



Investigating Correlation between Heads' Leadership Styles and Teachers' Motivation Level

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Abstract: This study investigated the relationship between the leadership styles of head teachers of the school and the motivational level of the school teachers working under their supervision. Research question set for this study was to know about the leadership style of all the heads; motivational level of the teachers and the relationship between the two study's variables. 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: Leadership style; Motivation level; Primary level

1. Introduction

Leadership at primary level directly related to teacher motivation regardless of educational setting at district Nowshera. In academic leadership school principals and administrators contribute to the creation of positive environment for teaching learning. The efficiency of teachers is significant factor for the student achievement in academic settings. In collaborative environment motivation is directly increases for better performance of academic leaders. Leaders in educational setting are the main bodies for setting the educational objectives and goals for

achieving the positive and well balanced environment for teaching learning process.

When educators are aware of the objectives and course of their work, they are more likely to be motivated to contribute to the accomplishment of those objectives. Encouragement can be increased when academic leaders place a priority on providing continual professional development opportunities for educators. Teachers are more interested in their work and motivated to succeed when they are given opportunities to further develop their knowledge and expertise in their fields. The ability for academic leaders to communicate in a way that is both open and transparent helps to develop a sense of belonging and involvement. It is much more probable that instructors will be motivated to assist when they are well-informed about the policies, changes, and expectations of the school. 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).

Effective leaders have to motivate their employees. As Tella et al. (2007) explained how well-run businesses place a higher emphasis on people than on other resources. They view their employees as a valuable resource for the company, and they place a high priority on their dedication to the organization and job happiness. To accomplish organizational goals and increase organizational effectiveness, managers think that effective employee motivation is essential. According to research by McKeachie (1997), teachers experience greater job satisfaction and happiness when they have the chance to learn new skills and knowledge, demonstrate helpfulness, feel appreciated by their colleagues and superiors, as well as when they have professional autonomy. To ensure that each person is content with their employment, all extrinsic and intrinsic variables must be made available in accordance with their wants and desires.

1.1 Research Objectives

1. To investigate styles of leadership school heads at primary level
2. To identify motivation level of teachers at primary level.
3. To determine the correlation between leadership styles and motivation level of teachers

1.2 Research Questions

1. What are different level styles of leadership school heads of the primary schools?
2. What level of motivation primary schools teachers possess?
3. Is there any correlation between leadership styles of school heads and teachers' motivation level at primary level?

2. Literature Review

The concept of Academic Leadership has been given by Ramsden (1998) and he suggest that leadership in higher education have features as; leadership in teaching i.e. introducing new ideas of teaching, adding excitement teaching, leadership in research i.e. leader must set his own research examples and provide guidance for the staff, strategy vision and networking i.e. leader should make clear goals and express those to everyone, collaborative and motivational leadership i.e. leader should inspire people to give their full and try to achieve difficult objectives also there should be openness and an environment of trust and support, fair and efficient management i.e. delegating task and organize the tasks, development and recognition of performance i.e. praise people work and provide them with feedback and give them support, interpersonal skills i.e. look into other people's interests. express those to everyone, collaborative and motivational leadership, which entails inspiring people to give their all and work towards challenging goals while also fostering an atmosphere of openness, trust, and support, fair and efficient management, which entails assigning tasks and organizing them, development and recognition of performance, which entails praising people's efforts and providing them with feedback and support, and interpersonal skills, which entails taking an interest in other people.

Although Ramsden's study has fewer flaws, it does not demonstrate the effects of recent developments, such as the removal of professional authority in educational settings. When tested, his model failed to deliver crucial results.

An academic leader needs to be able to adjust to both internal and external changes in the organizations they manage (Selznick, 1984). The academic environment is currently facing various difficulties. The academic leader should possess the knowledge and skills necessary to effectively lead his team. Parents, administrators, teachers, and kids all share a shared wish and expectation for children to do better academically and be more motivated. All of the aforementioned stakeholders must act collectively and consistently towards the intended objective in order to achieve these expectations (Akkök, 2004; Bos & Vaughn, 2002; Dam, 2008). It is crucial to describe notions like success, self-efficacy, parental attitude, and leadership strategy since these ideas all have a significant impact on one another.

