



## Relationship of Leadership Attributes and Motivational Factors with Job Performance of Teachers

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### Abstract

In the modern era leadership plays a vital role for the development of the educational institution by performing numerous management activities. To achieve this objective, the leader focuses on the enhancement of the competencies and motivate the employees for better performance. The major objective of this research was to determine the relationship between leadership attributes and motivational factors affecting job performance of academic staff. This study was quantitative based on correlational research design. The population was comprised of the public secondary school teachers in Lahore. Simple random sampling technique was administered to select the sample of this study which was 283. The primary data was collected by using a self-administered questionnaire through survey method whereas, for analysis of data Statistical Package for Social Science (SPSS) was administered. The results of the study revealed that there was moderate relationship of leadership attributes with motivational factors and job performance while there was also significant correlation between leadership attributes and motivational factors. Furthermore, there was a significant effect of leadership attributes and motivational factors on job performance. This study is beneficial for the heads, management staff and academicians to adopt innovative techniques and strategies for the enhancement of teaching-learning process by rendering the supportive workplace environment.

**Keywords:** Performance, Leadership Attributes, Motivational Factors, SST

### 1. Introduction

Moreover, leadership attributes create an impact on the working performance of employees based on the nature of their job. For instance, the personality trait of getting agreed reflects the employee's social attitude at work which assists in developing interactions with other people of the organization (Widiger, 2017; Mahmood & Hashmi, 2023). The person having the trait of agreeableness finds social interactions easy for himself, develops social capital and relationships earlier and gets mingled with other team members more quickly. Therefore, it has been concluded by (Roberts et al (2017) that agreeableness is one of the effective predictors for job performance. In addition, he said that this trait might be the only one for predicting job performance for work which needs more interpersonal interactions and collaborations with other people (Jabbar et al., 2022).

There are fewer experts who have linked the organizational research studies with motivation which means that model-oriented leadership is important for the subordinate staff members (Achoka, et al., 2011). It leads to the idea that developing an association can be made possible with the help of motivation. It can also be predicted that positive leadership can be used for manipulating motivation at work (Dessler, 2013; Farooq & Hanif, 2013). Generally, staff members who are happy and have a higher level of motivation do struggle to improve their performance by continuous learning. Previous experimental studies have demonstrated that South African learner's performance is a matter of concern and is most horrible around the world (Hakim and Fernandes, 2017; Torlak, 2019).

### 2. Literature Review

Wen et al (2019) mentioned that leaders influence their employees and guide them to achieve the organizational objectives with their leadership style. Leaders provide motivation to the juniors and make them capable of getting adopted with engagement changes and assist them in achieving the organizational objectives (Joo et al., 2012). Leadership is also regarded as an instrument that leads to the achievement of institutional goals, responsibilities, influences, and processes. These leadership characteristics lead to bringing change for employees and improving their performance. According to several authors, leadership is the act to persuade the actions taken by group for achieving their goals (Gulluce, et al., 2016). The method of taking initiative, supporting employees and helping them in accomplishing those tasks which are expected to be done by the seniors is known as leadership (Iqbal et al., 2015; Zulfqar, et al., 2016). Ali et al (2013) explained that leadership is an emotional association between leaders and subordinates that recommend their common objectives for making the organization successful. Leadership provides a clear vision, boosts subordinates' self-confidence, ensures effective coordination and communication for achieving organizational objectives (Baek et al., 2018; Northouse, 2015).

Leaders with these attributes have a higher energy level for getting directly involved, have confidence to present ideas, do not criticize others due to jealousy, and do not hold grudges which help them in improving their job performance. Moreover, there is a considerable relationship between extraversion and job performance (Acaray & Yildirim, 2017). The person with leadership attributes finds easy developing social interactions, creating social capital and interactions at early stages and gets involved with the team quickly. Hence, Mróz and Kaleta (2016) concluded that attributes of leader effectively predict the job performance. Furthermore, interpersonal interactions

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and collaborations with other people are also underscored attributes required for predicting job performance (Ma et al., 2021).

