

IMPACT OF TRANSFORMATIONAL LEADERSHIP AND MOTIVATIONAL FACTORS ON TEACHERS' PERFORMANCE AT SECONDARY SCHOOL LEVEL

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Abstract

Leadership plays a vital role for the development of performance of teachers through motivation. The major objective of this research was to find out the impact of transformational leadership and motivational factors on job performance. The population of this study was secondary school teachers in Lahore. The population of this research was public secondary school teachers whereas, 289 respondents were selected as sample which was selected through simple random sampling technique. For this study, standardized questionnaires were administered to collect the primary data through survey method. Statistical Package for Social Sciences (SPSS) was computed to analyze the objectives of this study. The findings of this study revealed that transformational leadership and motivational factors had moderate correlation with job performance and have moderate effect on job performance. Moreover, transformational leadership had more significant effect on job performance as compare to motivational factors. This research is considered as stepping stone for the adaptation of supportive leadership style according to the situation through updated strategies and techniques.

Keywords: Transformational Leadership, Motivational Factors, Job Performance, SST

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 (Dinantara, 2019). The 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 (Zafar et al., 2017; Shafiq et al., 2022). In an organization, performance is a crucial variable. Similarly, educational institution's excellence is mostly dependent on academicians' performance (Hashim & Shawkataly, 2017). 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 (Bhat & Bashir, 2016). Organizational performance is impacted by job performance. From the context of educational setting, teacher's performance has

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a deliberate part and is the essential factor for decisive student performance and for organizational performance as well (Jalagat, 2016; 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 diversity set by the organization (Parsons & Slabbert, 2001). 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.

It is vital to know such a leadership style that is energetic enough to support human resource management. The suitable leadership style is one of the key aspects to shape the success of leaders, persons, and organizations (Lang et al., 2012). Teacher's performance is meticulously shadowed due to effective leadership style. Leadership is useful to refine education quality among the educational organizations. In academic life, the role of leadership converts into a dynamic force. It is important for the leaders to realize the duties and goals for making the institution successful and also being concerned about the faculty members and students. It is imperative for all the organizations to ensure effective performance management for meeting the competitive market. Usually, the performance of teachers is predicted with the help of appropriate leadership style (Purwanto, 2022). An effective leadership style influences the employees and leads towards enhancing their job performance. This conduct can be predicted for shaping and sustaining a teacher's righteous performance. A leader should remain vigilant regarding the teacher's privileges that they are not only supposed to fulfill their duties but a delicate interaction is also required with their leader. On the other hand, poor performance results due to ineffective leadership style (Sewang, 2016). Combining different leadership styles by the chairpersons of higher educational institutions is one of the techniques for boosting teaching faculty's performance. In Pakistan, there is a scarcity of studies related to chairperson's leadership style (Munaf, 2011). 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). 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

Job Performance

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. Motowidlo et al (1997) said that in specific situations described the abilities of an individual and 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. Wolomasi et al (2019) mentioned job performance as the working capacity of individuals who make efforts for accomplishing the targets and fulfill the standard practices as formulated by the organization to achieve the objectives. Van Dyne and Lepine (1998) regarded job performance as a bi-dimensional construct as it combines employee behavior with the working requirements as given by organizations. Non-task performance which could also be referred as contextual performance also backs this bi-dimensional model (Borman & Motowidlo, 1993; 1997).

In general, contextual and task performance are not taken as same set of behaviors and make separate contributions for achieving better workplace outcomes in the organization. Kalia, and Bhardwaj (2019) explained that a set of central activities and behavior as mentioned by the organization in job is the task performance. Motowidlo et al (2014) 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 (Bilal et al., 2015; Díaz-Vilela et al., 2015). 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 Kappagoda (2018) persistent enthusiasm, tasks' volunteering, assisting and conjoining with colleagues and helping or protecting the performance. Yousaf et al (2015) 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. It 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 (Deeba et al., 2021; Widodo, 2021).

Transformational Leadership

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 (Prestiadi et al., 2020). Leadership is an emotional association between leaders and subordinates that recommend bringing the productive outcomes to make the organization successful. Leadership provides a clear vision, boosts subordinates' self-confidence, ensures effective coordination and communication for achieving organizational objectives (Supermane et al., 2018). 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 (Alamir et al., 2019). It is regarded as leads to achieve goals, responsibilities, influences, and

processes. The leadership appearances 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 (Al-Husseini, et al., 2021).

