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The Effect of Transactional Leadership on Staff Performance at Lamappapoleonro University

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Abstract: This study aims to determine the effect of transactional leadership on staff performance at Lamappapoleonro University. Transactional leadership emphasizes reciprocal relationships between leaders and subordinates through a clear system of rewards and punishments. This research employed a quantitative approach using a survey method involving 45 administrative staff members of Lamappapoleonro University. Data was analyzed using simple linear regression. The results indicate that transactional leadership has a positive and significant effect on staff performance. In other words, the higher the implementation of transactional leadership by superiors, the better the staff performance in accomplishing their duties. This finding highlights the importance of leadership practices that focus on goal clarity, reward mechanisms, and performance evaluations to enhance staff productivity in higher education institutions.

Keywords: Transactional leadership, staff performance, university, human resource management

A. Introduction

Human resources performance is one of the essential factors determining an organization's success, including higher education institutions. In addition to leadership factors, educational institutions also require comprehensive performance evaluation systems to measure organizational effectiveness. One of the widely used approaches is the Balanced Scorecard model, which evaluates institutional performance from financial,

stakeholder, internal process, and learning perspectives (Riatmaja et al., 2025). In the university context, leadership plays a central role in directing staff to achieve institutional goals effectively. The leadership style applied by a leader strongly influences subordinates' behavior, motivation, and performance outcomes (Northouse, 2019; Yukl, 2013). Effective leadership can encourage employees to work more productively, improve service quality, and



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support the achievement of organizational objectives.

Transactional leadership focuses on the exchange relationship between leaders and subordinates (Bass & Avolio, 1994; Judge & Piccolo, 2004). Leaders provide rewards for good performance and impose corrective actions or sanctions for violations. This leadership style emphasizes supervision, clear task structures, and performance-based rewards to ensure that organizational goals are achieved efficiently. In higher education institutions, transactional leadership can contribute to improving administrative performance, work discipline, and accountability among staff members.

At Lamappapoleonro University, the implementation of transactional leadership is considered important in ensuring that staff performance aligns with established administrative service standards. However, variations in work discipline, responsibility, and work effectiveness among staff indicate that leadership practices may still need to be evaluated to determine their effectiveness in improving performance. Understanding how transactional leadership influences staff performance is therefore crucial for strengthening institutional management and improving service quality in the university environment.

Despite the growing number of studies discussing leadership and employee performance, most previous research has focused on corporate organizations or private sector institutions. Studies examining the effect of transactional leadership within higher education administrative environments remain relatively limited, particularly in the context of regional universities in developing countries. This condition creates a research gap, as the dynamics of leadership and staff performance in higher education institutions

may differ from those in other organizational sectors.

Therefore, this study aims to analyze and measure the effect of transactional leadership on staff performance at Lamappapoleonro University. The findings of this research are expected to provide empirical insights into the role of transactional leadership in improving staff performance and to contribute to the development of more effective leadership practices in higher education institutions.

B. Materials and Methods

According to Bass and Avolio (1994), transactional leadership emphasizes exchanges between leaders and followers based on agreements, rewards, and performance supervision. Transactional leaders typically evaluate performance based on measurable results and enforce work discipline firmly. Staff performance, as defined by Robbins and Judge (2016), refers to the quality and quantity of work achieved by an employee according to their responsibilities. Factors influencing performance include ability, motivation, leadership, and work environment (Luthans, 2011; Robbins & Judge, 2016).

Previous studies have shown that transactional leadership positively affects employee performance by providing task clarity and recognizing achievements (Sudarmanto, 2018; Hasanah, 2021). Based on theoretical and empirical evidence, the research hypothesis is formulated as follows:

H1: Transactional leadership positively influences the staff performance of Lamappapoleonro University.

Results and Discussion

This study employed a quantitative approach using a survey method. The population consisted of all 45 administrative staff members of Lamappapoleonro University, and the entire population was used as the research sample (total sampling).

Data was collected using a questionnaire with a 5-point Likert scale that measured two variables: transactional leadership (X) and staff performance (Y). Instrument validity and reliability were tested using Cronbach’s Alpha. The reliability coefficient obtained was **0.87**, indicating that the research instrument was reliable.

The data were analyzed using simple linear regression to test the influence of the independent variable (X) on the dependent variable (Y), assisted by SPSS version 25.

The regression analysis produced a coefficient of determination (R²) of 0.56, meaning that 56% of the variance in staff performance can be explained by transactional leadership, while the remaining 44% is influenced by other variables not examined in this study. The significance obtained was 0.000 < 0.05, indicating that transactional leadership has a statistically significant effect on staff performance.

The results of the simple linear regression analysis are presented in Table 1.

Table 1. Results of Simple Linear Regression Analysis

Variable	Unstandardized Coefficient (B)	Std. Error	t-value	Sig.
Constant	12.45	2.13	5.84	0.00

				0
Transactional Leadership (X)	0.68	0.09	7.32	0.000

Based on Table 1, the regression equation can be formulated as follows:

$$Y = 12.45 + 0.68X$$

This equation indicates that every 1-unit increase in transactional leadership will increase staff performance by 0.68 units.

In addition, the coefficient of determination test is presented in Table 2.

Table 2. Coefficient of Determination (R²)

Model	R	R Square (R ²)	Adjusted R Square	Std. Error of the Estimate
1	0.748	0.560	0.548	3.214

Table 2 shows that the R² value is 0.56, indicating that transactional leadership explains 56% of the variation in staff performance, while 44% is explained by other variables outside this research model.

Discussion

The results demonstrate that transactional leadership has a significant positive impact on staff performance, which supports previous findings that leadership behaviors significantly influence employee effectiveness and organizational outcomes (Judge & Piccolo, 2004; Podsakoff et al., 1996). Leaders who provide rewards for good performance, give clear directions, and enforce discipline tend to motivate staff to work more effectively and responsibly.

These findings support the theory proposed by Bass (1990), which explains that transactional leadership focuses on reward

systems and supervision to ensure that organizational goals are achieved efficiently. Furthermore, empirical findings from Hasanah (2021) also indicate that transactional leadership improves employee performance by providing clear work standards and recognition for achievements.

In the context of higher education institutions, leadership practices that emphasize clear targets, structured communication, and consistent supervision can significantly enhance staff efficiency, work discipline, and accountability in administrative services.

D. Conclusion

The study concludes that transactional leadership positively and significantly affects staff performance at Lamappapoleonro University. The better the implementation of transactional leadership, the higher the staff performance achieved.

It is recommended that university leaders enhance transactional leadership practices by offering performance-based rewards, providing constructive feedback, and conducting regular performance evaluations

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