Ololube (2006) mentions that motivated employees are not formal towards advertising with the help of their liveliness, dedication, concern, focus, eagerness, and mutual performance and influence for administrative goals and targets (Cho & Perry, 2012; Jabbar et al., 2020). From the administrative point of view, motivation and satisfaction allows the employees to be creative. Motivated teacher continually observes different ways which could improve their job responsibilities, they rediscover their personalities without feeling obliged to be consistently administered as they have dedication, faithfulness, and take pain for training themselves (Rheinberg & Engeser, 2018). It is an alignment of internal wants of individuals along with external pressure for deciding appropriate behavior and delivering to fulfill the requirements. Motivation is thus a sort of power that revitalizes behavior and can be internal or external to the organization (Hugo, 2000). Apparently, motivation is a driving force behind the achievement of any person. It inculcates the working desire in public for revealing confident performance (Sergiovanni et al., 2015).

Dauids (2007) defines that intrinsic motivation is internal which allows people to take decisions regarding their daily work and job. The writer claimed that there are four characteristics of intrinsic motivation which include: competence, impact, meaning and selection. The apparent performance of individual is based to create planned properties in job environment. Skill includes the point to the trust of people for completing a job with competence if they try. Importance includes the morals associated with objectives of job which are according to that person's moral values (Ayub, 2010; Malik et al., 2022). Additionally, when flexibility is allowed, it leads to develop innovation, work originality, and power but not having enough enthusiasm to work outcomes in low level of self-worth. Emotional reward improves the level of motivation at workplace and the rewards include job liberation, participation in policy making process, positive criticism, teamwork, holding up organization, workload management, and other suitable possessions elevated level of skills reveals the significance of person's dedication and complication of making achievements. (Ryan & Deci, 2020).

Two factor theory is in relevance to the argument of association among work, satisfaction, and motivation that the satisfaction of employees is dependent on work completion (Herzberg, 1959; Alshmemri et al., 2017). Behavioral special study is used for recognizing those factors which enhance satisfaction and dissatisfaction of workers. Kotni and Karumuri (2018) discovered that the issues related to dissatisfaction are based on hygiene factors which include superior administration, policy management, working environment, wages, salaries, and other monetary rewards. Furthermore, workers reflect satisfaction regarding the motivating factors which constitute of enlargement, responsibilities, accomplishments, improvements, acknowledgements, and employment which is specific aspects related to job satisfaction (Herzberg, 1966; Alfayad & Arif, 2017). According to Herzberg (1959), hygiene factors are vital for giving absolute satisfaction to employees. Therefore, leaders are deliberated towards the motivational factors (Anra & Yamin, 2017). For example, school performance is mainly dependent on successful teaching practices which are related to motivation of teachers and their teaching style as well. Based on the theory of intrinsic behavior, teachers who have higher level of satisfaction and motivation regarding their job are more energetic both physically and emotionally in the classroom environment (Ali et al., 2016; Dinantara, 2019).

### 2.1. Research Questions

1. Is there a positive association between leadership attributes and job performance of teachers?
2. Is there a positive association between motivational factors and job performance of teachers?

### 3. Methodology

The study is quantitative and correlational research design was adopted. The population was constituted as secondary school teachers from Lahore and 283 participants were administered as sample by applying simple random sampling technique. Leadership traits questionnaire was adopted from (John & Srivastava, 1999) with proportions; classroom management, communication and presentation skills, time management, problem solving and change management while, motivational factors questionnaire (WMQ) was adopted from (Herzberg, 1959) with dimensions; extrinsic factor and intrinsic factor and Teacher Job Performance questionnaire (TJPQ) was adopted from (Goodman & Svyantak, 1999) with dimension; contextual and task performance. Five points 1. Strongly Disagree to 5. Strongly Agree Likert scale was used in questionnaire for collection data by survey method. The capability of the content present in questionnaire for measuring intent with accuracy is termed as validity (Cresswell, 2014). Moreover, Cronbach's Alpha was utilized in the present research study for measuring the reliability of instrument which was  $> 0.7$  (Cronbach, 1951). To assess the purposes of the research descriptive (Mean, Standard Deviation) and inferential statistics (Pearson Correlation and Multiple Regression Analysis) were applied by using SPSS-25.

