

Leadership Style Of School Principals In Relation To Teachers' Achievement Motivation: An Empirical Study

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Abstract—This descriptive correlation study was purposely conducted to find out the leadership style of school principals in relation to teachers' achievement motivation for the school year 2016-2017. Results of the study revealed that there were more teacher respondents that are new in service than those who were already in service. As regards to the highest educational attainment, there are lots of teacher who pursue graduate degree. It was found out that the leadership style prevalent among school heads in the district of Banga was individual consideration with a total weighted mean of 4.08 which signifies high influence.

With regard to the level of teachers' achievement motivation, the data revealed that there were high achievement motivation level in terms of recognition in policy formulation, accomplishments, job well-done (superiors), fairness in promotion, fairness in giving awards and very high in recognition of job well done (peers) as shown by an acquired mean of 4.21. This implies that teachers in the district of Banga who exhibit exemplary performance in their assigned tasks were given recognition by their superiors.

As regard to leadership style of school principals, findings revealed that there was a high positive correlation between leadership style and motivational achievement as indicated by an r -value of .704. The data obtained signifies that it is statistically significant as indicated by the $r=.704$ and $p\text{-value}=.017<.05$. Thus, it only means that there is significant relationship between the leadership style and motivational achievement. It implies that as the leadership style of the school head become better, the motivational achievement of the teachers also increases.

Keywords—*achievement, individual consideration, motivation, school principals*

I. INTRODUCTION

The human element is considered one of the most productive elements in society, because human forces are the basic power toward creative and development. Thus, the skills of leadership are considered the base of administration operations. Some people define leadership as an activity or influence operation that

the leader carries out with his or her employees to encourage them to achieve the proposed purposes. Pfnfner and Preshtus define leadership as "a kind of moral spirit and responsibility in the leader, which is led to unifying the efforts of the employees in order to achieve goals which exceed personal interests" (Hamadat, 2006).

Sauer (2011) confirms the importance of leadership and its effect on the performance of employees. Sauer's study explained the importance of leadership behavior and how the leader's performance style will affect the organization. Danish et al. (2011) discussed the effect of leadership and a manager's style, showing that these had a significant effect on the administration and its effectiveness.

Motivation is a goal-oriented characteristic that helps a person achieve his objectives. It pushes an individual to work hard at achieving his or her goals. An executive must have the right leadership traits to influence motivation. However, there is no specific blueprint for motivation.

As a leader, one should keep an open perspective on human nature. Knowing different needs of subordinates will certainly make the decision-making process easier.

Both a teacher as well as school head must possess leadership and motivational traits. An effective school leader must have a thorough knowledge of motivational factors for others. He must understand the basic needs of teachers', peers and his superiors. Leadership is used as a means of motivating others, hence this study.

Theoretical Framework

In this study Vroom's expectancy theory was use. The Vrooms' Theory assumes that that behaviour results from conscious choices among alternatives whose purpose it is to maximize pleasure and minimize pain. Together with Edward Lawler and Lyman Porter, Victor Vroom suggested that the relationship between people's behaviour at work and their goals was not as simple as was first imagined by other scientists. Vroom realized that an employee's performance is based on individual's factors such as personality, skills, knowledge, experience and abilities.

The theory suggests that although individuals may have different sets of goals, they can be motivated if they believe that: There is a positive correlation between efforts and performance, Favorable performance will result in a desirable reward, the reward will satisfy an important need, the desire to satisfy the need is strong enough to make the effort worthwhile.

The theory is based upon the following beliefs: Valence refers to the emotional orientations people hold with respect to outcomes [rewards]. The depth of the want of an employee for extrinsic [money, promotion, time-off, benefits] or intrinsic [satisfaction] rewards). Management must discover what employees' value. Expectancy - Employees have different expectations and levels of confidence about what they are capable of doing. Management must discover what resources, training, or supervision employees need and Instrumentality - The perception of employees as to whether they will actually get what they desire even if it has been promised by a manager. Management must ensure that promises of rewards are fulfilled and that employees are aware of that.

