

EFFECT OF LEADERSHIP ATTRIBUTES AND WORK MOTIVATION ON JOB PERFORMANCE AMONG SECONDARY SCHOOL TEACHERS

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Abstract

Leadership attributes have integral contribution for the development of teachers' job performance through motivation. The main objective of this research was to determine the effect of leadership attributes and work motivation on job performance. The study was quantitative based on correlational research design. The population was public secondary school teachers from Lahore while 274 participants were selected as sample through simple random sampling technique for this research. For data collection standardized instruments were administered through survey method. Statistical Package for Social Sciences (SPSS) was used to analyze the collected data according to the hypothesis of this research. The findings of the study indicated that there was moderate relationship of leadership attributes and work motivation with job performance of secondary school teachers. Moreover, it was revealed that leadership attributes and work motivation had significant effect on job performance. Furthermore, leadership attributes had more significant correlation and effect on job performance than work motivation. This study is beneficial for the heads, management staff and academicians to adopt innovative techniques and strategies for the enhancement of teaching-learning process.

Keywords: Leadership Attributes, Work Motivation, Performance, Secondary School Teachers

INTRODUCTION

Performance is a significant and central problem which can be subjected to deliberate debate within any organization. Employees' performance influences the success or failure of an organization. Employees' performance is a vital indicator which helps in determining the degree of employees' dedication, proficiency, capability, and character. In addition, organization's vision and mission could be attained by excellent performance of the employees (Ali et al., 2016; Dinantara, 2019). Performance has been focused continuously and obsessively in different research studies because it has been regarded as one of the important factors for influencing organizations and employees' well-being (Hakim and Fernandes, 2017). In an organization, performance is a crucial variable. Similarly, educational institution's excellence is mostly dependent on academicians' performance. Therefore, the job performance of academician is a critical factor and plays a significant role for the betterment of people and for the organization as a whole (Torlak, 2019).

Organizational performance is impacted by job performance. From the context of educational setting, teacher's performance has a deliberate part and is the essential factor for decisive student performance and for organizational performance as well (Sukirno, & Siengthai, 2011). It is important that academic staff members act well and recurrently to make the leaders perplexed for achieving their subordinate's performance more efficient by interpreting the achievement of higher levels of output and getting the increasing social requirements and the amount and diversity of objectives and goals set by the organization (Kaiman, 2013). Anra and Yamin (2017)

stated that the attempts for enhancing the performance of teachers could be gained by making improvements in leadership and the outcomes of teachers' efforts could be ensured by leadership quality.

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). 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.

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 the motivation at work (Baah, & Amoako, 2011; Farooq & Hanif, 2013). Generally, staff members who are happy and have higher level of motivation do struggle for improving 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 (Abd-El-Fattah, 2010; Dessler, 2013).

LITERATURE REVIEW

Murphy (1989) and Ackerman (1987) stated that the nature and complexity vary from job to job which creates a different impact on job performance and leads to different descriptions of job performance. Lawler et al (1974) said that in specific situations performance can be described as a function of skills and abilities of an individual. Motowidlo and Schmit (1999) and Murphy and Shiarella (1997) explained that job demand differs in various organizations and derives the job performance accordingly and other factors such as mission, objectives, and organizational beliefs also affect it (Bormn et al., 1997; Schmitt & Chan, 1998). In general, contextual performance and task performance are not taken as same set of behaviors and make separate contributions for achieving better workplace outcomes in the organization. Motowidlo and Schmit (1999) explained that a set of central activities and behavior as mentioned by the organization in job is the task performance. Borman and Motowidlo (1993) also described task performance as the inputs which aid in output conversion. Some examples of task performance are finished products, employees' supervision, strategic planning, etc. Such kind of behavior is to help directly in producing goods or services or to support indirectly in organizational activities for performing the crucial processes (Van Scotter et al., 2000).

The set of employees' behavior, skills, and knowledge which aids them in getting socially engaged for performing core responsibilities is called contextual performance. It also includes

the behaviors which contribute towards developing the working climate and commitment with the organization. According to Motowidlo and Schmit (1999), persistent enthusiasm, tasks' volunteering, assisting and conjoining with colleagues and helping or protecting the organization is part of employees' performance. Motowidlo et al (1997) cited that contextual performance impacts the success of organization with the help of efficient organizational core in which psychological and social factors are included. In addition, based on research conducted in various sectors Motowidlo (1997); and Bateman and Organ (1983) revealed that contextual performance constitutes of extra role behaviors and behaviors as a citizen. Borman and Motowidlo (1993) mentioned that tasks volunteering, providing help to fellows, and being defensive and supportive for the organization are also some examples of contextual performance.