### 4. Data Analysis

**Table 1. Descriptive Analysis**

Variables	M	SD
Time Management	3.23	.96
Classroom Management	3.46	.94

Change Management	3.18	.97
Communication and Presentation Skills	3.25	.96
Problem Solving	3.16	.98
<b>Leadership Attributes</b>	<b>3.26</b>	<b>.96</b>
Extrinsic Motivation	3.24	.95
Intrinsic Motivation	3.30	.93
<b>Motivational Factors</b>	<b>3.27</b>	<b>.94</b>
Contextual Performance	3.33	.96
Task Performance	3.36	.94
<b>Job Performance</b>	<b>3.34</b>	<b>.95</b>

To evaluate the level of secondary school teachers about study variables. Statistical outcomes reveal that cumulative mean of leadership attributes was  $M= 3.26$ ,  $SD= .96$ , motivational factors  $M= 3.27$ ,  $SD= .94$  and job performance  $M= 3.34$ ,  $SD= .95$ . It means the respondents agreed with study variables.

**Table 2. Pearson Correlation**

Variables	1	2	3	4	5	6
Time management	1					
Classroom management	.341(**)	1				
change Management	.309(**)	.469(**)	1			
Communication and Presentation skills	.292(**)	.438(**)	.329(**)	1		
Problem solving	.381(**)	.422(**)	.379(**)	.388(**)	1	
Job Performance	.330(**)	.443(**)	.354(**)	.366(**)	.411(**)	1

**Significance Level < .05**

To assess the relationship between the factors of leadership attributes and job performance. The outcomes of inferential statistics revealed moderate correlation of all the dimensions of leadership attributes with teachers' job performance with  $r$  value = .330, .443, .354, .366 and .411 respectively.

**Table 3. Pearson Correlation**

Variable	1	2	3
Extrinsic factor	1		
Intrinsic factor	.354(**)	1	
Job performance	.381(**)	.333(**)	1

**Significance Level < .05**

To assess the relationship between the factors of motivational factors and job performance. Outcomes of inferential statistics revealed a moderate correlation of all the dimensions of motivational factors with job performance the  $r$  value was = .381 and .333 respectively

**Table 4. Pearson Correlation**

Variables	1	2	3
Leadership Attributes	1		
Motivational factors	.395(**)	1	
Job Performance	.382(**)	.357(**)	1

**Significance Level < .05**

To assess the relationship of leadership attributes and motivational factors with job performance. The outcomes of inferential statistics revealed a moderate correlation of leadership attributes and motivational factors with job performance the  $r$  value was = .382 and .357 respectively

**Table 5. Regression Analysis**

DV	Constructs	Sd. Er	Beta	t	Sig
Job performance	Time management	.065	.320	4.91	.00*
	Classroom management	.077	.477	6.21	.00*
	Change Management	.062	.341	5.49	.00*
	Communication and presentation skills	.051	.247	4.81	.00*
	Problem solving	.058	.430	7.44	.00*

To determine the impact of the dimensions of leadership attributes on job performance of teachers. The outcomes of inferential statistics revealed moderate and positive impact of all the dimensions of leadership attributes on teachers' job performance with beta values of .320, .477, .341, .247 and .430 respectively.