Vroom suggests that an employee's beliefs about Expectancy, Instrumentality, and Valence interact psychologically to create a motivational force such that the employee acts in ways that bring pleasure and avoid pain.

Conceptual Framework

The concept behind the study recognizes that man has a variety of needs that must be satisfied which ranges from survival, social and up to aesthetic needs. In order for him to meet all these needs and be satisfied, he struggles and works hard for the attainment of all his identified necessities.

The independent variables considered in this study are the teachers profile in terms of, tenure of service, highest educational attainment and School Heads' Leadership Style in terms of: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individual Consideration, Contingent Reward, Management by Exception, Laissez Faire Leadership.

On the other hand, the dependent variables considered in this study are the teachers' achievement motivation. These dependencies are shown in the Conceptual Framework (Figure 1).

Conceptual Framework

Independent Variable Dependent Variable

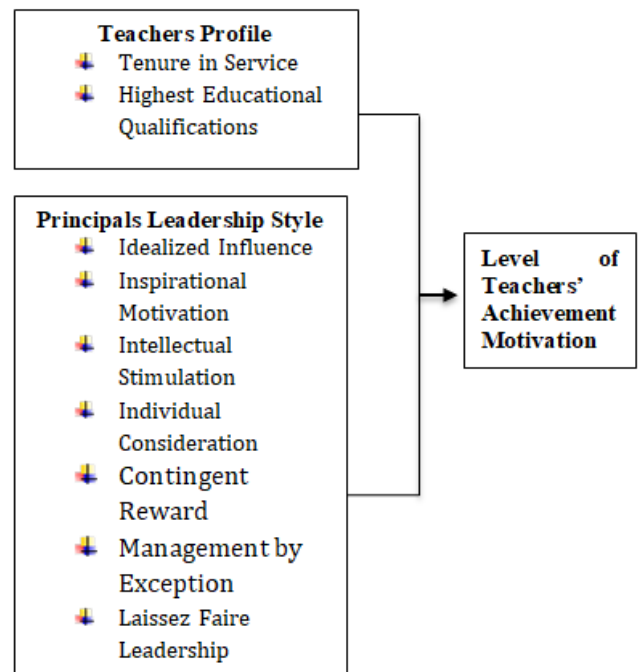


Figure 1. Conceptual Framework Showing the Relationship between the dependent and Independent Variables

I. Statement of the Problem

The current study aims to examine the relationship between school heads' leadership styles, and teachers' level of achievement motivation.

More specifically, based on heads of instructional departments' perceptions, it attempts to answer the following research questions:

1. What is the profile of Secondary School Teachers in the District of Banga in terms of tenure of service and highest educational qualifications?
2. Which leadership style is prevalent among School Principals in the District of Banga?
3. What is the achievement motivation level among teachers in the District of Banga in terms of?
 - a. recognition of contribution in policy formulation,
 - b. recognition of accomplishment,
 - c. recognition of a job well-done by superior,
 - d. recognition of a job well-done by peers, e. fairness in promotion, and
 - e. fairness in giving awards.
4. Is there a correlation between school heads' leadership style and teachers' achievement motivation?

II. Significance of the Study

The results of the study would be beneficial to the following:

School Heads/Administrators. The insights from this work could help the school heads choose appropriate strategy and set policies that would lead

to the improvement psychosocial environment for effective and efficient working environment.

The Teaching Personnel. Results of the study would be beneficial to the teachers for they would make some modifications/adjustments to their current work setting.

Future Researchers. This study would provide additional information on the school heads' leadership style that may influence job performance, and; the socio-demographics that influence the level of teachers' motivation.

Stakeholders. This study would be beneficial to the stakeholders of the Department of Education as any developmental effort assumed and implemented by the Department of Education, they are the sure beneficiaries.

Students. Findings of this study could be used as a guide in studying the school heads' leadership style and teachers' achievement motivation in other types of schools (academic, school, special). This research could also serve as their source of related literature.

Other Researchers. This study could draw interests to other researchers who intend to conduct more in-depth investigation on teachers' achievement motivation and other factors which may hinder their agencies.

