USA reported that academic deans to their position of power within the university's play key leadership roles within the institution. However, there is little or no formal leadership training for these academic leaders because many deans rise from the ranks of faculty to the deanship position.

A study by Fusch and Mrig (2011) in USA stated that higher education today is rife with adaptive challenges. The rising costs will require public institutions particularly to adapt and re-evaluate who they serve and how. Ensuring that the institution not only survives but thrives in a rapidly changing environment will require building a strong bench of leaders with adaptive skills.

Leadership in institution of higher learning represent a challenge to quality and Ogunruku (2012), it is time that Administrative Officers in the Universities and other higher education's institutions are professionalized in the various core functions of the University such as Human Resources, Academic Affairs, Students Services Management, Corporate Services, Council Secretariat and Research Management. Such professionalization will stand the institutions in good stead and allow for alignment with global best practices.

A report by National Association of State Universities and land- Grant (2008) shows that higher education sector in Africa faces challenges related to critical shortage of quality faculty; limited capacity of governance, leadership and management. NASULG (2008) found that Leadership and management face many challenges, as expressed by inability to retain and attract faculty, underutilized facilities, and duplication of programs, high dropout and uneconomical procurement and large allocation of scarce finance to non-instructional skills required for the positions.

A report by Carnegie Corporation (2013), noted that people are entering leadership positions in higher education with little or no background in management. Support is needed in the area of academic leadership and policy research in African universities. The finding of this report was that there was willingness on the part of governance to provide better oversight to institutions. Academics – faculty and vice-chancellors – were however not taking up the challenge to domesticate and harness the spaces they are given.

Higher Education South Africa (2010) found that universities are faced with the dilemma of ensuring an appropriate balance between their academic priorities and the demands placed on them by the expectations of policy makers and other external stakeholders. This has led to one of the big challenges for institutional leadership in determining and leading institutional strategies for change, viability, and excellence while committing to relevance to local and national needs.

A study carried by Ojudu in Nigeria (2012) stated that, leadership is central and the state has a responsibility to put in place an enabling framework that encourages tertiary education institutions to be more innovative and more responsive to the needs of a globally competitive knowledge economy and to the changing labour market requirements for advanced human capital.

A study by Sifuna (2013) stated that leadership, governance and management are key components in addressing the major challenges that face African universities in general and Kenyan universities in particular. Challenges range from the function of the university, underfunding, infrastructure, globalization trends, etc. On the basis of Kenyan public universities, there is complete lack of these key ingredients and, hence, continued poor performance of the institutions.

The approach of transactional leadership style to some extend may impact positivity when it comes to quality assurance. When the management of an institution does not meet the social and transactional obligation it negatively impacts quality assurance. They have failed in their part of the transactional nature of the relationship of leadership. To deliver quality assurance requires a leadership style that builds reciprocity and teamwork. Without teamwork, there will be no quality assurance (Lee & Liu, 2012).

2. STATEMENT OF THE PROBLEM

As we have seen in the background, Mayer *et al.* (2011) called for the improvement of higher education through the training of leadership in institutions of higher learning. An important aspect of delivering quality higher education is the concern for standards and developing quality assurance policies and practices. In relation to the above, the institutions of higher learning need to adhere to certain standards such as accreditation, audit, academic review, external examination, inspection, assessment and even accountability. Looking for example auditing, that reviews an institution's program in terms of its curriculum, staffs, exams moderation and marking, and infrastructure, are lecturers overloaded with responsibilities in the university leading to them compromising quality assurance? Implementation could be the problem, and because leaders are the ones who formulate the policies and practices, they also have the power to enforce implementation and this also goes with leadership style that a leader uses to approach his or her stakeholders. It was against this background that this inquiry sought to establish influence of leadership styles on quality assurance in institutions of higher learning with in Kenya. The study explored the perceptions of the leaders in both chartered public and private universities in Kenya about influences of leadership styles on quality assurance and analyzed strategies to alleviate and reduce impacts on quality assurance in higher education in Kenya. Focusing on the above studies little has been done on the best transactional leadership and it is for this reason that the current study was based.