**Table 6. Regression Analysis**

DV	Constructs	Sd. Er	Beta	t	Sig
Job performance	Extrinsic motivation	.059	.353	5.80	.00*
	Intrinsic motivation	.072	.530	7.39	.00*

To determine the effect of the dimensions of motivational factors on job performance of teachers. The outcomes of inferential statistics revealed that there was a moderate and positive impact of all the dimensions of motivational factors on teachers' job performance with beta value of .353 and .530 respectively.

**Table 7. Regression Analysis**

<i>DV</i>	<i>Constructs</i>	<i>Sd. Er</i>	<i>Beta</i>	<i>t</i>	<i>Sig</i>
Job performance	Leadership Attributes	.065	.442	6.59	.00*
	Motivational factors	.063	.363	5.76	.00*

To determine the effect of leadership attributes and motivational factors on job performance of teachers. The outcomes of inferential statistics identified a moderate and positive impact of leadership attributes and motivational factors on teachers' job performance with beta values of .442 and .363 respectively.

## 5. Conclusions

To sum up the above discussion it is said that secondary school teachers were aware and satisfied about the variables such as leadership attributes, motivational factors and teachers' performance. There was a significant correlation of leadership attributes and motivational factors with job performance whereas, leadership attributes had more significant correlation with job performance as compared to motivational factors. Moreover, there was also a significant relationship between leadership attributes and motivational factors. There was a significant impact of leadership attributes and motivational factors on job performance while leadership attributes had more positive impact on job performance than motivational factors.

## 6. Discussion and Recommendations

The purpose of research was to identify the correlation between leadership attributes and motivational factors on job performance of secondary school teachers in Lahore. In this chapter results, conclusions, discussion and recommendations were highlighted. The aspire of this investigate be toward revise the association among discipline administration method, motivation feature demonstration evaluation with employment performance between inferior discipline teachers into Pakistan. This subdivision in attendance connected writing lying resting on which the learn be bottom. The purpose of episode two is to evaluation the writing with make sure to the method in work to this investigate compare the relations among school management loom, inspiration thing presentation evaluation with job performance amongst resulting schoolteacher in Pakistan. The plan of this interval is to evaluation writing resting on top of thought of organization of education in Pakistan. It also reviews literature relating to workplace environment, job satisfaction and performance recognize question that might present a structure direct to position opening within the writing with reveal how this hypothesis assist toward shut a few of these opening and extend a structure toward assist in respond the investigate inquiry. This investigates place elsewhere toward appreciate the relations between management approach, inspiration issue presentation appraisal' with occupation pleasure amid less important discipline teachers in Pakistan. present is a substantial cadaver of information commerce by leadership attributes, motivational factors and job performance by secondary school teachers.

Education plays an essential role in the life of every human and the community's growth depends on the successes of the educational institution. And the success of the educational institution depends on the efforts of the educational employees. This is the will of every state to be concluded in the developed nation and the Pakistan is the trying to include itself among those nations, where education acts an essential role to attain these goals. In Pakistan, the education system in secondary education particularly, due to in sufficiency of professional staff Pakistan is not meeting the standards level of education. In this regard motivational factors and effective leadership attributes act an essential part for the growth of the job performance of the teaching faculty. Although many methods have been used to develop the job performance of the teaching faculty but the education standards at secondary level are put into consideration due to the lack of job performance of teaching faculty. This encourages the researcher to determine the actual problems related to the relationship between leadership attributes, motivational factors and job performance of the teaching faculty at secondary level.

This study includes the context of management and leadership in an educational setting which makes it unique. It can be valuable for the advancement of educational institutes which will lead to opening a new phase of success. The educational sector is growing and the gaps in meeting standards affect the educational field all around the world and particularly among the third world countries. A multi-dimensional approach is undertaken in this research study for examining teachers' job performance. This research would be helpful to erase the melancholy picture of existing scenario and introducing new knowledge in the landscape for glorifying the persisting image and this research would prove to be a new threshold level for meeting the educational standards. On the behalf of outcomes of this study that leadership attributes act a vigorous role, and it is recommended to investigate further research with different variables which may enhance performance of employees.

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