One of the elements that stimulates, directs, and strengthens a certain conduct, assuring its recurrence and continuation, is motivation. High levels of motivation are recognized to be a powerful force that propels people to act more decisively and accomplish goals (Ztürk & Uzunkol, 2013). Teachers who feel confident in themselves and are highly motivated to carry out their duties will care about their pupils more and be more eager to put out their best efforts on their behalf (Riley, 2013). High levels of motivation among teachers are crucial because they help them perform their educational obligations effectively (Evans, 1998) determined to support and continue supporting the healthy development (cognitive, affective, and kinesthetic) of students; capable of increasing student achievement as well as motivation (Atkinson, 2000). These are just a few characteristics of motivated teachers. Additionally, according to Qvist and Malmström (2016), instructors have a significant impact on students' motivation. Student motivation and performance may be positively or adversely impacted by teacher leadership.

Qvist and Malmström (2016) claim that educators with a strong developmental leadership profile can foster an environment where students are more motivated to learn, perform at a high level, and feel good about their studies. On the other side, educators with poor leadership development profiles could foster an environment that is detrimental to student achievement, motivation, and wellbeing. The relevance of administrators' attitudes in raising teacher motivation is highlighted by Ada et al. (2013). According to research, the leadership style used by school administration has an impact on the performance and motivation of teachers. Accordingly, an effective school administrator must take into account the opinions, sentiments, and expectations of all parties involved (Zmirli, 2000). All members of an organization's stakeholder community must be willing to accept responsibility, collaborate with one another, and communicate in order for the organization to achieve its goals. Aslan and Arolu (2015) use the idea of "distributed leadership" to explain this contemporary notion of leadership. Beyciolu and Aslan (2010) contend that it is impossible for a school administration to perform all of its obligations on its own and that responsibility sharing is important to maintain the organization's smooth operation. Uslu & Beyciolu (2013) found that leadership strategies that place a high priority on responsibility sharing increase teachers' commitment to their institutions and have a positive impact on administrators' perceptions (Sarçiçek, 2014; Yılmaz, 2000) as well as teachers' self-efficacy. The performance of school administration will grow as a result of these positive changes that instructors report experiencing since they will favorably impact students' motivation and achievement (Leithwood & Jantzi, 2000; Sarçiçek, 2014).

Rowley (1996) asserts that because faculty members are employed on a predetermined wage scale and advancements only come after a significant amount of work experience, salary, promotion, or financial benefits have little significance for them. But few academic institutions provide their teaching members a variety of chances to earn money as bonuses or incentives. Less work is placed on faculty members' shoulders, they feel proud of improving their pupils, and they are accepted by their peers, leaders, and students, all of which might motivate them to work more. Further investigation reveals that faculty members require personal and professional autonomy in their decision-making and work. Similar to how Reed et al. (1998) characterized teachers' need for decision-making autonomy. They feel more content with their professions and put more effort into achieving work-related objectives if they are given autonomy and the freedom to make their own decisions. In addition to challenging and innovative teaching experiences, faculty members should be encouraged to engage in research and publications. Workshops, seminars, and conferences should be planned for their knowledge and skill development, and appropriate training and development activities should be carried out. Leaders have to make an effort to reduce dissatisfies, or the lack of extrinsic elements.

Leaders should work to foster a welcoming climate where faculty members feel respected and embraced by all (Rowley, 1996). In their study, Herzberg et al. (1959) talked about satisfiers and dissatisfies. Factors that are

intrinsically satisfying include the labor itself, acknowledgment, accountability, and professional advancement. Whereas dissatisfies are elements related to hygiene or extrinsic variables that are not intrinsic to the profession, such as management policy, the wage or pay structure, the working environment, and interpersonal connections. In contrast, if the right intrinsic elements or motivators are present, the employee will be content with his employment. The absence of extrinsic reasons might make an employee unhappy because he will grow unsatisfied. So, efficient leaders ought to work to get rid of these irritants. Tella et al. (2007) went on to highlight how training is one of the key motivational aspects that aids employees in honing their existing abilities and acquiring new ones. One of the management's motivational strategies is the accessibility and transmission of information (Olajide 2000). In these institutions, where the evaluation policies are fully focused on financial incentives, financial rewards are significant (Nguyen 2001). Faculty members will lose motivation and become unsatisfied with their jobs if they are not paid adequately. Employee motivation to perform productively in an organization is influenced by salary and working conditions (Tella, et al., 2007).