Transformational leadership has gained much attention and its major contributor was made further extension in definition of transformational leadership. Transformational leadership begins with formulating an idea for the organizational and employees, in these way leaders tried to gain their trust and define a way towards achievement of a common goal (Litz & Blaik-Hourani, 2020). Transformational leadership is a way in which a leader and a follower believes to inspire and uplift each other for achieving higher levels of ethical morals and motivation. In addition, Jameel and Ahmad (2019) explained characteristics of transformational leaders as they inspire their cohorts at work in most efficient way and forgo their own interest for organizational betterment. The transformational leaders put their maximum on behalf of organization to meet the expectations of followers and to meet the higher order needs. Moreover, Northouse (2015) gave an argument that It is a method through which develop and help in boosting their motivation level. In this way, subordinates get a chance of talking about their needs by communicating closely and thus the transformational leaders could fulfill their needs. Assessing and fulfilling the needs provides democratic environment for achieving the setting objectives. Due to it, the attitude of members gets transformed and they attract positive forces which raise their commitment level needs for achieving organizational objectives and fulfilling its mission.

Some of the transformational leaders also follow ethical philosophy by providing guidance and direction to the followers because of the which they become capable of providing worth and satisfying the needs of members within the organization (Nurtjahjani et al., 2020). Such leaders provide encouragement and motivation to the employees more than the rewards in monetary terms of organization transformational leaders provide motivation which acts as an effort of creating a selfless engagement where employees perform their duties for organization as a whole rather than just having focus on their own tasks (Abu-Rumman, 2021). Leaders have the capability to transform the employees' working will far above from the level of getting materialistic rewards to enhanced performance for achieving organizational performance. Transformational leaders get the individual goals aligned with that of the organizational goals (Anderson, 2017). Similarly, transformational leaders have ability to inspire employees to go beyond their level of work and work more than what is possible. In addition, the effective coordination of transformational leader with their followers gives them a higher determination level where employees have full motivation of outperforming their job duties. They take new challenges and engagement as the opportunities of excelling in their work and performing beyond expectations (Al-Husseini & Elbeltagi, 2016).

Transformational leaders provide inspiration to employees and give them the needed motivation for increasing the efficacy of organization. The followers then exert best efforts and put their strengths for gaining superior performance level. Cherian and Bhaumik (2023) elaborated the method through which leaders transform the subordinates towards achieving the goal. These includes creating vision and highlighting importance of specific outcomes of tasks, encouraging

followers to move for organizational interest and forgoing personal interest and addressing the followers' higher order needs. Money (2017) mentioned that transformational leaders are strong and have ability to influence their followers by inspiring and encouraging for achieving the setting objectives and help them to envision future opportunities related to the organization and this help to increase their commitment towards organization. Baba (2021) also supported the idea and argued that transformational leader's effect organizational outcomes of employees such as organizational commitment. This commitment tends to bring superior individual and organizational performance.

Motivational Factors

Baron et al (2002) stated that the word motivation is derived from the Latin word mover which means moves to act for taking actions. 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). 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 (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 (Jusmin et al., 2016). Moreover, intrinsic motivation is internal which allow people to take decision regarding their daily work and job. The apparent performance of individual is based to create effective working environment. It includes 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 (Marta et al., 2021). Moreover, elevated level of skills shows the significance of person's dedication and complication of making achievements. When flexibility is allowed, then it leads to develop innovation, work originality, and power but not having enough enthusiasm to work results 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, team work, holding up organization, workload management, and other suitable possessions (Ryan & Deci, 2020).

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.

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 (Cho & Perry, 2012). The main objective of specialized development of teachers is to ensure the recovery of accomplishments made by students with their knowledge (Handajani et al., 2017). 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).

Herzberg's' Theory of Motivation

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. 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 (Dartey-Baah & Amoako, 2011; Ozguner, & Ozguner, 2014).

Research Objectives

1. To find out the relationship between transformational leadership and job performance.
2. To find out the relationship between motivational factors and job performance.
3. To find out the effect of transformational leadership on job performance.
4. To find out the effect of motivational factors on job performance.

