



A Study of Teacher Leadership Style and Motivation Level at Primary Level

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Abstract: The purpose of this study is to investigate the complex link that exists between academic leadership and the levels of motivation experienced by teachers at the primary level within Tehsil Nowshera. The important topic of school heads' leadership skills and their impact on the motivation of teachers, which ultimately has an effect on the quality of education, is investigated in this study. The study objectives targeted the investigation of head teachers' academic leadership, teacher's academic motivation level. Data were collected from the sample group including primary school teachers and head teachers in District Nowshera. Using structured questionnaires, data were collected from primary school teachers as part of a quantitative survey approach. The findings of the study provided some insights into the perspectives that educators have towards academic leadership and the effects that it has on their motivation. The results showed that head teachers' have a variety of leadership behaviors and practices, including the promotion of constructive relationships, the participation of teachers in decision-making, and the utilization of technology for the purpose of communication. Further, there is an emphasis placed on maintaining strong relationships among staff members, there is room for additional improvement in the level of participation of instructors in decision-making. In addition, there was a lack of uniformity in how the assistance and direction provided by school administrators in the improvement of instructional methods were interpreted by their subordinates. The research shed light on the favorable connections that exist between leadership skills and the motivation of teachers. According to the findings, effective leadership techniques have the potential to increase teacher engagement, which in turn improves the outcomes of student learning.

Keywords: Academic leadership, Teacher motivation, Primary education, Leadership qualities, School heads, Student learning outcomes

1. Introduction

1.1 Background of the Study

The evolution of contemporary society depends on education. The key origins in the educational means are the quality and measure of instructors at instructive organizations, the level of teaching, the management smartness of the principal, the work environment, and the facilities. The head and faculty assist institutes in achieving their purposes. Two key components of the institute's job are the head's guidance style and the incentive of the

instructors (Inayatullah & Jahangir, 2012). According to Watts (1980), the principal of the school plays a major role in attaining the institution's objectives. Any organization's ability to successfully execute changes or initiatives depends mostly on the manager's leadership and capacity for flexibility (Friedman and Horowitz, 1998; Friedman, 1993; Fox, 1995). According to Benschoter and Rothwell (2012), "Leadership is defined as a process of individual influence on a group of individuals aimed at the achievement of individual and or common goals of the group or the organisation." As a result, without two components, follower leadership is no longer possible (Kouzes & Posner, 2002). The skill to register, organize, and encourage others to apply their skills and properties to a given reason (Ore & Guy, 2010). Both democratic and autocratic leadership styles were used successfully in the development of education. Headship is a procedure where a person effects a cluster of personalities to complete an objective. A main distinctive of leaders is that the leader must have a solid image that is directed by the surroundings and possible in the society, with the dream, all followers must be elaborate in it. Leaders must be self-confident in creating choices, as well as providing answers for each difficult that happens so that they will encourage juniors to yield improved effort act and satisfy the requirements and prizes of their dependents. A true leader has the confidence to stand alone, the courage to make difficult decisions, and the compassion to listen to the needs of others, according to a famous Douglas MacArthur quotation referenced in Anderson (2015). He doesn't set out to be a leader, but by being equal in his deeds and sincere in his intentions, he ends up being one (Anderson, 2015). Today's scholars, thinkers, and psychologists have identified a number of shared characteristics that characterize a great leader. "Lead and inspire people," says Ross Perot in a well-known phrase reported in Anderson (2015). Avoid attempting to control or influence others. Stocks can be controlled, but people need to be led. Oprah Winfrey, the chairwoman of Harpo Inc., is a great example of a successful businessperson with strong leadership abilities (Plunkett, 2009; Driscoll, 2011). The qualities which are necessary for success in leadership activities include: courage, toughness, inspiration, the capacity to inspire others, the ability to establish the proper organisational culture, honesty, integrity, and openness, the capacity to learn from mistakes and negative experiences, commitment, and the capacity to recognise and recruit talent (Driscoll, 2011). A strong sense of leadership may be necessary to be a successful teacher. Teacher may help students achieve by providing them with guidance and assistance using these skills. Teacher may evaluate your own abilities and identify areas where you can make improvements by learning more about what it takes to be a successful teacher. When a teacher, professor, or other faculty member at an academic institution guides students to success, this is referred to as providing academic leadership. They may give the tough opportunity to test and improve the abilities pupils will need for their future employment (Anderson, 2015).