Definition of Terms

Idealized Influence – Indicates whether the school heads' hold subordinates trust, attain their faith and respect, show dedication to them, appeal to their hopes and realms, and acts as their role model.

Inspirational Motivation – measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.

Intellectual Stimulation – shows the degree to which the school heads' encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs of those of the organization.

Individual Consideration – refers to the degree to which the school heads' show interest in others' well-being, assign projects individually, and pay attention to those who seem less involved in the group.

Contingent Reward – shows the degree to which you tell others to do in order to be rewarded, emphasize what you expect from them, and recognize their accomplishments.

Management by Exception – assess whether you tell others the job requirements, and meet the required standard performance.

Laissez Faire – measures whether the school heads' require little from his Subordinates, and let others do their own thing.

III. REVIEW OF RELATED LITERATURE AND STUDIES

Chuang (2013), investigated the effect of leadership styles of science teachers on the learning motivation of elementary school students. It is generally known that students' learning motivation could affect the learning achievement. Besides, students with strong learning motivation generally lead to better learning performance. If a teacher can break through the tradition and adopt a creative leadership style, it is possible to increase the learning motivation and result in better learning achievement. In this study, 165 primary school teachers and 2800 students were randomly selected. Leadership styles and learning motivation questionnaires were designed for research instruments. In the data analysis, descriptive statistics analysis, Pearson correlation analysis, multiple regression analysis were adopted. The results showed that: 1) both the transformational and transactional leadership styles have been employed by elementary school teachers in this study. 2) The correlations between the above two leadership styles and the learning motivation of students are both "moderate to good relationship". 3) The transformational and the transactional leadership styles can explain 52.60% of variance for the learning motivation of students. 4) Multiple regression analysis can be used to infer causal relationships between the leadership styles of teachers and the learning motivation of students.

Concept of Leadership

Leadership has always been the subject of human study. This topic has been investigated by researchers, philosophers and historians time and again [4,5]. In psychology, trait theory is an approach to the study of human personality. Trait theorists are primarily interested in the measurement of traits, which can be defined as habitual patterns of behavior, thought, and emotion (Kassin, 2003).

A famous idiom "There are no poor soldiers under a good general" can be taken as a good example to illustrate a great leadership principle. Those individuals are considered to the great leaders who can change themselves according to the demand of the situations. These individuals can adopt the pattern of leadership according to the needs (Miner, 2006).

Transformational Leadership Style

Transformational leadership enhances the motivation, morale, and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the project and the collective identity of the organization; being a role model for followers that inspires them and makes them interested; challenging followers to take greater ownership for their work, and

understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that enhance their performance.

James MacGregor Burns was the first who introduced the concept of transforming leadership in his descriptive research on political leaders, but this term is now used in organizational psychology as well. According to Burns, transforming leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". Burns related to the difficulty in differentiation between management and leadership and claimed that the differences are in characteristics and behaviors. He has also established two concepts: "transforming leadership" and "transactional leadership". According to the concepts of Burns, the transforming approach creates significant change in the life of people and organizations. It redesigns perceptions and values, and changes expectations and aspirations of employees. Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transforming and transactional leaderships were mutually exclusive styles.

Bernard M. Bass extended the concept of Burns by explaining the psychological mechanisms that underlie transforming and transactional leadership. Bass proposed the term "transformational" in place of "transforming." Bass added to the initial concepts of Burns to help explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance. The extent to which a leader is transformational is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers something more than just working for self-gain. They provide followers with an inspiring mission and vision and give them an identity. The leader transforms and motivates followers through his or her idealized influence (earlier referred to as charisma), intellectual stimulation and individual consideration. In addition, this leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful. Finally, in contrast to Burns, Bass believed that leadership can simultaneously display both transformational and transactional leadership.

Transactional Leadership Style

Within the context of Maslow's hierarchy of needs, transactional leadership works at the basic levels of need satisfaction, where transactional leaders focus

on the lower levels of the hierarchy. Transactional leaders use an exchange model, with rewards being given for good performance or positive outcomes. Conversely, people with this leadership style also can punish poor achievement or negative outcomes, until the problem is corrected. Transactional leadership is related to motivating the employees and making them do the works with the help of external motivators such as organizational rewards. Transactional leadership style focuses on the role of supervision, organization, and group performance, etc. As Tengilimoğlu proposed that transactional leader generally works with a focus on continuing the works of the past and transferring them to future.

