Effect of Leadership Behavior on the Motivation Factors among Secondary School Teachers

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Abstract- The main objective of this study was to determine the effect of leadership behavior on motivation factors. The study was quantitative based on cross sectional whereas, leadership behavior was used as independent variable and motivation factors as dependent variable. The population of the study was the secondary school teachers from Muzaffargarh District, Punjab. For the delimitation of the population 289 respondents were selected as a sample of this research through simple random sampling technique. For this study standardized questionnaires were used. The findings of this research show that there was a positive and significance effect of leadership behavior on motivation factors. This study is beneficial for the development of secondary school education through effective leadership behavior.

Key Words: Leadership Behavior, Motivation Factors, Secondary Teachers

I. INTRODUCTION

The term leadership is devoid of a definite definition however a simple and a unified definition may be delineated it as a complex process which affects a person to get accomplished the organizational objectives. It can also be explained as: the exercise of official impacts exerted by a certain personages (leaders) in collaboration with other (subordinates) in an administrative setup (Selesho, 2014). The official exercise of authority is to persuade people for doing the needful accomplishments of desired goals for the betterment and benevolence of organization. Moreover, Precision, self-example and simplicity are the dominant characteristics of leadership (Gary, 2006). Understanding a personality means to guess the net product of an environment which evaluated the person and led him/her to refined behavior through thick and thin. Human behavior is further polished by the set of cognitive approaches to tackle a situation. Operant conditioning is a precise system of punishment and reward which plays a pivotal role in shaping the behavior to refined one. Cognition is a kind of thinking management system which helps in streamlining the human behavior and in sharpening the memory system. It has strong imprints of heritance and human instinct which help to develop personality to refined and charismatic one (Vroom, 2004). Whereas, the continent and the scope of motivation and leadership are so vast that there are no single perpetual and free of follies theory to perfectly elaborate motivation and leadership. In nut shell there may be assumed that human behavior and the practical conduct in social milieu are the only unified indicator to best understand leadership and the ingress of motivation to it (Boyatzis et al., 2010). Previously set patterns to assesspersonality are outdated and the novel ways based upon human behavior are in vogue instead. So there is a dire need to understand the human behavior which is evident more under the influence of motivation. At the basis of motivation individual's zeal and zest, working spirit and capability to exalt in all walks of life can better be controlled (Johns & Gary, 2006). In this backdrop the researcher has selected this topic so as to explore the new and novel dimensions of Principal' leader behavior on the motivation of teachers at secondary school level (Selesho&Naile, 2014).

II. LITERATURE REVIEW

Northouse (2015) posited that all subordinates should not be dealt with variegated leadership styles but similar subordinates should be dealt with multiple leadership style and behaviors. By manipulating different leadership behavior with the same workforce brings positive outcomes and productivity can be improved to larger extent. Newness in leadership behavior in different working milieu at different stages with the similar workforce induces acceptability and popularity of leader among workers. As a result job satisfaction and motivation to perform well at place of work is enhanced and it becomes easy to materialize the organizational objectives. Keeping in mind the Path-goal proposes the classification of leader behaviors are appended as under;issues instructionsto complete the assigned organizational goals

and guides workers in every aspects of the work to be done according to the set standards. He makes the task to be accomplished in due course of time without any slackness. In case of any professional problem he guides the workers and thus earns workers' confidence and tries to come up to expectations of the workforce. (Northouse, 2013). Such style of leadership behavior is highly commendable when workers are facing a complication in performance and instructions to follow (Lussier and Achua, 2010). Supportive leaderit is a friendly and democratic leadership behavior. Leaders tend to provide their subordinates with necessary professional and personal assistance. All the problems and issues related to technical, legal, professional or esteem needs are mutually solved in the guidelines by the leaders. Subordinates feel a sense of ownership by the leader. Trust building and self-confidence of the workers is enhanced. (Northouse, 2013). Supportive leadership is necessary when tasks and assignment are easy to carry out. Workers become satisfied with their jobs and privileges provided by the organizational group (Lussier and Achua, 2010). Participative leaderparticipatory leadership characterizes by the consultations and counseling with working class of the organization. Leaders before taking the flight of decisions like to seek the consents of the workers if they agree to follow, the decisions are promulgated otherwise alternates are applied in the needy situations. In this way workers are made the part of organizational decision-making (Northouse, 2013). When autocratic leadership becomes intolerable then participatory leadership is the best suited option to impose at the place of work (Lussier and Achua, 2010)