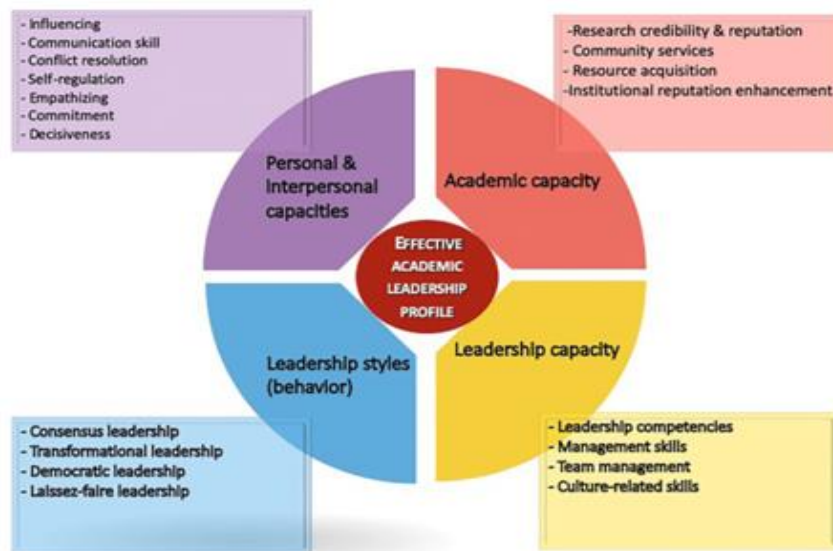


Figure 1: Effective Academic Leadership Profile (EALP)

There are various ways to define motivation. It may be defined as a force that initiates, controls, and sustains goal-

directed behavior, to put it simply. As a result, motivational studies make an effort to look into the elements that motivate and drive behavior. Teachers all around the world battle on a daily basis to motivate and guide pupils to engage in learning, utilizing methods and approaches that obviously differ in their efficacy. The lack of principals to carry out supervision duties and the low level of teacher satisfaction with school principal leadership are two indicators that the reality in the field of school principal leadership still demonstrates that their performance is not optimal. Culture, society, and way of life all have a big impact on motivation. Every culture has its unique motivational factors. Even more so are lifestyle, social environment, and education. Motivating factors may be categorized into two main categories, intrinsic and extrinsic, in accordance with incentive theories of motivation (Mangal & Mangal, 2011). Effective leadership philosophies like transformational and situational leadership techniques may play a major part in raising instructors' incentive and work satisfaction (Saleh, 2010). The difficulties they face on a daily basis at work have an impact on their capacity to stay inspired and be successful teachers. The problems and worries facing school administrators are numerous. The most important duty and obligation of school administrators is to inspire instructors to improve academic attainment among students (Katrina, 2016). In addition to leadership, motivation is a role in how well teachers succeed. The employee has made an effort to give his institution the finest performance relationship by connecting himself to the organization (Mangal & Mangal, 2019). Additionally, a teacher has to be dedicated to the task at hand in order to perform at his best, assume the position of an ideal teacher, and provide pupils with a quality education. Teachers' attitudes towards inclusion are affected by:

1. The principal's leadership style (Avisar et al., 2003; Hemer, 1997).
2. Conceiving the principal as a change agent (Avisar et al., 2003).
3. Personal-professional background factors (Dror & Weizel, 2003; Bandura, 1997).
4. The school's organizational background (Avisar et al., 2003; Umansky 1998; Oren, 2001).
5. Creating a setting that motivates teachers (Klifeld, 2002).