METHODOLOGY

In this study, quantitative based on correlational research design was selected. There are multiple definitions, Creswell (2014) described the research design as basic organized strategy to propose the collecting data and analyze with meticulous technique. The population of the study comprised on the secondary school teachers from Lahore where 289 respondents were selected as sample of this study which were selected through simple random sampling technique. For this study primary research data collection was done with the help of questionnaire through survey method while Multifactor Leadership Questionnaire was adopted from (Bass & Avolio, 1995) whereas, work motivation questionnaire was adopted from (Herzberg, 1959) and Job Performance questionnaire was adopted from (Goodman & Svyantak, 1999). It was consulted based on five points; 1 for Strongly Disagree to 5 for Strongly Agree Likert scale format was constituted., professional development, monitoring and mentoring, whole school development. For better understanding the questionnaire was divided into three sections according to the demographic characteristics of the participants and variables of the study. While, Section I reveal around the demographic data, Section II deal with Transformational Leadership Style questionnaire, Section III deal with Motivational factors questionnaire and Section IV deal with the Job Performance Questionnaire. Reliability is the instrument's ability of creating same information at different time. It refers to providing the same outcomes by utilizing an instrument for measuring something more than one time. That's why, it is assumed that consistent results should be given at various times during the use of instrument. Moreover, it is the series' consistency for instrument measuring (Creswell, 2014). In this research, Cronbach's Alpha was utilized for measuring the reliability of instrument (Cronbach, 1951). Validity includes the questionnaire content' ability of measuring what is required to be measure in an accurate manner. In this research, face validity was completed for investigating if the questionnaires contained the suitable questions for measurement. After receiving experts' (supervisor and senior colleagues) feedback, the questionnaire was made final and it was made sure that its items, objectives and research hypotheses are suitable for this study. Moreover, content validity was utilized for ensuring questionnaires' validity. The supervisor, experts of statistics and senior fellows took part in confirming the content validity for subject matter and full topic coverage. Literature review was directed for identifying the basic ideas for items formulation in an efficient manner to evaluate the items. The objective of the study and procedure to fill the questionnaire efficiently discussed briefly to the respondents. It was visited personally to the sample schools and directed the questionnaires to the participants. Moreover, the data was gathered through survey method by using questionnaires. The collected data was entered in the sheets by using

Statistical Package for Social Sciences (SPSS). For this study, the following statistics were applied for testing the proposed research questions. Descriptive analysis (M, SD) and inferential statistics (Pearson Correlation and Multiple Regression Analysis).

DATA ANALYSIS

Table 1: *Descriptive Analysis about the Variables of the Study*

<i>Variables</i>	<i>M</i>	<i>SD</i>
Idealized Influence	3.32	.94
Inspirational Motivation	3.13	.92
Intellectual Stimulation	3.14	.95
Individualized Consideration	3.09	.93
<i>Transformational Leadership</i>	3.17	.94
Intrinsic Motivation	3.17	.96
Extrinsic Motivation	3.22	.98
<i>Motivational Factors</i>	3.19	.97
Contextual Performance	3.26	.96
Task Performance	3.31	.99
<i>Job Performance</i>	3.28	.97

In order to investigate the existing level of the respondents about the variables of the study, descriptive analysis was carried out. The statistical values show that the mean of the dimensions about transformational leadership was from 3.09 to 3.32 and overall, 3.17. Whereas, the mean of the dimensions was from 3.17 to 3.22 and cumulative mean of the motivational factors was 3.19. While, the mean of the dimensions was from 3.26 to 3.31 and collective mean of the job performance was 3.28. This indicated that the respondents were agreed about all the variables of the study.

Table 2: *Relationship between Transformational Leadership and Job Performance*

<i>Variables</i>	<i>II</i>	<i>IM</i>	<i>IS</i>	<i>IC</i>	<i>JP</i>
Idealized Influence	1				
Inspirational Motivation	.342(**)	1			
Intellectual Stimulation	.468(**)	.383(**)	1		

Individualized Consideration	.429(**)	.344(**)	.288(**)	1	
Job Performance	.413(**)	.363(**)	.388(**)	.379(**)	1

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

To examine the correlation between the dimensions of transformational leadership and job performance, Pearson Correlation was administered. The statistical values found that there was moderate association of all the factors of transformational leadership with job performance, the r values were .413, .363, .388 and .379 respectively.