In general, transactional leadership has four dimensions: Conditional reward, management by exceptions (active), management by exceptions (passive) and laissez-faire. Contingent reward means a process of mutual transaction where leader is trying to motivate the followers by rewards and promises. Management by exceptions (active) is about leader's observing employees' performance and correcting their mistakes. Management by exceptions (passive) implies leader's not intervening the organizational problems until they acquire a stricter situation and not acting before any kind of mistakes occurs. Laissez-faire is a leadership style in which the leader never intervenes the administrative processes and gives limitless freedom to the followers. One way that transactional leadership focuses on lower level needs is by stressing specific task performance. Transactional leaders are effective in getting specific tasks completed by managing each portion individually.

Leadership Style and Motivation

Motivation is a psychological feature that arouses an organism to act towards a desired goal and elicits, controls, and sustains certain goal-directed behaviours. It can be considered a driving force; a psychological one that compels or reinforces an action toward a desired goal. In generally, it gets students moving, points them in a particular direction, and keeps them going. We often see students' motivation reflected in personal investment and in cognitive, emotional, and behavioural engagement in school activities.

Generally, most students are motivated in one way or another. Some student may be keenly interested in classroom subject matter and seek out challenging course work, participate actively in class discussions, and earn high marks on assigned projects. Another student may be more concerned with the social side of school, interacting with classmates frequently, attending extracurricular activities almost every day, and perhaps running for a student government office.

However, motivation is not necessarily something that students should bring to schools; it can also arise from environmental conditions at schools. When we think about how the environment can enhance a student's motivation to learn particular things, we are

talking about situated motivation. In the pages to come, we'll find that as teachers, they can do so many things to motivate students to learn and behave in ways that promote their long-term success and productivity.

VIII. METHODOLOGY

The Research Design

The study utilized the descriptive design method of research which involved both the quantitative and qualitative data. Broto (2008) stressed that quantitative and qualitative type of research describes the nature of the situation as it exists at the time of the study and it explore the causes of a particular phenomenon.

Instrument

The current version of the MLQ (form 5X, 1995 by Bernard Bass and Bruce Avolio) was used.

Data collection. At the first stage of data collection, questionnaires were sent to the intended respondents.

Data analysis

The data was analyzed with the SPSS 11.0 (SPSS Inc. 2001). The psychometric properties of the MLQ were explore for internal consistency using Cronbach's a coefficient, item-total and inter-item correlations and for test-retest reliability using Pearson product moment correlation coefficient and intra-class correlation coefficient.

Ethical considerations

The questionnaire was accompanied by a covering letter that explain briefly the purpose of the research project, emphasized voluntary participation and guaranteed absolute confidentiality.

VIII. CHAPTER IV – PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Profile of the Respondents

The profile of the respondents was considered essential in this study in terms of tenure in service and highest educational attainment.

Tenure in Service. Tenure by the teacher respondents was categorized into several class interval as shown in Table 4. There are 89 teacher-respondents, 40 or 47% of the respondents were new in the service. The table shows the trend that there were new teacher respondents in service than those were already in service.

Table 1- Profile of Respondents According to Tenure in Service

Tenure in Service	Frequency	Percentage
28-35	6	7
21-27	5	6
14-20	12	26.67
7-13	26	26
0-6	40	47
Total	89	100

Highest Educational Attainment. There were 34 or 38 percent that has not taken the masters' degree yet, while 40 or 45 percent was already enrolled. This indicates that there are lots of teacher who pursue their degree as shown by the data in Table 2.

Table 2- Profile of Respondents as Regards Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Doctorate Units	3	3
MAEd Degree	13	37
MAEd Units	50	45
Bachelor's Degree	24	38
Total	89	100

Leadership Style. The leadership style prevalent among school heads in the District of Banga is shown in Table 3. The data shows that the prevalent leadership style among school heads in the District of Banga is Individual Consideration as shown by the total weighted mean of 4.08 which ranks first.

