

## ROLE OF EDUCATIONAL LEADERSHIP

### Role of Educational Leadership in Motivating Teachers for Effective Work

Shahinshah Babar Khan  
Ph. D (Education) Scholar

International Islamic University, Islamabad.

[babar\\_pmc@yahoo.com](mailto:babar_pmc@yahoo.com)

Shaheen Ashraf Tahirkheli  
Research Associate, Faculty of Education  
Allama Iqbal Open University, Islamabad

Asghar Ali  
Manager, Research and Development Centre  
Punjab Group of Colleges, Lahore

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## ABSTRACT

The study was conducted to explore the opinion of the teachers about the role of educational leadership in motivating teachers for effective work. The sample for the study was 331 teachers, which were divided into three groups according to the teaching experience. A questionnaire was used as instrument to know the opinion of the teachers. Out of 331 sample teachers, 276 filled questionnaires were collected back, two of them were incomplete and the data collected from 274 teachers was used for the study. There was significant difference among the groups on the total score of the role of educational leadership and leaderships' motivation for teachers.

## INTRODUCTION

In the competitive market, organizations of same field are locked in the battle of quality and services. Organizations want to spark in some different ways to attract new clients as well as to draw the attention of the clients of other organizations towards their network through different packages.

In the current scenario where information and communication technologies shrink the world, organizational goals can be achieved if its employees are satisfied and motivated to work in the best interest of the organization. If employees of some organization are not satisfied with their job due to any reason, they will remain in search of some other job, this will not only down the graph of employees' performance but this type of attitude will ultimately affect the performance of the organization. Leadership is an important pillar in the overall hierarchy of any organization. Leadership of an organization works as a beacon of light to provide the direction to its employees and is responsible to prepare and motivate the employees to achieve the set goals of the organization. Leadership is a process to influence the behavior and get the things done through, with or by the people (Baloch, 2006). The market competition has affected the role of leadership; now authoritarian leadership cannot work effectively as today there are options for employees to choose which were not available in the past. For leadership of an organization, motivation is a tool to prepare its employees for the competition in local as well as for global market.

In Pakistan, it is a common view that the performance of public sector educational institutions is not satisfied because public sector educational institutions remain failed to work in challenging environment. The work force of these institutions is low motivated and is not decorated with the skills necessary for working in the current era. While on the other hand, local private sector and access to education through online has added more problems for the public sector educational institutions in Pakistan. For this entire phenomenon, teachers and leadership of public sector educational institutions are blamed. Teachers are still using old

methods of teaching and are not ready to decorate themselves with new pedagogical skills, and leadership of public sector educational institutions is not equipped with new knowledge of their domain and lack of motivational techniques which are essential for effective work in the today's environment. This is very hard situation for educational institutions to survive in the world where new ideas and integration of new innovations in the ongoing practices are necessary for effective teaching and learning process. The role of leadership in public sector educational institutions demands leaders with a vision to have potential to motivate the teachers to prepare themselves for the competition of the current market.

## LITERATURE

In the current scenario, organizations are under pressure from different sides. Competition of quality beyond the limits has put some extra pressure on the employees of the organization. For any organization, satisfied employees are more beneficial and more valuable. Leadership of any organization is a pushing force that prepares the employees to achieve the goals of the organization in the challenging environment. For leadership, motivational techniques are the tools for guiding the employees in the right direction to reach the desired destiny. To make sure the success of motivational tools, it is important to consider the uniqueness of the situation and the diversity of the concerned group .It is the job of management to consider different alternatives according to situation (Khan, Farooq & Imran Ullan, 2010).

### *Leadership and Motivation*

A motivation is a force deals with “the reasons underlying behavior” (Guay et al., 2010, p. 712).

Nohria, Groysberg & Lee (2008) have identified the following four drives, the degree to which these drives satisfied effects emotions and behaviors:

1. The drive to acquire.
2. The drive to bond.

3. The drive to comprehend,
4. The drive to defend.

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 (<http://www.managementstudyguide.com/leadership-motivation.htm>). For managers, it always remained a challenge to motivate the employees for work hard to achieve the set goals of the organizations.

#### *Educational Leadership and Motivation*

The role of educational leadership is unique to achieve the National goals. It is the educational leadership that that provide guide map to the working force for achieving the set goals. Wallacfoundation published the findings of a report entitled Learning from Leadership: Investigating the Links to Improved Student Learning (available at [www.wallacfoundation.org](http://www.wallacfoundation.org)) documented that Principals and teachers agree that three leadership practices in particular contribute to better instruction:

- Focusing the school on goals and expectations for student achievement.
- Attending to teachers' professional development needs.
- Creating structures and opportunities for teacher collaboration.

Qureshi (2006, p.265) states that educational leadership have to have the capacity to achieve performance level both educational and organizational through effective supervision and influence.