Teachers desire a principal who is aware of and respectful of what occurs in the classroom. Even on difficult days, a helpful, trustworthy, and hands-on administrator raises a healthy work environment. Making the most of their time in and out of the classroom is possible for teachers who feel empowered to collaborate and solve problems together. Virtually no one thrives alone. People can develop when they are part of a supportive and comforting community. Providing your workers with opportunities to interact on a personal and professional level can help to raise a supportive and trusting work environment. Some teachers are natural leaders. They are the ones that other people go to when they need to start a change or solve an issue. Empowering these teacher leaders may promote creativity, influence choices, and enhance the learning environment. A teacher is the most valuable resource you have, and they want credit for the work they do. Praise and appreciation for your instructors may help you develop an outstanding culture that benefits both your staff and your students. Rewards may be both concrete and intangible (Rowell, & Hong, 2013). The academic leadership greatly effects the teacher's motivation in an organization. To effectively lead the academic organization, proper academic leadership is required. Managers and leaders may increase the effectiveness of the organization by motivating faculty members using the right tactics. Academic leadership may encourage faculty members to perform harder by employing various extrinsic or intrinsic rewards. As a result, the organization will be more successful, particularly in terms of student and faculty satisfaction.

1.2 Research Objectives

1. To investigate academic leadership of primary school heads.
2. To investigate teachers' motivation level at primary level.

1.3 Research Questions

1. What is level of leadership qualities of the primary school heads?
2. What is teacher motivation level of primary school teachers?

2. Literature Review

2.1 Education Standard and Teachers Performance

Teachers have enormous obligations and responsibilities in the realm of education, and they are the driving force

behind setting the bar for education. It cannot be contested that teacher performance has to be improved. Consideration is given to teachers' organizational commitment, work drive, and ambition for transformative leadership (Henny et al., 2019). Every motive connected to education is impacted by the principal's leadership style as a working process behavior. Instructors' motivation refers to the factors, or causes, that propel them to take action. In more scientific contexts, teachers' motivation should be considered as a psychological term (Al-Munnir et al., 2017). The absence of principals to carry out supervisory tasks and the low level of teacher satisfaction with school principal leadership are two indicators of the reality in the field of school principal leadership that their performance is still poor (Muhammad et al., 2021).

2.2 Motivation

The word "Motivation" refers to a cause for doing action. To accomplish the intended result, it prompts an organism to do certain action (Tella et al., 2007). Additionally, it aids in causing, expressing, and maintaining a behavior. This behavior is in line with the belief that achieving any desired objective will lead to either reward or punishment (Rowntree, 1981). Motivation is similar to other psychological processes including perception, attitude, learning, etc., according to Tella et al. (2007). He went on to say that motivation describes the connection between "need," "drive," and "incentive." That instance, if an organism feels a need or shortage of anything, it will be stimulated to take a certain activity, such as drive, and when the organism takes a given action, he may get desired incentive. Hertzberg et al. (1959), explored motivation in their study of engineers and accountants. They talked about the internal and external motivators of motivation. As intrinsic variables that originate from within the workplace, motivators. It involves employment duties, professional development opportunities, job responsibility increases, and acknowledgment from coworkers, subordinates, or management, among other things. Extrinsic elements, on the other hand, are aspects of cleanliness that emanate from the organization. These include the pay scale, the workplace environment, coworker relationships, etc. Numerous researchers have found that higher education faculty members favor intrinsic motivation over extrinsic incentive. Recognition, honor, autonomy, career advancement, and aiding in the education of others are significant factors that can inspire researchers as they pursue their passion for research (Campbell and Slaughter 1999; Hum 2000; Peltz and Andrews 1976; Slaughter and Leslie 1997; Slaughter et al., 2002). It doesn't imply that members don't value financial incentives. Additionally, they require financial incentives that must be proportionate to the non-financial incentives. A successful leader is one who understands the requirements of his team members and makes an effort to inspire them in accordance with those demands.

2.3 Leadership Styles

A leader is a motivating somebody who guides and inspires his followers to achieve a certain objective or result. The art of leadership involves inspiring and motivating people to work hard towards a common goal. Leadership, according to House (2004), is the capacity to motivate and influence people in order to attain goals. Different leadership philosophies are used by leaders to guide their followers; these philosophies range from authoritarian to democratic to achievement-focused. Different leadership styles are required by various organizations. Different organizations and even within the same organization may have different leadership philosophies. Additionally, a leader does not have a consistent style throughout his or her life; instead, he or she must adapt their style to the circumstances. This is why situational leadership is gaining a lot of traction. Academic leadership is the term used to describe leadership that is necessary in higher education. Academic leaders should inspire, encourage, guide, and lead the faculty members towards the accomplishment of a common goal. According to Gmelch (2002) academic leaders must first gather all of their followers, then instruct each one on how to do the assignment, and then give them the authority to complete the task so they can freely achieve the goals that have been set. Academic executives face more difficulties than business organization leaders. An academic leader must consider each stakeholder separately and employ diverse strategies to deal with them because there are many distinct stakeholders in academia, including students, faculty members, and others (Sathye 2004). According to Moore (2008), academic institutions are under a lot of pressure these days because quality assurance, performance management, and continuous improvement are preventing employees from enjoying academic freedom. As a result, it calls for strong leadership; however, Bryman's (2007) description of an important leadership quality is to maintain professional and