Money has the ability to inspire, and leaders who utilize it correctly may push their people to give better results (Akintoye 2000). In a similar vein, research by Sinclair, R.R., Tucker, J.S., Cullen, J.C., and Wright (2005) has shown that financial rewards can motivate workers to work harder and provide better results. Therefore, depending on the effectiveness of rewards for employees, some managers may use monetary awards to appease their workforce and their withdrawal as a kind of discipline. A motivated faculty may develop a positive national and worldwide reputation. Academic institutions can attract talented students from all over the world, attract funding, build a strong influencing culture, adapt various useful teaching methods, give students a quality education, and support their growth and personal and professional development by projecting a positive reputation and image. Therefore, managers must attempt to inspire their employees. Teachers serve as a bridge between management and pupils. They are a crucial component of the organization. In order for teachers to give their all at work, stay involved with their work, and be devoted to the organization, management should be aware of the individual variances among their employees, strive to understand their requirements, and motivate them accordingly.

Available research shows that building trust is critical for a school's improvement efforts (Bryk and Schneider 2002). Tschannen-Moran and Hoy (1997) conceptualized faculty trust as a two-dimensional concept that included trust among teachers and teacher trust in a principal. Since our main independent variable is related to principal leadership, we chose to focus specific attention on the latter. We assume that school principal who is trusted is more likely to promote teacher collaboration through providing guidance and support (Bryk and Schneider 2002) and to welcome failure as a necessary part of learning (Boles and Troen 1997). Tella et al. (2007) went on to highlight how training is one of the key motivational aspects that aids employees in honing their existing abilities and acquiring new ones. One of the management's motivational strategies is the accessibility and transmission of information (Olajide 2000). In these institutions, where the evaluation policies are fully focused on financial incentives, financial rewards are significant (Nguyen 2001). Faculty members will lose motivation and become unsatisfied with their jobs if they are not paid adequately. Employee motivation to perform productively in an organization is influenced by salary and working conditions (Tella, et al. 2007). Money has the ability to inspire, and leaders who utilise it correctly may push their people to give better results (Akintoye 2000).

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Bryman's (2007) description of effective leadership emphasized the need of upholding the professional and personal liberty of his subordinates. Therefore, a strong and persuasive leader is needed to guide faculty members

through such a crisis. A leader must apply a variety of strategies to inspire his team members and get the most from them. Employees may experience dissatisfaction owing to the absence of extrinsic variables, whereas contentment can be attained due to the existence of appropriate intrinsic factors, according to Herzberg et al. (1959). Therefore, a leader must work to lessen employee complaints so that they may do their best work on the job. Not much of the research has been done in field of leadership in higher education. The concept of Academic Leadership has been given by Ramsden (1998) and he suggest that leadership in higher education have features as; leadership in teaching i.e. introducing new ideas of teaching, adding excitement teaching, leadership in research i.e. leader must set his own research examples and provide guidance for the staff, strategy vision and networking.

3. Research Methods

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. Data were collected through two questionnaires which were given to school heads and respective teachers. 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.

3.1 Population

All government girl primary school's teachers of Tehsil Nowshera were formulating population of the study. There are three circles in Tehsil Nowshera that is Circle Nowhere Cantt, Circle Risalpur, Circle Nowshera City (DEMIS, 2022).

Table 1: List of Schools

Circle	No. of Government Girls Primary Schools	No. of PST's
Circle Nowhere Cantt	51	175
Circle Risalpur	71	335
Circle Nowshera City	48	380
Total	170	890

3.2 Samples

To select a representative sample size group the research calculated the sample size via Raosoft sample size Calculator. Population size was 890. The sample size was 269, with confidence level 95%, Margin of error was 5%, Population Proportion 50%. The 269 study participants were selected through simple random sampling techniques with the aim to ensure the equal opportunity of sample group participants.

3.3 Data Collection Tool

In order to summarize, the descriptive method was adopted. A questionnaire served as the major instrument for data collection in this study since its use allowed for the collection of data that was both pertinent and accurate. For the present study the questionnaire was developed from the existing literature and under the guidance of esteemed faculty at department of education AWKUM. Question was developed according to the research objective and goals of the current study to fulfill the needs of the research questions. The survey comprised of questions related to the facets of leadership skills and 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.