3. LITERATURE REVIEW

The study will employ performance orientation and institutional collectivism to measure transactional leadership style; significantly, performance orientation will measure the extent to which an organization encourage and reward members for performance improvement and excellence while institutional collectivism will determine the degree to which institutional practices encourage and reward collective distribution of resources and collective actions. This style will also be measured using group/ family collectivism and sense of disempowerments. Group/ family collectivism in relation to

this leadership style will measure the degree to which individuals' express pride, loyalty, and cohesiveness in their organization while sense of disempowerment as will determine whether leaders on top give instructions rather than delegating duties.

Transactional Leadership also known as managerial leadership focuses on the role of supervision, organizations, and group performance; it is a style of leadership in which the leader promotes compliance of his followers through both rewards and punishments. These leaders pay attention to followers work in order to find faults and deviations. It is effective in crisis and emergency situations, as well as when projects need to be carried out in a specific fashion (Odumeru & Ogbonna, 2013). Alsughayir (2014) noted that transactional leader's objectives are to ensure that internal actors clearly understand the path to goal attainment, to motivate actors, and to remove potential barriers in the system and to encourage employees to reach their targets.

Obiwuru *et al.,* (2011) noted that, transactional leadership style involves active management by exception which refers to the leader setting the standards for compliance as well as for what constitutes ineffective performance, and may include punishing followers for non-compliance with those standards. This style of leadership implies close monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur.

This style of leadership plays a major role in achievement of quality assurance as they are able to exchange values with subordinates to advance their own and their subordinate's agendas. They are influential because it is in the best interest of subordinates to do what the leaders want (Thu & Hitendra, 2014).

Nanjundeswaraswamy & Swamy (2014) noted that transactional leadership in organizations plays an exchange role between managers and subordinates. It is understood to be the exchange of rewards and targets between employees and management. The approach also motivates subordinates through the use of contingent rewards, corrective actions and rule enforcement. This type of leaders motivates followers through exchange; for example, accomplishing work in exchange for rewards or preferences. In this approach, group efficacy is higher.

Alsughayir (2014) stated that transactional leadership is based on an organization's bureaucratic authority and legitimacy and emphasizes work levels, task-oriented goals, and assignments. The main focus is on completing tasks and employee compliance, while employee performance is influenced by organizational rewards and penalties. Transactional leaders guide or motivate their followers towards established targets by explaining roles and task requirements.

Transactional leaders mostly consider how to marginally improve and maintain the quantity and quality of performance, how to substitute one goal for another, how to reduce resistance to particular actions, and how to implement decisions (Thu & Hitendra, 2014) and with McCleskey (2014), Lee, & Liu (2012), Tan& Yazdanifard (2013) and Odumeru & Ogbonna (2013) reports, transactional leadership focuses on the exchanges that occur between leaders and followers. These exchanges allow leaders to accomplish their performance objectives, complete required tasks, maintain the current organizational situation, motivate followers through contractual agreement, direct behavior of followers toward achievement of established goals, emphasize extrinsic rewards, avoid unnecessary risks, and focus on improving organizational efficiency. In turn, it allows followers to fulfill their own self-interest, minimize workplace anxiety, and concentrate on clear organizational objectives such as increased quality, customer service, reduced costs, and increased production. Thu and Hitendra (2014) in their study stated that leaders using this approach are highly structured and mostly aim higher in terms of their performance. Odumeru and Ogbonna (2013) posit that they are also directive and action-oriented at the same time they are able to work within the existing systems of the organization.

With the characteristics seen above, transactional leadership to a large extends influence how quality assurance can be achieved. Nicholson (2011) study posits that quality assurance refers to the policies, attitudes, actions and procedures necessary to ensure that quality is being maintained and enhanced and in higher education, it seeks to maintain quality through a combination of accreditation, assessment, and audit. It is intended to ensure accountability. It is about Total Quality Management (TQM), which focuses on continuous improvement and customer satisfaction; performance indicator which focus on inputs and outputs.