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 bringing real shifts and outcomes that reveal their common goal 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). Wang and Howell (2012) 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 achieve organizational goals and preferred behavior with the help of personality, 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).

Leaders with the attributes have more 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 get involved with the team quickly. Hence, Mróz and Kaleta, (2016) concluded that attributes of leader effectively predict the job performance. Furthermore, interpersonal interactions and collaborations with other people are also underscored attributes required for predicting job performance (Marta et al., 2021).

Motivation is defined by the writers and researchers in different ways. Baron et al (2002) stated that the word motivation is derived from the Latin word mover which means moves to act for taking actions. Ability motion has been divided into four simple attitudes by Beck (1983) and these include rational economic man, social man, personality actualizing operates with multifaceted person. One of the basic attitudes behind a monetary person is the thoughts related

to finances. The male members of community admit that they are stimulated by public needs such as collecting with continuous work relationships. The people who have such point of view highlight the motivation, income arrogance, and task accomplishment within the duty hours (Hassan 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 (Sergiovanni et al., 2015). 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; Rheinberg & Engeser, 2018).

Apparently, motivation is a driving force behind the achievement of any person. It inculcates the working desire in public for showing confident performance (Spector, 2003). Steyn (2003) observed that to understand the objective of administration. 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). Extrinsic motivation is based on achieving the external objectives which include being admired, appreciated, compensated, augmented pay, and chances of development. The factors of extrinsic motivation influence the individuals and motivate, include, please, and inspire them. According to Gleeson (2016) it is an important step to feel satisfied for becoming successful. External issues change according to the working conditions for feeling intrinsically satisfied and encouraging the individual to become successful by raising the advances requirements for teachers in the form of improved chances, responsibilities, and independent abilities.

Different research studies include specific values for a successful organization but all those values cannot replace a teacher's value (Harris & Jones, 2010). According to Majerič et al (2011) teachers are required to teach new information if they want to stay in resonance with the information foundation of today's world. For a rapid development, the trend of delivering advanced education should not stop and the importance of educators should be realized for teaching advanced information to ensure the development of students (Heikkinen et al., 2008). The main objective of specialized development of teachers is to ensure the recovery of accomplishments made by students with their knowledge (Darling et al, 2009). It is suggested that specialized uplifting of teachers is required with the help of information development, capability, and improved knowledge for better classroom performance and enhanced quality of classroom practices which will increase the achievements and knowledge of students. There are different issues related to providing information to teachers such as the using the specialized development plans, enthusiasm of teachers, and promise of teachers to deliver relevant information (Duggal et al., 2021; Marta et al., 2021).

RESEARCH QUESTIONS

1. What is significance relationship between leadership attributes and job performance of academic staff?
2. What is significance relationship between work motivation and job performance of academic staff?
3. What is significance effect of leadership attributes on job performance of academic staff?
4. What is significance effect of work motivation on job performance of academic staff?

RESEARCH METHODOLOGY

In this study leadership attributes and work motivation were selected as independent variables while job performance treated as dependent variable. This study is quantitative based on correlational research design. The population of the study was secondary school teachers from Lahore whereas, 274 respondents were selected as sample of this study through simple random sampling technique. Moreover, for conducting this research, model given by Krejcie and Morgan (1970) was undertaken for selecting the sample size. For this study structured questionnaires were administered to collect the primary data from the respondents through survey method such as; Leadership traits questionnaire was adopted from (John & Srivastava, 1999) while work motivation questionnaire was adopted from (Herzberg, 1959) and Teacher Job Performance questionnaire was adopted from (Goodman & Svyantak, 1999). Five points 1. SDA to 5. SA Likert scale was administered for data collection. It was ensured the content and face validity from the help of some experts while reliability of the instrument was tested by applying Cronbach's Alpha Coefficient which was greater than 0.7. (Cronbach, 1951; Gray, 2014; Nunnally, 1978). For analyzing the research questions which were proposed in this study, Statistical Package for Social Sciences [SPSS-25] was computed to analyze the research questions.