personal autonomy. As according to Herzberg et al (1959) employee may become dissatisfied due to absence of extrinsic factors and satisfaction can be achieved due to presence of proper intrinsic factors. So, leader must try to reduce dissatisfies so that their employees can provide their best on the job. Not much of the research has been done in field of leadership in higher education.

2.4 Quality of Teaching and its Effects on Students Learning

According to studies on the efficacy of schools, student learning and engagement are greatly influenced by the quality of the teaching (Barth 1990; Darling-Hammond 2000; Hargreaves 1994; Kwakman 2003; Reeves 2010). Additionally, there is growing agreement among educational researchers that instructors who use novel learning tactics are more likely to create effective teaching methods (Darling & Richardson 2009; Putnam and Borko 2000; Thoonen et al., 2011). This emphasizes the critical part that teacher growth plays in promoting student learning outcomes (Opfer and Pedder 2011). Due to this, a number of researches have lately concentrated on teacher professional development in an effort to fully understand the variables that may affect teacher learning (Borko 2004; Putnam and Borko 2000; Kwakman 2003; Opfer and Pedder 2011). There are certain gaps in the literature despite the fact that research on teacher professional learning has gotten a lot of attention in the literature and the empirical foundation has lately begun to gain pace. A growing body of research on the impacts of principal leadership on teacher learning and practice is available in the literature (e.g., Lai, Li, and Gong 2016; Li, Hallinger, and Walker 2016; Lijuan and Hallinger 2016; Liu, Hallinger, and Feng 2016; Liu and Hallinger 2018); however, the relationship between distributed, shared, or dispersed leadership and teacher professional learning is still not fully understood. Additionally, despite mounting evidence that how people view their jobs, coworkers, and managers can affect their engagement in professional learning (Kwakman 2003; Hallinger, Piyaman, and Viseshsiri 2017; Liu, Hallinger, and Feng 2016; Lijuan and Hallinger 2016), little attention has been paid to investigating how various organizational and individual factors mediate the effects of leadership on teacher professional learning. Kwakman 2003; Thoonen et al. 2011; Geijsel et al. 2009; Qian and Walker 2013). According to the available studies (Barth 1990; Borko 2004; Darling-Hammond and Richardson 2009; Desimone 2009; Flores 2004; Dinham 2007; Kwakman 2003), teacher professional learning is a crucial concept that influences teacher quality, teacher practice, and overall school improvement. According to a rising number of educational researchers (Vescio, Ross, and Adams 2008; Walker 2007; Hallinger, Piyaman, and Viseshsiri 2017; Thoonen et al. 2011), the process of efficient and long-lasting school-based professional development is correlated with improving teaching standards in educational contexts. Due to this, a lot of research has been done recently (e.g., Lai, Li, and Gong 2016; Leithwood and Jantzi 2006; Shengnan and Hallinger 2020; Tran and Le 2018) that suggests a connection between teacher professional learning and advanced student results.

2.5 Effects of Leadership Qualities on Teacher Motivation

The quality of leadership in educational environments is critically important to the levels of motivation and job satisfaction experienced by educators. The leadership traits that are displayed by school administrators can have a considerable impact on the general work atmosphere, the level of involvement displayed by teachers, and, ultimately, the outcomes for students.