A study by Orazi *et al.* (2014) reported that this style operates well in structured environments, where goal setting and efficient routines can lead to positive outcomes. As a result, it works well in medium to large companies that need to reach maturity through the establishment of operations efficiency and the standardization of practices. It is also effective in crisis situations, when a clear direction is needed for the common good and deviance is not tolerated. The aspect of direction as determinant of quality assurance may lead to stakeholders working towards the achieving the needs of an

institution and significantly, audit which is an important aspect of quality assurance; when it comes to audit, its normally the leaders that have the responsibility to direct the review of an institution or program to determine if its curriculum, staff, and infrastructure meet its stated aims and objectives. It is the leaders to evaluate an institutions programs in relation to its own mission, goals, and stated standards; to assess whether the institution is achieving its own goals (Materu, 2007).

Thu and Hitendra (2014) argue that leaders using this style are usually slow in reacting to situations, and make their sub-ordinates dissatisfied. With this in mind, the approach might be a bit complicated in creating a conducive environment for quality assurance as it comes with an element of power distance. The aspect of power distance may influence quality assurance negatively; when it comes to power distance where power lies with the boss then teamwork might not be achieved and this is an essential element of quality assurance as you have to involve all the stakeholders (Irawanto, 2009). A study by Hayward (2006) on quality assurance posited that a range of goals, multiplicity of stakeholders, and the complexity of academic institutions pose major challenges for quality assurance as there are often differences of opinion about what are relevant or about appropriate standards from the perspectives of faculty members, university leaders, employers, government, parents, and students, the community, and professional associations.

Schrieshem (2011) stated that this style is based on economic principles and implies that rational followers are aware of their needs. Odumeru and Ogbonna (2013), Thu and Hitendra (2014) and Odumeru & Ogbonna (2013) in their studies posits that they use an exchange model, with rewards being given for good work or positive outcomes. People with this leadership style can also punish poor work or negative outcomes, until the problem is corrected. One way that transactional leadership focuses on lower level needs is by stressing specific task performance. Transactional leaders are effective in getting specific tasks completed by managing each portion individually. In relation to achievement of quality assurance, this approach might create some hindrance; Hendel& Lewis (2005) argues that use of strategies, governance and language borrowed from the for-profit world may cause faculty and other key players to reject change.   Institutional leaders need to realize that market-driven forces and the drive for revenue and profits may obstruct goals such as quality and equity. At the same time this approach may lead to change in the face of academic organization to a business set up leading to dysfunctional sector.

This style is criticized as having short-term relationship between the leader and the participants, it also creates resentments between the participants at the same time it disregards situational and contextual factors related organizational challenges (McCleskey, 2014) and Orazi *et al.* (2014) argue that it mostly assumes that leaders and followers have different goals and the convergence of these different goals occurs through the strategic use of monetary rewards. It is conceptualized as the bottom end on a continuum or of social exchanges. The approach also draws heavily on task-oriented behaviours. It relies on the fulfillment of contractual obligations by rewarding achievements and punishing deviations from acceptable standards. In particular, the increased quality of internal communication through goal setting, monitoring, and feedback ensures that knowledge is exploited at the organizational level and converted into assets that generate revenues.

4. RESEARCH METHODOLOGY

This study focused on 19 public chartered universities and 18 private chartered universities. Using stratified sampling, 249 leaders were selected to represent the total population. The study used a mixed research approach of exploratory and descriptive designs. The questionnaire was used to gather relevant information from the respondents. Data collected was analyzed using both descriptive and inferential statistics. Linear regression curves were developed.

5. FINDINGS

The researcher wanted to assess the influence Transactional leadership style on Quality Assurance in institutions of higher learning in Kenya. This leadership style was operationalized by reference to the following indicators; performance orientation, institutional collectivism, group family collectivism and sense of disempowerment. Finding are as follows:

Performance orientation:

This was the first item under transactional leadership style and covers the first four statements in table 1. Under this indicator, the respondents were first asked to rate the extent at which the leader provide precise task rules as far as transactional leadership is concerned in relation to their position of work. 24.6% strongly agree, 46.9% agree 20.6% were neutral, 7.4% disagree and 0.6% strongly disagree. Findings agree with those of other scholars. Thu & Hitendra (2014) noted that, one way that transactional leadership focuses on lower level needs is by stressing specific task performance.