The significance of motivation and its impacts cannot be refuted and repudiated in a managerial setting. It is a valuable tool into the hands of managers with the help of which they can have the optimized level of performance by the subordinates (Ryan &Deci, 2010; Richard et al., 2012). Moreover motivation is the soul of creativity and productivity. Without motivation workers will perform with dull and drab behavior. They will deliver better if they are well-motivated (Amabile, 1993).The very etymology of word 'motivation' is very interesting to know. It derives its root from 'motive' or Roman word 'motif' means the force or passion that keeps an individual to act. Therefore motivation is such a force which helps the workers or subordinates to keep on going to perform well. In other ways, it may better be demarcated as, the deed of providing foundation that causes someone to act (Shanks, 24). In the words of Nancy Shanks, motivation instigates individuals to perform, however occasionally it may fail to obtain desired outcomes as being motivated is the personal discretionary power of individuals (Richard et al., 2012). Robbins (1994) argues motivation as the individuals' inclination to perform to some degree and accustomed by the action's ability to fulfill certain requirement (p. 42). Motivation is the degree of determined effort directed toward a goalmouth (Campbell, Dunnette, Lawler &Weick, 2010). Full length features of intrinsic and extrinsic motivation is described above. As a leader it mandatory to understand what kind of motivation is applicable for his subordinates and underlings. Knowing deep into the mindset of workforce is essential so as know what motivates them best to pursue excellence and better performance. It is desirable to adjust the work surrounding and the most probable positive behavior of the workers as well. When behavior is known it becomes easier to mend attitude by alluring workers through intrinsic motivation (Osterhloh& Frey, 2012). Osterhloh and Frey (2000), argue that leaders have to face multiple challenges in applying intrinsic motivation while they can happily apply the extrinsic motivation plan to the workers through variegated set incentives, perks and privileges (Ryan &Deci, 2010). On the other hand, many likelihoods are involved in widening the intrinsic initiative of a person explained by ; positive conduct and performance feedback (Harackiewicz, 1979) choice and the opportunity for self-direction and high levels of instrumental support (Yperen&Hagedoorn, 2013). In this connection sixteen motives are defined by Reiss (2004) which characterize intrinsic desires that have direct grasp upon person in getting him motivated. These include as: influence, inquisitiveness, independence, status, social contact, settling of scores, integrity, idealism, bodily implementation, passion, kinfolk, order, eating, acceptance, tranquility and redeemable. White (1959) was the premier in introducing the concept of intrinsic motivation by taking the close and keen observation of animal behavior who can be yoked to work yielding outstanding and superb outcomes. Animals employed in useful works are free of reinforcements or reward yet their performance was found fit in all respects. Animals' employment in this experimental way implies that intrinsic motivation is an inside job which seeks curiosity and dedication without any impulse of reward and reinforcement. The similar phenomenon can be proved true for human behavior and attitude. It is evident that intrinsic motivation mirrors the inborn inclination to seek out novelty and challenges, to exercise one's capacities, to discover, and to learn (Ryan &Deci, 2000-b). Intrinsic motivation derives from *within the individual or from the action itself* and the motivation is not drive-based or a function of external control (Deci& Ryan, 1985).

An individual will keep on working a task because of the enjoyments and interests he/she finds in constantly doing the task which as a result is itself reward and reinforcement for him/her. This is the perfect example of ideal incentive system which satisfies the workers with sense of fulfillment

and satisfaction (Osterloh& Frey, 2011) Empirically proven studies have revealed that intrinsic motivation for tasks to be accomplished is fundamentally linked with task characteristics such as job and skill variety coupled with self-sufficiency, importance and identity of the task assigned to the workers and the feedback fromthe managers and fellow beings (Houkes, Janssen, Jonge&Nijhuis, 2001). Here, the relation can be made with the higher order needs of Maslow (1943). Osterhloh and Frey (2012) harp on the same string that intrinsic motivation is far better than the other forms of motivation in specific working atmosphere of the organizations. Intrinsic motivation is closely woven to the ego motives provided progressive work conditions remain the same. (Reiss, 2014).Intrinsic motivation in nutshell is internally driven. It seeks inspiration from within the individuals or from the activity itself and therefore, characteristics of tasking is vital in a way that employees must recognize the work as being satisfactory and fulfilling to them (Nader, 2015). Practically and theoretically it is proven that intrinsic motivation is fundamentally linked to task features as job independence, skill diversity, task significance and identity, and feedback fromthe fellow beings. (Houkes, 2011). It is a soul searching analysis of the day that the significance of intrinsic motivation is difficult to deny but most of jobs and activities carried on by the persons are by because of extrinsic motivation. Extrinsic motivation in this regard stands unquestionable and very vital in our daily life inspiration. Persons will to move on to achieve their predetermined objectives are basically intrinsically motivated people however in the external world of their own they are often inspired with some incentives which is by dint of extrinsic motivation. Amabile (1993) approves this phenomenon and furthers in this regard going one step ahead and argues that in many happenings persons are extrinsically motivated. Extrinsic motivation drifts us near to rewards and helps in avoiding the punishments so by applying this notion in practical life people wish and will to engage them in an activity as a means to an end. They believe on working consistently and willfully take an active part in work to seek their rewards and desired objectives in an organization (Pintrich&Schunk, 2006). The other way of extrinsic motivation is known as drives. Therefore the crux of this discussion may be sum up as; the overall impact of externally driven motif is called extrinsic motivation. In extrinsic motivation workers are externally driven and their focus is on the results of the activities performed by them. The results any appear in any form reward or the punishment (Eisenhower, 2010).