DATA ANALYSIS

Table 1. *Descriptive Analysis*

Variables	M	SD
Classroom Management	3.38	.93
Communication and Presentation Skills	3.19	.93
Time Management	3.17	.94
Problem Solving	3.11	.93
Change Management	3.08	.97
Leadership Attributes	3.19	.94
Intrinsic Motivation	3.22	.96

Extrinsic Motivation	3.21	.98
Work Motivation	3.21	.97
Task Performance	3.25	.97
Contextual Performance	3.33	.96
Job Performance	3.29	.96

In order to investigate the existing level of the respondents, descriptive analysis was carried out. The statistical values show that mean of the dimensions about leadership attributes was between 3.08 to 3.38 and overall M= 3.19, SD= .94 whereas, the mean score of the dimensions about work motivation was between 3.21 to 3.22 and cumulative mean was M= 3.21, SD= .97 while, the mean value of the dimensions regarding job performance was between 3.25 to 3.33 and collectively M= 3.29 and SD= .96

Table 2. *Correlation*

Variables	1	2	3	4	5	6
Classroom Management	1					
Communication and PresentationSkills	.339(**)	1				
Time Management	.470(**)	.383(**)	1			
Problem Solving	.431(**)	.344(**)	.288(**)	1		
Change Management	.416(**)	.363(**)	.379(**)	.379(**)	1	
Job Performance	.414(**)	.363(**)	.333(**)	.407(**)	.368(**)	1

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

In order to examine the correlation about the factors of leadership attributes and job performance, Pearson Correlation was administered. The statistical results found that there was moderate association of all the factors of leadership attributes with job performance of the teachers, the r values were .414, .363, .333, .407 and .368 respectively.

Table 3. *Correlation*

Variable	1	2	3
Intrinsic motivation	1		
Extrinsic motivation	.352(**)	1	
Job performance	.372(**)	.329(**)	1

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

In order to examine the correlation between the factors about work motivation and job

performance, Pearson Correlation was administered. The statistical results found that there was moderate association of all the dimensions of work motivation with job performance of the teachers, the r values were .372 and .329 respectively.

Table 4. *Correlation*

Variables	1	2	3
Leadership Attributes	1		
Work Motivation	.392(**)	1	
Job Performance	.377(**)	.349(**)	1

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

In order to examine the correlation of leadership attributes and work motivation with job performance, Pearson Correlation was administered. The statistical results found that there was moderate association of leadership attributes and work motivation with job performance of the teachers, the r values were .377 and .349 respectively.

Table 5. *Regression Analysis*

DV	Constructs	Std. Err.	Beta	t	Sig
Job performance	(Constant)				
	Classroom Management	.076	.473	6.19	.00*
	Curriculum and Presentation Skills	.050	.244	4.79	.00*
	Time Management	.069	.314	4.88	.00*
	Problem Solving	.057	.433	7.48	.00*
	Change Management	.061	.339	5.51	.00*

In order to determine the effect about the factors of leadership attributes on job performance of the teachers, it was carried out the Multiple Regression Analysis. The results show that curriculum and presentation skills had weak effect on job performance with beta value .244, rest of all the factors of leadership attributes had moderate effect on job performance with beta value of .473, .314, .433 and .339 respectively.

Table 6. *Regression Analysis*

DV	Constructs	Std. Error	Beta	t	Sig
Job performance	(Constant)				
	Intrinsic motivation	.071	.533	7.44	.00*
	Extrinsic motivation	.060	.349	5.79	.00*

In order to determine the effect about the factors of work motivation on job performance of teachers, it was carried out the Multiple Regression Analysis. The results show that work motivation had moderate effect on job performance with beta value of .533 and .349 respectively.

Table 7. *Regression Analysis*

DV	Constructs	Std. Error	Beta	t	Sig
Job performance	(Constant)				
	Leadership Attributes	.062	.360	5.77	.00*
	Work Motivation	.066	.441	6.61	.00*

In order to determine the effect of leadership attributes and work motivation on job performance of teachers, it was carried out the Multiple Regression Analysis. The results show that leadership attributes and work motivation had moderate effect on job performance with beta value of .360 and .441 respectively.

CONCLUSIONS AND RECOMMENDATIONS

It concluded that respondents were agreed about the variables of this research ie; leadership attributes, work motivation and job performance. Moreover, there was a moderate relationship of all the dimensions of leadership attributes and work motivation with job performance. Additionally, there was a weak effect of communication and presentation skills on job performance rest of all the dimensions of leadership attributes had moderate effect on job performance. Additionally, leadership attributes had moderate relationship with work motivation for the development of job performance of secondary school teachers. Overall, leadership attributes and work motivation had moderate correlation with job performance and have moderate effect on job performance. Consequently, leadership attributes had moderate significant effect on job performance as compare to work motivation.

On the behalf of findings, it is considered as stepping stone for the adaptation of best attribute according to the situation through updated strategies and techniques. So, it is recommended that future research should be conducted with other variables which enhance the job performance of academic faculty. It may be conducted in other regions of the country and other developing countries with same variables.

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