2.6 Supportive Leadership and Teacher Empowerment

A sense of empowerment is fostered among educators through supportive leadership, which is exemplified by open communication and collaboration, as well as teachers' active participation in the process of decision-making. According to the findings of a study conducted by Leithwood and colleagues (2008), school leaders who participate in supportive behaviors contribute to enhanced teacher motivation through valuing the input of teachers and recognizing the contributions they make. It is much more probable that teachers will be encouraged to actively participate in their jobs if they have the perception that their opinions are appreciated and taken into consideration. The capacity of a leader to create a productive and encouraging atmosphere at work is one of the most important aspects of supportive leadership, which has been shown to have a significant bearing on the levels of job satisfaction and motivation experienced by educators. It helps to build a sense of empowerment among educators when school administrators demonstrate behaviors that appreciate the input of teachers, encourage collaboration

among teachers, and include teachers in the process of decision-making. It is possible to increase a teacher's sense of ownership and accountability by giving them more power and including them in decision-making procedures. The enhanced motivation of the teachers is a direct result of this engagement. According to Louis and Kruse (1995), one of the most important factors in whether or not teachers feel appreciated and are driven to contribute effectively is whether or not they are included in the decision-making process that affects their job. Through participation in this collaborative decision-making process, educators are given the authority to actively change the environment in which they teach. A leadership style that is supportive acknowledges and supports the competence of educators. According to Lambert (2003), increased levels of teacher motivation can be achieved when school administrators respect the knowledge and abilities that teachers bring to the table. Because of this recognition, the contributions that teachers make are validated, and they are encouraged to take pleasure in the work that they do, which ultimately results in improved motivation and commitment.

3. Research Approach

Quantitative methodology technique was used for the current study. For the summary of descriptive data different statistical techniques was implemented. The use of descriptive statistics allowed for a comprehensive understanding of the factors that were being investigated, such as the qualities of academic leadership and the levels of teacher motivation. The researcher was able to quantify the central tendencies, variances, and distributions in the data through the use of this method, and report their findings. The survey instrument, which took the form of a questionnaire, was meticulously created to collect data regarding academic leadership practices and the influence those practices have on the motivation of teachers. The questionnaire included questions that covered a variety of facets of leadership skills as well as aspects of the elements that influence teacher motivation. The fact that the questionnaire was structured made it possible to collect data in a standardized fashion and made quantitative analysis that followed much simpler.

3.1 Demographic Information

Overview of the demographic characteristics of the people who took part in the study is presented. The demographic information ensures that a complete grasp of the population that is being investigated by providing a context for comprehending the make-up of the respondent sample and allowing for better analysis of the data. The breakdown of the respondents into male and female categories is shown in Table 4.1. According to the findings of the investigation, each and every one of the 269 participants in the survey was a female, making up one hundred percent of the total sample.

Table 4.1: Distribution of Respondent w.r.t Gender

	Frequency	Percent
Female	269	100.0 %
Total	269	100.0 %

The data on the gender ratio is quite important for contextualizing the outcomes of the study and coming to conclusions that are applicable. It recognizes the gender dynamics that are present within the primary education sector and highlights how important it is to understand the experiences and viewpoints of female teachers in connection to academic leadership and the motivation of teachers as shown in figure 4.1.

Table 4.2: Descriptive Statistics

	Mean	Std. Deviation
Gender	1.0000	.00000
Age	1.9145	.71507
Education	1.8810	.71287
Designation	1.0000	.00000

Experience	2.1970	.81166
<hr/>		
<i>N</i> = 269		

4. Results

It is possible for academic leaders to have a beneficial impact on teacher motivation if they prioritize and enable ongoing opportunities for professional development. When teachers see that their administrators are dedicated in helping them develop professionally and enhance their teaching abilities, they are more likely to feel inspired to do their jobs well. The ability of leaders to clearly communicate goals, expectations, and directions is one factor that can contribute to the motivation of teachers. It is more probable that teachers will feel driven to work toward the larger educational goals when they have a better understanding of both their duties and the aims of education as a whole. It is possible for academic leaders to increase their instructors' motivation by showing that they trust them and giving them some level of autonomy in the decision-making process. It is more likely that teachers will be interested and motivated if they have some input in the techniques of education and the management of the classroom. A leadership style that encourages collaboration among educators may have a beneficial effect on students' levels of motivation. When educators have the sense that they are a member of a community that values and appreciates their work, they are more likely to be driven to perform to the best of their abilities. The appropriate distribution of resources by academic leaders, including classroom space, teaching materials, and technology, can be a factor in the level of motivation experienced by educators. Teacher are unable due to lack of resources, to motivate students, prepared students for the academic achievements. Teachers can motivate their students to give rewards to their students, perform tasks in time, complete subjects, follow rules and regulations, appreciate students work, prepare students to solve different academic problems, meeting of staff for enhancement of organizational goals and objectives.