4. Data Analysis

Table 2: Descriptive Statistics of Effects of Leadership Qualities on Teacher Motivation

	Mean	SD
Teachers are satisfied with head and are fully motivated?	1.8141	.78395
The teachers are fully devoted and energetic?	1.8662	.75603
Teachers are satisfied with the incentives they get?	4.4572	.49910
Teachers are awarded by head on their excellent performance?	3.9071	1.12415
The teachers use new ideas and different teaching methodologies for better results of student due to support and appreciation of head?	1.5725	.49564

4.1 Descriptive Statistics

Table 3 presents a summary of the descriptive statistics for the study variables, including "Leadership," "Teacher Motivation," and "Effects of Leadership Qualities on Teacher Motivation (ELTM)." When looking at the "Leadership" variable first, the statistics show that the smallest value ever recorded was 1.67, while the most value ever recorded was 2.67. The mean value of 2.1394 fits within this range and represents the participants' average impression of the leadership traits exhibited by the other people in this study. The distribution of responses around this mean is shown by the standard deviation, which comes in at 0.31524. This would imply that, on average, the participants' assessments of a person's leadership skills are slightly higher than the point that represents the middle of the scale. The relatively low standard deviation is indicative of a certain amount of agreement among the participants on the level of leadership skills exhibited by the heads of the schools, which can be seen in the fact that the level of agreement is quite high. This range includes the mean value of 2.7234, which shows the average perception of the impact that leadership traits have on the level of motivation that teachers feel they have. There was a significant amount of variation in replies, as indicated by the standard deviation value of 0.36683, which suggests that there are multiple points of view about the degree to which leadership skills influence teacher motivation. The comparatively low standard deviation indicates that the participants' perspectives on the impacts of leadership on motivation display some degree of consensus. This is suggested by the fact that the participants' views were reasonably consistent.

Table 3: Descriptive Statistics of Study Variables

	Min	Max	Mean	SD
Leadership	1.67	2.67	2.1394	.31524
Teacher Motivation	1.86	3.29	2.7318	.31596
ELTM	2.20	3.20	2.7234	.36683

4.2 Correlation Analysis

Table 4 has a correlation that describes the associations between the three variables that were investigated for this paper: "Leadership," "Teacher Motivation," and "Effects of Leadership Qualities on Teacher Motivation (ELTM)." The degree and direction of linear correlations between the variables are reflected by the correlation values, which range from -1 to 1, and can be either positive or negative. When looking at the "Leadership" variable first, it can be seen that there is a correlation of 1 between leadership and itself. This should not come as a surprise because a variable always exactly correlates with itself. Moving on to examine the relationship between "Leadership" and "Teacher Motivation," the value of this correlation is 0.239, and the asterisks indicate that it is significant at the 0.01 level. According to this positive connection, there appears to be a moderately good relationship between perceived leadership skills and the motivation of teachers. In other words, people who perceive stronger leadership traits are more likely to demonstrate higher levels of motivation among teachers. This is the case because of the correlation between the two factors.

In terms of the relationship between "Leadership" and "ELTM," the value of the correlation is 0.060. This correlation is not statistically significant and is quite weak, which suggests that there is only a small linear link between perceived leadership traits and perceived effects of leadership on teacher motivation. Moving on to the correlation between "Teacher Motivation" and "ELTM," the value of this correlation is 0.143, and it is denoted with an asterisk to show that it is significant at the 0.05 level. This positive correlation implies that there is a mildly favorable association between teacher motivation and the perceived benefits of leadership qualities on teacher motivation. This relationship is supported by the fact that there is a positive correlation between these two variables. Participants who report higher levels of teacher motivation are also more likely to perceive a stronger influence of leadership traits on inspiring teachers. To phrase this another way, participants who report higher levels of teacher motivation are more likely to perceive a stronger influence.

Table 4: Correlation

Variable	Leadership	Teacher Motivation	ELTM
Leadership	1		
Teacher Motivation	.239**	1	
ELTM	.060	.143*	1

** and * Correlation is significant at the 0.01 level and 0.05 level (2-tailed)

4.3 Regression Analysis

The findings of an analysis of variance (ANOVA) are presented in Table 4.12 for a model that uses the variables "Leadership" (LS), "Teacher Motivation" (TM), and "Effects of Leadership Qualities on Teacher Motivation (ELTM)" as predictors to explain the variation in the dependent variable "Experience." ELTM stands for "Effects of Leadership Qualities on Teacher Motivation." The sum of squares for regression is 0.625, which indicates the total amount of variability in the dependent variable "Experience" that can be explained by the predictor variables in the model. This information can be found by looking at the regression's sum of squares. This residual sum of squares comes out to 175.932, which is a reflection of the variability in "Experience" that the model is unable to account for.

