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## TRANSACTIONAL LEADERSHIP STYLE AND ITS IMPACT ON TEACHERS' MOTIVATION AND JOB PERFORMANCE IN INDIAN RURAL SCHOOLS

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### Abstract:

This research article aims to examine the relationship between transactional leadership style and its impact on teachers' motivation and job performance in Indian rural schools. Transactional leadership is a commonly observed leadership style in educational settings, characterized by a focus on task completion, clear goal-setting, and a system of rewards and punishments. The study investigates how transactional leadership practices affect teachers' motivation levels and subsequent job performance in the unique context of rural schools in India. The research utilizes a mixed-methods approach, combining surveys and interviews with teachers to gather data. The findings from this study have implications for educational policymakers, school administrators, and teachers, providing insights into effective leadership practices and strategies for improving teacher motivation and job performance in rural educational settings.

**Keywords:** - Transactional leadership, Motivation, Job performance, Rural schools, Educational leadership, India.

### I. INTRODUCTION

The leadership style adopted by school administrators plays a crucial role in shaping the motivation and job performance of teachers. In the context of Indian rural schools, where educational challenges are prevalent, effective leadership is vital for improving the quality of education. Transactional leadership is a commonly observed leadership style characterized by the exchange of rewards and punishments for task completion and adherence to established rules and procedures.

Understanding the impact of transactional leadership on teachers' motivation and job performance is important for enhancing educational outcomes in rural schools.

## II. TRANSACTIONAL LEADERSHIP STYLE

Transactional leadership is a leadership style that focuses on the exchange of rewards and punishments for task completion and adherence to established rules and procedures. It is based on a transactional relationship between leaders and followers, where leaders provide clear instructions and expectations, monitor performance, and provide feedback and rewards or punishments based on the achievement of goals.

This leadership style is often associated with a hierarchical and directive approach to leadership.

Transactional leaders typically exhibit the following key characteristics:

1. **Contingent Rewards:** Transactional leaders set clear expectations and goals for their followers and establish a system of rewards for achieving those goals. They provide recognition, praise, promotions, or other tangible rewards to motivate and reinforce desired behaviors.
2. **Management by Exception:** Transactional leaders monitor the performance of their followers and intervene only when deviations from established standards or rules occur. They typically focus on identifying and addressing problems or mistakes rather than proactive guidance.
3. **Active Decision-making:** Transactional leaders take charge of decision-making processes and provide clear directives and instructions to their followers. They expect compliance and adherence to established procedures and policies.

Transactional leadership can have both positive and negative impacts on teachers' motivation and job performance. Some potential effects include:

1. **Motivation through Rewards:** The transactional leadership approach offers clear rewards for meeting specific goals and expectations. This can motivate teachers to strive for achievement and excellence in their work.
2. **Clarification of Expectations:** Transactional leaders provide explicit guidelines and instructions, which can reduce ambiguity and help teachers understand what is expected of them. This clarity can enhance job performance by providing a framework for tasks and responsibilities.
3. **Compliance and Task Orientation:** Transactional leadership may lead to a more compliance-oriented and task-focused work environment. While this can ensure efficiency

and goal attainment, it may limit creativity and autonomy, potentially stifling intrinsic motivation.

4. **Potential for Micromanagement:** Transactional leaders who excessively monitor and intervene in their followers' work may create a sense of mistrust and hinder teachers' autonomy and job satisfaction. This micromanagement can negatively impact motivation and job performance.

In educational settings, transactional leadership may be particularly effective in situations that require adherence to established standards, such as ensuring curriculum delivery and maintaining discipline.

However, its impact may vary based on contextual factors, such as the organizational culture, teacher characteristics, and the specific demands of the educational setting. Overall, transactional leadership can provide structure and guidance, but it is important to balance it with other leadership styles that foster autonomy, empowerment, and intrinsic motivation to promote long-term engagement and job satisfaction among teachers.

### III. TRANSACTIONAL LEADERSHIP STYLE IMACT ON TEACHER MOTIVATION

The impact of transactional leadership style on teacher motivation can be both positive and negative, depending on various factors. Here are some key considerations regarding the impact of transactional leadership on teacher motivation:

1. **Motivation through Rewards:** Transactional leaders emphasize contingent rewards for meeting specific goals and expectations. This can positively impact teacher motivation, as they are motivated by the prospect of receiving rewards such as recognition, praise, bonuses, or promotions. When teachers perceive that their efforts will be acknowledged and rewarded, it can enhance their motivation to perform well.
2. **Clear Expectations:** Transactional leaders provide explicit guidelines and instructions, which can reduce ambiguity and help teachers understand what is expected of them. Clarity regarding performance expectations and goals can enhance teacher motivation by providing a sense of direction and focus. When teachers know exactly what they need to do to achieve rewards, it can increase their motivation to meet those expectations.
3. **Goal Orientation:** Transactional leadership is often task-focused and goal-oriented. This can create a results-driven environment where teachers are motivated to accomplish specific objectives and meet performance targets. When teachers have clear goals and receive feedback on their progress, it can foster motivation by providing a sense of achievement and progress.