National Education Policy (2009, p.9) envisages Governance and management of education have fallen short of the commitments. As a consequence, Pakistan's education system is afflicted with fissures that have created parallel systems of education and has performed poorly on the criteria of access, equity and quality. There are many responsibilities which are shoulder to educational leadership and are expected to fulfill them. On the other hand, educational

leadership states many hurdles which keep them away to fulfill their responsibilities which start from financial matters to political interference. Education sector management shall be left to the Education managers without any intervention from politicians and generalist civil servants; only then the education managers can be held accountable for outcomes (National Education Policy, 2009). Highly motivated teachers are the key factor of a successful educational system. Motivation involves energy and drive to learn, work effectively and achieve potential (Pamela, 2005). Smith (1994) documented that motivated employees are needed in our rapidly changing workplaces. Din and Inamullah (2008) conducted a study about the motivational techniques used by the head teachers in Pakistan and expressions of principal's expectations about teacher performance make motivate them.

### *Statement of the Problem*

Public sector educational institutions of Pakistan especially schools are facing challenges of different kinds, which start from its workforce that is teachers and continues to leadership. Leadership is considered to perform multi tasks for the betterment of organization while school it is a common view that school leadership is not trained and equipped with strategies which are necessary for preparing the teachers to work beyond money. School leadership do not exercise the motivating strategies to force the teachers for hard work, on the other hand, leadership role is fuel the workforce through motivation to do their best in the interest of the organization. The statement of the problem is to find out the opinion of the teachers about the role of educational leadership in motivating teachers for effective work.

### *Objectives of the Study*

The objectives of the study were:

1. To investigate the opinion of the teachers about the role of educational leadership.
2. To explore the role of the leaderships' motivation for teachers for effective work.

### *Research Question*

The research questions of the study were:

1. What is the role of educational leadership?
2. How educational leaderships' motivation affect teachers to work effectively.

### *Delimitation of the Study*

Due to time constraint, it was not possible for the researchers to collect data from a large area, so the study was delimited to the boys secondary schools located in the urban area of tehsil Bahawalnagar and Minchinabad.

### *Sample of the Study*

The sample of the study was all the teachers working the boys secondary schools located in the urban area of tehsil Bahawalnagar and Minchinabad. Data of teachers was taken from the online school directory of Academy of Educational Planning and Management (available at <http://www.aepam.edu.pk/SchoolDirectory/Search.asp>). The directory shows that there were 331 teachers in these schools. The sample teachers were divided into three groups on the basis of teaching experience and were requested to mention the group according to their teaching experience. The grouping was made in the following way:

Table 1: Groups according to teaching experience

Sr. #	Group	Teaching Experience (in years)
1	A	2-4
2	B	5-7
3	C	8-10

### *Instrument Used for the Study*

A questionnaire was developed on five point Likert scale (Strongly Agree=SA, Agree=A, Uncertain=UNC, Disagree=DA, Strongly Disagree= SDA). There were two parts in the questionnaire (Role of Educational Leadership and Leaderships' Motivation for Teachers) with 15 statements.

### *Validity of the Instrument*

For validation, the questionnaire was presented to 4 university academicians who were involved in the teaching courses of educational leadership. The academicians pointed five statements which were out of scope of this research so deleted from the questionnaire.

### *Reliability of the Instrument*

For measuring reliability of the questionnaire, it was administered to 30 teachers of the sample schools. A total of 20 teachers were taken from tehsil Bahawalnagar and 10 teachers were taken from tehsil Minchinabad. These 30 teachers were considered in the final sample as well.

### *Administration of the Instrument*

The questionnaire was delivered to the sample teachers of tehsil Bahawalnagar by the researchers personally while the teachers of tehsil Minchinabad were contacted through friends and they were requested to fill the questionnaire for the research purpose.

A total of 300 questionnaires were delivered to the teachers of sample school, 276 questionnaires collected back. Out of these 276 questionnaires, three questionnaires were incomplete so these were excluded for the final result. At the end, there were 273 questionnaires which were considered for the study. These 273 questionnaires were arranged according to the groups. The final number of teachers according to their teaching experience as under:

Table 2: Number of teachers according to teacher experience

Sr. #	Group	Teaching Experience (in years)	No. of Teachers
1	A	2-4	99
2	B	5-7	80
3	C	8-10	94
Total			273

### DATA ANALYSIS

One way ANOVA was used to calculate the effects of total score on the role of educational leadership and to find the effects of total score on leaderships' motivation for teachers. Post hoc Tukey test was used to calculate the difference among the groups.

#### *Role of Educational Leadership*

#### Test of Homogeneity of Variances

Table 3: Role of Educational Leadership

Levene Statistic	df1	df2	Sig.
1.609	2	271	.202

Test of Homogeneity of Variances show that the assumption of Homogeneity of Variances is not violated.

## ANOVA

Table 4: Role of Educational Leadership

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	33.510	2	16.755	7.327	.001
Within Groups	619.720	271	2.287		
Total	653.230	273			

The above table shows that sig value is less than .05; means there is significant difference somewhere among the mean score on dependent variable for the three groups. To check where the difference lie, the table multiple comparison is consulted.