The sum of all of the squares comes to 176.558. The "Regression" component has a mean square value of 0.208, while the "Residual" component has a mean square value of 0.664. To determine the value of the "F" statistic, divide the mean square of the "Regression" by the mean square of the "Residual." This will give you the answer. In this particular instance, the F statistic was computed to be 0.314. The "Sig." (Significant) value is 0.002, as denoted by the letter "b," which is lower than the significance threshold of 0.05 that is most frequently employed. This would imply that the whole model, which takes into account the predictors LS, TM, and ELTM, has an influence that is statistically significant on the variable that is being measured, which is referred to as "Experience."

Table 5: ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	.625	3	.208	.314	.002 ^b
Residual	175.932	265	.664		
Total	176.558	268			

a. Dependent Variable: Experience

b. Predictors: (Constant), LS, TM, ELTM

Table 5 displays the findings of a regression analysis that investigated the link between the independent variable "Experience" and the predictor variables "Leadership" (LS), "Teacher Motivation" (TM), and "Effects of Leadership Qualities on Teacher Motivation" (ELTM)". The "LS" predictor has a coefficient of 0.009, a t-value of 0.163, and a significance value of 0.000. All of these values are significantly different from one another. This lends

credence to the notion that the influence of "Leadership" on "Experience" has a level of statistical significance.

Table 6: Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	2.414	.791		3.051	.000
LS	.022	.163	.009	.138	.000
TM	.053	.164	.021	.322	.000
ELTM	.115	.138	.052	.832	.000

a. Dependent Variable: Experience

The TM predict that it has a coefficient which is equal to 0.021, and equal to 0.322 on the basis of t-scale, significance level of that is equal to 0.000. The result shows that teacher’s academic leadership has significant impact on teachers’ motivation. The concept shows that leadership qualities has significantly impact over teachers motivation and experience which may be considered as important factor that enhance performance of teachers.

4.4 Findings & Discussion

The extensive study that is shown in Tables 1 to 5 sheds light on the intricate dynamics that exist between academic leadership, teacher motivation, the effects that leadership traits have on motivation, and teaching experience at the primary level in the Tehsil Nowshera district. In order to acquire a more comprehensive understanding, let's go into a discussion of these findings and contrast them with pertinent previous studies. As can be seen in Table 3, the vast majority of educators have earned at least a bachelor's degree, and significant percentages of them also have postgraduate qualifications. This educational diversity most likely affects their perceptions and interactions within the educational system. As a result, they may be better able to detect the impact that leadership traits have on teachers' levels of motivation and the quality of their experiences in the classroom. The data presented in Tables provide some illuminating and positive insights on the leadership behaviors exhibited by school heads and the motivation of teachers that results from such behaviors. Research highlights the role of supportive leadership in establishing an environment that is conducive to teaching, which correlates with the positive opinion that school leaders maintain friendly relations, provide direction, and teachers feel comfortable in the work environment. This is similar to previous research that found that teachers' motivation was linked to leadership styles that encouraged teamwork, open communication, and professional development.

The correlations between the variables in the study provide some intriguing links, which are reported in Table 3. It is consistent with previous research that demonstrates the crucial role of leadership behaviors in shaping the engagement and enthusiasm of teachers that there is a positive association between leadership traits and the level of motivation that teachers have. Findings from earlier research are echoed in the positive association between teacher motivation and the perceived effects of leadership on motivation. These findings indicate that driven instructors are more likely to recognize and appreciate leadership efforts. The regression analysis presented in Table 5 sheds light on the combined influence of leadership traits, teacher motivation, and the perceived effects that these three factors have on teaching experience. The findings of this study contribute to a deeper knowledge of the factors that influence teacher experiences and the consequences these factors have for the standard of primary education provided in Tehsil Nowshera.

5. Implications and Recommendations

Few recommendations are given which has been based on the findings of this study, there are crucial both for the practitioners as well as for the policy maker. These are given as follow;

1. Leadership trainings may be arranged for the school heads so as they may be able to run the school in a more congenial manner. It will create more encouraging and working environment in the schools.

2. Teachers should be a top priority in the schools as they are directly involve with the students. Their morale may be kept quite high and they should be given job satisfaction along with the incentives on the good performance.
3. A more friendly and collaborative work environment in the schools result in showing good result. Special attention may be given to this aspect as well. It not only best suits the teachers' working behavior but also enhances students' performance in the class as well as their lives in the society.
4. It has been observed that there is direct association between the teachers' experiences in the classroom with the motivational level of them which directly affects students' academic achievements.
5. Moreover the policy makers should consider the above given suggestions while working on the new policy with special focus on teachers' training programs as well as the heads' trainings.

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