McCleskey (2014) argues that the approach draws heavily on task-oriented behaviours and it relies on the fulfillment of contractual obligations by rewarding achievements and punishing deviations from acceptable standards. Odumeru & Ogbonna (2013) found that transactional leadership also known as managerial leadership focuses on the role of supervision, organizations, and group performance; it is a style of leadership in which the leader promotes compliance of his followers through both rewards and punishments. These leaders pay attention to followers work in order to find faults and deviations. It is effective in crisis and emergency situations, as well as when projects need to be carried out in a specific fashion. The study concludes leaders provide precise task rules in the institutions of higher learning.

Secondly, to know the extent to which the leader give reward on performance, 22.9% strongly agree, 48.0% agree 20.6% were neutral, 8.0% disagree and 0.6% strongly disagree. These findings agree with those of other scholars. Orazi *et al.,* (2014) notes that transactional leaders rely on the fulfillment of contractual obligations by rewarding achievements and punishing deviations from acceptable standards. In particular, the increased quality of internal communication through goal setting, monitoring, and feedback ensures that knowledge is exploited at the organizational level and converted into assets that generate revenues. Odumeru & Ogbonna (2013) posits that they use an exchange model, with rewards being given for good work or positive outcomes. People with this leadership style can also punish poor work or negative outcomes, until the problem is corrected. The study concludes leaders agree with giving rewards on performance, hence hope quality assurance

Emphasis on goals offered by the leader was also rated under power distance as follows: 0.0% strongly agree, 10.3% agree 19.4% were neutral, 45.7% disagree and 26.4% strongly disagree. These findings disagree with past studies by Orazi *et al.* (2014) who noted that this style operates well in structured environments, where goal setting and efficient routines can lead to positive outcomes. According to Fry (2003), it is the leader's responsibility to motivate subordinates to reach their goals by directing, guiding, and coaching them along the way. Schrieshem (2011) posits that the main mechanism of leadership within path-goal theory is behaviors; these include clarifying goals and paths, providing specific guidance, being supportive, soliciting employee suggestions, and achievement-oriented. However, with regards to followers, the theory mainly emphasizes traits and therefore also recognizes traits as a mechanism.

According to other scholars such as Orazi *et al.,* (2014), transactional leaders assume that leaders and followers have different goals and the convergence of these different goals occurs through the strategic use of monetary rewards. They rely on the fulfillment of contractual obligations by rewarding achievements and punishing deviations from acceptable standards. In particular, the increased quality of internal communication through goal setting, monitoring, and feedback ensures that knowledge is exploited at the organizational level and converted into assets that generate revenues. The study concludes that very few leaders in the institutions of higher learning put emphasis on goals, hence less hope in quality assurance.

To know the extent to which the leader is task oriented, 4.6% strongly agree, 7.4% agree 22.3% were neutral, 38.3% disagree and 26.9% strongly disagree. These findings disagree with past studies by Alsughayir (2014) that stated that transactional leadership is based on an organization's bureaucratic authority and legitimacy and emphasizes work levels, task-oriented goals, and assignments. The main focus is on completing tasks and employee compliance, while employee performance is influenced by organizational rewards and penalties. Transactional leaders guide or motivate their followers towards established targets by explaining roles and task requirements.

Odumeru and Ogbonna (2013) shows that transactional leaders are directive and action-oriented at the same time they are able to work within the existing systems of the organization. According to Schrieshem (2011), transactional leaders clarify how followers' needs are fulfilled in exchange for completing their job requirements. In line with transactional leadership, leaders that apply this approach focus on the exchanges that occur between leaders and followers. These exchanges allow leaders to accomplish their performance objectives, complete required tasks, maintain the current organizational situation, motivate followers through contractual agreement, direct behavior of followers towards achievement of established goals (McCleskey ,2014), (Lee, & Liu,2012), (Tan& Yazdanifard,2013) and (Odumeru & Ogbonna,2013). The study concludes most of the leaders of the institutions of higher learning in Kenya are not task oriented. This affirms the findings of Magoha (2017) in his book Tower of Transformational leadership that stated that when he joined University of Nairobi, there was late reporting, leaving early, and some even employing underhand tactics such as disappearing but leaving coats, ties or handbags in the office as a guise that they were around.