## MULTIPLE COMPARISONS

## Tukey HSD

Table 5: Role of Educational Leadership

(I) LEVEL (J) LEVEL	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
				Lower Bound	Upper Bound	
2-4	5-7	-.82000*	.22683	.001	-1.3546	-.2854
	8-10	-.12213	.21725	.840	-.6341	.3898
5-7	2-4	.82000*	.22683	.001	.2854	1.3546
	8-10	.69787*	.23003	.007	.1558	1.2400
8-10	2-4	.12213	.21725	.840	-.3898	.6341
	5-7	-.69787*	.23003	.007	-1.2400	-.1558

\*. The mean difference is significant at the 0.05 level.

The above table shows that there is a significant difference between the group A and group B. Similarly, group B has significant different from group A and group C.

#### *Final Results for Role of Educational Leadership*

A one way between-groups analysis of variance was conducted to explore the impact of teaching experience on role of educational leadership. Subjects were divided into three groups

according to their teaching experience. There was a statistically significant difference at the  $p < 0.05$  level in role of educational leadership scores for the three groups [ $F(2, 271) = 7.327$ ,  $p = 0.01$ ]. Post-hoc comparisons using Tukey HSD test indicated that significant difference between the group A and group B. Similarly, group B has significant different from group A and group C.

### LEADERSHIPS' MOTIVATION FOR TEACHERS

#### Test of Homogeneity of Variances

Table 6: Leaderships' Motivation for Teachers

Levene Statistic	df1	df2	Sig.
1.620	2	271	.200

Test of Homogeneity of Variances show that the assumption of Homogeneity of Variances is not violated.

#### ANOVA

Table 7: Leaderships' Motivation for Teachers

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31.517	2	15.758	4.238	.015
Within Groups	1007.553	271	3.718		
Total	1039.069	273			

The above table shows that sig value is less than .05; means there is significant difference somewhere among the mean score on dependent variable for the three groups. The table multiple comparisons is helpful to check where the difference among the groups is.

### Multiple Comparisons

Table 8: Leaderships' Motivation for Teachers

#### Tukey HSD

(I) LEVEL	(J) LEVEL	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
2-4	5-7	-.84000*	.28923	.011	-1.5216	-.1584
	8-10	-.32298	.27700	.475	-.9758	.3298
5-7	2-4	.84000*	.28923	.011	.1584	1.5216
	8-10	.51702	.29330	.184	-.1742	1.2082
8-10	2-4	.32298	.27700	.475	-.3298	.9758
	5-7	-.51702	.29330	.184	-1.2082	.1742

\*. The mean difference is significant at the 0.05 level.

In the results presented above only group A and group B are significantly different from one another. That is, the 2-4 years teaching group and 5-7 years teaching group differ significantly in terms of their total score of Leaderships' Motivation for Teachers.

### ***Final Results for Leaderships' Motivation for Teachers***

A one way between-groups analysis of variance was conducted to explore the impact of teaching experience on Leaderships' Motivation for Teachers. Subjects were divided into three groups according to their teaching experience. There was a statistically significant difference at the  $p < 0.05$  level in Leaderships' Motivation for Teachers scores for the three groups [ $F(2, 271) = 4.238, p = 0.01$ ]. Post-hoc comparisons using Tukey HSD test indicated that only group A and group B are significantly different from one another.

### DISCUSSION

In educational setup, at institution level, role of leadership is to check and guide workforce effectively working in the competitive market. Educational leadership is responsible to take the orders from the high ups and implement them to achieve the objectives. Effective educational leadership is to provide the resources to the workforce and encourage them to make use of it for achieving the goals of the institutions. Educational leadership must have the capacity to influence positively on the behavior of the workforce and guide them to the right direction for effective working.

### FINDINGS OF THE STUDY

For Role of Educational Leadership, there was a statistically significant difference at the  $p < 0.05$  for the three groups. Post-hoc comparisons using Tukey HSD test indicated that there was significant difference between the group A and group B. Similarly, group B was significantly different from group A and group C.

For Leaderships' Motivation for Teachers, there was a statistically significant difference at the  $p < 0.05$  level for the three groups. Post-hoc comparisons using Tukey HSD test indicated that only group A and group B were significantly different from one another.

## APPENDIX

Item #	Statement	SA	A	UNC	DA	SDA
<b>Role of Educational Leadership</b>						
1	Educational leadership is responsible to draw and implement the strategies to meet goals and targets.					
2	Educational leadership must have the capacity to influence the attitude and behavior of the teachers.					
3	The aim of educational leadership is to explore the gaps at local level and provide clear line of action to reduce these gaps.					
4	Educational leadership must be equipped with the motivational techniques which are necessary to accelerate the passion of the teachers towards their profession.					
5	Educational leadership is responsible to check the performance of teachers through well defined standards.					

<b>Leaderships' Motivation for Teachers</b>						
6	Through motivation, Educational leadership can fill the commitment gap of teachers to achieve the articulate vision.					
7	Educational leadership can utilize motivation to change traditional mindset of teachers which is necessary to get success in the changing environment.					
8	Educational Leaderships' motivation can bring effective change within the context of roles of teachers in the institution.					
9	Educational Leaderships' motivation can prepare the teachers to learn new skills and knowledge necessary for working in the modern era.					
10	Educational Leaderships' motivation can create such environment where teachers understand and facilitate each other and work in collaboration.					

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