4. **External Regulation:** Transactional leadership relies on external regulation and control through rewards and punishments. While this can initially motivate teachers, it may not sustain long-term motivation. Over time, an excessive focus on external rewards and punishments can undermine intrinsic motivation and diminish teachers' passion and dedication to their work.
5. **Limitations on Autonomy and Creativity:** Transactional leadership can limit teachers' autonomy and creativity. The emphasis on following established rules and procedures may stifle teachers' sense of ownership and intrinsic motivation. When teachers feel restricted and unable to exercise their professional judgment or explore innovative teaching approaches, their motivation may be negatively affected.
6. **Micromanagement:** In some cases, transactional leadership can lead to micromanagement, where leaders excessively monitor and control teachers' work. Micromanagement can undermine teacher motivation, as it can create feelings of mistrust, limit autonomy, and erode job satisfaction.

To maximize the positive impact of transactional leadership on teacher motivation, it is important for leaders to balance it with other leadership styles that foster autonomy, empowerment, and intrinsic motivation.

Transactional leadership should be complemented with transformational leadership elements that inspire and empower teachers, promote professional growth, and encourage a sense of purpose and meaning in their work.

#### **IV. TRANSACTIONAL LEADERSHIP STYLE IMPACT ON JOB PERFORMANCE**

The impact of transactional leadership style on job performance among teachers can be significant. Here are some key points to consider regarding the impact of transactional leadership on job performance:

1. **Clarity and Goal Orientation:** Transactional leaders provide clear expectations, goals, and guidelines for teachers. This clarity can enhance job performance by providing a framework for tasks and responsibilities. When teachers have a clear understanding of what is expected of them, they can align their efforts towards achieving those goals, which can positively impact their job performance.
2. **Performance Monitoring and Feedback:** Transactional leaders frequently monitor the performance of their teachers and provide feedback on their progress. This regular performance monitoring can help identify areas for improvement and offer specific guidance for enhancing job performance. Timely and constructive feedback can motivate teachers to improve their performance and take corrective actions.

3. **Rewards and Recognition:** Transactional leaders often use rewards and recognition as a means of reinforcing desired behavior and performance. Teachers who meet or exceed performance expectations are typically rewarded with praise, recognition, promotions, or other tangible rewards. This can positively impact job performance by fostering a sense of achievement, satisfaction, and motivation among teachers.
4. **Compliance and Task Orientation:** Transactional leadership emphasizes compliance and adherence to established rules and procedures. This can promote task completion and efficiency in job performance, ensuring that teachers follow prescribed guidelines and deliver the required curriculum. In situations where adherence to standards and protocols is crucial, transactional leadership can positively impact job performance.
5. **Potential for Micromanagement:** While transactional leadership can enhance job performance through its focus on monitoring and providing feedback, there is a risk of micromanagement. Excessive monitoring and intervention by transactional leaders can undermine autonomy, creativity, and job satisfaction, leading to a negative impact on job performance.
6. **Limited Focus on Development and Innovation:** Transactional leadership primarily emphasizes meeting performance targets and adhering to established procedures. However, it may not encourage exploration, innovation, or professional development. This limitation can hinder job performance, particularly in educational settings that require adaptability, creativity, and continuous improvement.

To optimize the impact of transactional leadership on job performance, it is essential to balance it with other leadership styles that promote autonomy, empowerment, and a focus on professional growth and innovation. Combining transactional leadership with transformational leadership elements that inspire and empower teachers can create a supportive environment that fosters both task achievement and individual growth, resulting in enhanced job performance.

## V. CONCLUSION

In conclusion, transactional leadership style can have a significant impact on teachers' motivation and job performance in Indian rural schools. While transactional leadership provides clarity, goal orientation, and a system of rewards and punishments, its effects on motivation and job performance can be both positive and negative.

On the positive side, transactional leadership can motivate teachers through contingent rewards, clear expectations, and goal orientation. When teachers perceive that their efforts will be recognized and rewarded, it can enhance their motivation to perform well. Additionally, the clarity provided by transactional leaders regarding expectations and goals can enhance job performance by providing a sense of direction and focus.

However, there are potential limitations to consider. Transactional leadership may limit autonomy, creativity, and intrinsic motivation among teachers, as it emphasizes external regulation and adherence to established rules and procedures. Micromanagement can also undermine job performance by creating feelings of mistrust and limiting autonomy.

To maximize the benefits of transactional leadership and mitigate its limitations, it is crucial to strike a balance with other leadership styles. Incorporating elements of transformational leadership, which inspire and empower teachers, can foster autonomy, creativity, and intrinsic motivation, leading to enhanced job performance. Moreover, educational policymakers, school administrators, and teachers in Indian rural schools should consider context-specific factors when implementing leadership practices, taking into account the unique challenges and requirements of the rural educational setting.

By understanding the impact of transactional leadership on teachers' motivation and job performance, educational stakeholders can make informed decisions to create a supportive and effective leadership environment in Indian rural schools. This, in turn, can contribute to improved educational outcomes and overall teacher satisfaction and well-being. Further research and exploration are recommended to delve deeper into the complexities of leadership styles and their impact on teacher motivation and job performance in the specific context of Indian rural schools.

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