Institutional collectivism:

This was the second item for transactional leadership style. Under this indicator, the respondents were first asked to rate the extent at which the leader prefer social relationships in relation to their position of work. 16.7% strongly agree, 44.8% agree 26.4% were neutral, 9.2% disagree and 2.9% strongly disagree. These findings disagree with past studies by McCleskey (2014) that stated that transactional leadership style is criticized as having short-term relationship between the leader and the participants, it also creates resentments between the participants at the same time it disregards situational and contextual factors related organizational challenges. Orazi *et al.* (2014) argue that it mostly assumes that leaders and followers have different goals and the convergence of these different goals occurs through the strategic use of monetary rewards. It is conceptualized as the bottom end on a continuum or of social exchanges. The approach also draws heavily on task-oriented behaviours. It relies on the fulfillment of contractual obligations by rewarding achievements and punishing deviations from acceptable standards. The study concludes leaders agree with social relationship, hence hope for quality assurance.

In regard to know the extent to which the leader prefers harmony and Social order, 29.7% strongly agree, 45.7% agree 14.9% were neutral, 8.6% disagree and 1.1% strongly disagree.

Findings disagree with past studies by Thu and Hitendra (2014) that argues leaders using this style are usually slow in reacting to situations, and make their subordinates dissatisfied. People with this leadership style can also punish poor work or negative outcomes, until the problem is corrected. According to Odumeru & Ogbonna (2013) they pay attention to followers work in order to find faults and deviations. Findings concludes leaders agree with harmony and order even though this does not reflect in quality assurance.

Findings in table 1 below indicate that 34.9% of the respondents strongly agree that the leader has self-confidence, 46.3% agree 12.6% were neutral, 5.7 % disagree and 0.6% strongly disagree. Findings agree with those of other scholars. Obiwuru *et al.,* (2011) noted that, Transactional leadership style involves active management by exception which refers to the leader setting the standards for compliance as well as for what constitutes ineffective performance, and may include punishing followers for non-compliance with those standards. This style of leadership implies close monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur. Alsughayir (2014) maintain that transactional leader's objectives are to ensure that internal actors clearly understand the path to goal attainment, to motivate actors, and to remove potential barriers in the system and to encourage employees to reach their targets. Study concludes that self-confidence is properly aligned to quality assurance.

Group family collectivism:

This was the third item for transactional leadership style. Under this indicator, the respondents were first asked to rate the extent at which the leader reward team work in his or her institution in relation to their position of work. 24.6% strongly agree, 39.4% agree 23.4% were neutral, 9.7% disagree and 2.9% strongly disagree. These findings agree with those of other scholars. Nanjundeswaraswamy & Swamy (2014) noted that transactional leadership in organizations plays an exchange role between managers and subordinates. It is understood to be the exchange of rewards and targets between employees and management. The approach also motivates subordinates through the use of contingent rewards, corrective actions and rule enforcement. This type of leaders motivates followers through exchange; for example, accomplishing work in exchange for rewards or preferences. In this approach, group efficacy is higher.

Fry (2003) asserts that it is a view that take leadership as inseparable from followers' needs. It is an extrinsic-based motivation process whereby leaders achieve their goals while followers receive external rewards for job performance. According to (Orazi *et al.,* 2014), it relies on the fulfillment of contractual obligations by rewarding achievements and punishing deviations from acceptable standards. In particular, the increased quality of internal communication through goal setting, monitoring, and feedback ensures that knowledge is exploited at the organizational level and converted into assets that generate revenues. The study includes leaders reward teamwork in their institutions, hence in quality assurance.