Table 3: Relationship between Motivational Factors and Job Performance

<i>Variable</i>	<i>IM</i>	<i>EM</i>	<i>JP</i>
Intrinsic motivation	1		
Extrinsic motivation	.347(**)	1	
Job performance	.367(**)	.336(**)	1

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

To examine the correlation between the dimensions of motivational factors and job performance, Pearson Correlation was administered. The statistical results found that there were moderate association of all the dimensions of motivational factors with job performance of the teachers, the r values were .367 and .336 respectively.

Table 4: Relationship between transformational leadership and motivational factors with job performance

<i>Variables</i>	<i>TL</i>	<i>MF</i>	<i>JP</i>
Transformational Leadership	1		
Motivational Factors	.392(**)	1	
Job Performance	.385(**)	.351(**)	1

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

To examine the correlation of transformational leadership and motivational factors with job performance, Pearson Correlation was administered. The statistical results found that there were moderate association of transformational leadership and motivational factors with job performance of the teachers, the r values were .385 and .351 respectively.

Table 5: *Effect of transformational leadership on job performance*

DV	Constructs	Std. Error	Beta	t	Sig
Job performance	(Constant)				
	Idealized influence	.074	.467	6.26	.00*
	Inspirational motivation	.048	.234	4.81	.00*
	Intellectual stimulation	.050	.429	8.47	.00*
	Individualized consideration	.061	.344	5.55	.00*

To determine the effect of all the dimensions of transformational leadership on job performance of the teachers, it was carried out the Multiple Regression Analysis. The results show that inspirational motivation had weak effect on job performance with beta value .234, rest of all the factors of transformational leadership had moderate effect on job performance with beta value of .467, .429 and .344 respectively.

Table 6: *Effect of motivational factors on job performance*

DV	Constructs	Std. Error	Beta	t	Sig
Job performance	(Constant)				
	Intrinsic motivation	.070	.518	7.39	.00*
	Extrinsic motivation	.061	.356	5.80	.00*

To determine the effect of all the dimensions of motivational factors on job performance of teachers, it was carried out the Multiple Regression Analysis. The results show that motivational factors had moderate effect on job performance with beta value of .518 and .356 respectively.

Table 7: *Effect of transformational leadership and motivational factors on job performance*

DV	Constructs	Std. Error	Beta	t	Sig
Job performance	(Constant)				
	Transformational leadership	.058	.368	6.27	.00*
	Motivational factors	.066	.437	6.59	.00*

To determine the effect of transformational leadership and motivational factors on job performance of teachers, it was carried out the Multiple Regression Analysis. The results show that transformational leadership and motivational factors had moderate effect on job performance with beta value of .368 and .437 respectively.

Conclusions

It concluded the respondents were agreed about the variables of this study such as; transformational leadership, motivational factors and job performance. Additionally, there was a moderate relationship of all the dimensions of transformational leadership and motivational factors with job performance. Furthermore, there was a weak effect of inspirational motivation on job performance rest of all the dimensions had moderate effect on job performance. Additionally, transformational leadership and motivational factors had moderate correlation with job performance and have moderate effect on job performance. Consequently, transformational leadership had more significant effect on job performance as compare to motivational factors.

Discussion and Recommendations

This study includes the context of management and leadership in educational setting which makes it unique. It could prove to be beneficial for advancing the higher educational institutes which will lead to opening a new success phase. Pakistan is a developing nation and making attempts to fulfill the international standards in educational sector. The field of educational management is an emerging area of research in Pakistan. The educational sector is growing and the gaps for meeting standards affecting 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.

Additionally, the findings of the study are expected to be a substantial importance to secondary education, management, headship, teachers, educational planners and departmental non-academic staff, scholars and human capitals. The conclusions from this research are expected to be of assistance to management body in setting up continuous improvement for a new head of department and faculty staff for the fulfilment of institutional mission and vision. On the behalf of findings of this research that transformational leadership play a vital role for the augment of job satisfaction of secondary school teachers. Moreover, the transform leaders motivate the workers for the development of employees' performance. This study is beneficial for the new researches who want to conduct further study in same area and field. Moreover, it is considered as stepping stone for the adaptation of supportive leadership style according to the situation through updated strategies and techniques. Therefore, it is recommended that future research should be conducted with other variables which enhance the job performance of academic faculty.

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