Table 3- Leadership Style of School Heads Prevalent in the District of Banga

Items	Weighted Mean	Description
Idealized Influence		
I make others feel good to be around me.	4.00	High Influence
Others have complete faith in me.	3.00	Moderate Influence
Others are proud to be associated with me.	3.75	High Influence
Total Weighted Mean	3.58	High Influence
Inspirational Motivation		
I express with a few simple words what we could and should do.	2.50	Moderate Influence
I provide appealing images about what we can do.	3.25	Moderate Influence
I help others find meaning in their work	3.75	High Influence
Total Weighted Mean	3.17	Moderate

		Influence
Intellectual Stimulation		
I enable others to think about old problems in new ways.	3.50	High Influence
I provide others with new ways of looking at puzzling things.	3.25	Moderate Influence
I get others to rethink ideas that they had never questioned before.	4.00	High Influence
Total Weighted Mean	3.58	High Influence
Individual Consideration		
I help others develop themselves	4.00	High Influence
I let others know how they are doing.	3.50	High Influence
I give personal attention to others who seem rejected.	4.75	Very High Influence
Total Weighted Mean	4.08	High Influence
Contingent Reward		
I tell others what to do if they want to be rewarded for their work	3.00	Moderate Influence
I provide recognition/rewards when other reach their goals.	4.50	Very High Influence
I call attention to what others can get for what they accomplish.	4.00	High Influence
Total Weighted Mean	3.83	High Influence
Management by Exception		
I am satisfied when others meet agreed upon standards.	3.50	High Influence
As long as things are working, I do not try to change anything.	3.75	High Influence
I tell others the standards they have to know to carry out their work.	3.25	Moderate Influence
Total Weighted Mean	3.50	High Influence
Laissez-Faire Leadership		
I am content to let others continue working in the same ways always.	3.75	High Influence
Whatever others want to do is OK with me.	3.75	High Influence
I ask no more of others that what is absolutely essential.	4.00	High Influence
Total Weighted Mean	3.83	High Influence

Teachers' Achievement Motivation Level. Table 4 presents the teachers' achievement motivation. The data revealed that there was high achievement motivation level in terms of recognition in contribution in policy formulation, accomplishments, job well-done (superiors), fairness in promotion, fairness in giving awards and very high in recognition of job well done (peers) as shown by an acquired weighted mean of 4.21. This implies that teachers' were recognized by their superiors for a job done by them.

Table 4. Teachers' Achievement Motivation Level

Items	Weighted Mean	Description
Recognition of contribution in policy formulation	4.11	High
Recognition of Accomplishments	4.07	High
Recognition of a job well-done by superiors	3.88	High
Recognition of a job well-done by peers	4.21	Very High
Fairness in Promotion	3.82	High
Fairness in Giving Awards	4.04	High
Grand Mean	4.02	High

Table 4 Leadership Style of School Principals' and Teachers' Motivational Achievement

	Leadership Style	Motivational Achievement
Leadership Style	Pearson Correlation	.704(*)
	Sig. (2-tailed)	.017
	N	89
Motivational Achievement	Pearson Correlation	.704(*)
	Sig. (2-tailed)	.017
	N	89

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

Leadership Style and Motivational Achievement. Findings revealed that there was a high positive correlation between leadership style and motivational achievement as indicated by an r-value of .704. The data obtained signifies that it is statistically significant as indicated by the $r=.704$ and $p\text{-value}=.017<.05$. Thus, it only means that there is significant relationship between the leadership style and motivational achievement. It implies that as the leadership style of the school head become better, the motivational achievement of the teachers also increases.

IX. Summary Conclusions and Recommendations

Summary

This study was purposely conducted to find out the leadership style of school principals' in relation to teachers' achievement motivation for the year 2017-2018. The significant findings are as follows:

1. The majority of the teacher respondents' were new in the service, and mostly masters' degree
2. The leadership style prevalent in the District of Banga is Individual Consideration; and
3. The teachers' achievement motivation level is high.