In regard to know whether the leader meet societal obligations,25.1% strongly agree, 45.7% agree 22.3% were neutral, 6.3% disagree and 0.6% strongly disagree. Findings corroborate with Orazi *et al.,* (2014) who observe that transactional leaders wish to increase the quality of their relationships with their closest collaborators. These leaders contribute to the social exchange by accessing and distributing a wide array of resources, while members contribute to the social exchange through commitment and performance. According to Obiwuru *et al.,* (2011), there objective is to ensure that the path to goal attainment is clearly understood by the internal actors, to remove potential barrier within the system, and to motivate the actors to achieve the predetermined goals. The study concludes that societal obligation is properly aligned to quality assurance.

Findings in table 1 below indicate that 17.7% of the respondents strongly agree that the leader perform duties for obedience and loyalty, 31.4% agree 35.4% were neutral, 11.4 % disagree and 4.0% strongly disagree. Findings agree with other scholars. Orazi *et al.,* (2014) stated that, this approach of leadership views the relationship between leaders and followers as a social exchange. The relationship depends on the level of mutual positive influence and this is characterized by trust, loyalty, reciprocity and improved resource exchanges. Bolden *et al.,* 2003 & CMI, 2015) maintain that transactional leaders emphasizes the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of contact through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers. The study concludes that performing duties for obedience and loyalty is properly aligned to quality assurance.

Sense of disempowerment:

Under this indicator, the respondents were first asked to rate the extent at which the leader gives instructions rather than delegation. 15.4% strongly agree, 33.7% agree 22.3% were neutral, 21.7% disagree and 6.9% strongly disagree. Findings corroborate with Fry, (2003) who observes that leaders using this approach increase follower motivation by clarifying the follower's path to available rewards or increasing valued follower rewards. They then create a context for employee motivation by selecting leadership behaviors (directive, supportive, participative, or achievement-oriented) that provide what is missing for employees in a particular work setting. It is the leader's responsibility to motivate subordinates to reach their goals by directing, guiding, and coaching them along the way. The study concludes that agree with giving instructions rather than delegation.

In regard to know the extent to which the leader is result oriented, 26.9% strongly agree, 50.3% agree 19.4% were neutral, 2.3% disagree and 1.1% strongly disagree. Findings agree with those of other scholars. McCleskey, (2014) noted that, transactional leadership focuses on the exchanges that occur between leaders and followers. These exchanges allow leaders to accomplish their performance objectives, complete required tasks, maintain the current organizational situation, motivate followers through contractual agreement, direct behavior of followers toward achievement of established goals, emphasize extrinsic rewards, avoid unnecessary risks, and focus on improve organizational efficiency. In turn, transactional leadership allows followers to fulfill their own self-interest, minimize workplace anxiety, and concentrate on clear organizational objectives such as increased quality, customer service, reduced costs, and increased production. The study concludes that result oriented is aligned to quality assurance.

Role of supervision by the leader was also rated as follows: 20.0% strongly agree, 48.6% agree 21.7% were neutral, 8.0% disagree and 1.7% strongly disagree. Findings corroborate with Odumeru & Ogbonna, (2013) who observes that transactional leadership also known as managerial leadership focuses on the role of supervision, organizations, and group performance; it is a style of leadership in which the leader promotes compliance of his followers through both rewards and punishments. These leaders pay attention to followers work in order to find faults and deviations. It is effective in crisis and emergency situations, as well as when projects need to be carried out in a specific fashion. Thu & Hitendra (2014) maintain that transactional leaders mostly consider how to marginally improve and maintain the quantity and quality of performance, how to substitute one goal for another, how to reduce resistance to particular actions, and how to implement decisions. The study concludes that role of supervision is aligned to quality assurance.