4.1 Leadership (LS)

Leadership is the ability to enable an individual towards completion of organizational works, influence other, make students to adopt in any environment that enhance performance of the students, making decisions, solve problems, provide right guideline to the students and teachers, make strong relationships with peers to manage and provide resources to students and teachers to perform different jobs. Leaders are effective in a manner that he has abilities i.e. interpersonal skills, life skills, communication skills, problem solving skill, adaptation that enhance the performance of individuals and organization. Strong leaders are those who has ability to convey his message in a clear and transparent way that the peers and follower of the organization follow it. It also helps to create and make individual to achieve and perform in a situation that an organization needs to perform well which is reachable and reasonable. Teamwork is another factor that enhance organization performance, make strong bonds between the team. Leaders are influencer and inspiring team members by giving right directions and being aware of organization rules and regulations. Awareness provides an opportunity to team members to know their rights, post, stage, area and way to perform works. Teamwork and awareness are essential factors that improve performance of leaders and provide an environment where they perform different jobs without interruption and creating problems. Providing an environment to team members where they are allowed to take part in making decision, set and empower abilities, allowed to consult with leaders that are main duties of leaders. Leaders will also trust on their team members for betterment of an organization performance. A sense of commitment and ownership can be cultivated in this way. Leaders are frequently tasked with finding solutions to problems and settling disputes. It is essential to have strong problem-solving skills in order to solve challenges in an effective manner and to keep an environment that is productive. The capacity to adjust one's behavior in response to shifting conditions and successfully handle uncertainty are both necessary components of good leadership. The ability to be flexible enables leaders to better manage their employees through a variety of challenging situations. Table 4.7 presents descriptive statistics for the variable "Leadership (LS)" by providing the means and standard deviations for each of the stated statements relating to leadership behaviors and practices. These data provide insight into the distribution of the variable.

The school leader does a lot to maintain positive relation among all staff. The mean score is 3.7435, which indicates that respondents, on average, have the impression that the head of the school makes great efforts to establish

positive connections among the members of the staff. The relatively high mean shows that respondents in general saw this as a favourable feature of the academic leadership within their institutions, which is supported by the fact that this aspect received a positive overall rating. The responses are not uniform, as shown by the standard deviation of 1.13509, which suggests that the individuals' perceptions span a wide spectrum. The school heads involve the teachers in decision making and problem solving: According to the replies, which have a mean score of 1.7323, respondents believe that school administrators do involve teachers in the process of decision-making and finding solutions to problems. The fact that this practice has such a low mean value lends credence to the notion that it is not as widespread as the other assertions. The low standard deviation of 0.44356 indicates that the replies provided by the participants are quite consistent with one another. The school head praises the staff on their performance with the student's class activities, group activities: The fact that the respondents gave a mean score of 2.0297 suggests that they view the head of school's acknowledgement of staff performance with regard to student activities as being relatively favourable. There is a substantial level of variety in replies, as indicated by the standard deviation value of 1.10926, which suggests that different people have different perceptions regarding this component of leadership.

The head personally assist the teacher's performance and the teaching strategies which the teacher uses in the classroom: Respondents, on average, have the perception that the head of the school provides personal help to improve teaching tactics and classroom performance. This perception received a mean score of 1.5836. Due to the relatively low mean, it appears that this particular behavior is not carried out as frequently as others. Variable perceptions were held by participants, as indicated by the standard deviation value of 0.87111. The head uses new educational technologies for sharing official information with staff on time: The value of 1.8513 implies that respondents usually view the use of technology by the school head for the purpose of timely communication as a practice that should be commended. There is some variability in responses, as indicated by the standard deviation value of 0.78714, which suggests that individuals have varying perceptions of the degree to which technology is integrated. The head focuses on how to do and what to do: Respondents' perceptions, as indicated by a mean score of 1.8959, indicate that they believe the principal places equal emphasis on the "how" and "what" parts of tasks and responsibilities. A level of variability in answers that is considered to be moderate is indicated by the standard deviation value of 0.75083.