III. THEORETICAL FRAMEWORK

The Path Goal theory of leadership was proposed by House and Mitchel in 1974. It is one of the best theories that focus on the leadership behavior and help the leader how he can achieve the organizational objectives with supportive behavior and motivation towards the subordinates (Northouse, 2010). In this theory House lays stress at the link between organizational goals and the workers goal s at individualistic basis. The link between these two variables is strengthened by the motivational force of the leader appointed to monitor the job assigned to workers. By the strong motivational skills employed by the leaders, workers are clearheaded to establish their own way that leads to progress and prosperity and the organizational goals are automatically completed by the enthusiastic workforce. The arousal of passion to excel at the place of work by the laborers is instigated by the witty motivational powers of the leaders. Workers' performance gained precision and the level of job satisfaction in them is optimized. Motivation, according to House, plays a pivotal role and produces well-motivated workforce. Following foursome leadership behaviors are coupled to catalyze House's theory. According to motivation-hygiene theory by Herzberg (1959), workers are motivated well by motivators and hygiene-factors. Motivators, here, are a prominent source to provide positive satisfaction and hygiene-factors related to working conditions those make the workers to attain satisfaction in completing the work assigned to them. The presence of both of them is essential to achieve the desired outcomes while absence of anyone of them will lead to de- motivation and it will be impossible to gain the organizational objectives. (Herzberg et al., 1959). To the motivators, main concerns are the work itself, while hygiene-factors are related something with the surrounding setting (Amabile, 1993). So, motivators are known as intrinsic factors and hygiene-factors as extrinsic factors. (other theories are e.g. Mayo, 1933; McGregor, 1960; McClelland, 1961; Vroom, 1964).

IV. METHODOLOGY

This study was quantitative based on cross sectional whereas, leadership behavior was used as independent variable and motivation factors as dependent variable. The population of the study was the secondary school teachers from Muzaffargarh District, Punjab. For the delimitation of the population 289 respondents were selected as a sample of this research through simple random sampling technique. For this study standardized questionnaires were used; leader behavior descriptive questionnaire (LBDQ XII) was adopted from (Stogdil, 1963) with dimensions supportive behavior, directive behavior and task

oriented behavior While motivation questionnaire was adopted from Herzberg (1996) with dimensions of intrinsic motivation and extrinsic motivation. The five points (1. SDA to 5. SA) Likert scale format was used to collect the data from the respondents through survey method. Cronbach'S Alpha Coffecient was applied to check the reliability of the questionnaire that was greater than threshold value 0.7 proposed by (Bagozzi& Yi, 1988; & Hair et al., 2010). Descriptive and inferential statistics was used to assess the data by administered statistical package for social sciences (SPSS-25).

Research Questions

i.   What is the significance relationship between the dimensions of leadership behavior and motivation factors among secondary school teachers?

ii. What is the significance effect of the dimensions of leadership behavior on motivation factors among secondary school teachers?

V.   RESULTS

Table 1. *Descriptive Statistics*

Constructs	M	SD
Supportive Behavior	3.26	.87
Directive Behavior	3.78	.92
Task Oriented Behavior	3.97	.86
Leadership Behavior	**3.67**	**.88**
Intrinsic Motivation	3.92	.94
Extrinsic Motivation	3.84	.91
Motivation Factors	**3.88**	**0.92**

Descriptive analysis was conducted in order to investigate the existing level of leadership behavior and motivation factors among secondary school teachers. Whereas, three dimensions of leadership behavior have mean value 3.26, 3.78 and 3.97 respectively and composite mean value (M= 3.67, SD= .88), while two dimensions of motivation factors have the mean values 3.92 and 3.84 whereas, composite mean value (M= 3.88, SD= .92).

Table 2. *Pearson Correlation*

Constructs	SB	DB	TOB	MF
Supportive Behavior	1			
Directive Behavior	.388(**)	1		
Task Oriented Behavior	.362(**)	.287(**)	1	
Motivation Factors	.394(**)	.298(**)	.367(**)	1

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

Pearson Correlation was applied in order to investigate the relationship between the dimensions of leadership behavior and motivation factors. It was found that there was a positive and moderate relationship between supportive behavior and motivation factors with (r= .394). Moreover, task oriented behavior has more significance relationship with motivation factors than directive behavior respectively (r= .367 and r= .298).

Table 3. *Multiple Regression analysis*

DV	Constructs	Std. Error	Beta	T	Sig
Motivation Factors	(Constant)				
	Supportive Behavior	.039	.423	10.46	.00*
	Directive Behavior	.041	.159	4.08	.00*
	Task Oriented Behavior	.052	.246	6.27	.00*

Dependent Variable: MF

In order to determine the effect of the dimensions of leadership behavior on motivation factors, Multiple Factor Analysis was applied. It found that there was a significance effect of leadership behavior on motivation factors with the Beta value (.423, .159 and .246).

VI. CONCLUSIONS AND RECOMMENDATIONS

It was concluded that there was a positive and moderate relationship between the dimensions of leadership behavior and motivation factors. Moreover, there was a significance effect of the dimensions of leadership behavior on motivation factors. This research will prove as a stepping stone to adopt the new techniques and strategies for leadership in order to develop the secondary school education. The future studies should be conducted at other level and other regions of the country. Furthermore, the next studies must be conducted with the other variables that enhance the motivation level of the teachers.

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