Table 1: Descriptive statistics for Transactional leadership style

Statement	S. D	D	N	A	S. A	Mean	Std. Dev
Precise Tasks Rules	0.6%	7.4%	20.6%	46.9%	24.%	3.87	0.888
Reward on Performance	2.3%	13.%	29.7%	34.9%	19.%	3.56	1.026
Emphasis on Goals	0.6%	8.0%	20.6%	48.0%	22.%	3.85	0.887
Task Oriented	0.0%	10.%	19.4%	45.7%	24.%	4.01	2.454
Social relationships	2.9%	9.2%	26.4%	44.8%	16.%	3.63	0.963
Harmony and Social Order	1.1%	8.6%	14.9%	45.7%	29.%	3.94	1.864
Self Confidence	0.6%	5.7%	12.6%	46.3%	34.%	4.09	0.866
Reward Team Work	2.9%	9.7%	23.4%	39.4%	24.%	3.73	1.029
Societal Obligations	0.6%	6.3%	22.3%	45.7%	25.%	3.89	0.877
Duties for Obedience/loyalty	4.0%	11.%	35.4%	31.4%	17.%	3.47	1.038
Instructions not Delegation	6.9%	21.%	22.3%	33.7%	15.%	3.29	1.170
Result Oriented	1.1%	2.3%	19.4%	50.3%	26.%	3.29	0.813
Role of Supervision	1.7%	8.0%	21.7%	48.6%	20.%	3.77	0.919
Total						**3.78**	**1.067**

In addition to the above descriptive statistics, summery of the items under transactional leadership style revealed that, the average score rate for performance orientation, institutional collectivism group family collectivism and sense of disempowerment was 3.820, 3.897, 3.697 and 3.683 respectively out of 5 possible rates. Again, the findings suggest that performance orientation, institutional collectivism group family collectivism and sense of disempowerment had significant effect on quality assurance as far as transactional leadership is concerned. Table 2 shows the details of the finding.

Table 2: Descriptive Statistics for transactional leadership style

Transactional leadership style	Mean	Std. Deviation	Analysis N
Performance orientation	3.820	1.314	175
Institutional collectivism	3.897	0.916	174
Group family collectivism	3.697	0.981	175
Sense of disempowerment	3.683	0.967	175

6. CONCLUSION AND RECOMMENDATION

On this variable, the study concluded that the leadership style leads to profit making institutions, leaders who prefer the style need to acknowledge that an institution of higher learning cannot be equated with business sector as this may water quality assurance, this may also lead to change in the face of academic organization to a business set up leading to dysfunctional sector. The leaders of the institutions of higher learning must be aware of the antecedents of quality assurance within their sector, and how they impact on quality assurance in order to embrace positive change. This means, training on quality assurance as well as leadership training should be taken care of. The leaders must also be willing to change and have the necessary capabilities, by avoiding the myth that anybody who is highly educated and highly intelligent can naturally manage or lead.

Leaders who prefer transactional leadership style need to acknowledge that an institution of higher learning cannot be equated with business sector as this may water quality assurance. Use of strategies, governance and language borrowed from the for-profit world may cause faculty and other key players to reject change. Institutional leaders need to realize that market-driven forces and the drive for revenue and profits may obstruct goals such as quality and equity. At the same time the approach of transactional leadership style may lead to change in the face of academic organization to a business set up leading to dysfunctional sector. For an Institution of higher learning to meet the goal of quality assurance then there has to be teamwork that comes along with trust, here both the leaders of the organization together with the stakeholder such as employees, their customers which of cause are the students reciprocate in a positive way. When the management of an institution do not meet the social and transactional obligation it negatively impacts quality assurance. To deliver quality assurance requires a leadership style that builds reciprocity and teamwork. Without teamwork there will be no quality assurance. The aspect of task structure as determinant of directive leader behavior may either have a positive or negative impact on quality assurance. Poor clarification of goals, poor guidance, lack of suggestion from internal stakeholders plus leaders lacking the urge of achieving their goal may also lead to lack of job satisfaction, this may retrieve back to bad behavior by the employees such as tutors leading to students' frustrations. Management of quality assurance should address issues of better management and governance, helping educational institutions to become more professional which, in turn, will help in providing education of a higher standard. Institutions of higher learning should focus on the exchanges that occur between leaders and followers. These exchanges allow leaders to accomplish their performance objectives, complete required tasks, maintain the current organizational situation, motivate followers through contractual agreement, direct behavior of followers toward achievement of established goals, emphasize extrinsic rewards, avoid unnecessary risks, and focus on improving organizational efficiency. In turn, it allows followers to fulfill their own self-interest, minimize workplace anxiety, and concentrate on clear organizational objectives such as increased quality, customer service, reduced costs, and increased production.

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