Table 4.3: Descriptive Statistics of Leadership (LS)

	Mean	SD
The school leader does a lot to maintain positive relation among all staff?	3.7435	1.13509
The school heads involve the teachers in decision making and problem solving?	1.7323	.44356
The school head praises the staff on their performance with the student's class activities, group activities?	2.0297	1.10926
The head personally assist the teacher's performance and the teaching strategies which the teacher uses in the classroom	1.5836	.87111
The head uses new educational technologies for sharing official information with staff on time?	1.8513	.78714
The head focuses on how to do and what to do?	1.8959	.75083

4.2 Teacher Motivation (TM)

The term "teacher motivation" (TM) refers to the reasons, conditions, and techniques that influence and drive teachers' passion, commitment, and dedication to their profession. TM is also abbreviated as "teacher motivation" (TM). It is more probable that teachers who are motivated will create learning environments that are engaging, will support great student outcomes, and will contribute to the overall success of educational institutions when they do so. It is essential to both understand and foster the motivation of teachers in order to foster teaching and learning that is effective. The term "intrinsic motivation" refers to the internal drive that results from a combination of personal fulfillment, passion, and a genuine interest in teaching and assisting pupils in achieving their goals. The

sense of ownership and drive that teachers have in their work can be improved by allowing them more leeway in the choices they make regarding their teaching methods, curriculum, and activities in the classroom. The ability of principals and administrators to provide positive feedback, recognition, and chances for professional advancement to teachers can have a significant impact on the level of motivation such teachers feel. It is possible for there to be an increase in motivation when there is a school climate that is friendly and collaborative, and in which teachers may share their ideas, resources, and experiences with one another.

4.4: Descriptive Statistics of Teacher Motivation (TM)

	Mean	SD
The teachers feel safe in work environment?	4.4870	.50076
Teachers are satisfied with their pay?	3.8848	1.13201
Rules and regulations are equal for all staff?	1.6097	.48873
The head is supportive, coordinates and guides the staff how to improve their skills of teachings?	3.8178	1.13308
Teachers are provided with incentives for extra work?	1.7212	.44925
The staff is supportive and friendly?	2.0223	1.08907
The school head organizes training programs in which senior teachers guides the juniors to polish their skills?	1.5799	.86286

4.3 Effects of Leadership Qualities on Teacher Motivation (ELTM)

The term "Effects of Leadership Qualities on Teacher Motivation" (ELTM) refers to the influence that the traits and actions of educational leaders have on the levels of motivation exhibited by educators working for a particular school or other type of educational establishment. The level of passion, commitment, and engagement displayed by teachers can be strongly impacted by the leadership traits and practices exhibited by school administrators, principals, and other leaders in the school. It is possible for leaders to inspire greater levels of motivation and productivity within their teaching team by demonstrating positive leadership attributes. The trust and respect that exists in an educational community is directly proportional to the degree to which educational leaders treat teachers with positivity and support. The amount of motivation that teachers have to contribute to the achievement of the school's goals is directly correlated to how much they feel valued and respected by their leaders. Leaders that are able to effectively and openly communicate with teachers about the organization's expectations, goals, and decisions contribute to the development of a sense of clarity and comprehension. This clarity can also contribute to the motivation of teachers by lowering the amount of uncertainty in the classroom. Table 4.9 displays descriptive statistics for the variable titled "Effects of Leadership Qualities on Teacher Motivation (ELTM)," including the means and standard deviations for each of the statements that are listed in relation to the impact that leadership characteristics have on teacher motivation.

Teachers are satisfied with head and are fully motivated: The fact that the respondents gave a mean score of 1.8141 implies that they perceive a pretty high level of agreement among themselves regarding the fact that they are fully motivated and satisfied with the head of the school. This suggests that there is a favorable connection between leadership skills and the motivation that teachers feel. Variability in responses is shown by a standard deviation value of 0.78395, which illustrates the various points of view that exist about this topic. The teachers are fully devoted and energetic: The respondents suggest a reasonably high degree of agreement that the teachers are totally devoted and enthusiastic in their jobs, as indicated by the mean score of 1.862, which indicates that they are fully devoted and energetic in their roles. This demonstrates that leadership skills have a favorable influence on the levels of motivation that teachers have. The value of 0.75603 for the standard deviation provides evidence of response variability. Teachers are satisfied with the incentives they get: The mean of 4.4572 indicates that respondents generally feel a high level of satisfaction with the incentives that they receive. This indicates that teachers are satisfied with the rewards that they receive. As a result, this illustrates that incentives have a favorable effect on the motivation of teachers, as evidenced by the high mean. The relatively low standard deviation of 0.49910 indicates that the participants generally agree with one another. Teachers are awarded by head on their excellent performance: The answers suggest a modest level of agreement, with a mean score of 3.9071, regarding