Conclusions

School leaders need to be inspirational, creative and innovative, ready to embrace change and with a long-term vision for achievement. Effective school principals manage by example and in doing so, develop their teams. School managers must encourages all its managers to lead by example. It requires leaders who can motivate, problem solve and build great teams.

Recommendations:

1. Deserving teachers must be provided with full-time scholarships.
2. The School Management of must address the low influence level of leadership.

“A”

Multifactor Leadership Questionnaire (MLQ) Form

INSTRUCTIONS:

This questionnaire provides a description of your leadership style. Twenty- one descriptive statements are listed below. Judge how frequently each

statement fits you. The word others may mean your followers, clients, or group members.

Legend: 1 - Very Low 2 - Low 3 - Moderate 4 – High 5 - Very High

Items to be valued	Degree of Influence				
	1	2	3	4	5
1. I make others feel good to be around me					
2.I express with a few simple words what we could and should do					
3.I enable others to think about old problems in new ways					
4. I help others develop themselves					
5.I tell others what to do if they want to be rewarded for their work					
6.I am satisfied when others meet agreed-upon standards					
7.I am content to let others continue					

working in the same ways always					
8. Others have complete faith in me					
9. I provide appealing images about what we can do					
10.I provide others with new ways of looking at puzzling things					
11. I let others know how I think they are doing					
12.I provide recognition/rewards when others reach their goals					
13.As long as things are working, I do not try to change anything					
14. Whatever others want to do is OK with me					
15. Others are proud to be associated with me					
16. I help others find meaning in their work					
17.I get others to rethink ideas that they had never questioned before					
18.I give personal attention to others who seem rejected					
19.I call attention to what others can get for what they accomplish					
20.I tell others the standards they have to know to carry out their work					
21.I ask no more of others than what is absolutely Essential					

SCORING

The MLQ-6S measures your leadership on seven factors related to transformational leadership. Your score for each factor is determined by summing three specified items on the questionnaire. For example, to determine your score for factor 1, Idealized influence, sum your response for items 1, 8, and 15. Complete this procedure for all seven factors.

- Factor 1 Idealized influence (items 1, 8, and 15)
- Factor 2 Inspirational motivation (items 2, 9, and 16)
- Factor 3 Intellectual stimulation (items 3, 10, and 17)
- Factor 4 Individual consideration (items 4, 11, and 18)

- Factor 5 Contingent reward (items 5, 12, and 19)
- Factor 6 Management-by-exception (items 6, 13, and 20)

- Factor 7 Laissez-faire leadership (items 7, 14, and 21)

QUESTIONNAIRES TEACHERS' ACHIEVEMENT MOTIVATION

Directions: Please rate the following indicators according to its degree of influence. Use the rating scale below:

5 - Very High, 4 – High, 3 – Moderate, 2 – Low, 1 – Very Low

Items	Teachers' Achievement Motivation	5	4	3	2	1
1	Recognition of contribution in policy formulation.					
2	Recognition of accomplishments.					
3	Recognition of a job well done (Superiors)					
4	Recognition of a job well done (Peers)					
5	Fairness in promotion.					
6	Fairness in giving the awards.					

Multifactor Leadership Questionnaire (MLQ) Form

SCORING INTERPRETATION

Factor 1

IDEALIZED INFLUENCE indicates whether you hold subordinates' trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.

Factor 2 –

INSPIRATIONAL MOTIVATION measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.

Factor 3 –

INTELLECTUAL STIMULATION shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs of those of the organization.

Factor 4 –

INDIVIDUALIZED CONSIDERATION indicates the degree to which you show interest in others' well-being, assign projects individually, and pay attention to those who seem less involved in the group.

Factor 5 –

CONTINGENT REWARD shows the degree to which you tell others what to do in order to be rewarded, emphasize what you expect from them, and recognize their accomplishments.

Factor 6 –MANAGEMENT- BY-

EXCEPTION assesses whether you tell others the job requirements, are content with standard performance, and are a believer in "if it ain't broke, don't fix it."

Factor 7 –LAISSEZ-

FAIRE measures whether you require little of others, a

re content to let things ride, and let others do their own thing.

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