the fact that the supervisor awards them for exceptional work. This provides evidence that leadership skills have a favorable impact on the process of recognizing and rewarding outstanding teacher performance. The value of 1.12415 for the standard deviation illustrates that there is variability in the responses. The teachers use new ideas and different teaching methodologies for better results of student due to support and appreciation of head: The fact that the respondents' mean score was 1.5725 implies that they feel there is a relatively high level of agreement that they are supported and appreciated by the head, which in turn encourages them to adopt innovative ideas and teaching approaches in the classroom. The existence of a favorable association between leadership characteristics and the implementation of innovative teaching approaches is demonstrated by this fact. The value of 0.49564 for the standard deviation illustrates that there is variability in the replies.

4.4 Findings of the Study

The findings that were presented and analyzed in the parts that came before this one provided light on the relationship between academic leadership, teacher motivation, the effects of leadership traits on motivation, and teaching experience at the primary level in Tehsil Nowshera. The first step of the research involved analyzing the extent to which principals of primary schools demonstrated various leadership attributes. According to the findings of the study on leadership qualities, respondents generally believe that their school heads engage in beneficial behaviors such as maintaining positive connections among employees, involving instructors in decision-making, and employing new educational technology for communication. These are some of the traits that were uncovered. These findings highlight the significance of leadership strategies that encourage collaboration and support for staff members in terms of the creation of a positive working environment for educators. The investigation into the aspects that contribute to the job satisfaction and engagement of teachers yielded several helpful insights as a result of the focus on the motivation of instructors. According to the findings of the study, most teachers have a positive perception of the safety of their workplace, are content with their salaries and other benefits, and value the assistance and direction that is given by school administrators. These findings highlight the importance of elements such as safety, salary, and leadership support in molding the motivation of teachers.

5. Conclusion

Within the framework of primary education in Tehsil Nowshera, the findings of this study highlight the intricate interplay between academic leadership, teacher motivation, the effects of leadership traits on motivation, and teaching experience. According to the findings of the study, the qualities of leadership possessed by school heads have a significant impact on the level of motivation felt by teachers. A motivated teaching workforce is the result of effective leadership practices such as maintaining strong relationships, including teachers in decision-making, and praising teachers for their achievements. This suggests that leadership approaches have a direct impact on the level of zeal, job satisfaction, and dedication shown by educators toward their respective responsibilities. The key conclusion that emerged was the reciprocal relationship that exists between leadership and the motivation of teachers. Educators who are motivated have a greater tendency to be aware of and understand the favorable benefits that leadership traits have on their own motivation. The fact that motivated instructors are more likely to regard leadership efforts as successful and supportive is highlighted by this, and it underlines the synergy that exists between these two elements. According to the findings of the study, improved teaching experiences may be attributed to three factors: effective leadership practices; high levels of teacher motivation; and an awareness of the positive consequences of effective leadership. Positive teaching experiences are more likely to occur for teachers if they have a high level of motivation and believe the leadership of their institution is supportive. This realization has significant repercussions for the number of qualified educators in the field, their professional development, and, ultimately, the standard of education that is delivered to pupils. The findings are consistent with previous research that places an emphasis on the crucial roles that leadership and motivation play in various educational settings. Previous research seems to indicate that there is a strong positive association between leadership skills and teacher motivation, as well as a connection between teacher motivation and teaching experience. Due to this consistency, the importance of these elements in determining the level of pleasure and performance experienced by teachers is brought into sharper focus. The findings highlight the necessity for educational institutions to prioritize effective leadership practices and methods in order to boost the motivation of teachers. Schools should support leadership

behaviors that foster collaboration, open communication, and appreciation of teacher contributions. Furthermore, programs that attempt to cultivate teacher motivation, such as offering rewards, chances for professional development, and a supportive work environment, can contribute to higher educational outcomes. This is because of the positive impact that teachers have on students.

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